인간다움과 미래다움이 공존하는 지속가능한 종합교육대학교

광주교육대학교
Gwangju National University of Education

ESBB English Scholars
Beyond Borders

Korea TESOL
KOTESOL · 대한영어교육학회

Program Book

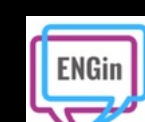## 2024 ESBB International TESOL Conference & KOTESOL National Conference

Transcending Borders, Building Bridges:
Compassion, Connection, & Criticality in the 21st Century

October 11–13, 2024
Gwangju National University of Education
Gwangju Metropolitan City
koreatesol.org/nc2024

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The 2024 ESBB International TESOL Conference
& KOTESOL National Conference

Transcending Borders, Building Bridges:
Compassion, Connection, and Criticality in the 21st Century

October 12 & 13, 2024
October 11: Pre-conference tour

Gwangju National University of Education
Punghyang Munhwa-gwan / Punghyang Culture Center
광주교육대학교 풍향문화관
Gwangju Metropolitan City
Republic of Korea
koreatesol.org/nc2024

Venue

Overview Schedule   Featured Sessions   Concurrent Sessions   Poster Sessions   Online Sessions

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Message from the Conference Chair & KOTESOL President
Lindsay Herron

It is my absolute pleasure to welcome you to the 2024 ESBB International TESOL Conference & KOTESOL National Conference! This event, is the epitome of constructive confluence; we stand here at the intersection of local and global, personal and professional, building on past success with an eye toward the challenges of the future. Our participants come from all over the world, with a wide range of interests, perspectives, and expertise, and include everyone from pre-service teachers to seasoned professionals. When we talk about building bridges, this, *right here,* is a prime example.

In fact, the theme of this conference was conceived to capitalize on this convergence: "Transcending Borders, Building Bridges: Compassion, Connection, and Criticality in the 21st Century." With this theme, I hoped we could work together to complicate our concepts of barriers and belonging, challenge our notions of norms, and promote open and permeable perspectives. I hoped conference participants would consider education beyond the boundaries of the classroom, beyond traditional and post-positivistic research, beyond narrow definitions of what constitutes "learning" or "mastery." The theme seeks, too, to highlight the concerns that underpin education: questions of what we're actually doing as teachers and scholars, and how our work makes the world a better place. As we confront the uncertainty of tomorrow, how can we equip our students *today* with the tools they need to face the future with flexibility, resilience, and empathy? I hope we can productively explore the possibilities—and tensions—together.

Speaking of connections, it's appropriate that KOTESOL, ESBB, and GNUE are collaborating on this event; we each have a track record of eschewing tradition, embracing innovation, and building bonds across borders in our own unique way. GNUE, for instance, has initiated many outstanding programs to encourage more global, sustainable, and future-oriented perspectives in students, including multiple international exchange programs. ESBB is predicated on bringing together scholars from around the globe, and some of its core tenets are rooted in non-traditional views on scholarly research. KOTESOL strives to be a leader in promoting social justice perspectives in professional development in Asia. Actually, it's also appropriate this conference is taking place in Gwangju, which has an extensive history of progressive perspectives—so much so that it's known as the "cradle of democracy" in Korea!

Finally, I would like to take a moment to celebrate some of our connections here today. My gratitude to ESBB for inviting KOTESOL to collaborate on this event and to GNUE for its generosity as our host. I'd also like to thank Right Reflection Foreign Language Teachers' Association and its founder, Ganzorig Ganbold, for bringing such a large and enthusiastic group of participants from Mongolia. Many thanks to the Gwangju-Jeonnam Chapter of KOTESOL and to all our volunteers. And thanks to all of you for coming! I hope you enjoy our beautiful city and the lovely campus here at GNUE. May you find a new sense of belonging and make many meaningful connections—in all senses of the word—while you're here.

Welcome & Congratulatory Messages

Message from the Founder of English Scholars Beyond Borders (ESBB)
Dr. Roger Nunn

Welcome to our annual ESBB event, which we are delighted to be sharing with KOTESOL. We are very grateful to Gwangju National University of Education for providing us with this wonderful venue in Korea. The academic aim of our organization and our conferences is to assemble scholars from across the globe to share ideas with scholars from very diverse backgrounds. While the broad background theme is always linked to English Scholarship Beyond Borders, this can be understood in the broadest possible sense as our intention is to embrace diversity, both culturally and in English education and research. ESBB provides guest speakers from a broad variety of locations and cultures, and our highly qualified members also provide consultancy work on request. Many of our members will be attending your presentations, so please do not hesitate to communicate with them.

ESBB is a strictly not-for-profit academic circle of international scholars. One of its core values is that no member may benefit financially in any way from ESBB events or activities. Our website, http://www.englishscholarsbeyondborders.org, is funded only by voluntary personal contributions of its members and conference hosts. The site is deliberately kept as simple as possible. While we now regularly receive requests, we do not accept any advertising, sponsorship, or financial support of any kind for its maintenance. This is because we do not want to compromise our purely cultural and academic values.

We believe in open access publishing, and all publications in our journal on our website are freely downloadable and may be displayed on your own pages or in online repositories with a simple acknowledgement of the original source. Our annual academic journal is indexed, although we are not obsessed by indexing and ranking. We also engage in other types of publishing. As just one example, four ESBB members co-authored a book on a theme that typifies the intercultural ethos of ESBB: John Foncha, Sivakumar Sivasubramanian, John Adamson, and Roger Nunn (with a foreword by the late Professor Ron Carter), *Investigating the Role of Language in the Identity Construction of Scholars: Coming to Terms With Inter-Cultural Communicative Competence*. (https://www.researchgate.net/publication/352509671_Investigating_the_Role_of_Language_in_the_Identity_Construction_of_Scholars)

ESBB embraces non-blind peer review. We believe this process is more ethical than "blind" anonymous review. All conference presenters are welcome to submit a paper but must be prepared to fully engage in dialogic review of their own paper and eventually participate if asked in the review of one or two other papers. We believe in a strong first-person authorial voice. There is an initial screening prior to non-blind dialogic review. This process takes time, and we currently commit to publishing one issue per year, although we have recently published two issues. We are not an appropriate venue if you are seeking a rapid publication or a traditional paper that uses a third-person voice to refer to your own actions as researchers or authors. We do not want to publish papers that do not have a theme relevant both within and beyond the research setting. Intercultural "translatability" is important to us both in our journals and at our conferences. Please contact rogercnunn@yahoo.co.uk or sivakumar49@yahoo.com for further information. Either of us can do an initial screening of a paper.

Message from the President of Gwangju National University of Education
Dr. Suhng-June Hur

Distinguished guests, esteemed scholars, educators, and conference participants,

It is my great pleasure and privilege to welcome you all to Gwangju National University of Education (GNUE) for this conference. This year's theme, "Transcending Borders, Building Bridges: Compassion, Connection, and Criticality in the 21st Century," aligns closely with the vision we hold dear at GNUE; we strive to create a sustainable and comprehensive educational environment where humanity and future innovation coexist.

At GNUE, we are deeply committed to fostering educators who can engage with the challenges of our world while preserving the core values of empathy, inclusion, and critical thinking. This is part of our mission to shape future teachers who are not only capable of imparting knowledge but are also dedicated to cultivating compassionate global citizens. Furthermore, in response to the increasing diversity of our communities, GNUE places a strong emphasis on multicultural education. In collaboration with regional educational offices, we are training specialized multicultural education teachers to meet the needs of a more interconnected world. We are proud to support the growth of bilingual and culturally competent teachers who can serve as bridges between different communities.

In many ways, the theme of this conference, "Transcending Borders, Building Bridges: Compassion, Connection, and Criticality in the 21st Century," mirrors our efforts in this area. At GNUE, we believe that education in a multicultural era is not just about teaching languages or curricula; it is about fostering understanding and building meaningful connections across cultural and social boundaries. Our work in multicultural education, combined with our international collaborations, speaks to the heart of this theme.

As a university, we actively embrace international collaboration and exchange, recognizing that education knows no borders. We are proud to be a part of this global dialogue, and we are delighted to host such a significant event that brings together educators and researchers from around the world to explore new perspectives and strengthen the bonds that connect us. Through your participation in this conference, I hope you find new ways to transcend borders—whether they be cultural, linguistic, or disciplinary—and build bridges that foster mutual understanding and cooperation. Our university is fully committed to these ideals, and we are thrilled to offer a platform for such critical discussions.

On behalf of Gwangju National University of Education, I extend my heartfelt appreciation to the organizers of ESBB and KOTESOL for bringing this prestigious event to our campus. I wish all of you a stimulating, fruitful, and memorable conference experience.

Once again, welcome to Gwangju National University of Education, where we work towards a future where humanity and future innovation thrive together, and thank you for your invaluable contributions to the field of education.

Thank you.

Suhng-June Hur
President
Gwangju National University of Education

KEYNOTE ADDRESS
Saturday, October 12
10:20 - 11:00 (KST)

Dr. Roger Nunn
Founder
English Scholars Beyond Borders (ESBB)

Crossing Borders: The Importance of Intercultural Translatability

Intercultural "translatability" is a view that knowledge is reconstructed and used subjectively and inter-subjectively in any new context (Nunn, 2016; Nunn et al., 2015). Each new context is unique, so intercultural translation within the local context is inevitable. A phenomenological perspective (e.g., Husserl, 1931/1960; Merleau-Ponty, 1945/1962) underlines the way that ideas need to be interpreted from both insider and outsider perspectives. An impersonal approach, sometimes misleadingly labelled "objective," ignores the reality that any "object" under investigation is translated by a self. Bias, whether personal or cultural, can only be countered, and possibly reduced, when we acknowledge it is inevitable and powerful. We cannot be neutral, because we cannot stand outside our own history, knowledge, emotions or values. Only if we accept that bias is inevitable can we start communicating meaningfully in conferences like this one. This acceptance is a means of escaping from the self in order to enrich the self. I will briefly link this to a socially responsible approach to teaching, with some examples from my own classrooms where I practiced project-based learning. At this conference we are also emphasizing compassion in education; my examples will reflect this. Compassion is arguably fundamental to intercultural understanding in our troubled world.

Duara (2014) emphasizes that what we share, "global commons," is more significant than what separates us. As a historian, Duara critically examines the inward-looking nationalist perspectives of the nation state, providing a perspective of historical circulation beyond and across borders, even transcending borders. He outlines "the methodologies of linking the self to locality, community, environment and the universal" (p. 2). In international fields like ours, more successful learning might best be achieved when

- each of us makes a conscious effort to "bracket" inevitable pre-judgements and does not underestimate the difficulties involved in this;
- "locality" is seen as an important (perhaps *the* important) locus of action but is no longer seen as a barrier to circulatory forces of translatable practices;
- "community" is seen as a pluralistic multi-centric notion (linked to understanding "the self" and "the other" in a way that can cross borders, it is a notion impacted by circulation, emphasizing what we share, translatable "global commons");
- our academic "environment" is no less "at risk" than our physical environment, when
- we do not fully grasp the relevance of circulatory forces.

Duara (2014) provides us with a conceptual ecology that can allow us to transcend our intercultural limitations. In this presentation, I will therefore discuss intercultural translatability and briefly discuss what this could mean for our teaching.

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Keynote and Plenary Speakers

About the Presenter

I recently retired from my final salaried position as a professor and head of the Department of English at the American University of Sharjah in the UAE. I have been really fortunate to have been able to live and teach in a variety of interesting international locations, including France, Qatar, Abu Dhabi, Sharjah, Ethiopia, Japan, the U.K., and Germany. My personal and academic interest is in intercultural communication, supported academically by an MA and a PhD from the University of Reading, U.K., supervised by Ron White. I qualified as a teacher of French in the U.K. in 1976, changing to ESL outside the U.K. in 1979. As a former editor of the *Asian EFL* and *ESP Journals* and a founding member of English Scholars Beyond Borders, I have edited more journal issues than I care to count over the last 25 years. I have especially enjoyed presenting and publishing in a very broad variety of international locations beyond the countries where we lived. As an expatriate teacher/researcher in Asia and the Middle East, I have come to realise that these are the major centers of scholarship in my fields of interest. Although "retired" from full-time work, I don't believe in retirement; I remain active in ESBB and have recently become a research fellow at Shinawatra University in Thailand. I have also resuscitated my creative work as a singer-songwriter, which I practiced in my younger years. Back in the U.K., I have also become very interested in supporting inter-community relations, and I chair a charity that supports intercultural understanding.

My own holistic approach to ELT scholarship, education, and life itself is an approach that engages us as "whole" people in lifelong learning and openness to other cultures. A socially responsible form of project-based learning has long been my teaching preference—an approach that students seem to love, as it puts them at the center of learning and fully engages them (and their teachers) both intellectually and emotionally. One of my related interests is phenomenology (a "philosophy of life"), with an intercultural twist. My aim is to help us better understand ourselves, "the self," in relation to a very culturally diverse array of "others." I enjoy forming strong research relationships with international and local colleagues and have always tried to publish and present in as many countries as possible and to engage in dialogue across borders—hence the development of a practice I call "intercultural translatability." I do not believe in targeting a few "center" journals for publication. Publishing needs to be multi-centric in our interconnected world. Founding ESBB (English Scholars Beyond Borders) with other international scholars was therefore a natural progression for me. Our ESBB journal is indexed, and participants can submit after the conference, if they believe in a strong authorial voice, have a translatable intercultural message that they explain, and do not make spurious claims of "objectivity." The obsession with indexing in its present form, and the requirement to publish only in indexed journals, is oppressive and something I oppose strongly. A more detailed profile is available here:

https://www.englishscholarsbeyondborders.org/members-profiles/roger-nunns-profile/

PLENARY SPEAKER
Saturday, October 12
11:10 - 12:00 (KST)

Dr. Charles Browne
Meiji Gakuin University, Japan

Dr. Charles Browne is a professor of TESOL and applied linguistics at Meiji Gakuin University as well as director of the English Department's MA and PhD programs and creator of their EFL teacher-training program. He is a U.S. State Department English Language Specialist, helping governments around the world with tailor-made teacher-training programs that promote excellence in teaching. Dr. Browne is a specialist in second language vocabulary acquisition and extensive reading, especially as they apply to online learning environments. In addition to his work in creating many important new corpus-based word lists and a wide range of free online tools to teach, learn, and create texts based on these lists, he has also developed countless free online extensive reading, extensive listening, and vocabulary learning sites, tools, and apps. He has worked hard to share this knowledge through presentations, seminars, and hands-on workshops around the world.

The NGSL Project: Corpus Tools to Help Transcend Borders, Build Bridges, and Make Connections in the 21st Century

In this presentation, I introduce 8 open-source, corpus-derived high frequency vocabulary word lists known collectively as the New General Service List (NGSL) project, which I developed to help meet the needs of ESL/EFL learners. With an eye towards efficiency, I made each word list as short as possible (most are fewer than 2000 words) while still offering the highest coverage in the world (between 90-99%) for that genre.

I will then go on to introduce and demonstrate a large and growing number of free, pedagogically-driven online tools, apps, and resources for helping to utilize these lists for teaching, learning, assessment, materials creation and research. The tools include gamified flashcards, an NGSL-specific Wordle game, a video-concordancing study tool, online placement and achievement tests, text creation tools, and a brand-new AI-powered text profiling tool that helps teachers to generate and then simplify texts to the level of their students.

Seed Learning

PLENARY SPEAKER
Saturday, October 12
17:00 – 17:50 (KST)

Dr. Jack C. Richards
University of Sydney, Australia

Jack C. Richards has had an active career in the Asia Pacific region and is currently an honorary professor in the Faculty of Education at the University of Sydney. He has also had a long association with the Regional Language Centre in Singapore. He has written over 150 books and articles on language teaching as well as many widely used classroom texts. His recent publications include articles on language teacher identity and English medium instruction. Jack Richards also has active interests in music and the arts. He has been awarded an honorary Doctorate of Literature by Victoria University, Wellington, for his services to education and the arts, and also received the Award for Patronage from the Arts Foundation of New Zealand. The TESOL International Association honored Jack Richards as one of the 50 TESOL specialists worldwide to have made a significant impact on language teaching in the last 50 years. Jack C. Richards' website: www.professorjackrichards.com

Connecting With Teachers' and Learners' Emotions
in the Language Classroom

Emotions are an important part of the experiences of both language teachers and language learners; however, their role has often been marginalized as a result of the focus on cognitive rather than affective dimensions of language learning within applied linguistics. The "affective turn" in applied linguistics has refocused on how teachers' and learners' emotions influence their management of teaching and learning. In this presentation, I will explore the kinds of emotions teachers and learners experience, the causes of these emotions, and the impact they can have on teaching and learning. I will give suggestions as to how teachers and learners can develop emotional competence—the ability to understand and productively manage emotions—in language learning and teaching.

PLENARY SPEAKER
Sunday, October 13
11:00 – 11:50 (KST)

Dr. Naeema B. Hann
Leeds Beckett University, UK

I am an emeritus reader, School of Education, Leeds Beckett University, and have taught pre-sessional EAP courses. I led the EAP modules in the International Foundation Year for over ten years and was course leader for the MA English Language Teaching. I also led modules on course design, assessment, materials development, multimedia, and independent learning for the MA ELT. My work with the Centre for Teaching and Learning at Leeds Beckett included membership in the Postgraduate Taught Award group and Post Graduate Learning Outcomes Task and Finish group. My research interests are language learning materials, learner strategies, motivation, and identity positions for language learning.

Language Teacher Networks: Values and Visibility

Language teacher networks give teachers a space to share how they translate the curriculum into language learning. In this plenary, I explore two teacher networks for one language, Urdu. The first, the National Council for the Development of Urdu, is operated in the UK, where Urdu is seen as a community language used within communities new to the UK. The second network, Pata Bata ("Show the Way"), operates in Pakistan, where Urdu is the national language and the language of wider communication. I draw on the online presence (website, Facebook) of these networks to explore how members engage, discover, experiment, reflect, and share (Krutka, Carpenter, & Trust, 2016). Drawing on the cultural background of Urdu teachers, I then re-examine the sites using 12th-century mystic and perfumer Farid u-Din Attar's *Conference of the Birds* (1117/2003). The findings make continuity and change in teacher values and voice visible.

References

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Krutka, D. G., Carpenter, J. P., & Trust, T. (2016). Elements of engagement: A model of teacher interactions via professional learning networks. *Journal of Digital Learning in Teacher Education, 32(*4), 150-158.

Roy Pushpavilasam Veettil
Sohar University, Oman

Dr. Roy P. Veettil is an assistant professor in the Faculty of Language Studies, Sohar University. He has authored a book in ELT and has edited two others. He has also presented papers in international ELT conferences and has published papers in journals indexed in SCOPUS and Web of Science. He is interested in literature, sociolinguistics, and English language teaching.

Reassessing the Status of English in Oman: Have the Circles Merged?

Having lived in Oman for over a decade, I have observed the growing importance of English, which is now essential for higher education and employment in both private and government sectors. However, the official status assigned to English and the teaching of English as a foreign language lead to conflicts between practices and expectations. Thus, I feel that the real status of English in the country needs to be reassessed.

The conceptual framework of this study is Kachru's concept of the analogy of three concentric circles representing the global diffusion and status of English. The study proposes to answer the question of whether English has moved from the expanding circle into the outer circle in Oman, and if so, what its implications are. The participants will be engaged in brainstorming and discussions, and I expect that they will be prompted to reassess the status of English in their specific contexts.

ESBB FEATURED SPEAKER
Saturday, October 12
09:30-09:55, Room 101

Binu PM
University of Technology and Applied Sciences-Al Mussanah, Oman

Dr. Binu Pathippallil Mathew is a member of ESBB and currently works at the University of Technology and Applied Sciences–Al Mussanah, Oman. He is the author of the book Slow Learners in the English Classroom. His professional interests include classroom research, learning strategies, intercultural communication, computational linguistics, discourse analysis, and artificial intelligence in language education.

EFL Learners' Experiences With ChatGPT and Its Perceived Impact on Self-Directed Learning

In this research, I examined EFL students' perceptions of using ChatGPT as a tool for English language learning and its impact on self-directed learning. I used a mixed methods approach, administering a survey questionnaire and conducting semi-structured interviews with EFL students at the University of Technology and Applied Sciences-Al Mussanah, Oman. The findings of this study revealed the students perceived ChatGPT as a highly accessible and flexible resource that supported various aspects of language acquisition, such as vocabulary expansion, grammar improvement, and conversational practice. Although some students faced difficulty comprehending the responses generated by ChatGPT due to their low proficiency in English, most participants appreciated the flexibility and convenience of accessing it as language learning support. Furthermore, the students found that ChatGPT enhanced a low-pressure environment for practicing language skills, enabling them to build confidence, motivation, and independence. Overall, the students perceived ChatGPT was a valuable tool for fostering learner autonomy.

ESBB FEATURED SPEAKER
Saturday, October 12
13:00-13:25, Plenary Hall

Gloria Shu Mei Chwo
HungKuang University, Taiwan

Gloria Shu Mei Chwo earned her PhD at the University of Essex in the U.K. and completed her MEd at Seattle Pacific University, U.S.A. Representative publications include "Empowering EIL Learning With a Web 2.0 Resource: An Initial Finding From the Cross-Campus Storybird Feedback Study" and "Curriculum Integration of MALL in L1/L2 Pedagogy: Perspectives on Research and Meta-analysis of MALL Research and Design."

A Pilot Study on a General Education Center Course via Curation and VR Creation

We report a groundbreaking initiative aimed to enhance an existing General Education Center cultural awareness course for English non-majors at a Taiwan university, using cutting edge technology. Students responded to a pre-survey showing strong English conversation needs and low VR experience. The principal researcher designed a three-week intervention coteaching with a Singaporean artist who is the expert in VR painting. A total of 101 L1-Chinese students were trained to work in groups creating 3D paintings using Open Brush 3D painting in Meta Quest 2, and they worked on a report in English. Quantitative measures based on a pre- and post-intervention Cambridge test showed highly significant gains in English proficiency, especially in interactive communication. Qualitative data from students' reflective essays showed a great impact on the development of knowledge about VR and intercultural awareness. The findings demonstrate how CEFR A2-proficiency students can benefit from a task-based and communicative English teaching approach.

Featured Speakers

KOTESOL FEATURED SPEAKER
Saturday, October 12, 13:00-13:50, Room 101
Sunday, October 13, 13:00-13:50, Room 101

Jocelyn Wright
Mokpo National University, Korea

Jocelyn Wright is a professor in the Department of English Language and Literature at Mokpo National University in South Korea. She is an active member of Gwangju-Jeonnam KOTESOL. Her interests include matters at the heart of the intersecting fields of peace linguistics, peace (language) education, and peace literature.

Comprehensive Peace and Compassionate Communication to Achieve Our Aims

Who we are, where we came from, where we are going, and why are important questions for us as educators to keep in focus as we teach. Doing so involves ongoing critical awareness, action, assessment, and compassion. In this workshop which adopts a peace perspective, we consider aims and aim achievement through a hybrid comprehensive peace framework and use compassionate communication as a model to guide reflection on and for action in the classroom.

Saturday, October 12, 13:00-13:50, Room 101

Peace Linguistics in *Your* Classroom?

Peace linguistics (PL), an emerging area of research and practice, offers ample possibilities for creative exploration and action, but it is not yet familiar to many. In this interactive task-based session, participants will have the opportunity to visualize and brainstorm change in their teaching/learning contexts, to categorize their alternatives and conceptualize, in the process learning about PL, and finally to make a plan for action. It is hoped that participants will leave inspired, with a greater understanding of or curiosity about PL and ways to implement it in their classrooms.

Sunday, October 13, 13:00-13:50, Room 101

Kuang-Yun Ting

National Penghu University of Science and Technology, Taiwan

Kuang-Yun Ting has a PhD in education from the University of Exeter, UK. Currently, she is an associate professor in the Department of Applied Foreign Languages, National Penghu University of Science and Technology. Her research interests include multimodality, action research, and technology-assisted language teaching.

Wen-Chi Vivian Wu

Asia University, Taiwan

Wen-Chi Vivian Wu is a distinguished professor in the Department of Foreign Languages at Asia University and a consultant for the Department of Medical Research at China Medical University in Taiwan. She has published extensively in CALL- and educational technology-related SSCI journals, with research interests focusing on robotics learning, VR/AR, flipped classrooms, PBL, MALL, and cross-cultural communication. She has highly cited SSCI articles on topics including flipped instruction and learner motivation.

Advancing Language Education Through AI-Enhanced Gamification

A gamification approach should incorporate various game elements such as points, levels, and peer competition to innovate upon traditional learning methods. Our research involves Google AI's Semantris, a word-association game, which enhances word-association skills among learners by converting conscious actions into automatic responses, particularly beneficial for tasks involving repetition or spatial components. The participants included two English teachers, two engineering instructors, and 26 students from both the engineering and English departments at a university. Our multiple data collections included interviews, classroom observations, and teacher reflection journals, from which we hoped to gain insight into the teachers' and students' perspectives on the efficacy of AI-powered learning. The findings revealed that the English students primarily resorted to online dictionaries and collaborative strategies with their peers in their quest for higher scores while the engineering students quickly analyzed the game mode for patterns. They adopted a strategy of typing specific keys, leading to a rapid score increase. After experimenting with diverse learning strategies, some English majors managed to substantially raise their scores to 8000 points. This suggests that gamification techniques can be effective when implemented alongside structured course design.

ESBB FEATURED SPEAKER
Saturday, October 12
14:00-14:25, Plenary Hall

Mzukisi Howard Kepe
Cape Peninsula University of Technology, South Africa

I hold a PhD in English language education with a specialized focus on sociolinguistics. My primary research interests advocate for classroom-based pedagogical practices that enhance the educational experience. I have actively contributed to the academic community by presenting at numerous prestigious international conferences, including those at Leeds Beckett University, University of Toyama, Kanya Maha Vidyalaya College in Jalandhar, Dhofar University, and Palma de Mallorca. My endeavours have taken me to several universities in Vietnam, where I have collected data and delivered keynote addresses at Banking University, Ton Duc Thang University, Tan Tao University, Van Lang University, and Finance University in Ho Chi Minh City. My work continues to influence the field of English language education through my commitment to fostering effective pedagogical practices.

Exploring Computational Thinking and Communication Skills as Viable Options to Curb Plastic Pollution

In recent years, increasing awareness of the adverse environmental effects and human health risks associated with plastic waste and pollution has prompted a call for comprehensive strategies to manage the life cycle of plastic products. In this project, I explore how universities of technology can leverage computational thinking and systemic communication skills to mitigate the environmental harm caused by plastic pollution. Recognizing that effective approaches to this issue require industrial, economic, and legal interventions, as well as institutional support, I posit that integrating computational thinking skills into K-12 and higher education can significantly enhance electronic literacy and problem-solving abilities. Particularly within the context of computer science education research related to plastic pollution, I employed both qualitative and quantitative methods to illustrate how communication skills, advocacy, integrated projects, and computational thinking can identify and implement innovative strategies for balancing ecological and social systems. The findings demonstrate that employing computational thinking and systemic communication effectively addresses persistent plastic pollution through application, identification, interpretation, and crystallization of innovative solutions.

ESBB FEATURED SPEAKER
Saturday, October 12
14:30-14:55, Plenary Hall

Mukaddam Khaitova
Hokuriku University, Japan

Mukaddam Khaitova is a full-time lecturer at Hokuriku University, Japan, and a PhD candidate in education at the University of Western Cape. With BA and MA degrees in German philology and an MPhil in anthropology from Oxford, her expertise spans identity, representation, discourse analysis, and holistic education. Her career includes roles in international and diplomatic missions.

