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*From EFL Classrooms
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**Korea
TESOL**

KOTESOL · 대한영어교육학회

**KOTESOL 2024
Program Book**

April 27-28, Sookmyung Women's University (Seoul)

koreatesol.org/ic2024





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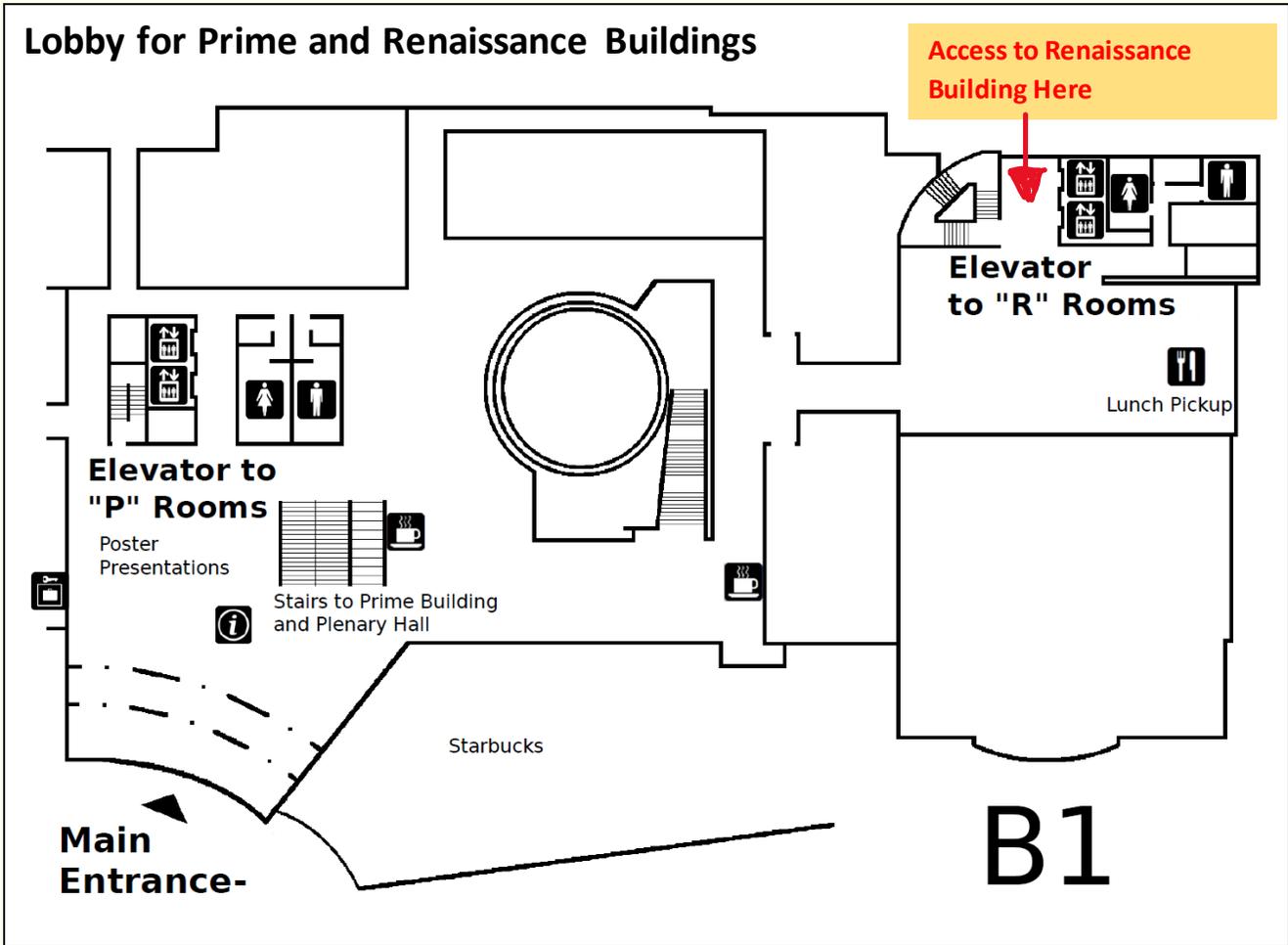
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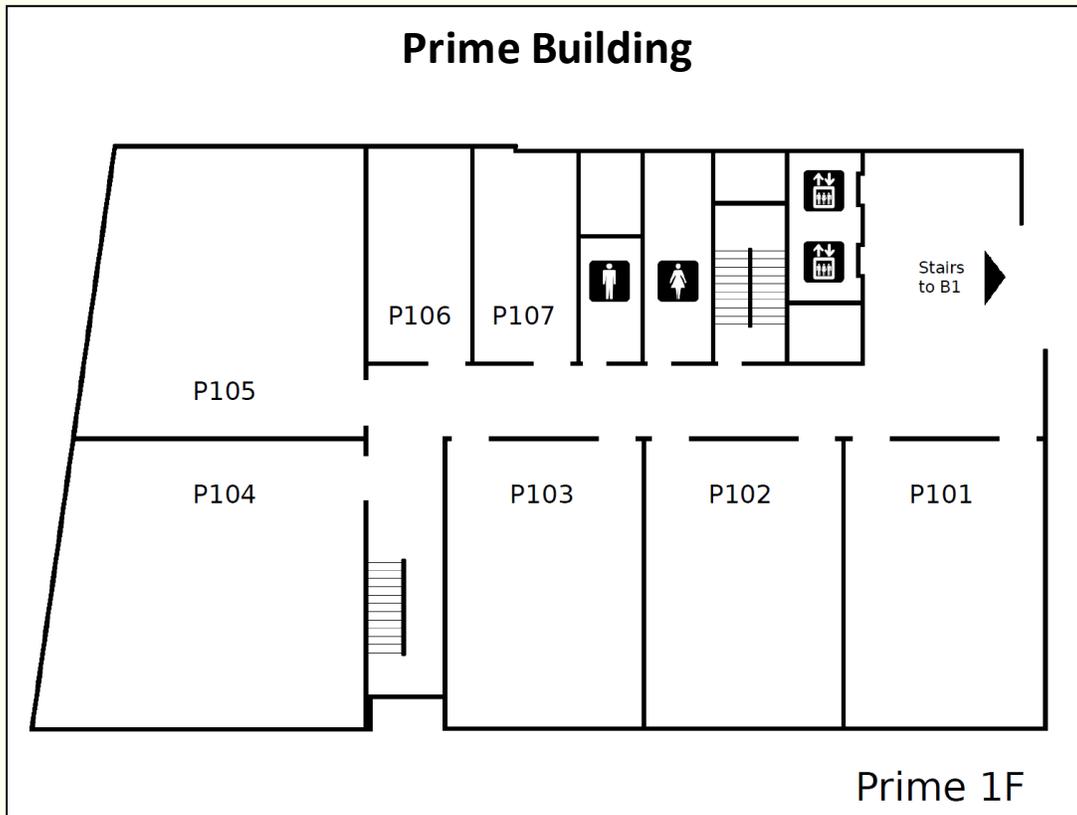
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Floor Plans

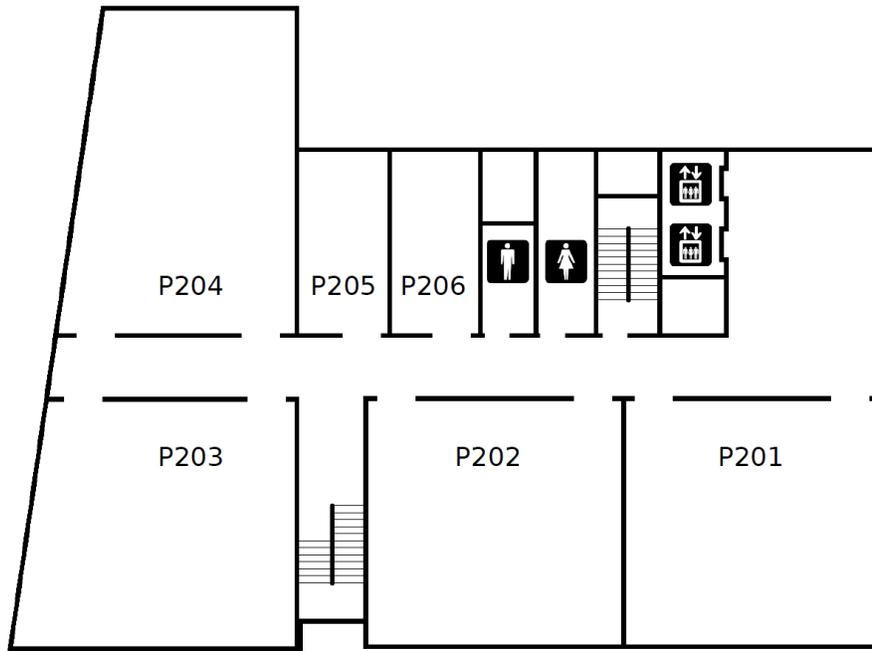
Lobby for Prime and Renaissance Buildings



Prime Building

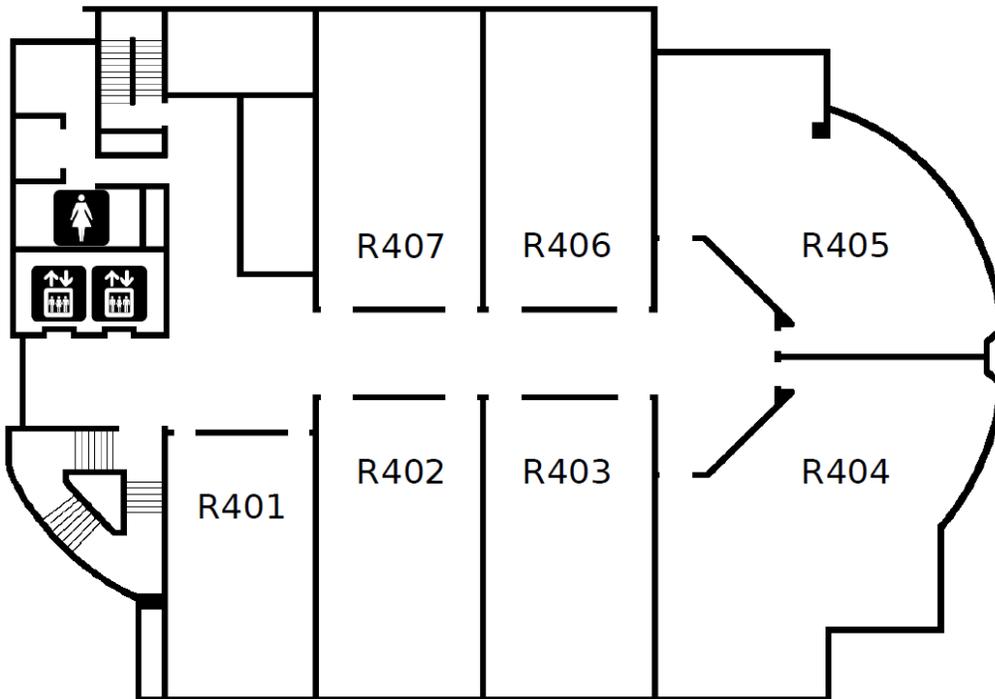


Prime Building



Prime 2F

Renaissance Building



Renaissance 4F

Conference Schedule

Saturday, April 27th – Prime Building

Building	Prime Building >>> Workshops — Research Papers <<<								
Rooms	Prime 204	Prime 203	Prime P202	Prime P201	Prime P105	Prime P104	Prime P103	Prime P102	Prime P101
9:00 start							A Corpus-based Study on Word Use of University Website News C.I. You, J.Hsu Research 25 mins		
9:30 start	The Linguistic Stage: Motivation in Global Language Learning Z.J. Weber Research 25 mins	Teaching the Israeli-Palestinian Conflict: Cultivating Empathy and Cross-Cultural Understanding A. Busso Workshop 50 mins	Harmonizing Vocabulary Acquisition: Exploring Lexical Coverage in Pop Song Lyrics for Adolescent Language Learners Y.W. Chiu Research 25 mins	Enhancing English Language Learning through Conversations with AI Avatars in Virtual Reality Y. Saito Research 25 mins	The Red Carpet to Having Oscar Winning Learners T. Ferreira Szeveto Workshop 50 mins	Enhancing EFL Learners' Listening Comprehension in English Podcasts With Live Caption Y.H. Chao Research 25 mins	A Study on the Vocabulary Needs of Vietnamese Learners in EMI Programs V.D. Tan, J. Hsu Research 25 mins	Shaping EAP Writing Success: Feedback Practices for Optimal Outcomes V. Chang Research 25 mins	Developing postsecondary EFL students' academic language/literacy through an integrated approach E. Erdenebaatar Research 25 mins
Opening Ceremony 10:15 start --- Plenary 10:45 start	<p style="text-align: center;">Opening Ceremony (10:15 start)</p> <p style="text-align: center;">Boyoung Lee <i>Meeting Halfway with Learners</i> Samsung Hall, Centennial Building (10:45 start)</p>								
	Lunch								

13:00 start			Partner Organisations A Teacher Evaluation Model: A Study of Effective Teaching Practices Nin-Erdene Khurel ELTAM Mind Mapping and Its Influence on Learner Motivation: Perspectives from Two Presentation Classes Yulin Chen, I-Cheng Wu ETA-ROC Improving EMI Implementation: Insights from Thai Teachers' Experiences and Perspectives across Different Subjects Attapoi Khamkhien ThaITESOL Guiding Students Through the AI Minefield Claire Kaneko JALT All sessions 25 mins each	Fostering Communicative Confidence: Applying Improv Techniques for Confident EFL Communication and Beyond D. Kobayashi Workshop 50 Mins	Implementing intercultural competence in language classrooms N. Jakbarova Workshop 50 mins				Icebreaker Activities For A Discussion Course In Esl Multicultural Classroom Aulia Djunaedi 101 Workshop 50 mins
13:30 start	Examining Teachers' Lesson-Planning to Enhance English Learners' Opportunity to Learn C. Lee Brown J. Mooneyham					Assessing the Use of Real Texts in the Foreign Language Classroom: Viewpoints of Educators M.T. Martinez-Garcia Research 25 mins			
14:00 start	It is as Simple as That: Use L1 to teach L2 C. Lee Brown N. Monroe 80 mins	The potential of a student-centered, AI-based language learning system T. Inada Research 25 mins					Boosting Language Production: The Intersection of GenAI and Student-generated Multimodal Content Y.J. Han Workshop 80 Mins	Transforming the ELL Classroom Through Digital Media Literacy: Equipping Future World Players D.G. Moonasar Workshop 80 Mins	What We Learn from 300 KEFL First-year University Students' Essay/Corpus Data S. Arkley Research 25 mins
Take a breather! — Have a coffee! — Visit our Sponsors in the Lobby! — Move to the Renaissance Building to See Aya Matsuda at 15:00!									

15:00 start	EFL for Global Citizenship: Empowering Through Sustainability Projects P. Gibson, J. Ma Xi'an Jiaotong-Liverpool University 50 mins	Neuroscience, memory, and language learning: the disaster awaiting us Joff Bradley 25 mins Research	AnySpeak, an Application for Language Help Boyoung Lee AnySpeak Promotional 50 mins	Acting Schools and Student Monologues B. Jonathan Workshop 50 mins	Unmasking Shame with Peace Linguistics: Exploring Shame and Shaming in Language Education C. Woelk, J. Wright Workshop 50 mins	Manipulating task types to develop different aspects of English speaking S. Manning Research 25 mins			Creatively Redesigning Course Units: Procedural Writing R. Kuperman 101 Workshop 50 mins
15:30 start		Students' Perceptions and Utilization of Online and AI Tools in Abstract Writing N. Chotswadd Research 25 mins				Teaching students to act like a teacher and improve their feedback literacy S. Manning Research 25 mins	Using Padlet to Foster Collaborative and Autonomous Learning B. Guedes Pereira Workshop 80 Mins <i>*Bring your device if attending!*</i>		
16:00 start	TESOL Professional Development Opportunities and Free Resources at Hawaii Pacific University M. Levy Promotional 50 mins	Using Creative Methods and Dialogic Reflection to Explore Criticality in Teachers' Reflections N.A. Misikon Research 25 mins	Partner Organisations Looking back and looking forward: Semi-systematic review of Philippine classroom translanguaging studies from 2018 to 2023 Audrey B. Morallo FALT Motivation, Emotion, and Proficiency: Connecting Students' Profiles with Self-Regulation in Collaborative Learning Barry Bai HAAL Reviving Professional Development for ESL Teachers: Leveraging on Post-Training Professional Support Sharmini Siva Vikaraman MELTA Common Mistakes in Designing Textbooks: Experience from EFL Pre-service Teachers Dewi Rochsantiningsih TEFLIN All sessions 25 mins each	Teaching as storytelling: How to give lessons an engaging narrative quality S. Gray Workshop 50 mins	Rap as a Catalyst: Motivating Students, Enhancing Pronunciation, and Fostering Relatable Learning Experiences C. Tumba Workshop 50 mins	Can I English? Japanese Students' Beliefs About Language Learning R.M. Chua Research 25 mins			Project-Based Learning 101 J. Kimball 101 Workshop 50 mins
16:30 start		A Teacher Evaluation Model: A Study of Effective Teaching Practices N.E. Khurel Research 25 mins				All You Need Is Yourself: Self-Talk to Improve Speaking and Communicative Skills S. Oda-Sheehan Research 25 mins			
17:00 start		Here we are, Hear us: Student Narratives of Being and Belonging in Japan N. Rudolph Research 25 mins				Instructing students on responsible use of AI J. E. Owens, M. Kettle, A. Krasnansky, P. Sharma Research 25 mins	Integrating Global Issues in English Classrooms through Gallery Walk and Visual Thinking Strategies L.T. Tran, M.D. Resuello Workshop 80 Mins	Learning Through Play: Maximizing Communication by Creating Classroom LARPs with ChatGPT M. Cheng Workshop 80 Mins	Drama on the World Stage D.A. Kinsman 101 Workshop 50 mins
17:30 start	Useful Technology to Create Independent Vocabulary Learners M. Levy 50 mins								