Empowering Identities: The Role of Phatic Labour
in Transforming Language Education

In this presentation, I explore the transformative role of phatic labour in redefining student and teacher identities at Japan-based uber-universities. I challenge traditional, reductionist second language acquisition (SLA) frameworks that focus on measurable outcomes over holistic engagement. Integrating pragmatic ontology and sociocultural theories, my study illustrates how phatic labour creates a dynamic and inclusive educational environment, boosting student agency and enhancing teacher efficacy. My findings demonstrate that strategic use of phatic labour not only increases student motivation and engagement but also enables educators to move beyond traditional instructional roles. This transition from transactional to relational practices fosters a more humane and interactive learning atmosphere, crucial for nurturing identity and agency in market-driven educational contexts. I advocate for a paradigm shift in SLA to embrace the complexity of language learning, enriching educational experiences and promoting significant personal and communal development.

Featured Speakers

SPONSORED FEATURED SPEAKER
Saturday, October 12
15:30-16:20, Plenary Hall

Charles Browne
Meiji Gakuin University, Japan

Dr. Charles Browne is a professor of TESOL and applied linguistics at Meiji Gakuin University as well as director of the English Department's MA and PhD programs and creator of their EFL teacher-training program. He is a U.S. State Department English Language Specialist, helping governments around the world with tailor-made teacher-training programs that promote excellence in teaching. Dr. Browne is a specialist in second language vocabulary acquisition and extensive reading, especially as they apply to online learning environments. In addition to his work in creating many important new corpus-based word lists and a wide range of free online tools to teach, learn, and create texts based on these lists, he has also developed countless free online extensive reading, extensive listening, and vocabulary learning sites, tools, and apps. He has worked hard to share this knowledge through presentations, seminars, and hands-on workshops around the world.

Principles and Activities for Critical Thinking Skills Development

There is a wide range of opinions about what critical thinking actually is, but for us the focus is first and foremost on trying to help students to develop their own informed opinions on current issues and topics and then to be able to express those opinions clearly. This session will explore what kinds of content is needed to help this to happen as well as discuss and then demonstrate a range of classroom activities based on the *In Focus* textbook series which are carefully aligned to Bloom's Taxonomy to help students along this journey. Emphasis will be placed on engaging exercises that encourage questioning, problem-solving, and decision-making. Attendees will leave with a range of strategies to help effectively integrate critical thinking skills into their teaching practice in ways that enhance student learning, which is the main aim of the *In Focus* series.

Seed
Learning

KOTESOL INVITED SPEAKER
Saturday, October 12
16:30-16:55, Room 101

David Shaffer
Gwangju International Center, Korea

Dr. David Shaffer has lived and worked in Gwangju since 1971, when he came to Korea as a U.S. Peace Corps volunteer. His master's and doctoral degrees are in linguistics, and he spent his teaching career at Chosun University. He has written numerous articles and books on Korea's culture, history, and literature. His academic interests span TESOL, linguistics, and applied linguistics.

A Half-Century of Blistering Change: South Korea

There has been dramatic change in the Republic of Korea over the last 50 years: from Park Chung-hee's Third Republic and Gwangju's main artery being unpaved to Korea becoming an OECD member and one of the most wired nations in the world. In this presentation, I will lead the attendees chronologically through the major events gripping the republic over the span of my residency in the nation – the assassination of President Park, the sinking of the *Sewol* ferry, and the Gwangju 5.18 Uprising, to name but a few. Attendees will be able to leave this presentation with a more structured timeline of events and a more detailed understanding of historical milestones transpiring in Korea from my first-hand experience, as I've made Gwangju my home since the early 1970s. A Q&A session will be included.

Featured Speakers

ESBB FEATURED SPEAKERS
Sunday, October 13
09:00-09:50, Plenary Hall

Theron Muller
Waseda University, Japan

Theron Muller is an associate professor at Waseda University's Faculty of Human Sciences. He received his doctorate from The Open University, UK, in 2018, research that explored the publication practices of Japan-based language teachers. He has published and presented widely on writing for academic publication, English language teaching and learning, and teacher development. He is a founding member of ESBB.

Alaa Salem
University of Toyama, Japan

Alaa Salem is a research assistant at the University of Toyama working on the Japan Society for the Promotion of Science grant research, "Investigating the Writing for Publication Practices of Japan-Based Authors." She is originally from Egypt, where she completed her CELTA certificate. She is currently pursuing a master's degree in cognitive psychology at the University of Toyama, Japan.

John Adamson
University of Niigata Prefecture, Japan

John L. Adamson is a professor at the University of Niigata Prefecture in Japan. He received his Ed.D. from the University of Leicester and has pursued research in EMI, CLIL, and EAP/ESP at the university level; interdisciplinarity; self-access; and academic publishing. He is also a founding member of ESBB.

Critically Rethinking Citation Bibliometrics:
Understanding Faculty Publishing Trends Using Document Analysis

Bibliometrics and scientometrics are the de facto way to evaluate scholarly research output. However, relying on citation counts to frame scholarly productivity, and the journal citation indexes that power such analyses, is problematic. In this presentation, we will reference data from an ongoing document analysis project examining faculty publication activity at a Japanese national university, illustrating how journal citation indexes are limited to the papers that they include, meaning they do not give a complete picture of scholarly output. Further, reliance on outsourcing of evaluation metrics should be problematized. We propose better understanding of academic authors' spectrum of knowledge production beyond a narrow focus on indexed journal citation analysis. Citation analysis creates a problematic ecosystem where scholars are pushed toward publishing trending topics to meet institutional requirements concerning publication metrics. This favors English language publication over other languages, impoverishing language diversity and simultaneously narrowing the focus of scholarly discourse.

Featured Speakers

KOTESOL FEATURED SPEAKER
Sunday, October 13
09:00-09:50, Room 101

Kara Mac Donald
Defense Language Institute, USA

Kara Mac Donald is an associate professor at the Defense Language Institute in Monterey, California, USA. She conducts pre-service and in-service faculty training and offers academic support to students. Her background consists of over twenty years in English and foreign language teaching, teacher training, and faculty development across elementary, secondary, and higher education. She earned a master's in applied linguistics, TESOL, and a doctorate in applied linguistics. Email: kmacd@rocketmail.com

Connecting Across Borders: Creating Creative, Community Experiences for Students

The varying sub-competencies of linguistic competence are best achieved by engaging in or accessing authentic language interactions, not interactions crafted for the classroom. When students and teachers are connected with distinct members of their community and/or diverse individuals in different parts of the world, they can engage in intercultural experiences and make connections that provide more breadth and depth to learning—and in turn truly build 21st century competencies among both parties. In this session, I will focus on three selected instructional and academic accounts of collaboration experiences. Drawing on these, I will describe how collaborating across local communities and borders fostered professionalism, understanding, meaningful relations, and essential skills for the 21st century, including and beyond language. Attendees will also discover three non-profit programs (e.g., Paper Airplanes and more) that they can use as models to construct activities and projects in their classrooms for their contexts.

ESBB FEATURED SPEAKER
Sunday, October 13
10:00-10:25 Plenary Hall

Biljana Čubrović
University of Belgrade, Serbia

Biljana Čubrović is a professor of English linguistics in the Department of English, Faculty of Philology, at the University of Belgrade in Serbia, where she teaches courses in English phonetics and research methods in linguistics. She was a visiting scholar at the postdoctoral level in the Department of Linguistics at Cornell University, Ithaca, New York, in 2008-2009 and 2013-2015. She has published extensively, including authoring and co-authoring several books on English phonetics, and founded the Laboratory for Phonetic Research at the Faculty of Philology in Belgrade in 2017. She is president of the publishing council at the Faculty of Philology. She is a founding member of English Scholars Beyond Borders.

Towards the Creation of an Amalgam English:
A Phonetic and Attitudinal Case Study

The position of English as a global language and the lingua franca of our time has also influenced the emergence of different L2 Englishes around the world, each somewhat specific in its own right. More recently, academic publishers seem to have embraced materials that provide detailed phonetic descriptions of such new varieties (cf. Hansen Edwards, 2023). These varieties, typically thought of as belonging to Kachru's so-called "expanding circle," are now getting a life of their own, often phonetically diverging from L1 Englishes. Cruttenden (2014) conveniently coined the term "amalgam English" for different varieties of L2 Englishes and suggested allowing wider tolerance towards their pronunciation features as long as the contrasts that carry a high functional load have been maintained. The phonetic characteristics of L2 Englishes are typically drawn from the features of the local language in question but are also influenced by factors such as the variety/varieties of English speakers are exposed to and their attitude toward them. In this talk I explore the development of one such variety of L2 English, investigating the speech characteristics of a group of Serbian L1 speakers, all English majors at a state university in central Serbia, who have not spent a significant amount of time in an L1 English-speaking country. Their speech samples were analyzed auditorily and compared to the self-reported variety of English that the participants thought they spoke.

Featured Speakers

Kevin Kester
Seoul National University, Korea

Kevin Kester is an associate professor at Seoul National University and director of the university's Education, Conflict and Peace Lab. His research interests lie in the sociology and politics of education with a focus on comparative international education; education, conflict, and peacebuilding; and decolonizing education. His most recent papers are published in *Asia Pacific Education Review, International Journal of Comparative Education and Development, International Journal of Multicultural Education*, and *Teaching in Higher Education*. He holds a PhD from the University of Cambridge. More on his background can be found here: https://kevinkester.weebly.com/

Peace Education as a Form of Global Citizenship Education in Universities in Divided Settings: Challenges and Prospects

Peace education has been practiced as a form of global citizenship education for several decades. Since the establishment of the U.N.'s Sustainable Development Goals (SDGs) in 2015, this overlap between the two fields has been further amplified amid enduring and escalating conflicts that now emerge as key components of the contemporary global order. Through ethnographic data collected in four divided and conflict-affected settings — China/Taiwan, Cyprus, Korea, and Somalia/Somaliland — I examine how contextualized curriculum and pedagogical practices of university educators in contexts fraught with division and conflict function to produce particular ideas about peace and global citizenship. Specifically, I seek to answer the following questions: Can peace as a form of global citizenship be taught in universities in settings where the legacies of war, division, and colonialism remain deeply rooted? How might discourses of peace and global citizenship in divided and conflict-affected contexts amplify or mitigate sentiments of disenfranchisement? How can education for peace and global citizenship engage productively with local and global dimensions of conflict? In what ways might peace and global citizenship education empower communities? Drawing on field work, document analysis, and interviews with 40 faculty across the divided settings, I show how university educators in these contexts support peacebuilding and efforts toward global citizenship through their work. I analyze data through the conceptual framework of post-critical (peace and global citizenship) education. Findings indicate that educators in conflict-affected contexts are divided on issues of peace, reconciliation, and citizenship. Finally, I discuss the implications of the findings in relation to curriculum, pedagogy, and policy.

Sunday, October 13, 10:00-10:25, Room 101

Featured Speakers

Conflict, Peace, and Teaching in Higher Education:
Reflections on an International Career in Korean Academia

In this workshop, I will overview the education and research portfolio of the Education, Conflict and Peace Lab at Seoul National University. I will highlight key activities in the areas of research, teaching, and service with an emphasis on reflecting on the challenges and opportunities I've encountered over 12+ years of working at Korean higher education institutions. In particular, I will introduce several nationally funded research projects and will discuss tips and strategies for international faculty applying for research funding. Additionally, I will highlight the Lab's role in supporting the deepening of internationalization and interdisciplinary scholarship and teaching in the university, as well as the central role of English in facilitating success in each of these areas. All in all, I aim through the workshop to generate discussion — and the sharing of tips and good practices — among educators and researchers interested in initiating (or currently running) similar peace-oriented programs/research labs in their universities.

Sunday, October 13, 14:30-13:20, Plenary Hall

ESBB FEATURED SPEAKER
Sunday, October 13
13:00-13:50, Plenary Hall

John R. Baker

University of Economics and Finance, Vietnam;
Shinawatra University, Thailand

Dr. John R. Baker has worked with writing and self-access centers and taught writing, ESOL, and literature courses in the U.S. and Asia (Korea, Taiwan, Thailand, and Vietnam). His research interests include second-language reading and writing, self-access and writing center administration, various literature interests, research methods, and how these come together in an interdisciplinary nature. He is a researcher/lecturer at the University of Economics and Finance in Vietnam and a research fellow at Shinawatra University in Thailand. He has also worked with several international journals and book publishers. Email: drjohnrbaker@tdu.edu.vn. https://orcid.org/0000-0003-3379-4751

Guiding Apprenticing Writers With Model (Mentor, Exemplar) Texts

Model (mentor, exemplar) texts are invaluable for enhancing L1 and L2 apprenticing writers' skills through general and genre-specific exploration. A solid grasp of these texts is crucial to bolstering teachers' efforts to support their students. To support this, this presentation explores prevalent text types in academia (academic, creative, business, theses/dissertations, articles) and then narrows the discussion to paragraphs and essays. Together, we examine the rationale for using model texts, strategies for locating them, criteria for selection, and effective utilization methods. The presentation also illustrates this area's underexplored nature, encouraging colleagues to collaborate in building a robust corpus of model text literature.

ESBB FEATURED SESSION
Sunday, October 13
14:00-14:25, Plenary Hall

Saiwaroon Chumpavan
Shinawatra University, Thailand

Dr. Saiwaroon Chumpavan, an alumna of Illinois State University in Normal, Illinois, USA, has a rich academic background. She began her career in the Faculty of Humanities at Srinakharinwirot University in Bangkok, Thailand, where she dedicated several years to her work. In 2020, she made a transition to North Bangkok University, holding key administrative roles such as chair of the BA program in Teaching English to Speakers of Other Languages (TESOL) and director of the master's and doctoral programs in English Language Studies. After contributing her expertise to North Bangkok University for three years, she subsequently moved to Shinawatra University, where she presently imparts knowledge in the Faculty of Education. Her teaching responsibilities encompass both undergraduate and graduate students. For undergraduates, she instructs reading and writing, while graduate students benefit from her courses covering research in education, seminars on language teaching and learning, and theory and research in reading. Dr. Chumpavan specializes in elevating the English skills of Thai students through English as a foreign language (EFL) and evaluating the language proficiency of EFL teachers in Thailand.

Sirawich Tampanich
Srinakharinwirot University, Thailand

Mr. Sirawich Tampanich is a graduate of Mahidol University, Thailand. He currently teaches English in the bachelor's program in English in the Faculty of Humanities at Srinakharinwirot University in Bangkok, Thailand. His administrative position is the secretary of the BA program in English. He is also responsible for teaching undergraduate courses including academic writing and linguistics courses. He is interested in teaching writing and developing materials to help students in his writing classes to improve their abilities. His research agenda is focused on topics that deal with genre- and corpus-based approaches to academic writing research and pedagogy to improve the writing abilities of students in the English as a foreign language (EFL) environment. He is currently studying in the PhD program in linguistics at the Faculty of Arts, Chulalongkorn University, Bangkok, Thailand.

Fostering Global Empathy by Bridging Cultural Divides
With Technology and Storytelling

In a world where connections between individuals are increasingly strong, transcending national boundaries and fostering relationships across cultures has become crucial. This paper explores how technology and storytelling stimulate global empathy and reduce cultural distances. We discuss how digital platforms like social media and virtual reality enhance intercultural communication, allowing people to share their stories and perspectives, fostering empathy and mutual respect. Both digital and traditional storytelling are powerful tools for uniting individuals from diverse backgrounds. By sharing personal narratives, communities can develop greater understanding and compassion. The presentation showcases successful projects using storytelling to teach empathy and critical thinking, particularly to young people. Additionally, we examine the pros and cons of using technology to overcome cultural barriers, addressing challenges such as the digital divide, cultural misunderstandings, and ethical concerns in digital storytelling. Ultimately, the goal is to build empathy-based bridges and foster a more caring, unified global society.

Featured Speakers

Tharwat M. El-Sakran

American University of Sharjah, UAE

Dr. Tharwat M. El-Sakran's research interests are in the fields of teaching English as a foreign language (TEFL), teaching English to speakers of other languages (TESOL), teaching English for specific purposes (TESP), discourse analysis, intercultural communication, and forensic linguistics. He has published four books and a substantial number of research papers in peer-reviewed journals. Along with his colleagues, he has been engaged in the teaching of technical communication skills through engineering multidisciplinary projects. In such projects, the focus is on teamwork, personality management and development, and student-centered learning. Dr. El-Sakran is one of the associate editors for the *International Journal of English for Specific Purposes*. He is also a certified fraud examiner.

Khawlah Ahmed

American University of Sharjah, UAE

Dr. Khawlah Ahmed is a professor of English. She has a multidisciplinary academic background with degrees in English education, English literature, and sociology, and certificates in teaching computer management instruction, teacher effectiveness training, and self-esteem training, as well as a New York State permanent teaching certification. She has been teaching for more than 15 years and has worked in many capacities, including as an administrator (as a dean, associate dean, and director), education specialist, coordinator, and undergraduate and graduate faculty member, for government and private institutions.

Variances in Faculty and Student Knowledge and Perceptions of ChatGPT

The introduction of ChatGPT has sparked interest on college campuses globally, prompting varied reactions from educational institutions. We aim to fill gaps in existing literature by exploring faculty and student perceptions of ChatGPT at a UAE higher education institution. We investigate knowledge levels, faculty support for integration into teaching, and beliefs regarding its suitability in academia. Through online questionnaires with 45 faculty members and 380 students, employing the technology acceptance model (TAM), we have identified disparities in user knowledge and application. Students demonstrated greater ease of use and application in research. We reveal significant differences in perceptions of university support for ChatGPT, highlighting potential distrust between faculty and students. We stress the importance of fostering relational trust, enhancing faculty technical competence, and promoting responsible technology use. We encourage administrators to adapt ChatGPT in education and suggest future investigations into gender differences and broader university samples for enhanced generalizability.

VIDEO: https://youtu.be/a-GM-Cs5jfY

Featured Speakers

FEATURED SPEAKER
Asynchronous (Video)

Zhou Fei
Shinawatra University, Thailand

Associate Professor Fei Zhou is the president of Shinawatra University in Thailand. With over two decades of experience in higher education, he has held positions such as education director at New Oriental, China, and associate professor and director of international affairs at Hope Education Group, China. He has a background in English teaching, having started his academic career with a diploma in English education from Zigong Normal College and a bachelor's in English literature from Sichuan University. Prof. Zhou is recognized for his expertise in international education and leadership in academic institutions.

Innovative Approaches to Nurturing Global Citizenship Through English Teaching

In today's interconnected world, educators play a crucial role in fostering global citizenship through English education. In this presentation, I explore innovative approaches to nurturing compassion, connection, and critical thinking in English classrooms. By integrating global perspectives into curricula and promoting culturally responsive teaching, educators can help students understand diverse viewpoints. The presentation highlights strategies to develop critical thinking skills, encouraging students to analyze global issues and develop informed opinions. Interactive activities and discussions showcase effective methods for fostering analytical and reflective thinking. The presentation also explores how service learning and community engagement build global responsibility. By participating in local and global initiatives and using English as a medium of communication, students can address real-world challenges and drive positive social change. This presentation aims to equip educators with practical tools to inspire the next generation of compassionate, connected, and critically-minded global citizens.
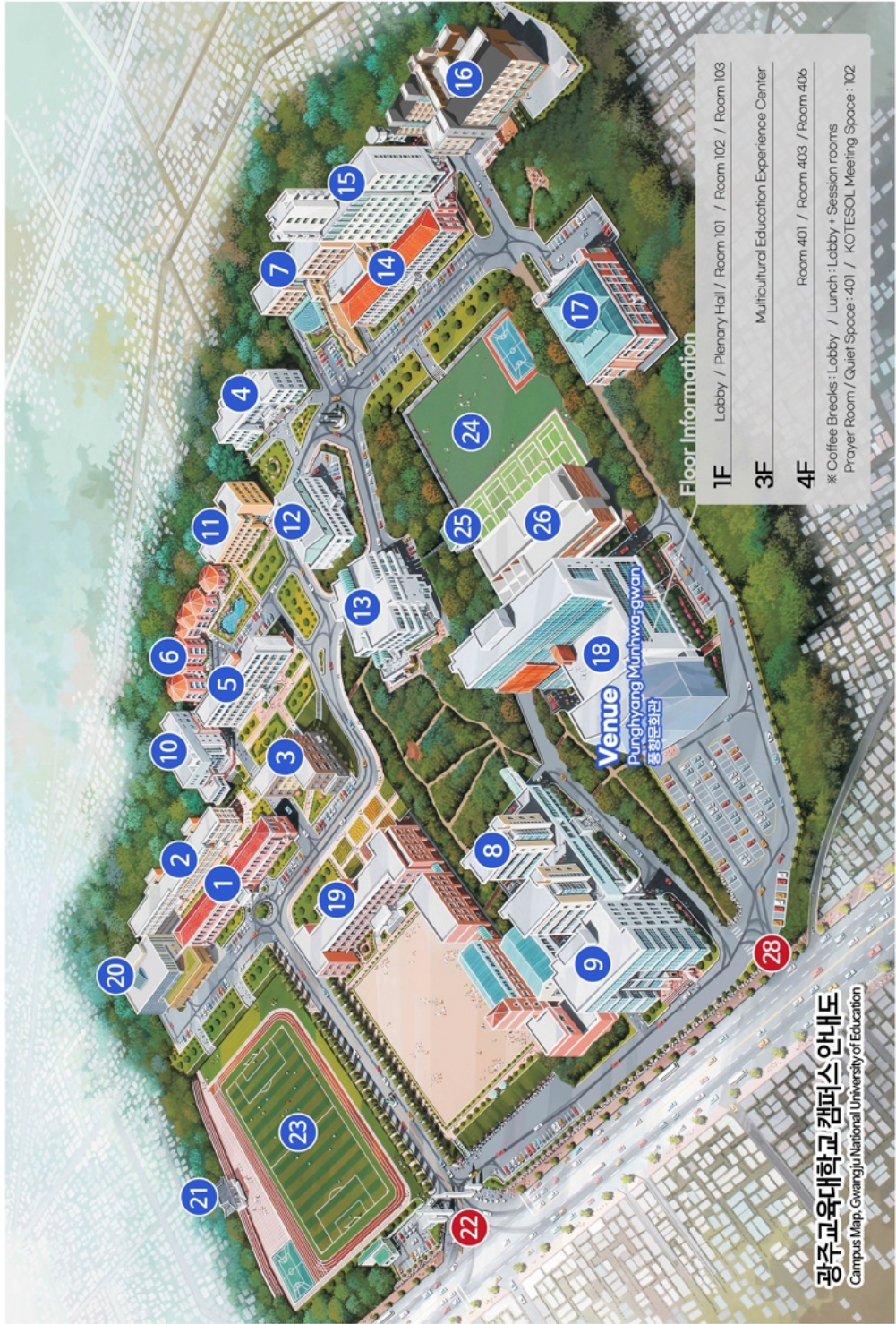
Gwangju National University of Education
Punghyang Munhwa-gwan / Punghyang Cultural Center
광주교육대학교 풍향문화관
koreatesol.org/nc2024/venue

Venue

광주교육대학교
Gwangju National University of Education

1	대학본부 GNUE Administration Building
2	미술·실과관 Art & Practical Arts Education Building
3	교육매체관 Multimedia Learning Center
4	과학관 Natural Science Building
5	인문사회관 Humanities & Social Sciences Building
6	음악관 Music Building
7	대학원 Graduate School of Education
8	교수학습지원관 Center for Teaching and Learning
9	창의융합관 Center for Creative Convergence
10	학생회관 Student Union Building / Cafeteria & Stores
11	연진관 Faculty Office Building
12	체육관 Gymnasium
13	도서관 University Library
14	교육박물관 GNUE Museum of Education
15	예담원[기숙사, 여] Yedam Residence Hall [Female]
16	산돌원[기숙사, 남] Yedam Residence Hall [Male]
17	다목적회관 Multipurpose Hall
18	풍향문화관 Punghyan Cultural Center
19	광주부설초등학교 GNUE Affiliated Elementary School
20	미래교육혁신관 Innovation Center for Future Education
21	풍향대 Punghyangdae
22	정문 Main Gate
23	제1운동장 Sports Field 1
24	제2운동장 Sports Field 2
25	테니스장 Tennis Court
26	반다비국민체육센터 Bandabi Sports Complex
27	아리랑동산 Arirang Garden
28	후문 Rear Entrance

Floor Information

1F	Lobby / Plenary Hall / Room 101 / Room 102 / Room 103
3F	Multicultural Education Experience Center
4F	Room 401 / Room 403 / Room 406

※ Coffee Breaks : Lobby / Lunch : Lobby + Session rooms
Prayer Room / Quiet Space : 401 / KOTESOL Meeting Space : 102