Saturday, April 27th – Renaissance Building

Renaissance Building			
>>> Featured Speakers — Dialogues/Roundtables — Panels <<<			
Rooms	Renaissance R404	Renaissance R405	Renaissance R406
9:00 start	David Paul Fun and Effective Classroom Game Activities 2nd Session	Eunjee Ko What Is "In-Depth Learning" in the 2022 Revised English Curriculum: A Reflection on Concept-Based Curriculum and Instruction 2nd Session	The new technologies in learning and teaching in Post- COVID19 time R. Prum Dialogue / Roundtable 50 Mins
9:30 start			
Opening Ceremony 10:15 start ~ Plenary 10:45 start	Opening Ceremony (10:15 start)		
	Boyoung Lee <i>Meeting Halfway with Learners</i> Samsung Hall, Centennial Building (10:45 start)		
	Lunch		
13:00 start	Robert Lowe Native-Speakerism and [Dis]empowerment: An Autoethnography of Success and Failure in Language Teaching and Learning 50 minutes	David Kellogg Rote, Role, Rule: Halliday, Vygotsky, and Shakespeare on Play Development 50 minutes	Saturday Poster Sessions 13:00 — 15:00 Lobby B1
13:30 start			
14:00 start	CedarBough Saeji Dressing Up in the Korean Past: Hanbok Wearing as Play Informed by Popular Culture 50 minutes	Yohan Hwang Five Keywords for Future- Oriented English Education 디지털 기반 미래 영어교육을 위한 5가지 키워드 <i>Session in Korean</i> 50 minutes	Demystifying the Publishing Process: Tips from Editors K. Kester, K. MacDonald, E. Reynolds, R. Matituk, R. Dickey, J.P. Vitta Panel 110 Mins
			Using ChatGPT to Enhance Students' Creative Writing Skills Pui Jang He The Effect of Game-based Learning on Students' Creative Writing Yifang Wu Code-switching in Language Education Burmas Bulia Romanticism Program Music's Impact on Creative Storytelling in Taiwan CLIL Classrooms Clare Kao Grammar and Vocabulary in Making Inferences: A Contributory Exploration of Reading Comprehension I-Juan Ting Assessing students' collaborative problem-solving competencies in EFL classrooms in Vietnam Hong Linh Trinh

15:00 start	Aya Matsuda TEIL as a Tool for Decolonizing and Anti-Racist Pedagogy 2nd Session 50 minutes	Hyejin Lee Local Insights, Global Reach: EdTech/AI-Infused English Content Powered by Blockchain Credentials 지역적 이해, 세계적 도약: 블록체인 기술과 결합된 에듀테크/AI 영어 콘텐츠 <i>Session in Korean</i> 50 minutes	Bridging the Gap: Blending Online and Offline Teaching in Language Education Rhett Burton, M.T. Martinez- Garcia, R. Randall, S. Slagle, D. Trinks, V. Reeser Panel 110 Mins	Don't forget our Online Content! Research Papers + Pecha Kuchas on Video ~ Virtual Poster Presentations
15:30 start				
16:00 start	Eun Sung Park Resilient Roots, Global Growth: Transnational Identities as Assets in the English Classroom 50 minutes	Rakhun Kim Implementing AI-Based English Language Learning Programs in Korean EFL Contexts: Theory, Practice, and Instructional Effects 우리나라 EFL 환경에서 인공지능 기반 영어 학습 프로그램 적용하기: 이론, 실천, 그리고 교수 효과 <i>Session in Korean</i> 50 minutes		
16:30 start				
17:00 start	Featured Panel N-J Kang, J-K Park, D Kellogg Education in Korea: The Implications of Change 50 minutes	Guy Cook Setting the Stage: The EFL Classroom in the First Quarter of the 21st Century (Video)	Resisting White Language Supremacy as a Korean Scholar with Marginalized Identities G. Lee Dialogue / Roundtable 50 Mins	
17:30 start				

Sunday, April 28th, Prime Building

Building	Prime Building >>> Workshops — Research Papers <<<								
Rooms	Prime P204	Prime P203	Prime P202	Prime P201	Prime P105	Prime P104	Prime P103	Prime P102	Prime P101
9:00 start									
9:30 start	Empowering EFL Learners: Multimodal Digital Storytelling for Speaking Competence C.Y. Li Research 25 mins	Supporting Learners Beyond the Classrooms with Scrabble K. Song Research 25 mins	Nativeness in EFL Teacher Recruitment: Changing 'Terms' and Conditions E.Y. J. Kim Research 25 mins	Building Peace through Higher Education in Divided and Conflict-Affected Contexts K. Kester Research 25 mins	Active Learning Tasks to Encourage Speaking and Thinking from Different Perspectives K. Kauss Workshop 80 Mins	How Affective Engagement Starts: Development of Affiliative Responses of a Resisting Child H. Kikuchi Research 25 mins		Cooperative vs. Collaborative Writing (Or Why Not Both?) G. DeHond Workshop 50 mins	Pedagogical Dynamics in a Tokyo EFL Speaking Course: Insights from Student Feedback S. Kim Research 25 mins
10:00 start	Learned Helplessness and Burnout in Korean EFL Teachers and Their Coping Mechanisms M. Kwon, A. Jo Research 25 mins	Enhancing Secondary EFL Learners' Consciousness on WE and ELF K. Sung Research 25 mins	AI-Enhanced Digital Storytelling: Fostering Creativity in EFL Learners Y. Chen ETA-RDC Research 25 mins	Examining different Englishes' accentedness, intelligibility and familiarity at an international university J. Maloney Research 25 mins		Beyond the Classroom: Real-World IT Literacy Through Project-Based Learning B. Sanchez Workshop 50 mins			Digital Tools in College in Japan: Enhancing Education with Student-Centric Approaches S. Kim Research 25 mins
Plenary 11:00 start	Aya Matsuda <i>From EFL Students to EIL Users: Preparing Students for Today's Globalized World</i> Samsung Hall, Centennial Building								