광주교육대학교 캠퍼스 안내도
Campus Map, Gwangju National University of Education

Campus Map

Saturday, October 12

Time	Plenary Hall (Ground Floor)	101 (Ground Floor)	103 (Ground Floor)	403 (Ground Floor)	404 (4th Floor)	406 (4th Floor)	Lobby
08:00			Registration				
09:00		*ESBB Featured Session* — Roy Pushpavilasam Veettil, "Reassessing the Status of English in Oman: Have the Circles Merged?" (Research, 25 mins.)	Abhishek Rajamanickam & Julie Ocden Banaue, "Teaching English Through Dance: Movement as Language" (Workshop, 50 mins.)	Corrine T. Spencer, "Creating Interactive Workbooks Using Google Slides" (Workshop, 50 mins.)	Manoj Manuel, "Unlocking Vocabulary Growth: The Untapped Potential of Informal Learning Experiences" (Research, 25 mins.)	Rowell de Guia, "Pedagogical Insights Into Supporting Independent Language Learning" (Research, 25 mins.)	
09:30		*ESBB Featured Session* — Binu PM, "EFL Learners' Experiences With ChatGPT and Its Perceived Impact on Self-Directed Learning" (Research, 25 mins.)			Angelica Panique & Vanessa Villanueva, "Use of Physical Education Activities to Enhance Vocabulary" (Research, 25 mins.)	Ming-Fen Lo, "Facilitating EFL Pronunciation and Reading Instruction Through Immersive Reader and Reading Progress" (Research, 25 mins.)	
10:00	**Opening Ceremony / Cultural Performance / ESBB Keynote: Dr. Roger Nunn, ESBB Founder — "Crossing Borders: The Importance of Intercultural Translatability" (Plenary Hall)**						
11:10	**Plenary Session — Dr. Charles Browne, "The NGSL Project: Corpus Tools to Help Transcend Borders, Build Bridges, and Make Connections in the 21st Century" (Plenary, 50 mins.) (Plenary Hall)**						
12:00	**Lunch (Provided for all pre-registered participants who opted in)**						
13:00	*Student Showcase* — Sarah Slagle, "Mid-Career and Beyond: Energetic Teaching" (Workshop, 50 mins.)	*ESBB Featured Session* — Gloria Shu Mei Chwo, "A Pilot Study on a General Education Center Course via Curation and VR Creation" (Research, 25 mins.)	*KOTESOL Featured Session* — Jocelyn Wright, "Comprehensive Peace and Compassionate Communication to Achieve Our Aims" (Workshop, 50 mins.)	*Student Showcase* — Yeseo Hong, Daeun Nam, Jiyun Choi, & Yoonseo Jeong, "The Path to Becoming an Elementary School Teacher in Korea: An Inside Look" (Panel, 50 mins.)	Janet Weng, "Student Perspectives on English-Medium Instruction (EMI) Teachers' Competence in Taiwan's Higher Education" (Research, 25 mins.)	Charles M. Mueller, "Teaching the Polysemy of Prepositions: Is More Fine-Grained Practice More Effective?" (Research, 25 mins.)	
13:30		*ESBB Featured Session* — Kuang-Yun Ting & Wen-Chi Vivian Wu, "Advancing Language Education Through AI-Enhanced Gamification" (Research, 25 mins.)			Po-Han Lin, "Enhancing Intercultural Competence With the 6E Instruction Model for Elementary EMI Classes" (Research, 25 mins.)	Chie Kawashima, "Teaching Politeness: Insights From English Grammar Books" (Research, 25 mins.)	
14:00	*Student Showcase* — Hyunjeong Seo, Dayeon Lee, Youngjae Park, & Jiyeong Jeong, "Multicultural Education in Korea: Pre-service Teachers' Perspectives" (Panel, 50 mins.)	*ESBB Featured Session* — Mzukisi Howard Kepe, "Exploring Computational Thinking and Communication Skills as Viable Options to Curb Plastic Pollution" (VIDEO; Research, 25 mins.)	Daniel Anderson & Jeffrey Maxwell, "Activating Engagement and Enjoyment in the Classroom" (Workshop, 50 mins.)	Victor Reeser, Corrine T. Spencer, Cassandra Santos, & Madison Brand, "Adapting to AI in the Classroom: Navigating New Frontiers in Education" (Panel, 50 mins.)	Stephanie Ptak, "Bridging Cultures: International Students' Journeys in Required English Courses in South Korea" (Research, 25 mins.)	Tomoyuki Kawashima, "Increasing Perceived Proficiency Through the Introduction of Successful Non-Native Speakers of English" (Research, 25 mins.)	
14:30		*ESBB Featured Session* — Mukaddam Khaitova, "Empowering Identities: The Role of Phatic Labour in Transforming Language Education" (Research, 25 mins.)			Aleksei Nekhaev, "Linguistic and Cultural Studies as Means of Successful Development of Intercultural Competence" (Research, 25 mins.)	Ian Moodie, "Group Differences in Various Occupational Psychology Measures: NESTs vs. Local Teachers" (Research, 25 mins.)	
15:00	**Coffee Break**						
15:30	Cheryl Woelk, "Listening to Connect: Active and Empathetic Listening Exercises for ELT" (Workshop, 50 mins.)	*Sponsored Featured Session* — Dr. Charles Browne, "Principles and Activities for Critical Thinking Skills Development" (Workshop, 50 mins.)	Aulia Djunaedi, "Interactive Literature for Adult Learners in EGL Classrooms" (Workshop, 80 mins.)	Jeffrey Aaron Baldwin & Natasha Powell, "Comparative Analysis of ChatGPT Versus Human Raters as an Automated Essay Scorer" (Research, 25 mins.)	Grace Yuwono, "Student Engagement and Connection in Academic English Hyflex Classrooms: Stories and Reflections" (Research, 25 mins.)	Abhishek Rajamanickam, "Implementing Various Strategies to Foster English Language Acquisition in Preschoolers Aged 3 to 6" (Research, 25 mins.)	
16:00				Hsin-Yi Cyndi Huang & Chiung-Jung Tseng, "EFL Low-Proficient Learners' Use of Google Translate and ChatGPT in Writing Tasks" (Research, 25 mins.)	Devon Renfroe, "Language Learning Affordances and Constraints Among English Teachers in Japan and Korea" (Research, 25 mins.)	Quang Thao Le, Huy Cuong Nguyen, & Thi Ngoc Diep Le, "Mother Tongue in English Phonology Classrooms: A Conditional Enabler" (Research, 25 mins.)	
16:30		*KOTESOL Invited Session* — David Shaffer, "A Half-Century of Blistering Change: South Korea" (Talk, 25 mins.)		David Taquet & Robert Anthony Olexa, "Study Abroad in Virtual Reality: A Comparative EFL Study in Japan" (Research, 25 mins.)	Courtney McLaren, "Intercultural Connections and Cosmopolitan Perceptions Amongst K-Pop Fans in Canada" (Research, 25 mins.)	Phuong Dang, "Informal Logical Fallacies in EFL Students' Argumentative Essays" (Research, 25 mins.)	
17:00	**Plenary Session — Dr. Jack C. Richards, "Connecting With Teachers' and Learners' Emotions in the Language Classroom" (Plenary, 50 mins.) (Plenary Hall)**						
18:00	**Korean Traditional *Hanjeongsik* Dinner (Ticketed)**						

Lobby — Poster Sessions (2:30–3:20 p.m.; Lobby)

- Mei-Rong Alice Chen — "Engaging EFL Learners Through Digital Multimodal Song Creation With GenAI"
- Valencia Epps — "Gender Disparity in Expat English Teacher Well-Being: Insights From Occupational Well-Being Research"
- Daniel Lang, Nyamsuren Sainjargal, & Aldarmaa Sodnomdarjaa — "A Comprehensive Overview of Contemporary English Teacher Training in Mongolia"
- Yi Chun Liu — "Enhancing EFL Oral Communication Through Interpreting Skills"
- Nurhaeni Nurhaeni — "A Study to Explore the Culture/s Taught in EFL Classrooms"
- Cristina Tat — "Using AI to Improve Speaking Skills for the IELTS Test"

Other locations of note:
Coffee Breaks: Lobby
Lunch: Lobby + session rooms
Prayer Room / Quiet Space: 401
KOTESOL Meeting Space: 102

Lobby: Overview Schedule

Overview Schedule: SATURDAY

Sunday, October 13

Other locations of note:
Coffee Breaks: Lobby
Lunch: Lobby + session rooms
Prayer Room / Quiet Space: 401
KOTESOL Meeting Space: 102

Time	Plenary Hall (Ground Floor)	101 (Ground Floor)	103 (Ground Floor)	403 (4th Floor)	404 (4th Floor)	406 (4th Floor)
08:00	Registration					
09:00	*ESBB Featured Session* **Theron Muller, Alaa Salem, & John Adamson** "Critically Rethinking Citation Bibliometrics: Understanding Faculty Publishing Trends Using Document Analysis" (Research, 50 mins.)	*KOTESOL Featured Session* **Kara Mac Donald** "Connecting Across Borders: Creating Creative, Community Experiences for Students" (Workshop, 50 mins.)	**Tory Thorkelson** "Play's the Thing: Three Play Formats for a University Classroom" (Workshop, 80 mins.)	**Hui-Ju Tsai & Ai-Chun Yen** "Examining the Impact of AI-Driven Assessment on Writing Performance" (Workshop, 50 mins.)	**Cheryl Woelk** "Designing Simulations for Collaborative Language Practice" (Workshop, 80 mins.)	**Stephanie Ptak** "Navigating Growth: Motivations and Impact of Professional Development for ESL Instructors" (Research, 25 mins.)
09:30						**Jeffrey Maxwell** "Bridging Disengagement: Integrating Japanese and Asian EFL Students' Experiences" (Research, 25 mins.)
10:00	*ESBB Featured Session* **Biljana Čubrović** "Towards the Creation of an Amalgam English: A Phonetic and Attitudinal Case Study" (Research, 25 mins.)	*KOTESOL Featured Session* **Kevin Kester** "Peace Education as a Form of Global Citizenship Education in Universities in Divided Settings: Challenges and Prospects" (Research, 25 mins.)				**Phuong Dang** "EFL Students' Growth Mindset, Self-Efficacy, and English Learning Motivation" (Research, 25 mins.)
10:30	Coffee Break					
11:00	***ESBB Plenary Session*** **Dr. Naeema B. Hann** **"Language Teacher Networks: Values and Visibility"** (Plenary, 50 mins.) Plenary Hall					
12:00	Lunch (Provided for all pre-registered participants who opted in)					
13:00	*ESBB Featured Session* **John R. Baker** "Guiding Apprenticing Writers With Model (Mentor, Exemplar) Texts" (Workshop, 50 mins.)	*KOTESOL Featured Session* **Jocelyn Wright** "Peace Linguistics in Your Classroom?" (Workshop, 50 mins.)	**Stephen Walker** "Turning Your Concept or Classroom Content Into a Professional Textbook" (Workshop, 80 mins.)	**Cheng-Yi Eric Lin** "Flipping Tertiary Freshman English Learning in Taiwan with American TV Series" (Research, 25 mins.)	**Andrew Griffiths** "Equitably Assessing Individual Student Learning During In-Class Activities" (Workshop, 50 mins.)	**Bradley Lunsford** "Five Effective Strategies for Providing Observation Feedback to EMI Instructors" (Research, 25 mins.)
13:30				**Julian Lee Williams & Christopher Green** "Korean Freshmen's Predisposition to Machine Translation: The Use of Papago in Classrooms" (Research, 25 mins.)		**Sally Arkley** "Most Common Errors in a KEFL First-Year University Students Essay Corpus" (Research, 25 mins.)
14:00	*ESBB Featured Session* **Saiwaroon Chumpavan & Sirawich Tampanich** "Fostering Global Empathy by Bridging Cultural Divides With Technology and Storytelling" (Research, 25 mins.)	*Student Showcase* **Megan Ivey Beard, Hannah Choi, Gyeol Kim, Yena Lee, Yoshiya Watanabe** "Learning Across Borders: Cross-Cultural Field Experience as 'a Safe Place to Fail'" (Panel, 50 mins.)		**Daniel Jones** "The Good, the Bot, and the Ugly: Wielding the Double-Edged Sword of AI" (Workshop, 50 mins.)	**Yuying Kang** "The Perception Experiment of Foreign-Accented English" (Research, 25 mins.)	**Julie Ocden Banaue & Abhishek Rajamanickam** "Project Books: Powerful Tools for Keeping Knowledge" (Workshop, 50 mins.)
14:30		*KOTESOL Featured Session* **Kevin Kester** "Conflict, Peace, and Teaching in Higher Education: Reflections on an International Career in Korean Academia" (Workshop, 50 mins.)	**Kristina Kauss** "Active Learning Tasks To Encourage Speaking and Thinking From Different Perspectives" (Workshop, 80 mins.)		**Meerbek Kudaibergenov** "How Race, Nationality, and Marital Status Create Privilege and Disadvantage in Korean ELT" (Research, 25 mins.)	
15:00		*Student Showcase* **GNUE Students** "Tea With GNUE!" (Social/Mingle, 50 mins.)		**Yasuko Sato & Ichi Konta** "Bridging Confidence Gaps in EFL: ChatGPT as a Game-Changer" (Research, 25 mins.)	**Bryan Meadows** "Why Nationalism and Language Teaching? Articulating an Interdisciplinary Research Agenda" (Research, 25 mins.)	**Shusaku Nakayama** "A List of High Frequency Collocations in Spoken English" (Research, 25 mins.)
15:30		**Angelica Panique** "Technology-Based Tasks: Effects on the Oral Communication Performance of Students" (Research, 25 mins.)			**Chanyanan Somthawinpongsai, Ladawan Wattanaboot, & Simon McIver** "Empowering Professional Communication and Intercultural Competence Through English for Specific Purposes" (Research, 25 mins.)	
16:00	Closing Ceremony					

Saturday, October 12	
09:00 – 09:25 (KST)	
ESBB Featured Session **Roy Pushpavilasam Veettil** "Reassessing the Status of English in Oman: Have the Circles Merged?" (Research, 25 mins.)	101
Manoj Manuel "Unlocking Vocabulary Growth: The Untapped Potential of Informal Learning Experiences" (Research, 25 mins.)	404
Rowell de Guia "Pedagogical Insights Into Supporting Independent Language Learning" (Research, 25 mins.)	406
09:00 – 09:50	
Abhishek Rajamanickam & Julie Ocden Banaue "Teaching English Through Dance: Movement as Language" (Workshop, 50 mins.)	103
Corrine T. Spencer "Creating Interactive Workbooks Using Google Slides" (Workshop, 50 mins.)	403
09:30 – 09:55	
ESBB Featured Session **Binu PM** "EFL Learners' Experiences With ChatGPT and Its Perceived Impact on Self-Directed Learning" (Research, 25 mins.)	101
Angelica Panique & Vanessa Villanueva "Use of Physical Education Activities to Enhance Vocabulary" (Research, 25 mins.)	404
Ming-Fen Lo "Facilitating EFL Pronunciation and Reading Instruction Through Immersive Reader and Reading Progress" (Research, 25 mins.)	406
10:00 – 11:00	
Opening Ceremony *Cultural Performance* *ESBB Keynote:* **Dr. Roger Nunn, ESBB Founder** "Crossing Borders: The Importance of Intercultural Translatability" (Keynote, 40 mins.)	Plenary Hall
11:10 – 12:00	
Plenary Session **Dr. Charles Browne** "The NGSL Project: Corpus Tools to Help Transcend Borders, Build Bridges, and Make Connections in the 21st Century" (Plenary, 50 mins.)	Plenary Hall
12:00 – 13:00	
Lunch (Provided for all pre-registered participants who opted in)	Lobby
13:00 – 13:25	
ESBB Featured Session **Gloria Shu Mei Chwo** "A Pilot Study on a General Education Center Course via Curation and VR Creation" (Research, 25 mins.)	Plenary Hall
Janet Weng "Student Perspectives on English-Medium Instruction (EMI) Teachers' Competence in Taiwan's Higher Education" (Research, 25 mins.)	404

Daily Schedule: SATURDAY

Charles M. Mueller "Teaching the Polysemy of Prepositions: Is More Fine-Grained Practice More Effective?" (Research, 25 mins.)	406
13:00 – 13:50	
KOTESOL Featured Session **Jocelyn Wright** "Comprehensive Peace and Compassionate Communication to Achieve Our Aims" (Workshop, 50 mins.)	101
Sarah Slagle "Mid-Career and Beyond: Energetic Teaching" (Workshop, 50 mins.)	103
Student Showcase **Yeseo Hong, Daeun Nam, Jiyun Choi, & Yoonseo Jeong** "The Path to Becoming an Elementary School Teacher in Korea: An Inside Look" (Panel, 50 mins.)	403
13:30 – 13:55	
ESBB Featured Session **Kuang-Yun Ting & Wen-Chi Vivian Wu** "Advancing Language Education Through AI-Enhanced Gamification" (Research, 25 mins.)	Plenary Hall
Po-Han Lin "Enhancing Intercultural Competence With the 6E Instruction Model for Elementary EMI Classes" (Research, 25 mins.)	404
Chie Kawashima "Teaching Politeness: Insights From English Grammar Books" (Research, 25 mins.)	406
14:00 – 14:25	
ESBB Featured Session **Mzukisi Howard Kepe** "Exploring Computational Thinking and Communication Skills as Viable Options to Curb Plastic Pollution" (Research, 25 mins.) —> Changed to **VIDEO**	Plenary Hall
Stephanie Ptak "Bridging Cultures: International Students' Journeys in Required English Courses in South Korea" (Research, 25 mins.)	404
Tomoyuki Kawashima "Increasing Perceived Proficiency Through the Introduction of Successful Non-Native Speakers of English" (Research, 25 mins.)	406
14:00 – 14:50	
Student Showcase **Hyunjeong Seo, Dayeon Lee, Youngjae Park, & Jiyeong Jeong** "Multicultural Education in Korea: Pre-service Teachers' Perspectives" (Panel, 50 mins.)	101
Daniel Anderson & Jeffrey Maxwell "Activating Engagement and Enjoyment in the Classroom" (Workshop, 50 mins.)	103
Victor Reeser, Corrine T. Spencer, Cassandra Santos, & Madison Brand "Adapting to AI in the Classroom: Navigating New Frontiers in Education" (Panel, 50 mins.)	403
14:30 – 14:55	
ESBB Featured Session **Mukaddam Khaitova** "Empowering Identities: The Role of Phatic Labour in Transforming Language Education" (Research, 25 mins.)	Plenary Hall

Daily Schedule: SATURDAY

Aleksei Nekhaev "Linguistic and Cultural Studies as Means of Successful Development of Intercultural Competence" (Research, 25 mins.)	404
Ian Moodie "Group Differences in Various Occupational Psychology Measures: NESTs vs. Local Teachers" (Research, 25 mins.)	406

14:30 – 15:20
Poster Sessions
(Lobby)

Mei-Rong Alice Chen
"Engaging EFL Learners Through Digital Multimodal Song Creation With GenAI"

Valencia Epps
"Gender Disparity in Expat English Teacher Well-Being: Insights From Occupational Well-Being Research"

Daniel Lang, Nyamsuren Sainjargal, & Aldarmaa Sodnomdarjaa
"A Comprehensive Overview of Contemporary English Teacher Training in Mongolia"

Yi Chun Liu
"Enhancing EFL Oral Communication Through Interpreting Skills"

Nurhaeni Nurhaeni
"A Study to Explore the Culture/s Taught in EFL Classrooms"

Cristina Tat
"Using AI to Improve Speaking Skills for the IELTS Test"

15:00 – 15:30

Coffee Break	Lobby

15:30 – 15:55

Jeffrey Aaron Baldwin & Natasha Powell "Comparative Analysis of ChatGPT Versus Human Raters as an Automated Essay Scorer" (Research, 25 mins.)	403
Grace Yuwono "Student Engagement and Connection in Academic English Hyflex Classrooms: Stories and Reflections" (Research, 25 mins.)	404
Abhishek Rajamanickam "Implementing Various Strategies to Foster English Language Acquisition in Preschoolers Aged 3 to 6" (Research, 25 mins.)	406

15:30 – 16:20

Sponsored Featured Session **Dr. Charles Browne** "Principles and Activities for Critical Thinking Skills Development" (Workshop, 50 mins.)	Plenary Hall
Cheryl Woelk "Listening to Connect: Active and Empathetic Listening Exercises for ELT" (Workshop, 50 mins.)	101

15:30 – 16:50

Aulia Djunaedi "Interactive Literature for Adult Learners in EGL Classrooms" (Workshop, 80 mins.)	103

16:00 – 16:25

Hsin-Yi Cyndi Huang & Chiung-Jung Tseng "EFL Low-Proficient Learners' Use of Google Translate and ChatGPT in Writing Tasks" (Research, 25 mins.)	403

Daily Schedule: SATURDAY

Devon Renfroe "Language Learning Affordances and Constraints Among English Teachers in Japan and Korea" (Research, 25 mins.)	404
Quang Thao Le, Huy Cuong Nguyen, & Thi Ngoc Diep Le "Mother Tongue in English Phonology Classrooms: A Conditional Enabler" (Research, 25 mins.)	406
16:30 – 16:55	
KOTESOL Invited Session **David Shaffer** "A Half-Century of Blistering Change: South Korea" (Talk, 25 mins.)	101
David Taquet & Robert Anthony Olexa "Study Abroad in Virtual Reality: A Comparative EFL Study in Japan" (Research, 25 mins.)	403
Courtney McLaren "Intercultural Connections and Cosmopolitan Perceptions Amongst K-Pop Fans in Canada" (Research, 25 mins.)	404
Phuong Dang "Informal Logical Fallacies in EFL Students' Argumentative Essays" (Research, 25 mins.)	406
17:00 – 17:50	
Plenary Session **Dr. Jack C. Richards** "Connecting With Teachers' and Learners' Emotions in the Language Classroom" (Plenary, 50 mins.)	Plenary Hall
18:00 – 20:00	
Korean Traditional *Hanjeongsik* Dinner (ticketed; SOLD OUT)	가족회관 (Family Hall Restaurant)

Daily Schedule: SATURDAY

Sunday, October 13

09:00 – 09:25 (KST)

Stephanie Ptak "Navigating Growth: Motivations and Impact of Professional Development for ESL Instructors" (Research, 25 mins.)	406

09:00 – 09:50

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10:30 – 11:00

Coffee Break	Lobby

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ESBB Plenary Session **Dr. Naeema B. Hann** "Language Teacher Networks: Values and Visibility" (Plenary, 50 mins.)	Plenary Hall

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16:00 – 16:30	
Closing Ceremony	Plenary Hall

Daily Schedule: SUNDAY

Saturday, October 12
09:00 – 09:25

Room 101

Reassessing the Status of English in Oman: Have the Circles Merged

Roy Pushpavilasam Veettil
Sohar University, Oman

Abstract: Having lived in Oman for over a decade, I have observed the growing importance of English, which is now essential for higher education and employment in both private and government sectors. However, the official status assigned to English and the teaching of English as a foreign language lead to conflicts between practices and expectations. Thus, I feel that the real status of English in the country needs to be reassessed.

The conceptual framework of this study is Kachru's concept of the analogy of three concentric circles representing the global diffusion and status of English. The study proposes to answer the question of whether English has moved from the expanding circle into the outer circle in Oman, and if so, what its implications are. The participants will be engaged in brainstorming and discussions, and I expect that they will be prompted to reassess the status of English in their specific contexts.

ESBB Featured Session
Research Paper (In person; 25 minutes)
Language Policy / World Englishes / English as a Lingua Franca (ELF)
General Interest

Room 404

Unlocking Vocabulary Growth: The Untapped Potential of Informal Learning Experiences

Manoj Manuel
University of Technology and Applied Sciences, Muscat, Oman

Abstract: Though formal classroom teaching and learning is the prime focus of contemporary vocabulary research and pedagogical approaches, in this presentation, I will try exploring the significant potential of effective informal learning contexts to guide and support vocabulary development. The primary objective is to emphasize and explain the valuable contributions that informal learning experiences can provide in the process of vocabulary learning. Based on established theories of incidental and independent language learning, I will carefully examine the ways in which an individual's engagement with a variety of activities, such as recreational reading, media consumption, and extracurricular academic or leisure pursuits, can effectively develop meaningful vocabulary growth and retention. I will also propose insights that may direct the design of curricula and pedagogical approaches, In addition, I will look into possible avenues for future research in this important yet unexplored area of vocabulary learning.

Research Paper (In person; 25 minutes)
Vocabulary
General Interest

Room 406

Pedagogical Insights Into Supporting Independent Language Learning

Rowell de Guia
Bataan Peninsula State University, Philippines

Abstract: In this presentation, I aim to open windows through which English language teaching (ELT) practitioners and researchers can see how language learning autonomy (LLA) is viewed and fostered in some state universities in the Philippines. The presentation is based on my research motivated by the call for flexible learning in Philippine higher education. Against the backdrop of this recent event, I surveyed 71 English teachers across 21 state universities through structured and unstructured online questionnaires. Using numerical data, I unveiled the teachers' dominant beliefs about their role in developing independent language learners and described their position on the learners' involvement in making decisions about learning. Moreover, from the textual data, I uncovered themes indexing the conditions teachers orchestrated to build a learning environment they believed promoted LLA. These findings offered insights into how teachers construed independence in learning English and what ELT model would potentially support LLA in flexible modalities.

Research Paper (In person; 25 minutes)
Critical Pedagogy/Perspectives
Primarily of Interest to Teachers of University Students

09:00 – 09:50

Room 103

Teaching English Through Dance: Movement as Language

Abhishek Rajamanickam
Lac Hong Bilingual School, Vietnam

Julie Ocden Banaue
Lac Hong Bilingual School, Vietnam

Abstract: Discover innovative techniques for teaching English through creative movement and dance. In this workshop, we will explore how young learners can utilize movement as a bridge between their first language and English, and as a unique language of its own. By integrating dance into the curriculum, we can minimize the reliance on students' first language, creating a more immersive English learning environment. Join us to see how these dynamic methods can transform language acquisition for early learners.

Workshop (In person; 50 minutes)
Creativity / Critical Thinking / 4Cs
Primarily of Interest to Teachers of Young or Very Young Learners

Room 403

Creating Interactive Workbooks Using Google Slides

Corrine Trieste Spencer
SUNY Korea

Abstract: In this workshop, participants will explore how to create engaging online interactive workbooks using Google Slides. Attendees will receive preliminary templates and practical ideas to streamline their design process. In the session, I will guide educators through the

steps of developing a focused, single-themed activity tailored to their instructional needs and grade level. By the end of the workshop, educators will have a customized interactive workbook ready for use in their classrooms, enhancing their ability to deliver dynamic and interactive lessons. Through this hands-on experience, I aim to empower educators with the skills to effectively incorporate technology into their teaching practices, fostering a more engaging learning environment for their students.

Workshop (In person; 50 minutes)
Materials/Course/Curriculum Design
Primarily of Interest to Teachers of University Students

09:30 – 09:55

Room 101

EFL Learners' Experiences With ChatGPT and Its Perceived Impact on Self-Directed Learning

Binu PM
University of Technology and Applied Sciences-Al Mussanah, Oman

Abstract: In this research, I examined EFL students' perceptions of using ChatGPT as a tool for English language learning and its impact on self-directed learning. I used a mixed methods approach, administering a survey questionnaire and conducting semi-structured interviews with EFL students at the University of Technology and Applied Sciences-Al Mussanah, Oman. The findings of this study revealed the students perceived ChatGPT as a highly accessible and flexible resource that supported various aspects of language acquisition, such as vocabulary expansion, grammar improvement, and conversational practice. Although some students faced difficulty comprehending the responses generated by ChatGPT due to their low proficiency in English, most participants appreciated the flexibility and convenience of accessing it as language learning support. Furthermore, the students found that ChatGPT enhanced a low-pressure environment for practicing language skills, enabling them to build confidence, motivation, and independence. Overall, the students perceived ChatGPT was a valuable tool for fostering learner autonomy.

ESBB Featured Session
Research Paper (In person; 25 minutes)
Technology / Online Learning / AI / CALL / MALL
General Interest

Room 404

Use of Physical Education Activities to Enhance Vocabulary

Angelica Panique
University of San Agustin, Philippines

Vanessa Villanueva
University of San Agustin, Philippines

Abstract: In this study, we examined the potential of physical education activities to enhance the vocabulary of learners. In doing this, we did an experiment wherein a group of 35 learners participated in physical activities as an intervention while another group with a similar number of learners learned words through reading materials alone. In obtaining the data, we administered a similarly structured pretest and posttest on vocabulary. These tests included identifying the isolated meanings of words and word usage in other contexts. We then

statistically processed the data and found the mean and standard deviation and also performed a Mann Whitney U test and Wilcoxon signed-rank test. We determined that the vocabulary skills of the learners improved after performing a series of physical education activities. This implies that pairing movement to thought or instruction can help learners strongly process word meanings with longer retention.

Research Paper (In person; 25 minutes)
Vocabulary
General Interest

Room 406

Facilitating EFL Pronunciation and Reading Instruction Through Immersive Reader and Reading Progress

Ming-Fen Lo
Southern Taiwan University of Science and Technology, Taiwan

Abstract: In this study, we explored the efficacy of immersive reader (IR) and reading progress (RP) in enhancing English pronunciation and reading comprehension and reducing pronunciation anxiety among two intact classes of Taiwanese non-English majors. One was the control group (n=34) receiving traditional instruction, and the other was the experimental group (n=30) receiving IR-assisted instruction and completing eight read-aloud tasks via RP after class. We used pre- and posttests to measure students' improvements in reading aloud, comprehension, motivation, and pronunciation anxiety. We employed a post-experiment questionnaire and interviews to probe students' perceptions. The results indicated that IR/RP notably benefited reading aloud and comprehension abilities and reduced pronunciation anxiety. However, there were no significant differences in students' motivation. Most participants acknowledged the advantages of IR/RP for pronunciation and reading despite some concerns over RP's accuracy. Future studies may compare IR/RP and other computer-assisted pronunciation training (CAPT) to provide further insights.

Research Paper (In person; 25 minutes)
Technology / Online Learning / AI / CALL / MALL
Primarily of Interest to Teachers of University Students

13:00 – 13:25

Plenary Hall

A Pilot Study on a General Education Center Course via Curation and VR Creation

Gloria Shu Mei Chwo
HungKuang University, Taiwan

Abstract: We report a groundbreaking initiative aimed to enhance an existing General Education Center cultural awareness course for English non-majors at a Taiwan university, using cutting edge technology. Students responded to a pre-survey showing strong English conversation needs and low VR experience. The principal researcher designed a three-week intervention coteaching with a Singaporean artist who is the expert in VR painting. A total of 101 L1-Chinese students were trained to work in groups creating 3D paintings using Open Brush 3D painting in Meta Quest 2, and they worked on a report in English. Quantitative measures based on a pre- and post-intervention Cambridge test showed highly significant gains in English proficiency, especially in interactive communication. Qualitative data from

students' reflective essays showed a great impact on the development of knowledge about VR and intercultural awareness. The findings demonstrate how CEFR A2-proficiency students can benefit from a task-based and communicative English teaching approach.

ESBB Featured Session
Research Paper (In person; 25 minutes)
Content-Based Instruction / EMI / CLIL
Primarily of Interest to Teachers of University Students

Room 404

Student Perspectives on English-Medium Instruction (EMI) Teachers' Competence in Taiwan's Higher Education

Janet Weng
Wenzao Ursuline University of Languages, Taiwan

Abstract: To enhance internationalization and national competitiveness, Taiwan's government has launched the "Blueprint for Developing Taiwan into a Bilingual Nation by 2030," advocating for English-medium instruction (EMI) in higher education. In this study, I investigate the teaching competence of Taiwanese EMI instructors from students' perspectives to identify strengths and weaknesses. My mixed-methods approach, including surveys, interviews, and observations, involved 221 students from eight universities, both public and private. I assessed five dimensions of EMI teaching competencies using 18 items, with SPSS analysis confirming the tool's reliability. Findings indicate that all five dimensions scored above upper intermediate on a 5-point Likert scale, with language ability ranked highest and interactions lowest. Qualitative data revealed the need for more scaffolding through translanguaging and multimodal teaching, as well as increased interaction and emotional support to alleviate student anxiety. I conclude the study with recommendations for future EMI training programs.

Research Paper (In person; 25 minutes)
Content-Based Instruction / EMI / CLIL
General Interest

Room 406

Teaching the Polysemy of Prepositions: Is More Fine-Grained Practice More Effective?

Charles M. Mueller
Fuji Women's University, Japan

Abstract: Empirical studies have demonstrated that English prepositions can be effectively taught through lessons that target individual prepositional senses. These lessons often include tasks in which students apply what they have learned by supplying the appropriate preposition for various sentences (e.g., fill-in-the-blank exercises). However, such exercises only require students to supply the correct target form; they do not require them to employ precise knowledge of the individual senses that actually motivate prepositional choice. In our study, we test the hypothesis that cognitive-linguistics-based learning tasks requiring students to employ more fine-grained knowledge (to include both correct choice of the target preposition and knowledge of the precise prepositional sense) result in more learning. We examine the performance of eight intact classes assigned to two experimental conditions (fine-grained versus traditional practice) and compare pretest, posttest, and delayed posttest results. The study has important pedagogical implications for instruction targeting polysemous lexical items and grammatical constructions.

Concurrent Session Abstracts: SATURDAY

Research Paper (In person; 25 minutes)
Applied Linguistics / Second Language Acquisition
Primarily of Interest to Teachers of University Students

13:00 – 13:50

Room 101

Comprehensive Peace and Compassionate Communication to Achieve Our Aims

Jocelyn Wright
Mokpo National University, Korea

Abstract: Who we are, where we came from, where we are going, and why are important questions for us as educators to keep in focus as we teach. Doing so involves ongoing critical awareness, action, assessment, and compassion. In this workshop which adopts a peace perspective, we consider aims and aim achievement through a hybrid comprehensive peace framework and use compassionate communication as a model to guide reflection on and for action in the classroom.

KOTESOL Featured Session
Workshop (In person; 50 minutes)
Peacebuilding / Peace Studies / Peace Linguistics
General Interest

Room 103

Mid-Career and Beyond: Energetic Teaching

Sarah Slagle
Pusan National University, Korea

Abstract: Anyone who's been in the game for a while knows of someone who has lost their love of teaching and feels "stuck" in education. We KOTESOL National Conference attendees don't want that for ourselves, right? Come to this workshop to learn how to prevent the "inevitable." There is another way forward for those of us who want to be lifelong educators. By reflecting on how much of what we do in our classroom is under our control, we can look for aspects to personalize and brighten with a new energy. Showing up with enthusiasm will likely lead to an improved connection with our students and a bump in well-being for ourselves. Based on my 10+ years of university teaching experience, I will share various tips for designing a curriculum (depending on administrative constraints) that lights you up so you can be a light for students throughout your career.

Workshop (In person; 50 minutes)
Teacher Identity/Agency
General Interest

The Path to Becoming an Elementary School Teacher in Korea: An Inside Look

Yeseo Hong
Gwangju National University of Education, Korea

Daeun Nam
Gwangju National University of Education, Korea

Jiyun Choi
Gwangju National University of Education, Korea

Yoonseo Jeong
Gwangju National University of Education, Korea

Abstract: This presentation provides a comprehensive overview of the journey to becoming an elementary school teacher in Korea. It begins with a detailed examination of the admission preparation and application process for teacher education programs, highlighting key requirements and strategies for success. We then explore the critical role of field experience and teaching practices in developing practical teaching skills and understanding classroom dynamics. The discussion extends to the impact of international exchange programs and global educational experiences, demonstrating how these opportunities can enrich teaching practices and broaden perspectives. Finally, we address the various types of teacher certification exams and the diverse career paths available after graduation, including teacher in traditional classroom roles, educational administration, and specialized fields. Attendees will gain a thorough understanding of the entire pathway to becoming a elementary school teacher in Korea and learn how students can navigate and leverage each stage effectively.

Speakers:

- Yeseo Hong, "Admission Preparation and the Application Process." Application processes and preparations for admission to universities of education
- Daeun Nam, "The Importance of Field Experience and Teaching Practicums." The significance of gaining real-world experience through teaching practicums in educational settings
- Jiyun Choi, "International Exchange Programs and Global Educational Experience." Opportunities for education students to participate in international exchange programs and gain global educational experience
- Yoonseo Jeong, "Teacher Certification Exams and Diverse Career Paths After Graduation." Exploring the types of certification exams and various career opportunities for teachers

Student Showcase
Panel (In person; 50 minutes)
Teacher Education / Professional Development
General Interest

13:30 – 13:55

Plenary Hall

Advancing Language Education Through AI-Enhanced Gamification

Kuang-Yun Ting
National Penghu University of Science and Technology, Taiwan

Wen-Chi Vivian Wu
Asia University, Taiwan

Abstract: A gamification approach should incorporate various game elements such as points, levels, and peer competition to innovate upon traditional learning methods. Our research involves Google AI's Semantris, a word-association game, which enhances word-association skills among learners by converting conscious actions into automatic responses, particularly beneficial for tasks involving repetition or spatial components. The participants included two English teachers, two engineering instructors, and 26 students from both the engineering and English departments at a university. Our multiple data collections included interviews, classroom observations, and teacher reflection journals, from which we hoped to gain insight into the teachers' and students' perspectives on the efficacy of AI-powered learning. The findings revealed that the English students primarily resorted to online dictionaries and collaborative strategies with their peers in their quest for higher scores while the engineering students quickly analyzed the game mode for patterns. They adopted a strategy of typing specific keys, leading to a rapid score increase. After experimenting with diverse learning strategies, some English majors managed to substantially raise their scores to 8000 points. This suggests that gamification techniques can be effective when implemented alongside structured course design.

ESBB Featured Session
Research Paper (In person; 25 minutes)
Technology / Online Learning / AI / CALL / MALL
Primarily of Interest to Teachers of University Students

Room 404

Enhancing Intercultural Competence With the 6E Instruction Model for Elementary EMI Classes

Po-Han Lin
National Taipei University of Education, Taiwan

Abstract: Students' English language proficiency is a crucial factor in determining the success of EMI classes. To support students with lower English proficiency, we introduce the innovative 6E instruction model in international education EMI classes in our study. The 6E model, with its unique emphasis on learner-centered and constructivist themes, comprises six distinct learning stages: engage, explore, explain, engineer, enrich, and evaluate. Results indicated an adaptive learning effect where lower English proficiency students reported a more positive course evaluation (4.92 vs. 4.43) and higher scores on the main elements of intercultural communicative competence (cognition: 4.81 vs. 4.28, affection: 4.36 vs. 3.3, behavioral skills: 4.86 vs. 4). More importantly, we also found a significant gain in willingness for intercultural communication (4.52 vs. 3.92). Our study suggests that 6E instruction, which emphasizes inquiry and design, could potentially make up for differences in English proficiency in EMI classes.

Research Paper (In person; 25 minutes)

Concurrent Session Abstracts: SATURDAY

Room 406

Teaching Politeness: Insights From English Grammar Books

Chie Kawashima
Oyama Johnan High School, Japan

Abstract: Developing learners' pragmatic competence stands as one of the foremost objectives in foreign language education. Learners' grammatical knowledge assumes a pivotal role in supporting their pragmatic performance particularly regarding different levels of politeness (Ishihara, 2022; Taguchi & Rover, 2017). In this study, I explore the most recently published English grammar reference books used in Japanese high schools with a focus on how politeness strategies are addressed. The investigation aims to identify instances where politeness features are explicitly mentioned in relation to grammar information. Subsequently, I qualitatively analyze how these identified politeness features are explained. Furthermore, I delve into how these politeness features are practically applied. The findings of the study highlight the significant role of grammar knowledge in shaping politeness strategies alongside identifying missing features essential for developing learners' pragmatic competence. Additionally, the study offers possible suggestions for teachers to supplement the lack of practical application using their pragmatic knowledge.

Research Paper (In person; 25 minutes)
Materials/Course/Curriculum Design
Primarily of Interest to Teachers of Secondary School Students

14:00 – 14:25

Plenary Hall

Exploring Computational Thinking and Communication Skills as Viable Options to Curb Plastic Pollution

Mzukisi Howard Kepe
Cape Peninsula University of Technology, South Africa

Abstract: In recent years, increasing awareness of the adverse environmental effects and human health risks associated with plastic waste and pollution has prompted a call for comprehensive strategies to manage the life cycle of plastic products. In this project, I explore how universities of technology can leverage computational thinking and systemic communication skills to mitigate the environmental harm caused by plastic pollution. Recognizing that effective approaches to this issue require industrial, economic, and legal interventions, as well as institutional support, I posit that integrating computational thinking skills into K-12 and higher education can significantly enhance electronic literacy and problem-solving abilities. Particularly within the context of computer science education research related to plastic pollution, I employed both qualitative and quantitative methods to illustrate how communication skills, advocacy, integrated projects, and computational thinking can identify and implement innovative strategies for balancing ecological and social systems. The findings demonstrate that employing computational thinking and systemic communication effectively addresses persistent plastic pollution through application, identification, interpretation, and crystallization of innovative solutions.

ESBB Featured Session
*Research Paper (**VIDEO**; 25 minutes)*

Room 404

Bridging Cultures: International Students' Journeys in Required English Courses in South Korea

Stephanie Ptak
Hankuk University of Foreign Studies, Korea

Abstract: The effects of the declining population in Korea are becoming more apparent every day. School closures at all levels are not few and far between, and universities are searching for solutions. South Korean universities have been looking overseas to attract students for years, and the number of international students has been steeply increasing. Many of these students, with a wide range of backgrounds, end up in required English courses. As this student population grows, it is important to reflect on how to better serve these young adults. In this small-scale research, I delve into international students' experiences in required English courses at the university level. Through a survey and interviews, I attempt to unveil how these students perceive required English courses and learn more about their interactions with instructors and fellow students.

Research Paper (In person; 25 minutes)
Culture & Cross-/Intercultural Perspectives
Primarily of Interest to Teachers of University Students

Room 406

Increasing Perceived Proficiency Through the Introduction of Successful Non-Native Speakers of English

Tomoyuki Kawashima
Gunma University, Japan

Abstract: EFL learners tend to underestimate their English skills (e.g., Benesse-Corporation, 2005). Munezane's (2015) finding that visualization and goal-setting can improve willingness to communicate suggests that helping learners visualize themselves as English users will reduce self-deprecation and increase confidence as English users. To investigate this possibility, I developed online materials that present non-native speakers (NNSs) as successful English users. The website allows learners to (a) answer multiple-choice listening questions by choosing original recordings made by native speakers of English from North America or reproduced recordings made by NNSs from 30 countries and (b) test their knowledge about global Englishes. In this presentation, I will review the reactions of 98 Japanese university students who used the website for a 4-week-long listening practice. Based on thematically analyzed participant comments, the impact of using NNSs as models on learners' perceptions of English and their proficiency will be discussed.

Research Paper (In person; 25 minutes)
Language Policy / World Englishes / English as a Lingua Franca
Primarily of Interest to Teachers of University Students

14:00 – 14:50

Room 101

Multicultural Education in Korea: Pre-service Teachers' Perspectives

Hyunjeong Seo
Gwangju National University of Education, Korea

Dayeon Lee
Gwangju National University of Education, Korea

Youngjae Park
Gwangju National University of Education, Korea

Jiyeong Jeong
Gwangju National University of Education, Korea

Abstract: This session explores the perspectives of pre-service teachers in Korea on multicultural education, offering insights into the integration of diverse cultural backgrounds into the learning environment. First, we examine the connection between students' English learning and their cultural backgrounds, focusing on how Eastern and Western cultural differences shape language acquisition. Next, we reflect on a music program designed to support multicultural learning, presenting three specific strategies to foster long-term multicultural sensitivity in elementary school students. The discussion then shifts to the need to incorporate multicultural education courses into the university curriculum, highlighting why such a program should be a graduation requirement and its potential effects on future educators. Finally, we address the uncertainties pre-service elementary school teachers face in teaching English and propose strategies to overcome these challenges.

Speakers:

- Hyunjeong Seo, "The Connection Between Students' English Learning and Their Cultural Background." Focuses on cultural differences between the East and the West and how they impact students language learning

- Dayeon Lee, "What I Learned From the 'Cultivating Multicultural Sensitivity through Music Programs' IGT Project." 3 specific measures for fostering long-term multicultural sensitivity in elementary school students

- Youngjae Park, "The Need for Multicultural Education Courses in Universities of Education." Reasons why a curriculum related to multicultural education should be a requirement for graduation at universities of education, including recommendations for the specific contents of that curriculum and expected effects

- Jiyeong Jeong, "Hazy Concerns of Preservice Elementary School Teachers About Teaching English." Suggestions for how we can get through this haze

Student Showcase
Panel (In person; 50 minutes)
Culture & Cross-/Intercultural Perspectives
General Interest

Room 103

Activating Engagement and Enjoyment in the Classroom

Daniel Anderson
Asia University, Japan

Jeffrey Maxwell
Asia University

Abstract: In many Asian countries, including Japan, compulsory English courses often lack alignment with students' interests. Research by Soriano-Ferrer and Alonso-Blanco (2020) reveals that A1-level learners attribute failure to disinterest and lack of enjoyment, while crediting success to teacher influence and classroom atmosphere. This underscores the critical need for educators to foster engaging and enjoyable learning environments, particularly for lower-level students. Our workshop will explore effective strategies to achieve this goal, focusing on interactive techniques that promote student engagement and motivation. Participants will experience and learn to implement various activities, including interactive mingling tasks, timed group brainstorming exercises with variations, engaging word games, and scaffolded poster presentations. By incorporating these dynamic approaches, educators can create a more stimulating classroom experience, potentially improving student outcomes and attitudes towards English language learning.

Workshop (In person; 50 minutes)
Motivation / Identity / Agency
Primarily of Interest to Teachers of University Students

Room 403

Adapting to AI in the Classroom: Navigating New Frontiers in Education

Victor Reeser
SUNY Korea

Corrine T. Spencer
SUNY Korea

Cassandra Santos
SUNY Korea

Madison Brand
SUNY Korea

Abstract: The integration of artificial intelligence in education offers both challenges and opportunities for pedagogical development. This panel discussion will explore adopting AI tools like ChatGPT in classrooms, with a focus on practical strategies to improve teaching and assessment while maintaining academic integrity. We will address ethical considerations, potential biases, and necessary curriculum adjustments for AI-assisted learning. Participants will share experiences and insights to determine the best approaches for integrating AI in education. This discussion is relevant for educators of all levels interested in AI in education. Audience participation is encouraged.

Panel (In person; 50 minutes)
Technology / Online Learning / AI / CALL / MALL
Primarily of Interest to Teachers of University Students

14:30 – 14:55

Plenary Hall

Empowering Identities: The Role of Phatic Labour in Transforming Language Education

Mukaddam Khaitova
Hokuriku University, Japan

Abstract: In this presentation, I explore the transformative role of phatic labour in redefining student and teacher identities at Japan-based uber-universities. I challenge traditional, reductionist second language acquisition (SLA) frameworks that focus on measurable outcomes over holistic engagement. Integrating pragmatic ontology and sociocultural theories, my study illustrates how phatic labour creates a dynamic and inclusive educational environment, boosting student agency and enhancing teacher efficacy. My findings demonstrate that strategic use of phatic labour not only increases student motivation and engagement but also enables educators to move beyond traditional instructional roles. This transition from transactional to relational practices fosters a more humane and interactive learning atmosphere, crucial for nurturing identity and agency in market-driven educational contexts. I advocate for a paradigm shift in SLA to embrace the complexity of language learning, enriching educational experiences and promoting significant personal and communal development.

ESBB Featured Session
Research Paper (In person; 25 minutes)
Student/Teacher Identity/Agency
General Interest

Room 404

Linguistic and Cultural Studies as Means of Successful Development of Intercultural Competence

Aleksei Nekhaev
Shinawatra University, Thailand

Abstract: In this study, I explore the role of linguistic and cultural studies (as an independent subject in higher education settings) in the successful development of intercultural competence. By examining the integration of language acquisition and cultural education, I highlight how these elements collectively enhance students' ability to navigate and engage with diverse cultural contexts. Utilizing a mixed-methods approach, I analyzed curriculum design, instructional strategies, and student outcomes in various educational settings. Findings indicate that combining linguistic proficiency with cultural awareness fosters critical thinking, empathy, and effective communication across cultures. Case studies demonstrate practical applications and underscore the importance of experiential learning and immersive cultural experiences. I will conclude with recommendations for educators to develop curricula that promote intercultural competence, thereby preparing students to become globally competent individuals capable of contributing positively to a multicultural world.

Research Paper (In person; 25 minutes)
Culture & Cross-/Intercultural Perspectives
Primarily of Interest to Teachers of University Students

Room 406

Group Differences in Various Occupational Psychology Measures: NESTs vs. Local Teachers

Ian Moodie
Mokpo National University, Korea

Abstract: In this research talk, I examine group differences between native English-speaking teachers (NESTs) and local teachers in Korean public schools across selected occupational psychology measures. 127 (81 female, 42 male, 4 non-binary/not stated) NESTs and 86 (58 female, 28 male) Korean teachers participated by completing a 40-item survey across 10 measures. As hypothesized, the NEST group was higher in turnover intentions to schools and the profession of ELT. The NEST group was also lower in occupational well-being, self-efficacy in teaching, and 4 of 6 measures of occupational commitment. Using these measures, I also identified a well-being gap between female and male NESTs , but there were no gender differences in the Korean teacher group. These results reflect the differing policy and professional requirements between NESTs and local public school teachers. To lessen this gap, policy makers could consider recruiting and incentivizing more professionally minded NESTs and make space for their legitimate participation within the school system.

Research Paper (In person; 25 minutes)
Brain Stuff: Neuro-ELT / Psychology / Psycholinguistics
General Interest

14:30 – 15:20
Poster Sessions
(Lobby)

Gender Disparity in Expat English Teacher Well-Being: Insights From Occupational Well-Being Research

Valencia Epps
Mokpo National University, Korea

Abstract: While many expatriates are teaching English in Asia, recent studies revealed a concerning disparity in occupational well-being between female and male foreign English teachers. Occupational well-being has received increased attention in the field of ELT because of its association with positive outcomes for individuals and workplaces. However, well-being research in other fields indicates that gender gaps are generally not significant unless there are systemic issues involved. Therefore, in order to lessen this gap, it is imperative that it is first understood. This poster presentation comes from an ethnographic study aiming to provide a deeper understanding of this occupational well-being gap among expats. In this presentation, I will provide evidence for this gap and consider possible causes for it based on prior occupational well-being research, such as collegiality in workplaces, power differences, and sexual discrimination. Due to the high demand for English teaching positions in Asia, maintaining experienced, qualified, and satisfied teachers is imperative to improving pedagogical outcomes. This project is anticipated to provide insightful, practical information from the voices of participants, which is crucial to alleviate this issue.

Poster (In person; 50 minutes)
Social Justice Issues
General Interest

A Comprehensive Overview of Contemporary English Teacher Training in Mongolia

Daniel Lindbergh Lang
U.S. Peace Corps Mongolia / Metropolitan Education Department, Ulaanbaatar, Mongolia

Nyamsuren Sainjargal
Metropolitan Education Department, Mongolia

*Aldarmaa Sodnomdarjaa**General Authority for Education, Mongolia*

Abstract: Through our poster, we share the many ways English teachers in Mongolia receive local, national, and international training. We first introduce training initiatives helmed by the two major education departments under Mongolia's Ministry of Education and Science. These include the Metropolitan Education Department and the General Authority for Education. At the capital's metropolitan level, we share the structure of regular methodology workshops, district-level training sessions, and quarterly seminars. At the national level, we discuss programs implemented by the General Authority for Education. We then highlight international collaborations and professional development opportunities. We identify successful strategies and areas for growth in teacher training, with both in-person and virtual learning, given geographic limitations. By showcasing Mongolia's English teacher development, we provide a thorough overview of current initiatives, inviting further collaboration from fellow attendees. Understanding the professional development systems of Mongolia can also help others adapt them to their relevant global contexts.

Poster (In person; 50 minutes)
Teacher Education / Professional Development
General Interest

A Study to Explore the Culture/s Taught in EFL Classrooms

Nurhaeni Nurhaeni
University of Limerick, Ireland

Abstract: In this research, I aim to investigate teachers' perspectives on teaching culture/s in Indonesian EFL classrooms and the underlying influences. My exploration will include teachers' perspectives, teachers' practices, and teachers' training in relation to teaching culture in EFL classrooms. I will apply a mixed-methods approach in this research, integrating quantitative and qualitative approaches. The quantitative approach is represented by a survey that provides a statistical account for this research. Meanwhile, I will conduct the qualitative approach through in-depth interviews that I expect will provide a more comprehensive individual perspective regarding the topics. I expect this research will add knowledge to the area of teaching culture in EFL classrooms and provide empirical data on current practices of teaching culture in EFL classrooms in Indonesia.

Poster (In person; 50 minutes)
Culture & Cross-/Intercultural Perspectives
Primarily of Interest to Teachers of Secondary School Students

Using AI to Improve Speaking Skills for the IELTS Test

Cristina Tat
Doshisha Women`s College of Liberal Arts, Japan

Abstract: We will explain how we used the transcription-translation platform TurboScribe in conjunction with the latest Chat GPT-4o AI model to help our students practice for the

speaking component of the IELTS test. The participants were first-year undergraduate students in the International Studies Department at Doshisha Women`s College of Liberal Arts. One year of study abroad is mandatory for these students, so they need to take the IELTS test to qualify for programs in North America, Europe, Southeast Asia, and Australia. We analyzed our students' transcripts to check how they incorporated the advice received from the AI into their speaking practice. We will also share our students` perceptions and thoughts about using the AI.

Poster (In person; 50 minutes)
Technology / Online Learning / AI / CALL / MALL
Primarily of Interest to Teachers of University Students

Enhancing EFL Oral Communication Through Interpreting Skills

Yi Chun Liu
National Dong Hwa University, Taiwan

Abstract: In this study, I explored the integration of interpreting skills into English language teaching to enhance non-English major college students' oral communication abilities. I divided sixty-two freshman English students into an experimental group, receiving oral training through shadowing techniques, and a control group, following traditional instruction. Utilizing a quasi-experimental design, my data collection included pre- and posttest speaking assessments, learning engagement scales, and semi-structured focus group interviews. My assessment tools also encompassed 200-word reflection essays and ANCOVA for analyzing group differences. My results indicated significant improvements in fluency and oral communication for the experimental group, highlighting the effectiveness of incorporating interpreting skills in EFL courses. The study underscored the roles of learners and technology, particularly AI speech recognition tools, in advancing language education. It offers valuable insights for educators on developing dynamic and effective teaching models to enhance EFL learners' engagement and speaking performance.

Poster (In person; 50 minutes)
Speaking / Conversation / Pronunciation
Primarily of Interest to Teachers of University Students

Engaging EFL Learners Through Digital Multimodal Song Creation With GenAI

Mei-Rong Alice Chen
Soochow University, Taiwan

Abstract: Music has emerged as a dynamic tool for English as a foreign language (EFL) education that enhances learning and complies with the principles of multimodal teaching and learning. However, while generative artificial intelligence (GAI) offers exciting possibilities for language teaching and learning, there has been limited research on its application to English song creation in language learning. In this study, I investigated the impact of a six-week GAI-based digital multimodal song creation (DMSC) class for EFL learners (26) at a university in northern Taiwan. The findings suggest that GAI-DMSC is consistent with the principles of communicative language teaching. This integration of technology and theory meets the needs of contemporary English language education in the GenAI era and provides a new approach to enhancing language learning through AI-generated music.

Poster (In person; 50 minutes)
Technology / Online Learning / AI / CALL / MALL

Concurrent Session Abstracts: SATURDAY

15:30 – 15:55

Room 403

Comparative Analysis of ChatGPT Versus Human Raters as an Automated Essay Scorer

Jeffrey Aaron Baldwin
Gwangju Institute of Science and Technology, Korea

Natasha Powell
Pohang Institute of Science and Technology

Abstract: As ChatGPT continues to reshape student engagement and instructional design, it is crucial to examine its practical implications. In this study, we aimed to evaluate the effectiveness of ChatGPT-3 and ChatGPT-4 as potential automated essay scoring (AES) systems for English language teaching (ELT) practitioners. In this research, we evaluated 50 authentic student writings using three human raters and both ChatGPT-3 and ChatGPT-4, each performing three rounds of grading. We conducted inter-rater reliability tests to determine if the AI assessments could consistently replicate the evaluations of human raters. The findings reveal that although AI-generated ratings occasionally aligned with individual human graders, ratings amongst the human evaluators demonstrated a higher consistency between evaluations. In contrast, the AI systems struggled to provide consistently reliable grades within the same range as the human raters.

Research Paper (In person; 25 minutes)
Technology / Online Learning / AI / CALL / MALL
Primarily of Interest to Teachers of University Students

Room 404

Student Engagement and Connection in Academic English Hyflex Classrooms: Stories and Reflections

Grace Yuwono
Western Sydney University College, Australia

Abstract: The unprecedented COVID-19 pandemic has undoubtedly disrupted higher education delivery. The pandemic has prompted a seemingly hasty move from traditional classroom environments to more flexible teaching and learning environments. Flexible delivery modes (which include online, hybrid, and hyflex modes) have since been offered and implemented at most higher education institutions including in academic English classes at my university. Despite the convenience of such modes, there have been ongoing issues and challenges regarding student engagement and their sense of belonging and connection. My presentation will offer some snapshots of engagement and connection issues in my academic English classes at Western Sydney University College between June and September 2024. I will also share my personal experiences and insights after teaching these classes for one term. I will argue that we need to re-emphasise our academic and non-academic support to improve engagement and enhance connection, which could ultimately lead to student success.