Lunch									
13:00 start	STEM and EAP Education at an EMI University in China D. Anstey Research 25 mins	Postgraduate Study and Research Pathways for Applied Linguistics, TESOL and Translating and Interpreting Professionals L. Listing Macquarie University Promotional 50 mins	The Troubling Gap in Occupational Well-being Between Female and Male Expat English Teachers I. Moodie Research 25 mins	Evaluating the Efficacy of Student-Sought AI Feedback on Written Work A. Daves Research 25 mins	Is That Write? Translating Cultural Perspectives and Assumptions K.M. Donovan, E. Eremova Workshop 80 Mins	Navigating the Educational "Stage." EFL Students' Preferred Formative Assessments H. Nguyễn Research 25 mins	Course Design for University Electives R. Fusselman Workshop 50 mins	Integrating Artificial Intelligence in EFL Classrooms: Navigating the Future of Language Learning S. Warfield Workshop 50 mins	A Practical Guide to AI for Academic Writing V. Reeser Workshop 50 mins
13:30 start	Informal Digital Learning of English on Indonesian High School Students: Case Study D.P. Kandilla Research 25 mins		Peer Evaluation for Intermediate Level Students A. Murray Research 25 mins	Staying Tuned in: Tracking Student Interests in Podcasts for Extensive Listening E.C. Howland Research 25 mins		Leveraging Humor for Interactional Management: CA Analysis of Novice Learners' peer-interaction A. Fukushima Research 25 mins			
14:00 start	Act locally, Think globally: SDGs as core content for a 24 course EAP program C. Tat, S.K.P. Gay Research 25 mins	"No More of the Same": Experimenting with Critical Language Pedagogy L. Jackson Research 25 mins	A Comprehensive Examination of a Lecturer Language Support Program and its Evaluation Using the RE- AIM Framework N.C. Aktekin Research 25 mins	Exploring Teachers' Needs in the Pursuit of Excellence in English Language Education F.J. Melara Gutierrez Research 25 mins	Deciphering Authenticity: The Detection of Texts Generated by AI Obsfuscation Services N. Duvernay, M. Watson, G. DeHond Research 25 mins	Helping University Students Develop Appropriately Professional English K. Song Workshop 50 mins	Multiply Learning With Multivord Units T. Jones Workshop 50 mins	"I don't want to play!" Investigating Resistance in the Classroom M. Lisak Workshop 50 mins	
14:30 start	Re-Bordering EMI: Reflections on Theory and Practice in EMI in Higher Education K. Kester, S.Y. Chang Research 25 mins	Localizing Global Issues in a University EFL Setting Through Picturebooks B. Lacy Research 25 mins			Determining Authenticity in the Era of ChatGPT M. Watson Research 25 mins				

[Follow this link to an Excel version of the full schedule](#)



Sunday, April 28th, Renaissance Building

Renaissance Building			
>>> Featured Speakers — Dialogues/Roundtables — Panels <<<			
Rooms	Renaissance R404	Renaissance R405	Renaissance R406
9:00 start		Guy Cook Setting the Stage: The EFL Classroom in the First Quarter of the 21st Century (Video Encore)	Extensive RPGing? Evaluating RPG Video Games for Use in Extensive Reading. T. Compton Dialogue / Roundtable 50 minutes
9:30 start			Sunday Poster Sessions 9:00 — 11:00 Lobby B1 A Creative Exploration Of Storytelling Through Comics Yu Ting Wang Enhancing ToEIC Performance: Creativity and Thinking Maps in EFL Reading Comprehension Thi Hong Tram Nguyen Examining Segmental Phonemes in English Teaching Materials for Japanese Elementary School Children Akiyo Joto Children's Emotional Development Through Parent-Child Bilingual Picturebook Reading Wan-Chien Wang Japanese college students' attitudes toward teachers' translanguaging in EFL classrooms Sugene Kim
10:00 start	Eunjee Ko Exploring the 2022 Revised National English Curriculum: Deciphering What to Teach and How to Teach It 50 minutes	Robert Lowe Duoethnography in ELT: Research, Reflection, and Practice 2nd Session 50 minutes	"Pearson's 'Wider World' in Mongolian ESL: Insights, Challenges and Lessons" N. Sainjargal, DL Lang Dialogue / Roundtable 50 minutes
Plenary 11:00 start	Aya Matsuda <i>From EFL Students to EIL Users: Preparing Students for Today's Globalized World</i> Samsung Hall, Centennial Building		

Lunch			
13:00 start	David Paul Using Classroom Games Effectively with Young Learners 50 minutes	CedarBough Saeji K-pop as a Teaching Tool 50 minutes	Reflections on Teachers' Language Learning and Classroom Practice J. Kimball, M.T. Garcia, M.J. Amaral, T. Wyatt, R. Labanda Panel 80 Mins
13:30 start			Don't forget our Online Content! Research Papers + Pecha Kuchas on Video ~~~~~ Virtual Poster Presentations
14:00 start	Michael Hurt How Korea Got Cool: Ethnography and the Korean Style 50 minutes	David Kellogg METAPHOR IS WAR: Forming and Forgetting Science Concepts Through Language Play 2nd Session 50 minutes	
14:30 start			

KOTESOL Events and Promotions

*Click on a poster to visit the site

2024 ESBB International TESOL Conference & KOTESOL National Conference

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

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BUSAN-GYEONGSAM KOTESOL COMINGS & GOINGS 2024

01 Past Events

- Breaking Into Academic Publishing Workshop
- Bye Bye Winter Walk
- A new Membership Officer: Aulia Djunardi
- A new secretary: Gabriela Villalobos

02 Upcoming Events

- All Workshop
- Summer Beach Hop
- An Active Listening Workshop

03 Future Events

- A Symposium
- A Reflection Workshop
- A Christmas Party

04 It has been an exciting, busy year, so far, with more in store! We hope to see you at an upcoming event.

For questions or more information: bgkotesol@gmail.com

<https://www.facebook.com/groups/bgkotesol>
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Vertical text: BUILDING STRONG RELATIONSHIPS, PROFESSIONAL DEVELOPMENT • SOCIALIZING

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Online, May 16 at 8:15pm with Dr. Crayton Walker

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2024 SPRING SYMPOSIUM

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11:00AM
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18 MAY, 2024

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Teaching, Learning, Networking



About Us

We are a committed community
dedicated to growth and collaboration.
Welcome to our chapter of KOTESOL.
Join us in living out our motto,
Teachers Helping Teachers.

Upcoming Events 2024



May, 18

Teacher Workshop

Teaching as Storytelling: Narrative Techniques for Engaging Education
presented by Dr. Stewart Gray (University of Nottingham Ningbo China)



June, 15

Family Picnic

At the family picnic, EFL teachers and their families enjoy laughter,
stories, and a shared meal, deepening bonds in joyful togetherness.



September, 7

Teacher Workshop

At this workshop, we will discuss the impact of AI on EFL teaching,
presented by Prof. Duane Henning (Yonsei University)



November, 9

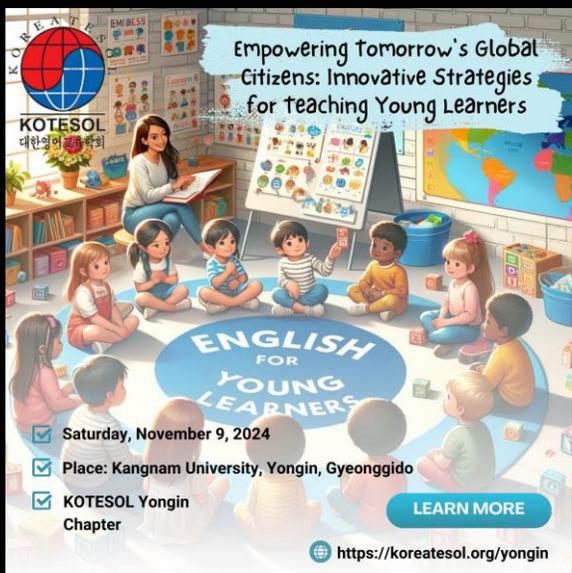
Yongin Chapter Conference 'Empowering Tomorrow's Global Citizens'
This year, our annual chapter conference brings educators and
researchers together to discuss innovative teaching strategies for
young learners, preparing them for a global future.