Research Paper (In person; 25 minutes)
Motivation / Identity / Agency
Primarily of Interest to Teachers of University Students

Room 406

Implementing Various Strategies to Foster English Language Acquisition in Preschoolers Aged 3 to 6

Abhishek Rajamanickam
Lac Hong Bilingual School, Vietnam

Abstract: Preschoolers aged 3 to 6 require innovative approaches to foster their love for learning English. Traditional methods, while effective in some aspects, may not fully capture the attention and enthusiasm of young learners toward English language acquisition. In this research, I explore the necessity of introducing new, engaging measures that teach English while instilling a genuine passion for the language among preschoolers. By creating positive and interactive learning experiences, these innovative approaches aim to inspire curiosity, confidence, and enjoyment in using English. I evaluate various techniques such as gamification, multimedia resources, and interactive storytelling to enhance language learning. Based on the findings, I suggest that these methods not only improve language skills but also cultivate a lifelong appreciation for learning English. Implementing such strategies can ensure that children develop both linguistic competence and a lasting enthusiasm for the English language, setting a strong foundation for future educational success.

Research Paper (In person; 25 minutes)
Materials/Course/Curriculum Design
Primarily of Interest to Teachers of Young or Very Young Learners

15:30 – 16:20

Plenary Hall

Principles and Activities for Critical Thinking Skills Development

Charles Browne
Meiji Gakuin University, Japan

Abstract: There is a wide range of opinions about what critical thinking actually is, but for us the focus is first and foremost on trying to help students to develop their own informed opinions on current issues and topics and then to be able to express those opinions clearly. This session will explore what kinds of content is needed to help this to happen as well as discuss and then demonstrate a range of classroom activities based on the In Focus textbook series which are carefully aligned to Bloom's Taxonomy to help students along this journey. Emphasis will be placed on engaging exercises that encourage questioning, problem-solving, and decision-making. Attendees will leave with a range of strategies to help effectively integrate critical thinking skills into their teaching practice in ways that enhance student learning, which is the main aim of the In Focus series.

Sponsored Featured Session
Workshop (In person; 50 minutes)
Creativity / Critical Thinking / 4Cs
Primarily of Interest to Teachers of University Students

Room 101

Listening to Connect: Active and Empathetic Listening Exercises for ELT

Cheryl Woelk
Collective Joy Consulting

Abstract: In this workshop, I invite participants to explore two essential listening skills for learners highlighted in peace linguistics-related literature: active listening and empathetic listening. I will begin with a conceptual overview, examining the nature of these skills and their significance to ELT. I will then introduce two interactive exercises. The first involves using active listening to complete a negotiation task. The second employs empathetic listening in a role-play. These exercises help participants compare the two types of listening through experiential learning and observation. Following each exercise, we will reflect on our experiences, identify the listening skills used, share insights on the function of each type of listening in effective communication, and discuss how these skills can enhance language acquisition. Finally, we will compare our experiences of active and empathetic listening from a peace linguistics perspective, discussing their impact on the level and quality of connection for learners.

Workshop (In person; 50 minutes)
Peacebuilding / Peace Studies / Peace Linguistics
Primarily of Interest to Teachers of University Students

15:30 – 16:50

Room 103

Interactive Literature for Adult Learners in EGL Classrooms

Aulia Djunaedi
Youngsan University, Korea

Abstract: In this workshop, I will first address the objectives of having literature as a minor subject at a university. Second, I will address strategies that can be applied to novels, including pre-reading activities, the reading itself, and post-reading. I will share how I apply these in my one-hour, multicultural class. Following that, I will demonstrate how these strategies can be used in a classroom, having all the participants pretend to be adult learners. This activity will take about 30 minutes. In the end, I will share how I grade students, with examples of assignments as well as a list of books I have used or plan to use. We will discuss the challenges we face in teaching literature and share solutions as well as books that we like. The last activity is likely to take about 15 minutes.

Workshop (In person; 80 minutes)
Materials/Course/Curriculum Design
Primarily of Interest to Teachers of University Students

16:00 – 16:25

Room 403

EFL Low-Proficient Learners' Use of Google Translate and ChatGPT in Writing Tasks

Hsin-Yi Cyndi Huang
Southern Taiwan University of Science and Technology, Taiwan

Chiung-jung Tseng
Southern Taiwan University of Science and Technology

Abstract: In this study, we investigated the impact of utilizing Google Translate (GT) and ChatGPT for L2 writing among 16 low-proficiency EFL freshmen. Two writing tasks served

as pretests, and then the students used GT and ChatGPT to assist them in rewriting writing task 1 and writing task 2, respectively. After revising the outputs from GT and ChatGPT based on self-reflection, peer feedback, and teacher feedback, the students were given the same writing tasks in the midterm and final exams as a posttest. Results reveal that both GT and ChatGPT effectively enhanced the students' writing quality. Additionally, participants perceived that both tools heightened their L2 writing motivation, with vocabulary acquisition identified as a noteworthy benefit. While acknowledging the efficiency of feedback received from GT and ChatGPT, the students preferred teacher feedback to AI-generated feedback. This preference stemmed from the belief that the teacher could better comprehend their queries and offer more helpful suggestions.

Research Paper (In person; 25 minutes)
Technology / Online Learning / AI / CALL / MALL
Primarily of Interest to Teachers of University Students

Room 404

Language Learning Affordances and Constraints Among English Teachers in Japan and Korea

Devon Renfroe
Carnegie Mellon University & Fulbright, USA

Abstract: Every year, many English speakers move abroad to teach in international contexts. Previous research on first-language English-speaking teachers (L1 ESTs) in East Asia has described their co-teaching experiences, professional identity development, and isolation within their workplaces. However, studies have not centered these teachers as language learners themselves or considered how the ecology of L1 ESTs' workplaces influences their learning opportunities. To fill that gap, in this study I utilized quantitative survey data from 40 L1 ESTs based in Korea and Japan and follow-up interviews with 15 of those participants. My results showed that language learning affordances included speaking the target language (TL) with coworkers, speaking the TL in the classroom, speaking the TL with students, and the location of their desks. The constraints I found, on the other hand, included speaking English with coworkers, the location of their desks, and TL speakers speaking English to them.

Research Paper (In person; 25 minutes)
Teacher Education / Professional Development
General Interest

Room 406

Mother Tongue in English Phonology Classrooms: A Conditional Enabler

Quang Thao Le
Van Lang University, Vietnam

Huy Cuong Nguyen
Van Lang University, Vietnam

*Thi Ngoc Diep Le**Van Lang University, Vietnam*

Abstract: Earlier studies have explored how a mother tongue (L1) can affect second/foreign language (L2) learning both negatively and positively, with numerous studies focusing on L1 influences on English language skills, namely listening, writing, reading, and speaking. However, there is limited research on L1's role in English linguistics classrooms. In this

research, we aimed to understand stakeholders' experiences with and perspectives on how Vietnamese as an L1 can enable students' learning of English phonology, a compulsory course in their English program. 238 English majors completed a 5-point Likert questionnaire, and we conducted semi-structured in-depth interviews with six English phonology teachers and eight students from a university in Vietnam. We found that judicious use of Vietnamese could enhance students' motivation, classroom involvement, and comprehension of English phonological concepts. We emphasize the importance of L1 in L2 classrooms, advocating for a bilingual approach in English education, particularly in complex linguistics courses.

Research Paper (In person; 25 minutes)
Content-Based Instruction / EMI / CLIL
Primarily of Interest to Teachers of University Students

16:30 – 16:55

Room 101

A Half-Century of Blistering Change: South Korea

David Shaffer
Gwangju International Center, Korea

Abstract: There has been dramatic change in the Republic of Korea over the last 50 years: from Park Chung-hee's Third Republic and Gwangju's main artery being unpaved to Korea becoming an OECD member and one of the most wired nations in the world. In this presentation, I will lead the attendees chronologically through the major events gripping the republic over the span of my residency in the nation – the assassination of President Park, the sinking of the Sewol ferry, and the Gwangju 5.18 Uprising, to name but a few. Attendees will be able to leave this presentation with a more structured timeline of events and a more detailed understanding of historical milestones transpiring in Korea from my first-hand experience, as I've made Gwangju my home since the early 1970s. A Q&A session will be included.

KOTESOL Invited Talk
Invited Talk (In person; 25 minutes)
Other Issues: Local Historical Context
General Interest

Room 403

Study Abroad in Virtual Reality: A Comparative EFL Study in Japan

David Taquet
National Institute of Technology, Hakodate College (Japan); University of Lille (France)
Robert Anthony Olexa
National Institute of Technology, Hakodate College; Tokyo Institute of Technology (Japan)

Abstract: We examine the impact of traditional study abroad programs and VR language learning on English skill development among Japanese tertiary students. The low overall CEFR A2 English proficiency level in Japan may be attributed to limited access to authentic language learning experiences like studies abroad. However, financial constraints often restrict participation. As an alternative, virtual study abroad has been proposed, with unknown effectiveness. Our research focuses on students from a Japanese technical college (NIT), using VR headsets and a customized language contact profile (Freed et al., 2004), followed

by interviews, to measure progress. This study aims to enhance our understanding of situated language and the learning environment as we seek to understand the potential of VR as a supplementary tool to physical immersion experiences. The findings will inform language educators and institutions in designing more effective language learning programs.

Research Paper (In person; 25 minutes)
Technology / Online Learning / AI / CALL / MALL
General Interest

Room 404

Intercultural Connections and Cosmopolitan Perceptions Amongst K-Pop Fans in Canada

Courtney McLaren
Independent Researcher, Korea

Abstract: In today's ever-increasingly interconnected world, intercultural/cosmopolitan competencies are of greater and greater importance to many fields of inquiry. In particular, the cross-border spread of cultural objects—and the fandoms that emerge around them—present the opportunity to examine the extent to which such enjoyment of non-local popular culture fosters cosmopolitan awareness amongst fans of various non-local cultural objects. Focusing on K-pop fans in Canada, I employed transcultural fandom theory and hybridization to examine K-pop fans' awareness and understanding of Korean (popular) culture. Through thematic analysis informed by grounded theory and inductive methodologies, I will show how K-pop fandom belonging shaped fans' awareness of cultural differences and how this awareness informed various forms of cosmopolitan reflexivity on the part of fans in their enjoyment of K-pop and Korean popular culture. These understandings complement and inform how intercultural and cosmopolitan awareness can occur inside and outside the classroom.

Research Paper (In person; 25 minutes)
Culture & Cross-/Intercultural Perspectives
General Interest

Room 406

Informal Logical Fallacies in EFL Students' Argumentative Essays

Phuong Dang
VNU University of Languages and International Studies, Vietnam

Abstract: Argumentative essays rely on good arguments to achieve persuasiveness and coherence, and good arguments require the successful avoidance of logical fallacies. Despite the long-standing recognition of logical fallacies in academic settings, there remains a scarcity of research on the identification of logical fallacies in EFL students' argumentative essays. To address this gap, in the current qualitative study I analyzed a corpus of 110 argumentative essays written by 55 EFL high school students who enrolled in an IELTS preparation course at an English language center. My analysis was guided by Vleet's (2021) classification of informal logical fallacies, aiming to identify informal logical fallacies committed by the students. Results are expected to inform teachers, learners, and other stakeholders of prevalent informal logical fallacies that hinder students from constructing well-supported arguments and writing high-quality argumentative essays, allowing them to adjust their teaching and learning practices accordingly.

Research Paper (In person; 25 minutes)
Writing
General Interest

Sunday, October 13
09:00 – 09:25

Room 406

Navigating Growth: Motivations and Impact of Professional Development for ESL Instructors

Stephanie Ptak
Hankuk University of Foreign Studies, Korea

Abstract: At South Korean universities, English teachers come from a variety of countries and have a diverse set of skills and backgrounds, from teacher-training programs to master's degrees and PhDs in English and even other subjects entirely. Teachers in primary through tertiary schools are required to partake in mandatory training, and many university professors must meet quotas for professional development (PD) or publishing. However, for many English instructors, the workplace provides little to no incentive for professional development. While opportunities for growth and collaboration can be found and welcomed if one is searching for them, the motivations or lack thereof vary across the board. Through a survey and interviews, I attempt to get a clearer understanding of the current climate of professional development among English instructors at South Korean universities. I will look at the current perceived importance of PD, the professional training that many participate in, and motivations for participation.

Research Paper (In person; 25 minutes)
Teacher Education / Professional Development
General Interest

09:00 – 09:50

Plenary Hall

Critically Rethinking Citation Bibliometrics: Understanding Faculty Publishing Trends Using Document Analysis

Theron Muller
Waseda University, Japan

Alaa Salem
University of Toyama, Japan

John Adamson
University of Niigata Prefecture, Japan

Abstract: Bibliometrics and scientometrics are the de facto way to evaluate scholarly research output. However, relying on citation counts to frame scholarly productivity, and the journal citation indexes that power such analyses, is problematic. In this presentation, we will reference data from an ongoing document analysis project examining faculty publication activity at a Japanese national university, illustrating how journal citation indexes are limited to the papers that they include, meaning they do not give a complete picture of scholarly output. Further, reliance on outsourcing of evaluation metrics should be problematized. We propose better understanding of academic authors' spectrum of knowledge production beyond a narrow focus on indexed journal citation analysis. Citation analysis creates a problematic ecosystem where scholars are pushed toward publishing trending topics to meet

institutional requirements concerning publication metrics. This favors English language publication over other languages, impoverishing language diversity and simultaneously narrowing the focus of scholarly discourse.

Connecting Across Borders: Creating Creative, Community Experiences for Students

Kara Mac Donald
Defense Language Institute, USA

Abstract: The varying sub-competencies of linguistic competence are best achieved by engaging in or accessing authentic language interactions, not interactions crafted for the classroom. When students and teachers are connected with distinct members of their community and/or diverse individuals in different parts of the world, they can engage in intercultural experiences and make connections that provide more breadth and depth to learning—and in turn truly build 21st century competencies among both parties. In this session, I will focus on three selected instructional and academic accounts of collaboration experiences. Drawing on these, I will describe how collaborating across local communities and borders fostered professionalism, understanding, meaningful relations, and essential skills for the 21st century, including and beyond language. Attendees will also discover three non-profit programs (e.g., Paper Airplanes and more) that they can use as models to construct activities and projects in their classrooms for their contexts.

Examining the Impact of AI-Driven Assessment on Writing Performance

Hui-Ju Tsai
National Taipei University, Taiwan

Ai-Chun Yen
National Dong Hwa University, Taiwan

Abstract: The integration of AI-driven assessment tools into university-level English as a foreign language (EFL) classrooms has become an increasing practice, particularly in recent times. Due to the increasing emphasis on AI in language education, the reliability and validity of these feedback sources have received considerable attention. This session explores the practical application of AI in the EFL writing classroom. The first half is a hands-on workshop where participants can learn practical skills by using ChatGPT in the classroom through guided exercises. In the second half, we will share our research findings on the impact of ChatGPT in the classroom. By showcasing examples of AI tools such as ChatGPT integrated into writing assignments, we aim to demonstrate their potential for enhancing student learning and engagement compared to traditional teacher-graded feedback. This comparative

analysis will illuminate the benefits and limitations of AI in writing assessments, providing insights into how these tools can effectively support both teachers and students.

Workshop (In person; 50 minutes)
Technology / Online Learning / AI / CALL / MALL
Primarily of Interest to Teachers of University Students

09:00 – 10:20

Room 103

Play's the Thing: Three Play Formats for a University Classroom

Tory Stephen Thorkelson
Hanyang University, Korea

Abstract: I have been both an amateur and a professional actor, and over the years I have used many acting techniques in my classroom including role plays, dialogues, and improvisation. However, most recently I have been using radio plays, puppet plays, and 10-minute plays to encourage group work and script writing so my students can experience different types of theater. This workshop will highlight how and why I have used these with some sample student performances and scripts that we will perform parts of, if time permits.

Workshop (In person; 80 minutes)
Drama/Performance in the Classroom
Primarily of Interest to Teachers of University Students

Room 404

Designing Simulations for Collaborative Language Practice

Cheryl Woelk
Collective Joy Consulting

Abstract: Language learning activities that promote collaboration and cooperation reflect real-life language skills more effectively than the competitive games often used in language classes. Simulation exercises are ideal for practicing a range of linguistic tools in a cooperative context. In this workshop, I will guide participants in collaboratively developing their own simulation scenarios for use with their learners. I will start with an introduction to simulations and collaboration in language learning. Then, we will co-create a scenario using a step-by-step process. This approach can be replicated so learners can develop and play simulations or create scenarios for other teams, enhancing language for collaboration. After checking in on participants' experiences, I will share tips for facilitating simulations, and participants will practice leading and playing out the scenario. We will conclude with a debrief of our experiences and a discussion of how to apply these methods to our ELT contexts.

Workshop (In person; 80 minutes)
Peacebuilding / Peace Studies / Peace Linguistics
General Interest

09:30 – 09:55

Bridging Disengagement: Integrating Japanese and Asian EFL Students' Experiences

Jeffrey Maxwell
Asia University, Japan

Abstract: Student disengagement in required English courses is a persistent challenge for universities in Japan, and more broadly East Asia. Applying Tinto's (1975) student integration model, I examine how academic and social integration uniquely manifest in East Asian EFL classrooms. I explore the interplay between traditional teaching methods, cultural norms, and students' motivations (Xie et al., 2018; Goto Butler et al., 2022). By integrating Tinto's (1997) insights on collaborative learning communities with region-specific findings (Albertson, 2020; Stone, 2012), I propose strategies to enhance student involvement and persistence. These include fostering supportive peer networks (Maher & King, 2020), bridging the academic-social divide (Tinto, 1997), and adapting pedagogical approaches (Schaefer et al., 2022). This presentation offers educators and administrators a nuanced understanding of disengagement, providing practical approaches to create engaging learning environments that promote academic and social integration.

Research Paper (In person; 25 minutes)
Motivation / Identity / Agency
Primarily of Interest to Teachers of University Students

10:00 – 10:25

Towards the Creation of an Amalgam English: A Phonetic and Attitudinal Case Study

Biljana Čubrović
University of Belgrade, Serbia

Abstract: The position of English as a global language and the lingua franca of our time has also influenced the emergence of different L2 Englishes around the world, each somewhat specific in its own right. More recently, academic publishers seem to have embraced materials that provide detailed phonetic descriptions of such new varieties (cf. Hansen Edwards, 2023). These varieties, typically thought of as belonging to Kachru's so-called "expanding circle," are now getting a life of their own, often phonetically diverging from L1 Englishes. Cruttenden (2014) conveniently coined the term "amalgam English" for different varieties of L2 Englishes and suggested allowing wider tolerance towards their pronunciation features as long as the contrasts that carry a high functional load have been maintained. The phonetic characteristics of L2 Englishes are typically drawn from the features of the local language in question but are also influenced by factors such as the variety/varieties of English speakers are exposed to and their attitude toward them.

In this talk I explore the development of one such variety of L2 English, investigating the speech characteristics of a group of Serbian L1 speakers, all English majors at a state university in central Serbia, who have not spent a significant amount of time in an L1 English-

speaking country. Their speech samples were analyzed auditorily and compared to the self-reported variety of English that the participants thought they spoke.

Room 101

Peace Education as a Form of Global Citizenship Education in Universities in Divided Settings: Challenges and Prospects

Kevin Kester
Seoul National University, Korea

Abstract: Peace education has been practiced as a form of global citizenship education for several decades. Since the establishment of the U.N.'s Sustainable Development Goals (SDGs) in 2015, this overlap between the two fields has been further amplified amid enduring and escalating conflicts that now emerge as key components of the contemporary global order. Through ethnographic data collected in four divided and conflict-affected settings — China/Taiwan, Cyprus, Korea, and Somalia/Somaliland — I examine how contextualized curriculum and pedagogical practices of university educators in contexts fraught with division and conflict function to produce particular ideas about peace and global citizenship. Specifically, I seek to answer the following questions: Can peace as a form of global citizenship be taught in universities in settings where the legacies of war, division, and colonialism remain deeply rooted? How might discourses of peace and global citizenship in divided and conflict-affected contexts amplify or mitigate sentiments of disenfranchisement? How can education for peace and global citizenship engage productively with local and global dimensions of conflict? In what ways might peace and global citizenship education empower communities? Drawing on field work, document analysis, and interviews with 40 faculty across the divided settings, I show how university educators in these contexts support peacebuilding and efforts toward global citizenship through their work. I analyze data through the conceptual framework of post-critical (peace and global citizenship) education. Findings indicate that educators in conflict-affected contexts are divided on issues of peace, reconciliation, and citizenship. Finally, I discuss the implications of the findings in relation to curriculum, pedagogy, and policy.

Room 406

EFL Students' Growth Mindset, Self-Efficacy, and English Learning Motivation

Phuong Dang
VNU University of Languages and International Studies, Vietnam

Abstract: In this study, I aim to investigate the growth mindset, self-efficacy, and English learning motivation among EFL high school students in Vietnam. Besides, I explore the possible correlation among these elements using bivariate Pearson Correlation analysis. Furthermore, I leverage the independent samples t-test to compare the growth mindset, self-

efficacy, and English learning motivation of male and female students to discern possible significant differences. The data collection instrument is a questionnaire adapted from the CORE Districts Social Emotional Learning Survey and the English Language Learner Motivation Scale (ELLMS): Pre-College, which was developed by Ardasheva et al. (2013). The outcome of this research is intended to provide educators, researchers, policymakers, and other stakeholders with insights into the growth mindset, self-efficacy, and English learning motivation of EFL students, laying the foundation for relevant pedagogical interventions.

Research Paper (In person; 25 minutes)
Motivation / Identity / Agency
General Interest

13:00 – 13:25

Room 403

Flipping Tertiary Freshman English Learning in Taiwan with American TV Series

Cheng-Yi Eric Lin
National Dong Hwa University, Taiwan

Abstract: I believe that interest plays a crucial role in L2 learning (Chan, 2020; Chen et al., 2022; Huang et al., 2020; Tin, 2016; Wong et al., 2020). In this study, I explore the use of American TV series as interest-driven learning materials in my freshman English classroom in Taiwan. One hundred and twenty non-English majors at a public university in northern Taiwan participated. Each week, they watched one episode before class, took quizzes on the plots in class, and taught English vocabulary and usages in groups. I facilitated discussions and highlighted American cultural aspects from the episodes. The survey results showed that 83% of the participants enjoyed this teaching approach, and all reported significant increases in English vocabulary, cultural awareness, and oral communication skills. Through this research, I aim to provide insights into effective pedagogical strategies for freshman English teaching in colleges.

Research Paper (In person; 25 minutes)
Materials/Course/Curriculum Design
Primarily of Interest to Teachers of University Students

Room 406

Five Effective Strategies for Providing Observation Feedback to EMI Instructors

Bradley Lunsford
National Taiwan University of Science and Technology, Taiwan

Abstract: English as a medium of instruction (EMI) has gained popularity in Taiwan, driven by globalization and the increasing significance of English proficiency across diverse fields such as business, academia, and technology. For my study, I drew on data collected during my tenure as an EMI mentor, involving observations of 60 EMI classes from 2022 to 2024. Employing a structured peer observation methodology, I identified five effective strategies for providing useful and applicable feedback to EMI instructors: (a) language proficiency focus, (b) cultural sensitivity, (c) clarity of instruction, (d) interactive teaching techniques, and (e) feedback on student output. These strategies, derived from empirical observations, hold the

potential to enhance the development of English language and communication skills in EMI classrooms. My findings contribute to the ongoing discourse on EMI pedagogy and offer practical insights for educators, institutions, and policymakers.

Research Paper (In person; 25 minutes)
Teacher Education / Professional Development
Primarily of Interest to Teachers of University Students

13:00 – 13:50

Plenary Hall

Guiding Apprenticing Writers With Model (Mentor, Exemplar) Texts

John R. Baker
University of Economics and Finance, Vietnam; Shinawatra University, Thailand

Abstract: Model (mentor, exemplar) texts are invaluable for enhancing L1 and L2 apprenticing writers' skills through general and genre-specific exploration. A solid grasp of these texts is crucial to bolstering teachers' efforts to support their students. To support this, this presentation explores prevalent text types in academia (academic, creative, business, theses/dissertations, articles) and then narrows the discussion to paragraphs and essays. Together, we examine the rationale for using model texts, strategies for locating them, criteria for selection, and effective utilization methods. The presentation also illustrates this area's underexplored nature, encouraging colleagues to collaborate in building a robust corpus of model text literature.

ESBB Featured Session
Workshop (In person; 50 minutes)
Writing
General Interest

Room 101

Peace Linguistics in Your Classroom?

Jocelyn Wright
Mokpo National University, Korea

Abstract: Peace linguistics (PL), an emerging area of research and practice, offers ample possibilities for creative exploration and action, but it is not yet familiar to many. In this interactive task-based session, participants will have the opportunity to visualize and brainstorm change in their teaching/learning contexts, to categorize their alternatives and conceptualize, in the process learning about PL, and finally to make a plan for action. It is hoped that participants will leave inspired, with a greater understanding of or curiosity about PL and ways to implement it in their classrooms.

KOTESOL Featured Session
Workshop (In person; 50 minutes)
Peacebuilding / Peace Studies / Peace Linguistics
General Interest

Equitably Assessing Individual Student Learning During In-Class Activities

Andrew Griffiths
Daejeon Education Training Institute, Korea

Abstract: Teachers need to understand how well their students are following the class content. However, I find that it is often hard to assess how each student is performing individually. Even with a multitude of formative assessment techniques, if there are many students and there is a lot of material to teach, it is easy for some students to "fly under the radar." This is unfair to those neglected students.

What I have thus developed is a strategy to gather assessable data on each student's individual learning, even in a busy, crowded classroom with limited time available. While this strategy is not perfected yet, it has led to me having a better, more equitable understanding of my students' needs as individual learners—and so a better connection with them as people. In this workshop, attendees will get the chance to try this strategy out for themselves.

Workshop (In person; 50 minutes)
Teacher Education / Professional Development
General Interest

13:00 – 14:20

Turning Your Concept or Classroom Content Into a Professional Textbook

Stephen Walker
Hoseo University, Korea

Abstract: What do you do with years of teaching experience, well-honed content, and a bit of computer know-how? You create a high quality textbook that can be used by you, your peers, and could potentially become a second source of income. With over 20 years of experience in TESOL at the university level, I have written, designed, and self-produced two textbooks that have been used by numerous teachers throughout Korea and are sold online. I will take you through the 6 stages of how to create a polished, professional textbook from start to finish: (a) Developing your concept and content; (b) introduction of the software needed to create a professional product; (c) discuss the learning curve, time, price, and computer skills needed; (d) How to polish up the finished product and find a professional printer; (e) how to self-promote your product; (f) lessons learned: Dos and don'ts with time for Q&A

Workshop (In person; 80 minutes)
Materials/Course/Curriculum Design
General Interest

13:30 – 13:55

Korean Freshmen's Predisposition to Machine Translation: The Use of Papago in Classrooms

Julian Lee Williams

Woosong University, Korea

Christopher Green
Woosong University

Abstract: The most famous machine translation (MT) application in Korea is Papago. A qualitative study of students at Woosong University showed that using MT tools in the classroom was not a distraction but a benefit for students. The use of MT is a positive in the classroom, though Zhu (2020) noted that instructors do need to be better informed on how to utilize this technology. In this study, we saw MT help Korean students write full sentences in English (L2) that they had previously written in L1 . The use of MT did not help students clarify the professor's instruction, but it did translate words not noticeably used in the classroom. This research looks to further the study of MT in the classroom for the benefit of students and administrators.

Research Paper (In person; 25 minutes)
Technology / Online Learning / AI / CALL / MALL
Primarily of Interest to Teachers of University Students

Room 406

Most Common Errors in a KEFL First-Year University Students Essay Corpus

Sally Arkley
Gwangju National University of Education, Korea

Abstract: This paper presents research based on a corpus of 300 Korean first-year university student essays. I analysed this learner corpus for the most common errors. According to my interpretation, this data gives a concrete basis for classroom practice and curriculum design in Korea. In terms of international pedagogy, my data can be used to garner ideas for research as it provides evidence of current proficiency gaps in EFL student knowledge. The results can be used to further ELT curriculum ideals and enhance language teaching and learning.

Research Paper (In person; 25 minutes)
Corpus Linguistics / Learner Corpora
General Interest

14:00 – 14:25

Plenary Hall

Fostering Global Empathy by Bridging Cultural Divides With Technology and Storytelling

Saiwaroon Chumpavan
Shinawatra University, Thailand

Sirawich Tampanich
Srinakharinwirot University, Thailand

Abstract: In a world where connections between individuals are increasingly strong, transcending national boundaries and fostering relationships across cultures has become crucial. This paper explores how technology and storytelling stimulate global empathy and reduce cultural distances. We discuss how digital platforms like social media and virtual reality enhance intercultural communication, allowing people to share their stories and

perspectives, fostering empathy and mutual respect. Both digital and traditional storytelling are powerful tools for uniting individuals from diverse backgrounds. By sharing personal narratives, communities can develop greater understanding and compassion. The presentation showcases successful projects using storytelling to teach empathy and critical thinking, particularly to young people. Additionally, we examine the pros and cons of using technology to overcome cultural barriers, addressing challenges such as the digital divide, cultural misunderstandings, and ethical concerns in digital storytelling. Ultimately, the goal is to build empathy-based bridges and foster a more caring, unified global society.

ESBB Featured Session
Research Paper (In person; 25 minutes)
Culture & Cross-/Intercultural Perspectives
General Interest

Room 404

The Perception Experiment of Foreign-Accented English

Yuying Kang
Shanxi Datong University, China / Jeonju University, Korea

Abstract: In this experiment, we examined factors influencing listeners' perceptions of foreign accents in English. We used 119 sentences, sourced from Belfast, Leeds, and London in the IViE corpus, featuring five sentence structures (coo, dec, dqu, whq, and yonq) as stimuli. Thirty students from Shanxi Datong University rated the nativeness of speakers from 1 (most native-like) to 5 (least native-like). We collected the data using Praat and analyzed them with Excel and mixed-effects regression. Our results showed a significant negative correlation between listeners' English proficiency and self-evaluations of pronunciation with their accent ratings. English majors perceived foreign accents more accurately than non-English majors. Additionally, the speaker's region and sentence type impacted perceptions. Our phonetic analysis of high-score responses revealed that intonation, pauses, noise, and segmental deviations due to regional dialects were more noticeable in foreign-accent ratings.

Research Paper (In person; 25 minutes)
Applied Linguistics / Second Language Acquisition
Primarily of Interest to Teachers of University Students

14:00 – 14:50

Room 101

Learning Across Borders: Cross-Cultural Field Experience as "a Safe Place to Fail"

Megan Ivey Beard
Handong Global University, Korea

Hannah Choi
Handong Global University, Korea

*Gyeol Kim**Handong Global University, Korea*
Yena Lee
Handong Global University, Korea

Yoshiya Watanabe

Abstract: The topography of Korea's social landscape has shifted significantly in the 21st century, now prominently featuring overseas Korean returnees, multicultural families, and international students. Concurrently, alternative and international schools have emerged as viable alternatives to mainstream education institutions, especially those using English-medium instruction. Within this globalizing–and nationalizing–space, preservice English teachers would benefit from field experiences that facilitate cross-cultural interaction, especially with language learners who do not share their L1.

In 2024, Handong Global University provided such an opportunity to engage in hands-on cross-cultural learning: through a grant-funded course, nine students positioned themselves as learners of Japanese language and culture and engaged in supervised practice of English language teaching. This moderated panel will highlight the lived experience of four of these students as they share their stories of applied learning, collaboration, and personal challenge and growth. Questions from the audience will be welcomed at the conclusion of the prepared panel discussion.

Student Showcase
Panel (In person; 50 minutes)
Teacher Education / Professional Development
Primarily of Interest to Teachers of University Students

Room 403

The Good, the Bot, and the Ugly: Wielding the Double-Edged Sword of AI

Daniel Jones
Gwangju Institute of Science and Technology, Korea

Abstract: We already have a broad, general idea of the pros and cons of AI, but many don't know how to actually make practical use of that knowledge. This workshop will demonstrate how AI can (and can't) be used as an effective tool by exploring both its benefits and limitations, especially in an educational setting. We will explore how both students and educators can (and should!) use AI to streamline their educational experience, while scrutinizing and being cautioned against AI's current limitations and unreliableness in language education. By the end of the workshop, attendees will know how and how not to use AI in their own classrooms and for their own language learning experience.

Workshop (In person; 50 minutes)
Technology / Online Learning / AI / CALL / MALL
General Interest

Room 406

Project Books: Powerful Tools for Keeping Knowledge

Julie Ocden Banaue
Lac Hong Bilingual School, Vietnam
Abhishek Rajamanickam
Lac Hong Bilingual School, Vietnam

Abstract: Project books enormously increase students' interest in working with foreign language and facts--and more. They are a wonderful way of attracting your students to new forms of work with information, facts, knowledge, and manual skills. With a project book, all the knowledge is stored in a meaningful and appealing format. In this workshop, we will learn

how to make these little minibooks with our own hands. Join this wonderful workshop to gain ideas and strategies to make a perfect project book in your own classes.

Workshop (In person; 50 minutes)
Creativity / Critical Thinking / 4Cs
Primarily of Interest to Teachers of Secondary School Students

14:30 – 14:55

Room 404

How Race, Nationality, and Marital Status Create Privilege and Disadvantage in Korean ELT

Meerbek Kudaibergenov
Seoul National University of Science and Technology, Korea

Abstract: This talk is situated within the ELT context of Korea, an environment notorious for perpetuating inequities, racialization, and discrimination in its discourses and practices. I discuss the experiences of one German national who taught English in Korea despite legal restrictions against him as a non-native English speaker and attempt to describe the niche occupied by teachers like him (and myself). I use intersectionality theory to examine how factors like nationality, race, and marital status intersect to create privilege and disadvantage, and discuss implications for social justice within ELT. Through this talk, I advocate for a more inclusive and equitable ELT environment in and beyond Korea.

Research Paper (In person; 25 minutes)
Social Justice Issues
General Interest

14:30 – 15:20

Plenary Hall

Conflict, Peace, and Teaching in Higher Education: Reflections on an International Career in Korean Academia

Kevin Kester
Seoul National University, Korea

Abstract: In this workshop, I will overview the education and research portfolio of the Education, Conflict and Peace Lab at Seoul National University. I will highlight key activities in the areas of research, teaching, and service with an emphasis on reflecting on the challenges and opportunities I've encountered over 12+ years of working at Korean higher education institutions. In particular, I will introduce several nationally funded research projects and will discuss tips and strategies for international faculty applying for research funding. Additionally, I will highlight the Lab's role in supporting the deepening of internationalization and interdisciplinary scholarship and teaching in the university, as well as the central role of English in facilitating success in each of these areas. All in all, I aim through the workshop to generate discussion — and the sharing of tips and good practices — among educators and researchers interested in initiating (or currently running) similar peace-oriented programs/research labs in their universities.

KOTESOL Featured Session
Workshop (In person; 50 minutes)

Concurrent Session Abstracts: SUNDAY

Peacebuilding / Peace Studies / Peace Linguistics
Primarily of Interest to Teachers of University Students

14:30 – 15:50

Room 103

Active Learning Tasks To Encourage Speaking and Thinking From Different Perspectives

Kristina Kauss
Wonsam Middle School, Korea

Abstract: As teachers, we need to constantly adapt to help our students get out of the rut of thinking the textbook is the only right way to learn the material. We often need to change up our teaching strategies from lecturer to facilitator to help improve our students' understanding. Some ways to do this are by considering student motivation, facilitating creative thinking and active learning, and doing activities so teachers and students learn to see things from different perspectives. In this workshop, we will look at active learning tasks that can be used as stand-alone activities, as well as independently or within learning groups, and can be adapted to most levels and lessons while helping everyone master the material through seeing people and situations from different angles.

Workshop (In person; 80 minutes)
Multiple Skills
General Interest

15:00 – 15:25

Room 403

Bridging Confidence Gaps in EFL: ChatGPT as a Game-Changer

Yasuko Sato
Niigata University of International and Information Studies, Japan
Ichi Konta
Chuetsu Transport Co., Ltd., Japan

Abstract: In this presentation, we explore the transformative power of ChatGPT in boosting speaking confidence and English proficiency among EFL learners. We spotlight how ChatGPT aids in mastering paraphrasing skills and navigating syntactic differences across English, Japanese, and Korean. Building on Masutani's (2021) observation that Japanese learners often exhibit lower confidence in speaking English compared to Koreans, our study evaluates 132 Japanese university students (CEFR levels A1 to B2). We divided students into an experimental group utilizing ChatGPT and a control group adhering to traditional methods, highlighting that B1 level learners, as revealed by Konta (2024), derive greater benefits from ChatGPT than A2 level learners in university. Preliminary results showcase significant improvements in both speaking confidence and proficiency. In this session, we aim to stimulate discussion on the broader pedagogical implications and the strategic integration of AI tools in language education globally.

Research Paper (In person; 25 minutes)
Technology / Online Learning / AI / CALL / MALL
Primarily of Interest to Teachers of University Students

Room 404

Why Nationalism and Language Teaching? Articulating an Interdisciplinary Research Agenda

Bryan Meadows
Independent Scholar, Korea

Abstract: Echoing the conference theme of building bridges, I will articulate a research agenda connecting the two disciplines of nationalism studies and language education. The intersection of the two is relevant to all language educators because the decisions teachers make surrounding national cultures, national languages, and national authenticity are intertwined with ongoing practices of social marginalization beyond the classroom walls. For the theoretical background, I will use everyday nationalism to define nations as social constructions managed in banal discourse. From the field of language education, I will use social practice theory to treat language as a symbolic system informed by power relationships. I will introduce a small set of existing studies that exemplify the research agenda and the qualitative methods required (e.g., ethnographic methods, critical discourse analysis). Finally, I will close with research questions to be investigated in the South Korean context which can carry the research agenda forward.

Research Paper (In person; 25 minutes)
Research Methodologies & Approaches
General Interest

Room 406

A List of High Frequency Collocations in Spoken English

Nakayama 1 Presenter
Shusaku
Japan

Abstract: "In this study, I sought to develop a list of high-frequency collocations in spoken contexts, with the aim of helping learners especially at a lower level to succeed in communication. To make a completed collocation list worthwhile for them, I focused solely on five parts of speech, nouns, verbs, adjectives, adverbs, and prepositions, and excluded meaningless collocations such as "in the" or "of a

Research Paper (In person; 25 minutes)
Vocabulary
Primarily of Interest to Teachers of Young or Very Young Learners

15:00 – 15:50

Room 101

Tea With GNUE!
Students from Gwangju National University of Education

Abstract: Conference participants are invited to connect with pre-service teachers from Gwangju National University of Education at this casual "meet and mingle" social event! These undergraduate students are excited to introduce Korean culture and answer questions

about their university lives, pre-service teaching practice, overseas exchange experiences, education in Korea, and more. Refreshments will be provided.

Student Showcase
Social/Mingle (In person; 50 minutes)
Teacher Education / Professional Development
General Interest

15:30 – 15:55

Room 403

Technology-Based Tasks: Effects on the Oral Communication Performance of Students

Angelica Panique
University of San Agustin, Philippines

Abstract: Along with the demand to improve oral language competence is the growing potential of digital technology to aid language learning and communication skills development. In this study, I examined the effects of technology-based tasks on students' oral communication performance. The participants were two groups of 11th-grade students from the University of San Agustin, in which technology-based speaking tasks were administered to one group while traditional speaking tasks such as memorized speech were retained for another group. As pretest and posttest materials, I used an in-person question-and-answer activity consisting of relatable and personalized questions. I then calculated the mean and standard deviation and employed a Mann Whitney U test and Wilcoxon signed-rank test. Based on these findings, I determined that the technology-based tasks helped improve the students' oral communication performance. It was also interesting to find out, however, that traditional speaking tasks helped enhance some oral subskills.

Research Paper (In person; 25 minutes)
Speaking / Conversation / Pronunciation
Primarily of Interest to Teachers of Secondary School Students

Room 404

Empowering Professional Communication and Intercultural Competence Through English for Specific Purposes

Chanyanan Somthawinpongsai
Shinawatra University, Thailand

Ladawan Wattanaboot
Shinawatra University, Thailand

Simon McIver
Srinakharinwirot University, Thailand

Abstract: In an increasingly globalized world, effective professional communication and intercultural competence are essential skills. In this presentation, we explore the role of English for specific purposes (ESP) in empowering individuals to navigate diverse cultural landscapes within professional contexts. By focusing on targeted language training, ESP courses enhance both linguistic abilities and cultural awareness, crucial for building bridges across different cultural backgrounds. In this talk, we will discuss practical strategies for

integrating compassion, connection, and criticality into ESP curricula, emphasizing how these elements can foster a more inclusive and empathetic approach to global communication. The presentation aims to demonstrate how ESP can not only improve language proficiency but also cultivate a deeper understanding and respect for cultural diversity, thereby contributing to more harmonious and effective international interactions.

Research Paper (In person; 25 minutes)
English for Specific or Academic Purposes
General Interest

Online (Asynchronous) Sessions
YouTube playlist: https://tinyurl.com/esbb-kotesol-async

Khawlah Ahmed & Tharwat M. El-Sakran. "An Exploratory Analysis of Student Perspectives on ChatGPT Across Disciplines" (Research; Video, 25 mins.)

Rie Ando. "Is Function Word-Based Listening Dictation Effective for L2 Learners?" (Research; Video, 25 mins.)

Jeffrey Aaron Baldwin, Jennifer Manning, & Natasha Powell. "Post-Coronavirus Perceptions of Online Learning Among South Korean STEM Students" (Research; Video, 25 mins.)

Bijoy Lal Basu. "Incorporating Diversity and Inclusion in the National English Curriculum: Negotiating Dissidence" (Research; Video, 25 mins.)

Elias De Leon. "Significance of Technical English Applied to Gastronomy" (Research; Video, 25 mins.)

Garrett DeHond. "Critical Thinking vs. Cognitive Presence in L2 Peer and Teacher Response" (Research; Video, 25 mins.)

ESBB Featured Session
Tharwat M. El-Sakran & Khawlah Ahmed. "Variances in Faculty and Student Knowledge and Perceptions of ChatGPT" (Research; Video, 25 mins.)

Otgon-Erdene Eldev-Ochir. "Teaching a Foreign Language Based on Cognitive Experience and Embodied Cognition" (Research; Video, 25 mins.)

Mark Hammond. "Function and Form in YouTube How-to Videos" (Research; Video, 25 mins.)

Invited Session
Erin Hogan / ENGin. "ENGin: Building Bridges Through the Power of Conversation" (Talk; Video, 25 mins.)

Mart Christine Johnston. "ChatGPT and Peer Noticing: Acquiring Knowledge and Improving Writing" (Research; Video, 25 minutes)

Mart Christine Johnston. "Agreements/Disagreements Among Online Text Analysis Tools" (Research; Video, 25 mins.)

Mayumi Kajiura. "Accelerating Comprehension: The Role of Audio Speed in Multimodal Second Language Learning" (Research; Video, 25 mins.)

Barry Kavanagh & Satsuki Kojima. "Enhancing SDG Knowledge and Writing Skills Through CLIL: A Qualitative Analysis" (Research; Video, 25 mins.)

Anastasia Khawaja & Amanda Khalaf. "Triumph Through Turmoil: The Unyielding Spirit of Palestinian Educators" (Pecha Kucha; Video, 6 mins., 40 secs.) —> Changed to Zoom on 10/19, 20:00 KST; see web page

Eui Jung (Ana) Kim & Wakako Yamasaki. "Teaching Cohesive Devices in Writing: Tips for High-Intermediate to Advanced Learners" (Pecha Kucha; Video, 6 mins., 40 secs.)

Student Showcase
Koyuki Kubota, Tanauchi Moe, Taichi Sakai, & Mayumi Kajiura. "Evaluating the Efficacy of Writing vs. Sight Methods in Vocabulary Memorization" (Research; Video, 15 mins)

Chia-Yi Li. "Podcasts as a Project-Based Approach for Listening and Speaking of EFL Learners" (Research; Video, 25 mins.)

Frederic Lim. "Co-Teaching Insights: Enhancing Bilingual _(Your Subject Here)_ with ChatGPT" (Workshop; Video, 50 mins.)

Jennifer Monserrat López Rodríguez, Verónica Rodríguez Luna, & Isaí Alí Guevara Bazán. "Difficulties in English Listening Comprehension for Basic EFL Learners at a University in Mexico" (Research; Video, 25 mins.)

Vuyokazi Yolanda Makubalo & Mzukisi Howard Kepe. "Investigating the Impact of Love on Teaching and Learning in ESL K-12 Classrooms" (Research; Video, 25 mins.)

Bazilah Raihan Mat Shawal, Liyana Ahmad Afip, Kavaljit Kaur Nand Singh, Suhaida Omar, & Linira Ghazali. "Integrating an Entrepreneurship Education Approach in English Academic Writing Classrooms: An Interdisciplinary View" (Research; Video, 25 mins.)
Bryan Meadows. "Social Emotional Learning in the Writing Classroom: Some Successful Activity Ideas" (Online Poster)
Student Showcase   **Tanauchi Moe, Taichi Sakai, Koyuki Kubota, & Mayumi Kajiura**. "The Impact of Background Music on Language Learning" (Research; Video, 15 mins.)
Shusaku Nakayama. "Current Trends in Contrastive Interlanguage Analysis: A Case Study" (Research; Video, 25 mins.)
Hiroyuki Obari. "Enhancing English Proficiency and Cross-Cultural Competence Through AI and Interactive Teaching" (Research; Video, 25 mins.)
Toshiko Oda. "Reproducibility and i+1 in AI-Assisted English Writing" (Research; Video, 25 mins)
Eunjeong Park. "The Potential of EFL Preservice Teachers' Online Mentoring Experiences and Perceptions" (Research; Video, 25 mins.)
Thi Ngoc Le Phan. "Students' Attitudes Toward Translanguaging Practice in EFL Classrooms in Vietnam" (Research; Video, 25 mins.)
Daniel Portman & Hannah Landes. "Using AI Chatbots to Practice Spoken Interaction for Engineering ELLs" (Research; Video, 25 mins.)
Student Showcase   **Ayu Sakai & Mayumi Kajiura**. "The Effect of Previewing Comprehension Questions on Listening Test Performance: Insights From Japanese EFL Learners" (Research; Video, 15 mins.)
Student Showcase   **Taichi Sakai, Koyuki Kubota, Tanauchi Moe, & Mayumi Kajiura**. "Decoding the Impact of Illustrations on Vocabulary Retention: Analyzing Japanese EFL Learners' Memorization Strategies" (Research; Video, 15 mins.)
Student Showcase   **Tomomi Sugai, Rena Yamamoto, & Mayumi Kajiura**. "Unraveling the Impact of Note-Taking on Listening Comprehension Across Text Difficulty Levels in EFL Learners" (Research; Video, 15 mins.)
Saeko Ujiie. "Impact of AI-based Language Services on English Business Communication in Japan" (Research; Video, 25 mins.)
Pei Yi Wu. "Experiential Learning in ESP: An Example of an English Guided Tour Course" (Research; Online Poster)
Student Showcase   **Rena Yamamoto, Tomomi Sugai, & Mayumi Kajiura**. "The Impact of Daily English Exposure on Article Usage: A Comparative Study of EFL and ESL Learners" (Research; Video, 15 mins.)
Featured Session   **Fei Zhou**. "Innovative Approaches to Nurturing Global Citizenship Through English Teaching" (Research; Video, 25 mins.)

Online (Asynchronous) Sessions

Online (Asynchronous) Session Abstracts

An Exploratory Analysis of Student Perspectives on ChatGPT Across Disciplines

Khawlah Ahmed
American University of Sharjah, UAE

Tharwat M. El-Sakran
American University of Sharjah, UAE

Abstract: Recent evolution in generative artificial intelligence (GenAI) implementation technologies, such as ChatGPT, presents potential tradeoffs for students and educators. With the expanding use of ChatGPT, the issue of users' trust and believability in generated responses has become crucial. To our best knowledge, there is no research that considers the users' perspective on the veracity of AI systems' generated outcomes. In this exploratory study, we aim to understand technology users' reactions to AI generated responses. For this purpose, we administered a survey across academic disciplines of a heterogeneous university. We demonstrate that though users possess great confidence in ChatGPT, they still verify the veracity of ChatGPT generated responses, showing that technology users need to become aware that AI applications are not infallible. We provide insights into the adoption, usage patterns, and nuanced perception of ChatGPT within the student population in the academic community.
Video: https://youtu.be/4sJz_NZm8gI

Research Paper (Video; 25 minutes)
Technology / Online Learning / AI / CALL / MALL
General Interest

Is Function Word-Based Listening Dictation Effective for L2 Learners?

Rie Ando
Nagoya City University, Japan

Abstract: Japanese L2 learners often struggle with listening comprehension, particularly with sounds that disappear due to linking and assimilation. They tend to recognize content words more easily than function words. In my experiment, one group performed dictation exercises focusing on function words, while another focused on content words. I conducted listening tests before and after these exercises and found that dictation improved phonological recognition skills, but there was no significant improvement in overall listening scores for either of the two groups. The surveys I administered indicated that dictation focused on function words was more difficult for students. This suggests to me that enhancing phonological recognition alone is insufficient for improving listening skills, highlighting the need for tasks that also emphasize content understanding.
Video: https://youtu.be/RQhkcd4UMS4

Research Paper (Video; 25 minutes)
Listening
Primarily of Interest to Teachers of Secondary School Students

Post-Coronavirus Perceptions of Online Learning Among South Korean STEM Students

Jeffrey Aaron Baldwin
Gwangju Institute of Science and Technology, Korea

Jennifer Manning
Victoria University of Wellington, New Zealand

Natasha Powell
Pohang Institute of Science and Technology, Korea

Abstract: The COVID-19 pandemic catalyzed a shift from traditional in-person education to online learning on a global scale, potentially fostering increased receptivity towards future online education. In this investigation, we contrast online English and STEM courses in Korean higher education to discern differences due to subjects and education level while prioritizing influential factors in online format preferences in order to improve online English education. Surveying 329 students from two prominent Korean STEM universities, we explored (a) perceived experiences in online courses; (b) preferences for online English course formats along with influential factors; and (c) evaluations of online course convenience, accessibility, and quality. Findings revealed prior online exposure and satisfaction as pivotal factors in online English course perceptions. Those with positive prior online experiences leaned towards synchronous, live meeting formats for future online courses. In contrast, those less satisfied with prior online courses preferred asynchronous methods. Furthermore, participants generally preferred in-person courses.
Video: https://youtu.be/TVT-VxNzu-I

Research Paper (Video; 25 minutes)
Technology / Online Learning / AI / CALL / MALL
Primarily of Interest to Teachers of University Students

Incorporating Diversity and Inclusion in the National English Curriculum: Negotiating Dissidence

Bijoy Lal Basu
University of Dhaka, Bangladesh

Abstract: The Ministry of Education in Bangladesh has recently introduced a new national curriculum emphasizing 'inclusion' and 'diversity' in the curriculum framework. English language textbooks include texts and tasks to ensure inclusive practices and diversity. However, the apparent promotion of secular values, the coverage of LGBTQ communities and the perceived lack of focus on Islamic values have met with dissent and resistance. While the Ministry has exerted power by promoting secular humanitarian values, community members and groups have used various media to voice their dissent and force policymakers and coursebook writers to revise the texts, images, and activities. Drawing on data collected through interviews with English coursebook writers, Ministry officials, teachers and other stakeholders, I will show how the authors, under pressure from various forces, negotiated with different demands and made compromises on representing diverse values as they wrote and rewrote the materials.
Video: https://youtu.be/TcOYn_ohFvw

Research Paper (Video; 25 minutes)
Materials/Course/Curriculum Design
General Interest

Significance of Technical English Applied to Gastronomy

Elias De Leon
University of Panama, Panama

Abstract: Food is a part of every culture. National and international regulations compel culinary arts specialists to internationalize their skills, thus requiring English. In Panama, gastronomy students have limited exposure to the English language throughout their careers. The University of Panama (UP) offers a BSc in gastronomy, including courses such as English Common Core and Technical English Applied to Gastronomy (ING-355). The latter not having a syllabus, I aimed to develop one, including English for specific purposes (ESP) topics within the gastronomy context. I measured the students' preference for ESP topics within gastronomy-oriented settings using 12 items in an anonymous, 4-point Likert survey. While chi-squared tests confirmed the hypothesis that the UP gastronomy students acknowledged the importance of English concepts for their career development, the research goal was partially achieved—serving only one group—as the Gastronomy School did not request the creation of the ING-355 course.
Video: https://youtu.be/UI1UMmsKj3E

Research Paper (Video; 25 minutes)
Content-Based Instruction / EMI / CLIL
Primarily of Interest to Teachers of University Students

Critical Thinking vs. Cognitive Presence in L2 Peer and Teacher Response

Garrett DeHond
Hankuk University of Foreign Studies, Korea

Abstract: In university English classes, peer and teacher response typically demands critical reactions to student essays. However, there can be occasion to question a "critical comment" in terms of quality of critical thinking or useful impact on student revisions and learning. In this study, I examined three English composition classes engaging in combined teacher-peer response for their efforts at developing practical inquiry (PI) about essay qualities. The concept of practical inquiry, taken from communities of inquiry (CoI), concerns how cognitive presence transitions through four phases: triggering events, explorations, integrations, and resolutions. Student writers, peer readers, and their instructor data constitute comment threads discussing compositions. Findings reveal that while many participants offered critical comments, these rarely progressed to show signs ideas were integrated or resolved among groups. Additionally, I identify various tactics and strategies that can either facilitate or impede PI progress.
Video: https://youtu.be/e1I-mq10-m4

Research Paper (Video; 25 minutes)
Writing
Primarily of Interest to Teachers of University Students

Variances in Faculty and Student Knowledge and Perceptions of ChatGPT

Tharwat M. El-Sakran
American University of Sharjah, UAE

Khawlah Ahmed
American University of Sharjah, UAE

Online (Asynchronous) Session Abstracts

Abstract: The introduction of ChatGPT has sparked interest on college campuses globally, prompting varied reactions from educational institutions. We aim to fill gaps in existing literature by exploring faculty and student perceptions of ChatGPT at a UAE higher education institution. We investigate knowledge levels, faculty support for integration into teaching, and beliefs regarding its suitability in academia. Through online questionnaires with 45 faculty members and 380 students, employing the technology acceptance model (TAM), we have identified disparities in user knowledge and application. Students demonstrated greater ease of use and application in research. We reveal significant differences in perceptions of university support for ChatGPT, highlighting potential distrust between faculty and students. We stress the importance of fostering relational trust, enhancing faculty technical competence, and promoting responsible technology use. We encourage administrators to adapt ChatGPT in education and suggest future investigations into gender differences and broader university samples for enhanced generalizability.
Video: https://youtu.be/a-GM-Cs5jfY

ESBB Featured Session
Research Paper (Video; 25 minutes)
Technology / Online Learning / AI / CALL / MALL
General Interest

Teaching a Foreign Language Based on Cognitive Experience and Embodied Cognition

Otgon-Erdene Eldev-Ochir
Erdenet Institute of Technology, Mongolian University of Science and Technology

Abstract: In this session, we'll discuss methods and possibilities of foreign language teaching based on the theories of conceptual metaphor, concept, domain, and frame in cognitive linguistics. In other words, the main idea of cognitive linguistics is to establish a conceptual structure of language within the framework of new trends in human language analysis, and language is one of the basic forms of human cognition. In addition, we'll share lesson plans we developed taking into account the learning style, culture, and national mentality of Mongolian students learning a foreign language using various types of exercises, and we'll make recommendations for students from other countries. In conclusion, we plan to achieve the goal of showing the importance of developing course content in foreign language teaching that takes into account cognitive skills and experience, especially in terms of regular lesson plans, curriculum, and types of exercises.
Video: https://youtu.be/HRHhhAGzKio

Research Paper (Video; 25 minutes)
Applied Linguistics / Second Language Acquisition
General Interest

Function and Form in YouTube How-to Videos

Mark Hammond
Kanazawa University, Japan

Abstract: In a wide variety of contexts, we may be called on to give how-to instructions. These may include simple directions for tasks we encounter in our daily lives, such as how to crop a photo on a smartphone, as well as more complex instructions, such as a safety supervisor in a factory explaining the proper use of specialized machinery. This presentation will highlight my research on the salient linguistic features and communicative functions of this type of spoken discourse, which I refer to as procedural monologues. Focusing on a

50,000-word corpus of how-to videos available on YouTube originally compiled for the study, I will give an account of my research findings and how they may support the creation of learning materials to use in the EFL classroom. Examples from my own teaching context at a Japanese national university will be provided.
Video: https://youtu.be/NVvFF1HG4ho

Research Paper (Video; 25 minutes)
Materials/Course/Curriculum Design
Primarily of Interest to Teachers of University Students

ENGin: Building Bridges Through the Power of Conversation

Erin Hogan

Abstract: ENGin is a nonprofit organization changing the world one conversation at a time. We connect English-speaking volunteers age 13-80+ with Ukrainian learners for online speaking practice and cross-cultural exchange. Through simple weekly virtual conversations, our volunteers make a huge impact—helping people overcome the language barrier, offering friendship and emotional support, and introducing them to a new culture. Join ENGin's volunteer recruitment manager to hear more about how you can join ENGin as a volunteer and support their vision of creating generations of English-fluent Ukrainians by increasing access to English language learning. We'll explore the evolution of ENGin as an organization, the values on which ENGin was founded, and our vision for the future, both as a program and a global community.