KOTESOL
Yongin-Gyeonggi
Chapter

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- Yongin, Gyeonggi-do, South Korea

Empowering Tomorrow's Global Citizens: Innovative Strategies for Teaching Young Learners



✓ Saturday, November 9, 2024

✓ Place: Kangnam University, Yongin, Gyeonggido

✓ KOTESOL Yongin
Chapter

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<https://koreatesol.org/yongin>

Invited Speakers

Dr. Boyoung Lee

Affiliation: AnySpeak

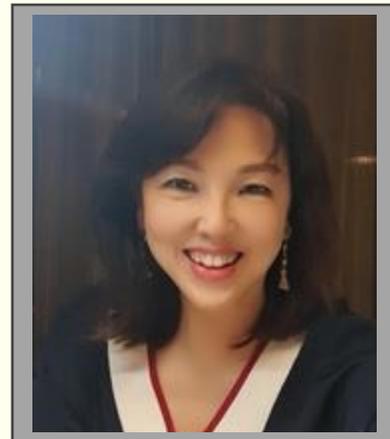
Plenary Session - Meeting halfway with learners

Saturday, 27 April/ 10:30 ~ 11:50/ Centennial Building/ Samsung Hall

Second Session – AnySpeak, an Application for Language Help

Saturday, 27 April/ 15:00 ~ 15:50/ Prime Building/ Room 202

Speaker Bio: Boyoung Lee received her PhD in TEFL (Teaching English as a Foreign Language, Speaking) from Ewha Woman’s University. Focusing on EFL learners’ English communicative skills, Dr. Lee has been active on- and offline and on diverse types of media with lectures, book writing, teacher training, developing ELT programs, hosting educational TV and radio shows, and academic research. Now she’s into developing a language-service application, AnySpeak, that can serve English and Korean language users and learners to help them expand their boundaries in and out of Korea. Dr. Lee has also been hosting and writing for the popular radio ELT program Easy English. She’s written more than 270 books covering a variety of ELT elements and for all ages.



Dr. Aya Matsuda

Affiliation: Arizona State University

Plenary Session: From EFL Students to EIL Users: Preparing Students for Today’s Globalized World

Saturday, 27 April/ 15:00 ~ 15:50/ Renaissance Building/ Room 404

Invited Second Session: TEIL as a Tool for Decolonizing and Anti-Racist Pedagogy

Sunday, 28 April/ 11:00 ~ 11:50/ Centennial Building/ Samsung Hall

Speaker Bio: Aya Matsuda, PhD, born and raised in Japan, currently works as a professor of applied linguistics at Arizona State University, USA. Her research interests include the use of English as an international language and the pedagogical implications of its global spread. Her work focusing on these issues has appeared in various books and journals, including English Today, JALT Journal, TESOL Quarterly, and World Englishes. Additionally, her edited volumes, Principles and Practices of Teaching English as an International Language (2012) and Preparing Teachers to Teach English as an International Language (2017), were published by Multilingual Matters. Dr. Matsuda has served on the board of directors for the TESOL International Association and as a secretary/treasurer of the International Association for World Englishes.



Dr. Guy Cook

Affiliation: King's College London

Virtual Plenary Session:

Setting the Stage: The EFL Classroom in the First Quarter of the 21st Century

Saturday, 27 April/ 17:00 ~ 17:50/ Renaissance Building/ Room 405

Sunday, 28 April/ 9:00 ~ 9:50/ Renaissance Building/ Room 405

Speaker Bio: In a special virtual plenary, Guy Cook, pre-eminent scholar of both language play and the place of translation in EFL teaching, will be participating in a conversation with Conference Chair Bryan Hale. Dr. Cook will help us put our current teaching situations in the context of developments in EFL over the first quarter of the 21st century.



David Paul

Affiliation: Language Teaching Professionals

Featured Session: Using Classroom Games Effectively with Young Learners

Saturday, 27 April/ 9:00 ~ 9:50/ Renaissance Building/ Room 404

Invited Second Session: Fun and Effective Classroom Game Activities

Sunday, 28 April/ 13:00 ~ 13:50/ Renaissance Building/ Room 404

Speaker Bio: David Paul graduated with an MA from Cambridge University, specializing in social psychology. In the early 1980s, he started teaching by himself in an apartment in Hiroshima, and this quickly grew into a successful group of schools that also had franchises in Korea and Thailand. His schools became centers for the professional development of teachers in the region, running teacher training courses and setting up MA programs with British universities. He also founded ETJ (English Teachers in Japan), a free volunteer group that supports teachers in Japan and currently has around 10,000 members. As his schools grew, he had opportunities to write ELT coursebooks and resource books, including Finding Out, Teaching English to Children in Asia, Communicate, Communication Strategies, and Songs and Games Phonics. Most of these books became best sellers. His schools closed in 2010, and he then established Language Teaching Professionals to continue to support the professional development of teachers. He also has an active Language Teaching Professionals channel on YouTube, where he uploads teacher training videos for teachers of young learners; an active Teaching English Around the World group on Facebook; and other social network groups and pages that support teachers.



Dr. Robert J. Lowe

Affiliation: Ochanomizu University

Featured Session: Native-Speakerism and (Dis)empowerment: An Autoethnography of Success and Failure in Language Teaching and Learning

Saturday, 27 April/ 13:00 ~ 13:50/ Renaissance Building/ Room 404

Invited Second Session: Duoethnography in ELT: Research, Reflection, and Practice

Sunday, 28 April/ 10:00 ~ 10:50/ Renaissance Building/ Room 405

Speaker Bio: Robert J. Lowe, PhD, is an associate professor in the Department of Languages and Culture at Ochanomizu University, Japan. His research focuses on critical qualitative inquiry in English language teaching. He is the coauthor of *Teaching English as a Lingua Franca* (Delta Publishing, 2018), co-editor of *Duoethnography in English Language Teaching* (Multilingual Matters, 2020), and author of *Uncovering Ideology in English Language Teaching* (Springer, 2020). His recent publications include articles in *ELT Journal*, the *Journal of Language, Identity, and Education*, and the *Journal of Multilingual and Multicultural Development*.



Dr. Eun Sung Park

Affiliation: Sogang University

Featured Speaker: Resilient Roots, Global Growth: Transnational Identities as Assets in the English Classroom

Saturday, 27 April/ 16:00 ~ 16:50/ Renaissance Building/ Room 404

Speaker Bio: Eun Sung Park, PhD, is a professor of TESOL and applied linguistics at Sogang University. Before her tenure at Sogang, she taught in the MATESOL/TEFL program at the Monterey Institute of International Studies in California, USA. Her research interests include instructed SLA, asset-based pedagogy for students with multicultural or refugee backgrounds, and ELF and translanguaging practices in K-pop. She has published articles in *Applied Linguistics*, *Journal of Language, Identity, and Education*; *Language and Intercultural Communication*; *Language Learning*; *Language Teaching Research*; and *TESOL Quarterly*, among other journals. She co-edited *English Education at the Tertiary Level in Asia* with the late B. Spolsky (Routledge, 2017) and authored *Instructed SLA: A Practical Guide for Teachers* (TEFLIN, 2020). She is currently co-editing a volume entitled *BTS: K-Pop Transcending Language and Communication* (with Routledge).



Dr. CedarBough T. Saeji

Affiliation: Pusan National University

Featured Session: Dressing Up in the Korean Past: Hanbok Wearing as Play Informed by Popular Culture

Saturday, 27 April/ 14:00 ~ 14:50/ Renaissance Building/ Room 404

Invited Second Session: K-Pop as a Teaching Tool

Sunday, 28 April/ 13:00 ~ 13:50/ Renaissance Building/ Room 404

Speaker Bio: CedarBough T. Saeji, PhD, is an assistant professor in Korean and East Asian Studies in the Department of Global Studies, Pusan National University. Saeji has previously held positions at Indiana University, the University of British Columbia, Korea University, and Hankuk University of Foreign Studies. A scholar of Korean performance who approaches issues from gender to cultural policy through examining everything from traditional mask dance dramas to the latest K-pop hits, Saeji's most recent publications are "Building a K-Community: Idol Stars Challenging Foreign Fans to Learn Korean Traditions" in *Acta Koreana* and "Embodying K-Pop Hits Through Cover Dance Practices" in the edited volume *Cambridge Companion to K-Pop*. A book on invented tradition in Korea that Saeji co-edited was released in February 2022. A solo-authored monograph on Korean mask dance dramas and cultural policy in Korea is under review.