For the TESOL community, ENGin's volunteer program offers a meaningful way to practice your professional skills in a casual, authentic environment, whether you are a student or a seasoned professional. While teaching experience is not required for our program, we have designed ENGin to be as flexible and accessible as possible. In many ways, it's up to you what your conversation practice with your match looks like!
Video:

Invited Session
Talk (Video; 25 minutes)
Social Justice Issues
General Interest

ChatGPT and Peer Noticing: Acquiring Knowledge and Improving Writing

Mart Christine Johnston
Takushoku University, Japan

Abstract: In this presentation, I discuss the results of research on the integration of ChatGPT and peer noticing to enhance writing skills. I gave students an individualized paper test to correct their previous errors, and I counted the correct sentences in their last essay and compared that with previous ones to determine whether the method supported their learning. Prior to these analysis methods, students wrote four essays (pen-and-paper) and utilized ChatGPT to correct any errors present in their writing. I also asked them to record these errors. Additionally, I paired them with peers to share what they had learned from their errors. I gave each student a chance to share with the class one grammar point they had learned from a writing error. I identified the most common errors in the class. Ultimately, this research also identified grammar points that the majority of students learned from using ChatGPT, as well as corrections made by the software that they did not notice.
Video: https://youtu.be/cbjnfWsW9Cs

Online (Asynchronous) Session Abstracts

Agreements/Disagreements Among Online Text Analysis Tools

Mart Christine Johnston
Takushoku University, Japan

Abstract: In my presentation, I will share the results of the readability assessment of a high-stakes proficiency test for Japanese high school graduates. My aim is to evaluate text analysis tool agreement and identify factors influencing text difficulty. Longer texts presented greater challenges, while emails were easier due to their brevity. I observed stronger correlations between average sentence lengths and text difficulty indicators than word counts. I also noted similarities between Flesch-Kincaid grade level and lexile reading levels, likely due to their reliance on sentence length. Overall, the texts seemed appropriate for students in grades 8-9 in the U.S. education system. While CEFR (assigned by Text Inspector) and CEFR-J (assigned by CVLA) levels showed some comparability, their correlation scores were moderate. Additionally, the New General Service List (NGSL) displayed weak correlations, focusing mainly on word frequency. These findings highlight the need for a comprehensive approach to accurately assess text difficulty and tailor materials for the intended audience.
Video: https://youtu.be/TF9jkgKtgjk

Accelerating Comprehension: The Role of Audio Speed in Multimodal Second Language Learning

Mayumi Kajiura
Nagoya City University, Japan

Abstract: In this study, I explore the impact of multimodal input on second language acquisition, focusing on whether simultaneous presentation of reading comprehension texts and audio at varying speeds affects reading duration and speed. Thirteen Japanese EFL learners participated, with their reading speed measured through semantic judgment tasks. The experiment involved presenting ten sentences in a text-only condition, followed by simultaneous audio and text at speeds of 1.4x, 1.6x, 1.8x, and 2x, and concluding with another ten text-only sentences. The findings revealed that reading speed increased when texts were paired with 1.6x, 1.8x, and 2x speed audio compared to the text-only condition. However, I observed no significant difference in reading speed between the initial and final text-only presentations. This suggests that while fast audio can enhance reading speed during multimodal presentations, this effect does not persist in text-only reading, indicating limited transfer of fast listening benefits to reading comprehension.
Video: https://youtu.be/dCZQnuqCCJg

Enhancing SDG Knowledge and Writing Skills Through CLIL: A Qualitative Analysis

Barry Kavanagh
Tohoku University, Japan

Satsuki Kojima
Miyagi University, Japan

Abstract: We examined improvements in content knowledge acquisition and essay writing proficiency of 64 students enrolled in CLIL Sustainable Development Goal (SDG) courses. The focus of our study was to investigate how students became more knowledgeable of SDGs through a content analysis of their writing. Before the course, we asked students to complete a writing pretest for a short essay on SDGs and their global importance. The students were then taught a 15-week course on CLIL SDGs, and in the final class, we gave the students a posttest essay.

We compared the pre- and post-writing test essays through a qualitative thematic content analysis using MAXQDA. Our findings showed that students wrote significantly more in their posttest essays and displayed more grammatical complexity and lexical variation related to SDG topics. In addition, students showed more awareness and knowledge of SDG content by offering solutions to problems and a more personalized view of the issues.
Video: https://youtu.be/CawHdn9dj10

Research Paper (Video; 25 minutes)
Content-Based Instruction / EMI / CLIL
Primarily of Interest to Teachers of University Students

Triumph Through Turmoil: The Unyielding Spirit of Palestinian Educators

Anastasia Khawaja
Arab American University, Palestine

Amanda Khalaf
Arab American University, Palestine

Abstract: In this presentation, we discuss our approach to educating in Palestine. Due to the reality of occupation, Palestinians face multifaceted challenges (Erakat, 2020; Pappe, 2022a; Suleiman, 2016). While we briefly discuss struggles, we focus on the innovations and triumphs achieved both in and outside of the classroom by educators and students despite the at times insurmountable obstacles. We celebrate the resilience and determination of educators here in the region continuing to provide quality teaching and learning opportunities in the face of adversity.
—> Changed to Zoom, 10/19, 20:00 KST (link on session page on conference website)

Pecha Kucha (Video)
Critical Pedagogy/Perspectives
General Interest

Teaching Cohesive Devices in Writing: Tips for High-Intermediate to Advanced Learners

Eui Jung (Ana) Kim
University of Delaware

Online (Asynchronous) Session Abstracts

Wakako Yamasaki
University of Delaware

Abstract: In our Pecha Kucha presentation, we will share tips for using cohesive devices in writing. We'll start with a definition of cohesive devices and discuss their significance in effective writing. By presenting examples of non-cohesive writing, we'll highlight common issues such as lack of flow and clarity. For each problematic example, we'll offer practical teaching tips to address these issues and provide a revised version that demonstrates improved cohesiveness. We'll illustrate a non-cohesive paragraph with disjointed ideas and weak transitions, analyze the problems, and suggest teaching tips like focusing on the use of conjunctions and referential pronouns. The improved example will show how these tips can transform the paragraph into a coherent piece of writing.
Video: https://youtu.be/zom1HV7xJKl

Pecha Kucha (Video)
Writing
General Interest

Evaluating the Efficacy of Writing vs. Sight Methods in Vocabulary Memorization

Koyuki Kubota
Nagoya City University, Japan

Tanauchi Moe
Nagoya City University, Japan

Taichi Sakai
Nagoya City University, Japan

Kajiura Mayumi
Nagoya City University, Japan

Abstract: Vocabulary memorization plays a crucial role in second language (L2) acquisition, yet the most effective methods for this process remain unclear. In this study, we aim to determine whether rote learning through the writing method (WM) or the sight method (SM) is more effective for memorizing L2 vocabulary. We tasked a sample of thirty-three Japanese university students studying English as a foreign language with memorizing 36 very low-frequency English words using both methods. Subsequently, we tested them, asking them to write the English words they recalled. When we considered partial responses correct, results indicated that scores were significantly higher for the SM compared to the WM. However, when we deemed only complete responses correct, we observed no significant difference between the two methods. These findings suggest to us that the SM may be more beneficial for the general memorization of English vocabulary but not necessarily for achieving perfect spelling accuracy.
Video: https://youtu.be/3DZBl45q5vQ

Student Showcase
Research (Video; 15 minutes)
Vocabulary
Primarily of Interest to Teachers of University Students

Podcasts as a Project-Based Approach for Listening and Speaking of EFL Learners

Chia-Yi Li
Southern Taiwan University of Science and Technology, Taiwan

Abstract: Globalization and digital technology have reshaped knowledge development and societal relationships. In this study, I explore the impact of project-based podcasting on EFL learners' English listening and speaking skills. Through a review of prior research, I developed instructional strategies involving podcasts. I collected data via questionnaires, podcast scripts, and observations of presentations, aiming to assess students' learning experiences and perceptions of podcast project development. The findings indicate that technology significantly benefited both the learners and the teachers. The students showed enhanced engagement and improved language skills. Additionally, the study highlights the challenges teachers face in integrating technology to create dynamic and engaging instructions. Results suggest that podcast projects can provide EFL learners with multimodal learning benefits and a stimulating learning environment.
Video: https://youtu.be/nggWmV1lM6A

Research Paper (Video; 25 minutes)
Task-/Project-Based Learning
Primarily of Interest to Teachers of University Students

Co-Teaching Insights: Enhancing Bilingual _(Your Subject Here)_ with ChatGPT

Frederic Lim
Method_.Mastery

Abstract: Join us for an interactive workshop where I share my experiences of co-teaching health education in a middle school in Taipei, Taiwan, alongside a Taiwanese co-teacher. Discover how structured routines, clear instructions, and constant adaptability can create an inclusive and effective learning environment. Learn how new teachers can advocate for their teaching goals and adapt quickly to their school settings. Through hands-on activities and real-world examples, we will explore practical techniques grounded in educational theories such as Bruner's spiral curriculum and Vygotsky's scaffolding. Attendees will leave with actionable strategies for bilingual co-teaching and insights into integrating AI tools like ChatGPT into their classrooms.
Video: https://youtu.be/UVYB4wnuBi0

101 Workshop (Video; 50 minutes)
Teacher Education / Professional Development
Primarily of Interest to Teachers of Secondary School Students

Difficulties in English Listening Comprehension for Basic EFL Learners at a University in Mexico

Jennifer Monserrat López Rodríguez
Universidad Veracruzana, Mexico

Verónica Rodríguez Luna
Universidad Veracruzana, Mexico

Isaí Alí Guevara Bazán

Online (Asynchronous) Session Abstracts

Universidad Veracruzana, Mexico

Abstract: English is essential across various sectors (Rao, 2019; Uribe, 2012, as cited in Torres et al., 2021). The development of language skills (speaking, reading, writing, and listening) is crucial for effective communication. Listening comprehension, the focus of our research, is vital as it supports the development of other skills, especially speaking. However, many EFL learners struggle with it. In our study, we aimed to identify the factors hindering beginner EFL students' listening comprehension, focusing on language knowledge and speaker utterances. We conducted the research with 13 students from the basic English course at Universidad Veracruzana using a mixed method: questionnaires and interviews. Our findings showed that speed, pronunciation, vocabulary, accent, and grammar knowledge significantly impacted comprehension. Additionally, concentration, motivation, and lack of practice played crucial roles. We conclude that vocabulary, pronunciation, and speed rate were the most prevalent factors.
Video: https://youtu.be/TI6UVzRKlWg

Research Paper (Video; 25 minutes)
Listening
Primarily of Interest to Teachers of University Students

Investigating the Impact of Love on Teaching and Learning in ESL K-12 Classrooms

Vuyokazi Yolanda Makubalo
Sol Plaatje University, South Africa

Mzukisi Howard Kepe
Cape Peninsula University of Technology, South Africa

Abstract: There is a growing interest in the transformative potential of love in English as a second language (ESL) teaching. It seems to be a powerful, inclusive force in education, potentially significantly enhancing the teaching and learning of ESL in South African schools. At present, we are grappling with learner demotivation and escalating levels of anxiety in ESL classrooms, which impede language acquisition and negatively affect academic performance. However, the integration of love pedagogy could be the beacon of hope we need to address these challenges. In this narrative review, we investigate the literature to find a humanistic approach that could positively impact ESL teaching and learning. The comprehensive review and analysis we conducted demonstrated that a pedagogy of love in ESL teaching and learning creates a safe and nurturing classroom environment wherein second-language learners feel comfortable expressing their thoughts while learning the language. We therefore recommend that a pedagogy of love be included in ESL teacher education curricula.
Video: https://youtu.be/mOp50blHXl8

Research Paper (Video; 25 minutes)
Social Justice Issues
General Interest

Integrating an Entrepreneurship Education Approach in English Academic Writing Classrooms: An Interdisciplinary View

Bazilah Raihan Mat Shawal
Universiti Malaysia Kelantan, Malaysia

Liyana Ahmad Afip
Universiti Malaysia Kelantan, Malaysia

Online (Asynchronous) Session Abstracts

Kavaljit Kaur Nand Singh
Universiti Malaysia Kelantan, Malaysia

Suhaida Omar
Universiti Malaysia Kelantan, Malaysia

Linira Ghazali
Universiti Malaysia Kelantan, Malaysia

Abstract: Entrepreneurship education (EE) has been implemented across disciplines due to the claim that it can promote an entrepreneurial mindset, foster entrepreneurial attributes, and increase entrepreneurial intentions. Studies in EE have been conducted in other disciplines, including in arts, sciences, engineering, and nursing, yet are hardly available in English language teaching. In this study involving 134 university students, we explored the impacts of using the EE approach on students' motivation for learning academic writing according to the notion of linguistic entrepreneurship. We used a pre- and posttest quasi-experimental design to explore whether the use of online interactions with entrepreneurs had a greater effect on students' motivation to learn the English language than a course-bound, online-learning approach. Results revealed an increase in mean values for the experimental groups after the treatment, with a moderate effect size in all categories of motivation; passion, personal growth, and moral responsibility. We found students' motivation in moral responsibility showed the highest increase in mean value as compared to the other two categories of motivation. In contrast, we found the mean scores for the control groups showed a decrease for all categories of motivation. We hope that this study can add to the literature of EE and start to inform a framework of reference for educators interested in integrating EE pedagogy into English language teaching.
Video: https://youtu.be/nS9c7CmKPKE

Research Paper (Video; 25 minutes)
Writing
Primarily of Interest to Teachers of University Students

Social Emotional Learning in the Writing Classroom: Some Successful Activity Ideas

Bryan Meadows
Independent Scholar, Korea

Abstract: In this online poster presentation, I will share with teachers classroom activities that serve the dual purpose of (a) promoting student social emotional learning (SEL) and (b) advancing student writing competencies. The presentation will focus on three activities that I have recently used with secondary-level English learner students in the United States. For each activity, I will introduce the materials and explain the SEL/language learning objectives. Samples of student work will be provided. The first activity is a weekly self-affirmation exercise which supports student awareness of sentence types (e.g., simple, compound, complex). The second activity is a goal-setting activity that activates student mastery of writing conventions (e.g., subject-verb agreement, capitalization, etc.). The third activity is a coping exercise where students practice sentence design. In closing, I will provide attendees with a full set of SEL competencies so that they may create related activities for their classrooms.

Poster: Online
Writing
Primarily of Interest to Teachers of Secondary School Students

Online (Asynchronous) Session Abstracts

The Impact of Background Music on Language Learning

Tanauchi Moe
Nagoya City University, Japan

Taichi Sakai
Nagoya City University, Japan

Koyuki Kubota
Nagoya City University, Japan

Kajiura Mayumi
Nagoya City University, Japan

Abstract: In this study, we investigate the impact of background music on second language learning, specifically examining the effects of music with lyrics, music without lyrics (instrumentals), and silence on two learning styles: word memory and long-text reading comprehension. Despite extensive research, the relationship between background music and language learning remains inconclusive (de Groot & Smendinga, 2014). Our findings reveal that background music with lyrics significantly impairs both word memory and long-text reading comprehension, whereas background music without lyrics and silence show minimal differences in effect. Notably, background music's impact was more pronounced in word memory tasks than in long-text reading. It appears that music disrupts concentration during word memory exercises, where focus shifts frequently, while long-text reading, requiring sustained attention, is less affected by background music. These results suggest that the type and presence of background music can differentially influence language learning outcomes based on the nature of the task.
Video: https://youtu.be/f48c4NtySUA

Student Showcase
Research (Video; 15 minutes)
Reading
Primarily of Interest to Teachers of University Students

Current Trends in Contrastive Interlanguage Analysis: A Case Study

Shusaku Nakayama
Osaka University of Economics and Law, Japan

Abstract: In this study, I investigated the use of modal auxiliary verbs by Japanese learners using the contrastive interlanguage analysis (CIA) approach. Traditionally, CIA evaluates interlanguages against native speaker language. However, given the increasing role of English as a lingua franca and the potential for CIA to negatively bias interlanguage assessment, recent research has questioned the suitability of native speaker language as the sole norm. In this study, I addressed this issue by comparing Japanese learners' language use to both native and proficient non-native speakers. Results showed that the over- and underuse of modal auxiliary verbs by Japanese learners varied depending on which reference point I adopted, suggesting that the exclusive reliance on native speaker language as a reference point can lead one to underestimate interlanguages. Hence, I conclude the inclusion of another language group besides native speakers into reference points can potentially offer a more appropriate evaluation of interlanguages.
Video: https://youtu.be/PyCsITy8NbU

Research Paper (Video; 25 minutes)
Applied Linguistics / Second Language Acquisition
Primarily of Interest to Teachers of Secondary School Students

Online (Asynchronous) Session Abstracts

Enhancing English Proficiency and Cross-Cultural Competence Through AI and Interactive Teaching

Hiroyuki Obari
Globiz Professional University, Japan

Abstract: This 14-week course, designed for 19 graduate students, integrated English presentation skills, cross-cultural communication, and global leadership. Featuring a blend of lectures from a U.S. special lecturer and AI-focused sessions, the course emphasized expanding worldviews and adapting to AI. Students summarized lectures into 300-word essays using AI tools like ChatGPT and Scribo, reflecting on AI's role in learning. Weekly presentations to American exchange students fostered interactive learning. Paired discussions with native speakers enhanced cross-cultural competence. Pre- and post-course surveys and the Progos AI Speaking Test assessed improvements in English proficiency and cross-cultural IQ. Preliminary results suggest that this face-to-face, interaction-focused approach significantly enhanced students' skills compared to traditional methods. Digital storytelling and Google Classroom supported the learning process. The course demonstrates the efficacy of combining AI tools with interactive teaching to boost language skills and cultural competence.
Video: https://youtu.be/iw4vVPacQAs

Research Paper (Video; 25 minutes)
Technology / Online Learning / AI / CALL / MALL
Primarily of Interest to Teachers of University Students

Reproducibility and i+1 in AI-Assisted English Writing

Toshiko Oda
Tokyo Keizai Univresity, Japan

Abstract: Many teachers are wondering whether AI can be a learning tool or a cheating tool for students. I will report on the use of generative AI in English writing activities and highlight future challenges. During the 2024 academic year, AI-assisted writing activities were conducted in an English course with 10 non-English major university students in Japan. The students initially wrote an English essay on their own, then modified their essays using generative AI. In doing so, students were advised to improve their English essays within the level of their i+1 (Krashen, 1982), ensuring their essays were better than their original versions but still reproducible by them. Finally, they took a paper-and-pencil writing test in class to see if they could reproduce the essays. The results were reasonably good. Nevertheless, many issues remain to promote healthy and productive use of generative AI among university students.
Video: https://youtu.be/PO5Bq1NNQn4

Research Paper (Video; 25 minutes)
Technology / Online Learning / AI / CALL / MALL
Primarily of Interest to Teachers of University Students

The Potential of EFL Preservice Teachers' Online Mentoring Experiences and Perceptions

Eunjeong Park
Sunchon National University, Korea

Online (Asynchronous) Session Abstracts

Abstract: In this phenomenological study, we explored Korean EFL preservice teachers' experiences and perceptions of online mentoring, focusing on the collaborative nature of learning. We collected data from multiple sources (i.e., interviews, reflective reports, and artifacts) from 23 Korean preservice teachers majoring in English language education and conducted interviews with six teachers. Using qualitative analysis, we identified several benefits (i.e., the construction of their teacher identity, the development of teaching-related skills, the fulfillment of EFL learner needs, and a social impact) and challenges of online mentoring. We conclude that our findings could provide EFL teacher educators and researchers with valuable insights into e-service learning as part of teacher education.
Video: https://youtu.be/dcRxduLPmQw

Research Paper (Video; 25 minutes)
Teacher Education / Professional Development
General Interest

Students' Attitudes Toward Translanguaging Practice in EFL Classrooms in Vietnam

Thi Ngoc Le Phan
VNU University of Languages and International Studies, Vietnam National University, Vietnam

Abstract: In this study, I shed light on the attitudes of students toward translanguaging when this practice was applied in EFL classes. The participants included 120 students from four English for social science and humanities classes that I was directly assigned to teach at a university. With a combination of questionnaires and interviews, the findings show that students had a positive attitude toward the benefits of translanguaging in all four aspects: emotional, social, cognitive, and managerial engagement, especially in facilitating the language teaching and learning process, and making students feel more comfortable with social topics. Besides, the study also reveals some challenges of translanguaging practice in inappropriate learning application and materials. Despite these drawbacks, this study indicates that for countries using English as a foreign language like Vietnam, the mother tongue has a beneficial role in fostering the teaching and learning process, particularly in programs that integrate language and disciplinary knowledge.
Video: https://youtu.be/U0BBUANg4gk

Research Paper (Video; 25 minutes)
Content-Based Instruction / EMI / CLIL
Primarily of Interest to Teachers of University Students

Using AI Chatbots to Practice Spoken Interaction for Engineering ELLs

Daniel Portman
Azrieli College of Engineering Jerusalem, Israel

Hannah Landes
Azrieli College of Engineering Jerusalem, Israel

Abstract: At the Azrieli College of Engineering Jerusalem, the English for Purposes of International Communication (EPIC) Department made a strategic decision to embrace AI tools to promote autonomous learning. For example, to help students prepare for spoken interaction tasks, we designed AI-generated chatbots to simulate various kinds of professional situations. After making these AI tools available, we became curious regarding which tools are used and in what way. We also wanted to know if there is a connection between their use and student outcomes. In this presentation, after a brief overview of our AI

chatbot, we will discuss the data we have analyzed from last semester's cohort. We will then share our insights and possible pedagogical implications. We hope that fellow practitioners who have integrated AI or who are planning to integrate AI into their curriculum will benefit from our findings.
Video: https://youtu.be/j-ejYahyXhI

Research Paper (Video; 25 minutes)
Technology / Online Learning / AI / CALL / MALL
Primarily of Interest to Teachers of University Students

The Effect of Previewing Comprehension Questions on Listening Test Performance: Insights From Japanese EFL Learners

Ayu Sakai
Nagoya City University, Japan

Mayumi Kajiura
Nagoya City University, Japan

Abstract: In this study, we explore how previewing comprehension questions affects English listening test performance among Japanese EFL learners. With 35 participants, we tested three formats: preview questions (P), non-preview questions with different preview questions (NPP), and no preview questions (NPA). Using EIKEN Grade 2 level listening passages, we hypothesized that previewing questions would lead to the highest accuracy by directing attention to essential content. We expected NPP to yield the lowest scores due to less focused listening, while NPA was anticipated to score higher than NPP because learners could concentrate on the entire passage without distractions from preview questions. The results confirmed that P achieved the highest scores, followed by NPA, and NPP scored the lowest. This suggests that previewing questions helps improve performance by directing attention to important details. However, if learners concentrate too much on the content of the preview questions, it may make it harder for them to understand unrelated information.
Video: https://youtu.be/-QwuKbjRM68

Student Showcase
Research (Video; 15 minutes)
Listening
Primarily of Interest to Teachers of University Students

Decoding the Impact of Illustrations on Vocabulary Retention: Analyzing Japanese EFL Learners' Memorization Strategies

Taichi Sakai
Nagoya City University, Japan

Koyuki Kubota
Nagoya City University, Japan

Tanauchi Moe
Nagoya City University, Japan

Kajiura Mayumi
Nagoya City University, Japan

Abstract: In this study, we explore the effectiveness of illustrations in aiding English vocabulary memorization among 33 Japanese EFL learners. Participants memorized the words in three conditions: (a) word and Japanese translation only; (b) word, meaning, and

illustration simultaneously; and (c) word and illustration followed by meaning with a time delay. We maintained the same presentation duration in all durations. With the time delay, we aimed to prevent the dispersion of attention in working memory. Post-study surveys indicated that participants found the time-delayed illustration and meaning condition allowed them to focus more effectively on both elements, facilitating easier memorization. Despite this feedback, we found no significant differences in memory retention across the three conditions. The findings suggest that while illustrations might seem impactful, meanings alone without additional illustrative support can suffice for effective vocabulary memorization.
Video: https://youtu.be/wpou8mqqI8w

Student Showcase
Research (Video; 15 minutes)
Vocabulary
Primarily of Interest to Teachers of University Students

Unraveling the Impact of Note-Taking on Listening Comprehension Across Text Difficulty Levels in EFL Learners

Tomomi Sugai
Nagoya City University, Japan

Rena Yamamoto
Nagoya City University, Japan

Mayumi Kajiura
Nagoya City University, Japan
Nagoya City University, Japan

Abstract: While some previous studies have suggested that note-taking may impair performance, the effect of note-taking on different levels of text difficulty remains unclear. In this study, we aim to investigate the relationship between the difficulty level of listening passages and the efficacy of note-taking. 33 Japanese EFL learners participated in the study, listening to passages based on reading tests from the Test of Practical English Proficiency at Grade 4 and Grade Pre-1 levels, with and without note-taking. After each listening session, we administered fifteen comprehension questions. The results of the accuracy rate revealed an interaction between test difficulty and note-taking, indicating that note-taking efficacy is influenced by the difficulty of the listening passages. Learners might be able to take notes more effectively during easier passages compared to more difficult ones, suggesting to us that note-taking may reduce their working memory capacity during the listening process.
Video: https://youtu.be/VbHocFTDXco

Student Showcase
Research (Video; 15 minutes)
Listening
Primarily of Interest to Teachers of University Students

Impact of AI-based Language Services on English Business Communication in Japan

Saeko Ujiie
SBF Consulting LLC, Japan

Abstract: AI-based English communication services are becoming increasingly prevalent in Japanese business settings, where English serves as a crucial lingua franca. English presents substantial challenges for Japanese speakers due to significant differences. This

Online (Asynchronous) Session Abstracts

study aims to examine the impact of AI on cross-cultural communication in Japan, focusing on its influence on multimodality and the use of English as a lingua franca.
Video: https://youtu.be/GG_tAk2YM40

Research Paper (Video; 25 minutes)
Technology / Online Learning / AI / CALL / MALL
General Interest

Experiential Learning in ESP: An Example of an English Guided Tour Course

Pei Yi Wu
National Dong Hwa University, Taiwan

Abstract: The design of ESP courses aims to equip learners with the technical terms and practical sentence structures needed in the workplace. In this online poster, I will use the English for Guided Tour and Interpretation course as an example to explore how Kolb's experiential learning cycle can enhance students' language skills and career competencies. I included field trips and hands-on activities, allowing students to engage in itinerary design and interpretation practice (concrete experiences). Based on these experiences, students compiled essential vocabulary and phrases (reflective observation) and organized the interpretation process (abstract conceptualization). I then integrated project-based learning, enabling students to apply their skills in a final project (active experiment). Analyzing data from 180 students across six classes from the 2021-2023 academic years, I found that those who participated in experiential learning showed more engagement in their projects. I believe the value of experiential learning can reshape students' English proficiency and job competencies.

Poster: Online
English for Specific or Academic Purposes
Primarily of Interest to Teachers of University Students

The Impact of Daily English Exposure on Article Usage: A Comparative Study of EFL and ESL Learners

Rena Yamamoto
Nagoya City University, Japan

Tomomi Sugai
Nagoya City University, Japan

Mayumi Kajiura
Nagoya City University, Japan

Abstract: In this study, we compared the influence of living circumstances, particularly the amount of second-language input, on grammatical errors with a focus on article usage. We analyzed data from Japanese EFL students and international ESL students at a university in Hong Kong. Participants completed a 50-item test requiring the selection of "a," "an," "the," or zero articles to fill in blanks, targeting aspects such as proper nouns, superlatives, definite articles, uncountable nouns, and omitted articles. The findings indicate that ESL students achieved significantly higher total scores compared to EFL students. Both groups struggled with zero articles and proper nouns, but Japanese students occasionally erred with superlatives, while international students made fewer errors with definite articles. The results

suggest that ESL learners benefit from extensive daily exposure to English, leading to a better implicit understanding of article usage compared to EFL learners.
Video: https://youtu.be/dXgOnIiW9Qg

Innovative Approaches to Nurturing Global Citizenship Through English Teaching

Fei Zhou
Shinawatra University, Thailand

Abstract: In today's interconnected world, educators play a crucial role in fostering global citizenship through English education. In this presentation, I explore innovative approaches to nurturing compassion, connection, and critical thinking in English classrooms. By integrating global perspectives into curricula and promoting culturally responsive teaching, educators can help students understand diverse viewpoints. The presentation highlights strategies to develop critical thinking skills, encouraging students to analyze global issues and develop informed opinions. Interactive activities and discussions showcase effective methods for fostering analytical and reflective thinking. The presentation also explores how service learning and community engagement build global responsibility. By participating in local and global initiatives and using English as a medium of communication, students can address real-world challenges and drive positive social change. This presentation aims to equip educators with practical tools to inspire the next generation of compassionate, connected, and critically-minded global citizens.
Video: https://youtu.be/NirXhvFZ12M

Presenter Biographical Profiles

Ahmad Afip, Liyana
Universiti Malaysia Kelantan, Malaysia
Liyana Ahmad Afip completed her doctoral studies at the University of Queensland, Australia, where her dissertation focused on enacting English language education reforms in higher education institutions. She teaches English language proficiency courses at Universiti Malaysia Kelantan, Malaysia. Her research interests include language policy and planning, English language teaching, and alternative assessment.

Anderson, Daniel
Asia University, Japan
Daniel Anderson is a visiting lecturer at Asia University, Japan. He has over 20 years of experience at institutions throughout Japan. He earned his MSEd in TESOL at Temple University, Japan. His research interests include teacher development, task-based teaching, and peer feedback.

Ando, Rie
Nagoya City University, Japan
Rie Ando has a bachelor's degree in Spanish from Nanzan University. She has 30+ years of teaching experience in Japanese high schools. She is now a graduate student at Nagoya City University and also teaches English at a high school in Japan.

Arkley, Sally
Gwangju National University of Education, Korea
Sally Arkley has been a visiting professor at Gwangju National University of Education since 2008. In 2002, after two years in China as a joint-venture teacher for Seneca College, Toronto, she moved to Gwangju, South Korea. She was awarded an MA in TESOL from Sunderland University in 2015 and is an English education doctoral candidate (ABD) at Chonnam National University.

Baldwin, Jeffrey Aaron
Gwangju Institute of Science and Technology, Korea
Jeffrey Baldwin is an instructor at Gwangju Institute of Science and Technology. He has over ten years of classroom experience as an English language instructor specializing in EAP. His research interests include English language for STEM courses and the integration of technology into language classrooms.

Basu, Bijoy Lal
University of Dhaka, Bangladesh
Dr. Bijoy Lal Basu is a professor in the Department of English at the University of Dhaka. He has co-edited Local Research and Glocal Perspectives in English Language Teaching: Teaching in Changing Times (Springer, 2022). His areas of interest include TESOL curriculum and pedagogy, pragmatics, intercultural communication, and teacher education.

Beard, Megan Ivey
Handong Global University, Korea
Megan Ivey Beard has lived in Northeast Asia since 2008, focusing much of her time on university teaching. She currently teaches TESOL courses at Taylor University and Handong Global University. Megan's superpower is a high tolerance for boring, and she loves having the freedom to do the same thing every day, starting with robust cups of coffee and Jeju green tea.

Brand, Madison
SUNY Korea
Madison Brand is a teaching assistant professor in the Intensive English Center at SUNY Korea. She has her Masters of Arts in linguistics and TESOL from the University of Alabama and is particularly interested in the research field of sociolinguistics and pragmatics surrounding conversations between native and non-native speakers.

Chen, Mei-Rong Alice
Soochow University, Taiwan
Dr. Mei-Rong Alice Chen is an assistant professor in the Department of English Language and Literature at Soochow University and the Empower Vocational Education Research Center, National Taiwan University of Science and Technology. With over 20 years of experience, her expertise lies in digital learning and TESL. Her research focuses on technology-enhanced language learning (TELL), computer-assisted language learning (CALL), learning analytics, and innovative pedagogy design. Dr. Chen employs quantitative methods and quasi-experimental designs, investigating the impact of emerging technologies, including AI, chatbots, and VR, on EFL education.

Choi, Hannah
Handong Global University, Korea
Hannah Choi is a senior at Handong Global University majoring in life science and English. She has lived most of her life abroad, interacting with people from diverse cultural backgrounds. This experience has given her the ability to connect and immerse herself with others, and she loves going on adventures and making friends all over the world.

Choi, Jiyun
Gwangju National University of Education, Korea
Jiyun Choi is a sophomore at Gwangju National University of Education majoring in pedagogy. She had a four-week teaching practicum experience in Vietnam in January 2024. Since then, she has been interested in international education experiences and engaged in international exchange programs. She is not limited to being a pre-primary teacher and strives to develop herself in various fields such as global competence.

Dang, Phuong
VNU University of Languages and International Studies, Vietnam
Dang Thi Phuong (MA) is currently a lecturer at the University of Languages and International Studies, Vietnam National University, Hanoi, Vietnam. Her research interests include ELT/ESP teacher training and professional development, critical thinking, and the application of technology in English teaching and learning.

de Guia, Rowell
Bataan Peninsula State University, Philippines
Rowell de Guia is an active member of TESOL and an alumnus of the American English Program of the U.S. Embassy and the Regional English Language Office (RELO). He teaches English courses at the Bataan Peninsula State University College of Education and College of Arts and Sciences. He is interested in research on language learning and computer-mediated communication.

De Leon, Elias
University of Panama, Panama
Elias de Leon has had the opportunity to teach from preschool to university level. He holds a Bachelor of Humanities specializing in English (UP, University of Panama), a master's in English applied linguistics (UP), a master's in virtual learning environments (OTEIMA Technological University, Panama), and a master's in higher education and research (INEC, Nicaragua). Currently enrolled in a PhD program in English linguistics (UP), he researches curriculum, virtual learning environments, and text analysis.

DeHond, Garrett
Hankuk University of Foreign Studies, Korea
Garrett DeHond is an assistant professor for the Department of English Linguistics and Language Technology at Hankuk University of Foreign Studies. His research interests most often include second language writing, communities of inquiry, and discourse analysis.

Djunaedi, Aulia
Youngsan University, Korea
Aulia Djunaedi currently works at Youngsan University. Her role there is as an ESL and EGL teacher, handling an English club and as well as giving lectures. Her other minor role is as a team member of Youngsan University Global Affairs. She has also been the membership officer for the Busan-Gyeongnam chapter of KOTESOL since the beginning of 2024.

Eldev-Ochir, Otgon-Erdene
Erdenet Institute of Technology, Mongolian University of Science and Technology
Otgon-Erdene Eldev-Ochir is the senior teacher in the Department of Humanities, Faculty of Social Science, at Erdenet Institute of Technology, Mongolian University of Science and Technology.

Epps, Valencia
Mokpo National University, Korea
Valencia Epps has a master's degree in elementary education from Mississippi State University and is a 2024/2025 Fulbright Research Grant recipient. Her Fulbright research project involves investigating well-being and collaboration among English language co-teachers in Asia.

Ghazali, Linira
Universiti Malaysia Kelantan, Malaysia
With 27 years of experience, Linira Ghazali has dedicated her career to fostering linguistic proficiency and effective communication among her students. Her research interests include language, applied linguistics, and communication, focusing on the intricacies of language use and its impact on human interaction.

Green, Christopher
Woosong University
Christopher James Green has a PhD in international area studies from Pukyong National University. His areas of research include East Asian universities, academia, and methodology. His publications include Korean Government: An Overview and Introduction to Local Korean Government, as well as the journal articles "Taiwan Higher Education: An Overview" and "Local Government Administrators' Approval of Cultural Amenities: A Structural Equation Model."

Griffiths, Andrew
Daejeon Education Training Institute, Korea
Andrew Griffiths is a teacher trainer for the Daejeon Office of Education. He has been teaching for sixteen years and holds an MA and a CELTA.

Guevara Bazán, Isaí Alí
Universidad Veracruzana, Mexico
Isaí Alí Guevara Bazán holds a bachelor's degree in English language from the Facultad de Idiomas, Universidad Veracruzana; a master's degree in educational technology from the Centro de Excelencia, Universidad Autónoma de Tamaulipas; and a PhD in educational technology from Universidad Davinci.

Hammond, Mark
Kanazawa University, Japan
Mark Hammond has been teaching EFL in Japan for more than 30 years. He is currently an associate professor at Kanazawa University Institute of Liberal Arts and Science, and holds an MA in TESOL from the University of Birmingham and a PhD (focus on linguistic register analysis) from Kanazawa University.

Hogan, Erin
ENGin

Hong, Yeseo
Gwangju National University of Education, Korea
Yeseo Hong is a sophomore at Gwangju National University of Education. She is interested in human communication and, more broadly, in interactions within the global context. By participating in international programs at GNUE, she aims to broaden her horizons through experiencing diverse cultures, lifestyles, and education, ultimately becoming a teacher who respects diversity and is a great storyteller.

Huang, Hsin-Yi Cyndi
Southern Taiwan University of Science and Technology, Taiwan
Dr. Hsin-Yi Cyndi Huang is currently an associate professor at the Center for Bilingual Education, Southern Taiwan University of Science and Technology, Tainan, Taiwan. Her research interests include technology-enhanced language learning (AI chatbots), English for specific purposes, multimodal learning, and interdisciplinary learning.

Presenter Biographical Profiles

Jeong, Jiyeong
Gwangju National University of Education, Korea

Jiyeong Jeong is a junior at Gwangju National University of Education. As she is interested in overseas education systems and multicultural education, she is on the way to widening her perspective by participating in various international programs and communicating with foreign buddies.

Jeong, Yoonseo
Gwangju National University of Education, Korea

Yoonseo Jeong is a sophomore at Gwangju National University of Education majoring in elementary education. She wants to grow into a global teacher by meeting new people, communicating in English, and sharing wide experiences with others. Luckily, she had a chance to visit Vietnam in January 2024 to volunteer for Liên Chieu students for four weeks.

Johnston, Mart Christine
Takushoku University, Japan

Mart Christine Johnston has been an English teacher in Japan for various age groups for 10 years. Before coming to Japan, she also worked in Singapore for six years. Currently pursuing a PhD in language education, her dissertation centers on integrating commonly used phrasal verbs into a corpus. Her interests lie in language testing and methodologies.

Jones, Daniel
Gwangju Institute of Science and Technology, Korea

Daniel Jones has been in KOTESOL for almost a decade, having served as Financial Affairs Committee chair previously, and as current treasurer of KOTESOL's Busan-Gyeongnam branch. He has presented several workshops, particularly in the field of financial education, and is currently a professor at Gwangju Institute of Science and Technology (GIST).

Kajiura, Mayumi
Nagoya City University, Japan

Mayumi Kajiura is an associate professor at Nagoya City University, specializing in second language acquisition. Her focus is on examining listening learning from a neuroscience perspective. She is particularly interested in multimodal learning.

Kang, Yuying
Shanxi Datong University, China / Jeonju University, Korea

Yuying Kang is a PhD candidate majoring in English at Jeonju University and a lecturer in the Business English Department at Datong University in China. Her research areas are phonetics, phonology, and English teaching and learning. She has published one paper with her supervisor in a KCI journal on listening anxiety and another paper on listening strategies in an international journal.

Kauss, Kristina
Wonsam Middle School, Korea

Kristina Kauss is a Canadian teacher who has taught elementary, middle school, high school, university, adults, and teachers in Korea, Canada, and the USA since 1997 with over 16 years of teaching experience in Korea.

Kavanagh, Barry
Tohoku University, Japan

Barry Kavanagh is an associate professor at Tohoku University, Japan, where he also obtained his PhD. His research interests include CLIL, bilingualism, and computer-mediated communication. He is the vice president of the J-CLIL pedagogy association and chair of the J-CLIL Tohoku chapter.

Kawashima, Chie
Oyama Johnan High School, Japan

Chie Kawashima has over 25 years of teaching experience in upper-secondary education in Tochigi Prefecture, Japan, and is currently focused on communicative English teaching. Her research interests include textbook analysis and interlanguage pragmatics in pedagogical contexts.

Kawashima, Tomoyuki
Gunma University, Japan
Tomoyuki Kawashima is an associate professor at Gunma University, Japan. He received his PhD from Macquarie University, Australia. Prior to his present job, he taught English to high school students for 25 years. His research interests include pedagogical applications of global Englishes in English language teaching, affective factors in speaking English, and the development of speaking and writing skills.

Khalaf, Amanda
Arab American University, Palestine
Amanda Khalaf is the director of the language center at Arab American University in Ramallah, Palestine. With almost two decades of teaching experience, her philosophy in the classroom is to focus on the well-being of the student before anything else academically. Her research focuses on investigating teaching taxonomies that would best accommodate teaching under trauma.

Khawaja, Anastasia
Arab American University, Palestine
Dr. Anastasia Khawaja is an assistant professor of English, teacher trainer, and curriculum developer living in Ramallah, Palestine. She served as the conference chair for TEFL Kuwait and is the SIG chair for the ESP SIG. Her research focuses on implementing the Justice, Equity, Diversity, and Inclusion (JEDI) framework alongside intersectional practices in educational contexts, and addressing systemic barriers and fostering inclusivity particularly in Palestine.

Kim, Eui Jung (Ana)
University of Delaware
Ana Kim is an instructor, program developer, and coordinator at the University of Delaware English Language Institute. Her interest is developing curricula for tailored programs focusing on cross cultural exchanges.

Kim, Gyeol
Handong Global University, Korea
Gyeol Kim is a senior at Handong Global University majoring in mass communication and English; he just started taking TESOL classes. He has never lived in one place for more than four years straight, and some experiences overseas have made him interested in different languages. He would not hesitate to take on extra responsibilities if that makes others' work less tiring.

Kojima, Satsuki
Miyagi University, Japan
Satsuki Kojima is an associate professor at Miyagi University, Japan. She obtained her PhD at Tohoku University, Japan. Her research interests include CLIL, second language acquisition, and English grammar. She has published several CLIL materials in Japan, including CLIL SDGs.

Konta, Ichi
Chuetsu Transport Co., Ltd., Japan
Ichi Konta served as a teaching and research assistant to Professor Yasuko Sato at Niigata University of International and Information Studies (NUIS). Since 2023, he has contributed as a co-researcher, focusing on the correlation between CEFR levels and paraphrasing skills among EFL learners in higher education. In 2024, he was awarded the Best Senior Thesis Award at NUIS. Currently, he is employed at Chuetsu Transport Co., Ltd., Niigata.

Kubota, Koyuki
Nagoya City University, Japan
Koyuki Kubota is a student at Nagoya City University, majoring in International Language and Culture. She is particularly interested in second language acquisition and conducts research in this area. Her interest also includes the efficacy of rote learning through writing and sight methods.

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Upcoming Events

Save the Date!

The 32nd Korea TESOL International Conference

Embracing Humanity in the Age of AI: Enhancing ELT Through Emotional Intelligence, Creativity, and Innovation

May 10 & 11, 2025
Sookmyung Women's University
Seoul, Republic of Korea

Details coming soon

2025 English Scholars Beyond Borders
Quality Education (SDG4) in the Glocal and LoGlobal Era

October 30 – November 1, 2025
National Dong Hwa University, Hualien, Taiwan

The conference will be hosted on the campus of National Dong Hwa University, situated in Hualien, Taiwan. Hualien is a breathtaking paradise where majestic mountains meet the crystal-clear waters of the Pacific Ocean. Nature lovers will enjoy the stunning scenery of Taroko Gorge, peaceful beaches, and vibrant local culture. Conference attendees will not only engage in scholarly exchange but also experience Taiwan's rich traditions. Most importantly, it's an opportunity to escape the fast-paced city life, enjoy warm hospitality, and embrace the adventure and serenity of this beautiful region.

Welcome to the 2025 ESBB International Conference: Quality Education (SDG4) in the Glocal and LoGlobal Era

Since the United Nations advocated the sustainable development goals (SDGs) in 2015, with a specific focus on the fourth goal--- Quality Education, many language education scholars have endeavored to implement inclusive and equitable programs by providing language support from Glocal and LoGlobal perspectives. Many researchers have emphasized the value of innovative curriculum design that incorporates global competencies and 21st century skills to prepare learners for a globalized world. However, several critical questions remain unanswered and require collective wisdom. For instance, how can English language programs be further adapted to meet the specific needs of diverse learner populations, particularly in conflict-affected or low-resource environments? In what ways can bilingual and English teacher training programs be improved to better prepare educators for the challenges of teaching in multicultural and multilingual classrooms? Additionally, what role can TESOL play in supporting the broader goals of SDG4, such as lifelong learning opportunities and the development of global citizenship? In alignment with the SDG4, the 2025 ESBB International Conference will explore the multifaceted dimensions of quality education. We invite scholars, educators, researchers, and practitioners to engage in meaningful dialogues and share innovative research and practices that contribute to the advancement of educational quality locally and globally.

Upcoming Events

We invite proposals on any aspects of quality education. Proposals related to the following sub-themes are especially welcome but not limited to:

- ✓ AI and Educational Innovations
- ✓ Assessment, Evaluation, and Curriculum Design
- ✓ Bilingualism, Multilingualism, and World Englishes
- ✓ Digital Literacy and Technology in Language Learning
- ✓ English Medium Instruction (EMI), English for Academic Purposes (EAP), and English for Specific Purposes (ESP)
- ✓ English Across Curriculum
- ✓ Equity, Learner Diversity, and Inclusion
- ✓ Global Issues in Language Education
- ✓ Innovative Pedagogies and Teaching Practices
- ✓ International and Multicultural Education
- ✓ Language Acquisition, Literacy Development, and Language Learning
- ✓ Language Policy Reform
- ✓ Literature and teaching
- ✓ Multi- or Cross Culture Communication
- ✓ Plurilingualism and Translanguaging
- ✓ Teacher Education and Professional Development
- ✓ Teaching Literacies / English Across the Curriculum
- ✓ World Englishes/English as a Lingua Franca

Important dates

Proposal submission deadline: July 30th, 2025
Notification of acceptance: August 31st, 2025
Conference dates: October 30th – November 1st, 2025

2025 ESBB Home Page

Acknowledgements & Gratitude

2024 ESBB International TESOL Conference & KOTESOL National Conference Organizing Committee

Lindsay Herron – Conference Chair / KOTESOL President

Roger Nunn — Conference Co-chair / ESBB Founder

Jun Mo Seo — Logistics Coordinator / GNUE Liaison / Superman

Rob Dickey — KOTESOL Sponsorship Committee Chair

Gyuseong Eric Kim — Venue Coordinator

So Young Ahn — Saturday Dinner Assistant

Mukul Basu — Pre-conference Tour Leader / UCC President & Founder

Soumitra Kundu — Pre-conference Tour Assistant

Junggi Lee — Bus Driver

John Baker — Conference Advisor

Onsite Volunteers

Judith Carcedo	Daniel Lindbergh Lang	Mike Peacock
Vivi Soyeon Gallo	Maria Lisak	Nyamsuren Sainjargal
Yasmin Gomaa	Courtney McLaren	Phil Schrank
Marisha Halli	Bill Mulligan	David Shaffer
James "Jake" Kimball	Yeon-seong Park	Aldarmaa Sodnomdarjaa
		Gabriela Villafradez

GNUE Student Volunteers

Ju-Hui Bak	Yeeun Jang	Hyeonjeong Lee
Ahyeon Cho	Myeongseon Jeong	Jeongmyeong Lee
Hye Jin Cho	Yeseul Jeong	Surin Lee
Eunsoo Choi	Ganghui Jo	Mun Kyeong Seo
Ji Yeong Choi	Yeongju Kim	Jae Hyeong Wi
Jueun Hong	Yulah Kim	Dayoung Yun
Yerin Jang	Amin Lee	

Upcoming Events

Special Thanks

Gwangju National University of Education

Gwangju-Jeonnam Chapter, KOTESOL

Gwangju Universal Cultural Center

Right Reflection FLTA, Mongolia

Lee Young-Mi *Samgyetang* Restaurant

Daewonsa Temple & 현장 스님

Culture Hotel Laam

And especially to our sponsors

Seed Learning

성안당 Sung An Dang

University of Birmingham

And a special welcome to KOTESOL's newest domestic partner,
the Korea Association of Secondary English Education (KASEE)!

Acknowledgements & Gratitude

Teaching, Learning, Networking

KOREA TESOL
KOTESOL
대한영어교육학회

Yongin
YoKo
KOTESOL

About Us

We are a committed community dedicated to growth and collaboration. Welcome to KOTESOL Yongin-Gyeonggi Chapter. Join us in living out our motto, 'Teachers Helping Teachers'.

Our Service

Teacher Workshops
We offer professional development workshops aimed at enhancing teaching skills. Each year, we gather at our conference to share knowledge and discuss innovative practices, helping educators grow professionally.

Research and Insights
We host inspiring talks by renowned speakers who present the latest research and insights into effective teaching strategies. These sessions provide a platform for learning and applying new concepts in education.

Mentoring, Coaching & Consultation
We help teachers struggling with personal challenges related to teaching and living in Korea as expats. We offer a wealth of knowledge, experience, and connections to benefit you and others.

Networking Events
Join our enriching networking events to connect with fellow educators. Be part of a community that thrives on mutual assistance and continuous learning, supporting each other in our teaching journeys.

BENEFITS OF

KOTESOL MEMBERSHIP

SAVINGS

KOTESOL members receive discounts on KOTESOL events (including the international conference, national conference, and regional conferences), many partner events, IATEFL membership, online courses, local restaurants, and more.

PUBLICATIONS

Members have immediate online access to all KOTESOL publications, including *The English Connection*, our quarterly magazine; *Korea TESOL Journal*, our peer-reviewed research journal; and *KOTESOL Proceedings*, our annual conference proceedings.

GRANTS & AWARDS

Members can apply for research grants, represent KOTESOL on a conference grant or travel grant, be considered for our Research Paper of the Year Award or the Reflective Language Teacher Award, and more.

SCHOLARSHIP

KOTESOL members can enhance their academic credentials by submitting work to KOTESOL publications or by presenting at KOTESOL conferences.

SPECIAL INTEREST GROUPS

KOTESOL Special Interest Groups (SIGs) provide a supportive space for members with a shared special interest to collaborate and mutually explore that interest.

... AND MORE!

Members also:
- can run for office and vote in KOTESOL elections;
- receive a variety of negotiated perks & discounts
- are invited to exclusive social & networking events;
- receive free shipping on KOTESOL merchandise;
- and more!

50,000 KRW / 40 USD 1-year domestic membership
70,000 KRW / 56 USD 1-year international membership
30,000 KRW / 24 USD 1-year undergraduate student membership
500,000 KRW / 400 USD lifetime membership

KOREATESOL.ORG/JOIN-KOTESOL

In Focus 1 / 2 / Academic 1

Charles Browne • Brent Culligan • Joseph Phillips

In Focus is designed to systematically build vocabulary, reading, critical thinking, and discussion skills, whilst also giving frequent practice in listening and writing skills. Each coursebook is supported by a comprehensive range of online resources to reinforce and expand students' learning and save teacher preparation time.

Presentations

Dr. Charles Browne

Plenary Session:

"The NGSL Project: Corpus Tools to Help Transcend Borders, Build Bridges, and Make Connections in the 21st Century"

Day: Saturday, October 12th
Time: 11:00 - 11:50 AM
Room: Plenary Hall

Featured Session:

"Principles and Activities for Critical Thinking Skills Development"

Day: Saturday, October 12th
Time: 3:30 - 4:20 PM
Room: Plenary Hall