Dr. David Kellogg

Affiliation: Sangmyung University

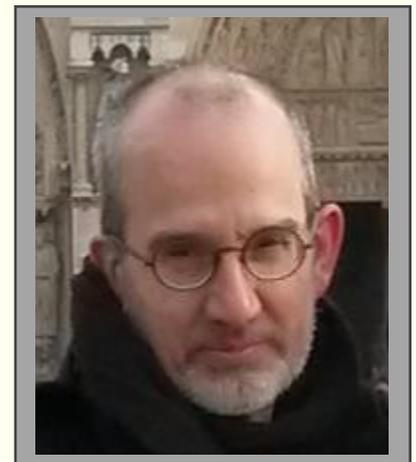
Featured Session: Rote, Role, Rule: Halliday, Vygotsky, and Shakespeare on Play Development

Saturday, 27 April/ 13:00 ~ 13:50/ Renaissance Building/ Room 405

Invited Second Session: Metaphor is War: Forming and Forgetting Science Concepts Through Language Play

Sunday, 28 April/ 14:00 ~ 14:50/ Renaissance Building/ Room 405

Speaker Bio: David Kellogg has an MA (distinction) in applied linguistics from the University of Essex and a PhD (vice-chancellor award) in general linguistics from Macquarie University. He has taught English in North Africa, the UK, and China, and he is currently an assistant professor in English education at Sangmyung University. Prior to Sangmyung, Dr. Kellogg taught at Hankuk University of Foreign Studies and Seoul National University of Education for fourteen years. Since coming to Korea in 1997, he has written over seventy articles in peer-reviewed scholarly journals, mostly on the nexus between Vygotsky's cultural-historical psychology and Halliday's systemic-functional linguistics. He is the translator, with Nikolai Veresov, of four volumes of L. S. Vygotsky's pedagogical works (Springer, Singapore, 2019–2024). He has also published fifteen volumes of Vygotsky's work in Korean (*Sallimteo/살림터*, 2010–2024). He is currently participating in research groups in Korea (translating Vygotsky's work), China (analyzing Chinese texts), and Australia (training primary school teachers).



Dr. Michael Hurt

Affiliation: Korea National University of Arts

Featured Speaker: How Korea Got Cool: Ethnography and the Korean Style

Sunday, 28 April/ 14:00 ~ 14:50/ Renaissance Building/ Room 404

Speaker Bio: Michael W. Hurt, PhD, is a photographer and professor living, shooting, and researching in Seoul. He received his doctorate from UC Berkeley's Department of Comparative Ethnic Studies. He also started Korea's first street fashion blog in 2006 and published the first English language book about Korean fashion in 2009. He researches youth, street fashion, and digital subcultures in Seoul while lecturing on cultural theory and art history at the Korea National University of the Arts. He was the first researcher to focus on Korea's street fashion hyper culture and has been shooting and publishing through it since 2007. His present research focuses on using the camera to access and document emergent digital subcultures in Korea, including the political economy of the "pay model" on Korean Instagram, Seoul's drag underground, and the youth-centric LGBTQ movement in Korea. His work is visual sociology in that he applies ethnographic analyses, centering the camera and visibility, to the youth cultures and communities that also tend to form precisely around such visual images and digitally enabled social spaces. He also does cultural consulting on Korea for companies from Google to Pinterest, from P&G to Meta, and continues such research that coheres around his ethnographic photography.



Eunjee Ko

Affiliation: Namseoul University

Invited Second Session: What Is "Deep Learning" in the 2022 Revised English Curriculum: A Reflection on Concept-Based Curriculum and Instruction

Saturday, 27 April/ 9:00 ~ 9:50/ Renaissance Building/ Room 405

Featured Session: Exploring the 2022 Revised National English Curriculum: Deciphering What to Teach and How to Teach It

Sunday, 28 April/ 10:00 ~ 10:50/ Renaissance Building/ Room 404

Speaker Bio: Eunjee Ko is a dedicated educator and Namseoul University lecturer for the IB Educator Certificate course, with 15 years of experience as an English teacher in the Chungnam Provincial Office of Education. Contributing to the academic community as a Korean freelance translator and revisor for the IB's MEP Department, she holds IB MYP and DP Educator certificates and an MA in teaching English as a foreign language from IGSE in Korea. Focusing on the 2022 revised curriculum, concept-based curriculum and instruction (CBCI), and IB education, Eunjee is currently pursuing a doctoral program at Korea National University of Education, exploring curriculum development intricacies and teacher training aspects. A Gold Prize recipient at MELTA's 5th MIRCELE Conference, she aspires to share valuable insights with Korean English teachers, emphasizing both curriculum reconstruction and teacher training.



Featured Panel Session: Education in Korea: The Implications of Change

Saturday, 27 April/ 17:00 ~ 17:50/ Renaissance Building/ Room 404

Dr. Joo-Kyung Park

Affiliation: Honam University

Speaker Bio: Joo-Kyung Park, PhD, has recently retired from the Department of English at Honam University in Gwangju, South Korea. She has had a very active and versatile career as ELT professional through many leadership and service positions at her university, in the local community, and through professional organizations. Her research interests include teacher education, critical pedagogy, English as a lingua franca, intercultural communication, and as a recent addition, teacher well-being. Dr. Park has frequently been invited to deliver keynote, plenary, and featured talks at ELT conferences held both within and beyond Korea. She has served as the journal editor-in-chief for Korea TESOL and the Global English Teachers' Association, and as an editorial board member of several Korean and overseas journals. Dr. Park was president of Korea TESOL (1996–1997) and the Applied Linguistics Association of Korea (ALAK; 2015–2016). Currently, she serves as the co-president of the Asian Association of Teachers of English as a Foreign Language (AsiaTEFL; 2022–2024).



Dr. Nam-Joon Kang

Affiliation: Sookmyung Women's University

Speaker Bio: Nam-Joon Kang, currently the head of the TESOL MA and SMU- TESOL Certificate programs at Sookmyung Women's University, received her PhD from Leeds University in the U.K., focusing on analyzing video and paper textbooks with young learners. For more than 20 years, she has been interested in developing ELT text materials for young learners and daily English television programs for kindergarten and elementary school learners at several broadcasters, including EBS, KBS, and SBS. Currently, she is very interested in areas such as edutech-enabled learning, drama-based activities, creativity, child psychology, and therapeutic approaches. Dr. Kang is presently working on several projects related to the effectiveness of using coding robots in the language and affective domains of kindergarten EL learners and the psychological aspects of learners and teachers on learning and education.



Dr. David Kellogg

Affiliation: Sangmyung University

Speaker Bio: David Kellogg has an MA (distinction) in applied linguistics from the University of Essex and a PhD (vice-chancellor award) in general linguistics from Macquarie University. He has taught English in North Africa, the UK, and China, and he is currently an assistant professor in English education at Sangmyung University.



Artificial Intelligence & Educational Technology Strand

Dr. Yohan Hwang

Affiliation: Jeonju University

Session: Five Keywords for Future-Oriented English Education - 디지털 기반 미래 영어교육을 위한 5 가지 키워드

Saturday, 27 April/ 14:00 ~ 14:50/ Renaissance Building/ Room 405

Speaker Bio: Yohan Hwang, PhD, is an assistant professor in the Department of English Language and Literature at Jeonju University in Jeonju, South Korea. He holds a doctorate in language and literacy education with a specialization in TESOL and world language education from the University of Georgia. As a researcher seeking resources to make the next technological leap, he is currently interested in exploring the roles of AI technology and the metaverse in English education. Dr. Hwang's articles have been published in Computers and Education, Educational Technology Research and Development, Language and Education, and Teaching and Teaching Education, among others.



Dr. HyeJin Lee

Affiliation: Wonkwang University

Session: Local Insights, Global Reach: EdTech/AI-Infused English Content Powered by Blockchain Credentials - 지역적 이해, 세계적 도약: 블록체인 기술과 결합된 에듀테크/AI 영어 콘텐츠

Saturday, 27 April/ 15:00 ~ 15:50/ Renaissance Building/ Room 405

Speaker Bio: HyeJin Lee is an assistant professor in the Department of English Education at Wonkwang University. She is highly interested in developing English teachers' instructional skills using technology. Supported by the National Research Foundation of Korea, she developed in 2020 the ONEPASS application, tailored for the English Teacher Employment Test and incorporating neurocognitive processing techniques. Following the execution of the "metaverse English education leading strategy" in 2022, she is now engaged in a research project for 2023 titled "Sustainable Education Reform Strategies," which integrates GenAI. She has served as a principal researcher for the High-Tech Glocal Pre-Service Teacher Training Project and managed the Metaversity Digital Creative Convergence META Development Program.



Dr. Rakhun Kim

Affiliation: Hankuk University of Foreign Studies

Session: Implementing AI-Based English Language Learning Programs in Korean EFL Contexts: Theory, Practice, and Instructional Effects - 우리나라 EFL 환경에서 인공지능 기반 영어 학습 프로그램 적용하기: 이론, 실천, 그리고 교수 효과

Saturday, 27 April/ 16:00 ~ 16:50/ Renaissance Building/ Room 405



Speaker Bio: Rakhun Kim, PhD, has served as a secondary school English teacher for the past 15 years and is currently employed as an English teacher at Seongdong High School and as adjunct professor in the Department of English Education at Korea University of Foreign Studies. His primary research interests include AI-based English education and English speaking and writing instruction, as well as English syntax, specifically generative grammar, construction grammar, and East Asian linguistics. Dr. Kim has also developed AI chatbots for speaking and writing skills for Korean English learners and has conducted a number of teacher training programs and lectures related to AI-based English education. He has been involved as a co-author of English textbooks since the 2015 revised curriculum.

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Program

Saturday, April 27th

9:00 ~ 10:00

Saturday, 27 April	9:00 ~ 9:50	Renaissance Building	Room 404
David Paul	Language Teacher Professionals	Featured Speaker	
Using Classroom Games Effectively with Young Learners			
<p>This presentation will address key issues that we face when using games with East Asian elementary school children. How can we maximize learning through games? How can we keep the children's focus on learning? What kinds of games are most effective? This presentation will look at games from the perspective of self-determination theory and constructivist psychology. According to self-determination theory, we are motivated to develop and change if three universal psychological needs are met: competence, relatedness, and autonomy. And constructivism emphasizes the central role of the child as an active learner who constructs their own meaningful interpretation of whatever they are learning. This presentation will look at how both of these approaches apply to classroom games and their implications for using games effectively. The presentation will directly relate theory to practice. The aim is for teachers who attend the presentation to have a chance to both think about the deeper principles involved when using classroom games and to gain practical ideas that can be applied immediately in the classroom. The presentation will also show how classroom games can be used to help children develop their ability to handle uncertainty and confusion, which is at the root of a child's ability to play a positive role in a world that is full of different cultures, races, and beliefs.</p>			

Saturday, 27 April	9:00 ~ 9:50	Renaissance Building	Room 405
Eunjee Ko	Namseoul University	Featured Speaker	
What Is "Deep Learning" in the 2022 Revised English Curriculum: A Reflection on Concept-Based Curriculum and Instruction			
<p>This study explores the design of the English education curriculum as concept-based curriculum and instruction (CBCI) to achieve "deep learning" highlighted in the 2022 revised curriculum. Conducting a literature review on CBCI and the concept-based teaching methodology in the International Baccalaureate program, the analysis of the 2022 English curriculum was undertaken to extract knowledge-based concepts grounded in the structures of knowledge and process. Process-based concepts were also derived from the domain of Understanding and Expression within the English subject. Building on these findings, the study proposes a statement for exploring the English curriculum with meaningful conceptual understanding, utilizing checklists and scaffolding methods from CBCI. In conclusion, the study offers suggestions for restructuring the English education curriculum based on CBCI, providing guidance for teachers to enhance their expertise in redesigning units and lesson plans aligned with the 2022 revised curriculum's emphasis on deep learning.</p>			

Saturday, 27 April	9:00 ~ 9:50	Renaissance Building	Room 406
R. Prum	Teacher of English	Dialogue / Roundtable 50 mins	
The new technologies in learning and teaching in post-COVID19 time			
<p>Nowadays, we can say we are in post-COVID or we continue to live with COVID-19. This virus COVID-19 teaches us several things. As a teacher-researcher, we have to do research for tools to help us in teaching and learning. When we talk about the COVID-19, we can say that we benefit from this this virus several lessons for our professional practices. Technology is one of the ways giving us possibilities for</p>			

teaching/learning in the most difficult times. On the other hand, the e-books can help a lot. The researcher attempts to work with students at Institute of Technology of Cambodia (ITC) (from 1st year to 5th year). In addition, he tried to work with students from École Catholique des Arts et des Métiers (ECAM). The results obtained are very significant. They allowed the researcher to draw out the conclusions and propose recommendations for future work.

Saturday, 27 April	9:00 ~ 9:25	Prime Building	Room 103
J. Hsu	National Kaohsiung University of Science and Technology	Research Paper 25 mins	
C.I. You	National Kaohsiung University of Science and Technology		

A Corpus-based Study on Word Use of University Website News

This study investigated English news from the university websites of Canada, America, and Taiwan. A mini corpus was compiled from 9 university websites (3 Canadian, 3 American, and 3 Taiwanese). An online corpus analysis instrument, N-Gram Extractor (Lextutor), was applied to identify English words and bundles. The news themes, words, and bundles from the websites were examined.

The findings showed: (1) The themes of Canadian universities were the most diverse, and Technology and Arts are the only two shared themes among the 3 countries. (2) To understand university website news, an ESL/EFL reader needs at least 15,000 for Canadian, 9,000 for American, and 5,000 words for Taiwanese university websites respectively. (3) The bundles in the American corpus were the most diverse, contrasted to the other two. The current study calls for an inclusion to incorporate the word use, i.e., single words and bundles, in classroom practices and material preparation.

Saturday, 27 April	9:00 ~ 9:50	Prime Building	Room 105
T. Ferreira Severo	Nancang Qihua Academy Bilingual School	Workshop 50 mins	

The Red Carpet to Having Oscar Winning Learners

It has been said many times before that the classroom is a stage and many of us, teachers, have taken up a variety of roles in the endless quest to make learning more appealing, accessible, and fun for our students, or shall I say audience? The issue with being a star teacher is that the classroom seizes being the sought-after student-centered environment, affecting students' language development. So how about getting them to be under the spotlight in day-to-day lesson activities? Develop creative, dynamic, and simple tasks to get the little ones to blossom into star learners!

Saturday, 27 April	9:00 ~ 9:50	Prime Building	Room 203
A. Busso	Tokyo International University	Workshop 50 mins	

Teaching the Israeli-Palestinian Conflict: Cultivating Empathy and Cross-Cultural Understanding

The October 7th attack served as a reminder of the interconnectedness of our world and the impact of global events. As an English teacher, this prompted me to re-evaluate the purpose of my work and to question the role of language education. How can I better equip my students to engage in informed discussions about real-world challenges they face? ELT has evolved beyond linguistic acquisition. Today, it encompasses the broader role of English as a world language and as a tool for bridging cultures to promote peace. Teachers are increasingly recognizing the connections between ELT and peace education (PE). In this workshop, the presenter will draw upon their personal insights and hands-on experience in teaching about the Israeli-Palestinian conflict in a Japanese EFL university. Participants will leave equipped with concrete tools and a renewed vision for integrating PE as a critical pedagogy that fosters empathy and cross-cultural understanding.

Saturday, 27 April	9:30 ~ 9:55	Prime Building	Room 101
E. Erdenebaatar	National University of Mongolia	Research Paper 25 mins	
U. Maamuujav	University of California, Irvine		
Developing postsecondary EFL students' academic language/literacy through an integrated approach			
<p>"This practice-oriented workshop presents pedagogical strategies based on systemic functional linguistics (SFL; Halliday, 1994) to unpack Sustainable Development Goals developed by the United Nations. The pedagogical objectives are: 1) to build academic language skills, 2) to develop content knowledge, and 3) to promote youth advocacy and action on a global issue. An emerging body of SFL-oriented research at the intersection of language and content demonstrates that teaching language in connection with content has a powerful impact on student learning (Schall-Leckrone, 2022). Beyond the pedagogical goals of developing language skills and content knowledge, we show how these pedagogical strategies can be used to promote youth participatory action research (YPAR) and advocacy. The Sustainable Development Goals (SDGs), a collection of 17 interconnected objectives to be reached globally over the next 15 years by all countries, serve as a valuable source that provides students comprehensive knowledge on global and national priorities for development.</p>			

Saturday, 27 April	9:30 ~ 9:55	Prime Building	Room 102
V. Chang	The University of Melbourne	Research 25 mins	
Shaping EAP Writing Success: Feedback Practices for Optimal Outcomes			
<p>This study explores the impact of feedback on English for Academic Purposes (EAP) writing at a Taiwanese university. It specifically examines how macro-level (content and structure) and micro-level (language form) feedback influence student writing proficiency and learning experiences. Through two case studies involving teacher and student interviews, along with analysis of teacher feedback and student writing revisions, the study reveals that students tend to show greater efficacy and preference for macro-level feedback. This finding suggests that addressing broader aspects of writing is more beneficial for EAP skill enhancement. It challenges the traditional focus on micro-level language details. The insights highlight opportunities for enhancing feedback practices in similar educational contexts, contributing to the global conversation on effective feedback approaches in EAP writing. The study offers educators practical strategies to refine feedback practices, ultimately aiming to improve EAP student learning outcomes.</p>			

Saturday, 27 April	9:30 ~ 9:55	Prime Building	Room 103
J. Hsu	National Kaohsiung University of Science and Technology	Research Paper 25 mins	
V.D. Tan	National Kaohsiung University of Science and Technology		
A Study on the Vocabulary Needs of Vietnamese Learners in EMI programs			
<p>The critical role of vocabulary in EFL education has been receiving an increasing amount of attention, centering on words needed to perform within academic contexts. While past studies predominantly focused on EFL learners in high school settings, this study addresses a gap by investigating the vocabulary size of Vietnamese graduate students enrolled in English-Medium-Instruction (EMI) programs at a public Taiwanese university. The study, including 46 students from four academic disciplines, employed a 14,000 Vocabulary Size Test, TOEIC tests, and VocabProfiler (Lextutor) to measure receptive vocabulary. Notable findings include: (1) TESOL students exhibited the largest vocabulary, followed by IMBA, Electronic-Engineering, and Industrial-Engineering-and-Management. (2) A positive correlation between vocabulary size and English fluency was identified. (3) To comprehend 95% of English lectures, TESOL students needed 10,000 words, while Electronic-Engineering required 6,000, and IMBA/IEM needed 4,000. The results inform EFL and EMI educators, highlighting the significance of tailored vocabulary teaching for academic success.</p>			

Saturday, 27 April	9:30 ~ 9:55	Prime Building	Room 104
Y.H. Chao	National Taiwan Normal University	Research 25 mins	
Enhancing EFL Learners' Listening Comprehension in English Podcasts with Live Caption			
<p>Podcasts, with their high accessibility, portability, and autonomy-promoting features, are powerful tools for extracurricular language learning, especially in honing listening skills. However, the absence of visual aids in podcasts, compared to videos, may lead to challenges in comprehension and a decline in motivation for L2 learners. Inspired by the success of video captioning in enhancing L2 learners' video comprehension, this study explores whether adding captions to podcasts yields similar benefits. Through a one-group pretest-posttest design and a subsequent questionnaire, this study investigates how the intervention of Live Caption enhances the listening comprehension of Taiwanese EFL learners in English podcasts, along with their feedback on this technology-mediated learning strategy. Results indicate that real-time captions contribute to the improved comprehension of local items, and learners express positive attitudes toward this technology while providing insights for future development. Implications are drawn for educators to assist learners in podcast listening by incorporating captions.</p>			

Saturday, 27 April	9:30 ~ 9:55	Prime Building	Room 201
Y. Saito	Chuo University	Research 25 mins	
Enhancing English Language Learning through Conversations with AI Avatars in Virtual Reality			
<p>With the emergence of Generative AI technologies like ChatGPT, English language learning through Virtual Reality (VR) is entering a new phase where English learners can practice English with AI avatars. This study aims to address the possibility of improving students' English proficiency and lowering foreign language anxiety using a VR platform, Immerse, in which students can practice speaking with AI avatars at different VR scenes. Eight Japanese students practiced speaking with AI avatars in the VR platform. Before and after the practice, the researcher conducted a speaking test and a foreign language anxiety questionnaire. Video recordings of their practice were analyzed, and perceived usefulness, ease of use, and playfulness about the platform and their intention to continue using it were measured after the practice. The results of the study will be presented, along with pedagogical implications in using AI avatars in diverse of VR scenes for English language learning.</p>			

Saturday, 27 April	9:30 ~ 9:55	Prime Building	Room 202
Y.W. Chiu	National Taiwan Normal University	Research 25 mins	
Harmonizing Vocabulary Acquisition: Exploring Lexical Coverage in Pop Song Lyrics for Adolescent Language Learners			
<p>This study explores the lexical coverage of pop song lyrics, focusing on EFL learners. Although the songs are popular among learners, there is limited research on their potential as language learning materials. Examining the vocabulary needed for 95% and 98% coverage of Billboard Hot 100 chart lyrics, the study compares these findings with other text genres, including movies and TV programs. Results indicate that 4,000 and 9,000 words are required for the respective coverage percentages. The study suggests that pop song lyrics are suitable for senior high school and college students, advocating for a tiered approach to facilitate incidental learning. Limitations include the exclusive focus on lexical meaning of pop songs, leaving room for future research to explore the meaning of slangs and idioms in song lyrics.</p>			

Saturday, 27 April	9:30 ~ 9:55	Prime Building	Room 204
Z.J. Waber	Wenzhou-Kean University	Research 25 mins	
The Linguistic Stage: Motivation in Global Language Learning			
<p>This paper explores the complex nature of motivation in language learning, drawing on Dörnyei's (2005) L2 Motivational Self-System (L2MSS) and emphasizing motivation as a dynamic, recursive process. The inverse relationship between experience value and reflection intensity is akin to the dramatic tension in a play, where positive experiences drive sustained engagement, while negative experiences may lead to disengagement. This paper explores how the dynamic interplay of language community association and identity development informs pedagogy, incorporating growth mindset, grit, and foreign language enjoyment through the lens of the Ideal L2 self or the "character on the stage" in a language community. The paper concludes with pedagogical considerations related to sustaining positive recursive motivation cycles and fostering the development of additive language learner identity in a plurilingual society in language classrooms via the growth mindset and Ideal L2 self-constructs.</p>			

10:00 ~ 13:00

Saturday, 27 April	10:00 ~ 10:30	Centennial Building	Samsung Hall
Opening Ceremony			

Saturday, 27 April	10:30 ~ 11:50	Centennial Building	Samsung Hall
Dr. Boyoung Lee	AnySpeak	Plenary Speaker	
Meeting halfway with learners			
<p>These days when we're witnessing ELT materials development getting all the more dynamic, educators face the challenge of striking a balance between meeting the evolving needs and wants of learners while adapting to the changing landscape influenced by technological advancements and evolving social values. One of the central dilemmas addressed is the compromise between adhering to traditional teaching principles and embracing the demands of a modern ELT environment. This presentation will feature some of the mindboggling challenges of deciding how much adjustment should be made and on what grounds, and the implications of these shifts on learner outcomes.</p>			

Saturday, 27 April	12:00 ~ 13:00
Lunch Break	

Saturday, 27 April	13:00 ~ 15:00	Prime Building	Lobby 1
Pui leng He	National Taiwan Normal University		Poster Session
Using ChatGPT to Enhance Students' Creative Writing Skills			
<p>Artificial Intelligence (AI) developed rapidly over the years, giving rise to ChatGPT, a chatbot based on AI that gives instant responses to the user. The usage of ChatGPT in academic contexts has been prohibited due to concerns raised by educators about the phenomena of students using ChatGPT for homework. However, the popularity of ChatGPT persists among students due to its convenience. This phenomenon highlights the need for educators to comprehend the extent of students' reliance on ChatGPT and guide them toward its appropriate utilization. Many studies have investigated the pros and cons of the implementation of AI writing tools into students writing while few of them develop strategies for implementing AI into teaching creative writing. Therefore, this study aimed to investigate the influences of implementing ChatGPT on students writing process, especially at the brainstorming stage, to provide educators with valuable insights on how to incorporate ChatGPT in their teaching practice.</p>			
Sugene Kim	Nagoya University of Commerce & Business		Poster Session
Japanese college students' attitudes toward teachers' translanguaging in EFL classrooms			
<p>This study explores the contentious issue of teaching English through English (TETE) to second language (L2) learners and the controversial role of learners' L1--or translanguaging--in language education. While cognitive SLA and communicative language teaching approaches criticize translanguaging for demotivating learners, bilingual discourse and Vygotskian SLA studies argue that judicious use of the L1 enhances L2 development. This study investigates Japanese college students' perspectives on their teachers' translanguaging in a TETE context. Analysis of interview data from 91 students revealed that around two-thirds hold a negative view on teachers' translanguaging and that their preferences are linked to past experience in international communication but not L2 proficiency. Main reasons for supporting or rejecting teachers translanguaging are discussed in relation to why teachers' decision to trans language needs to be context-driven and how/what translanguaging techniques can be put into practice in a way that helps maximize L2 learners' communicative potential.</p>			
Yifang Wu	Department of English, National Taiwan Normal University		Poster Session
The Effect of Game-based Learning on Students' Creative Writing			
<p>With the implementation of Curriculum Guidelines of 12-Year Basic Education in Taiwan, an increased emphasis on creative teaching has been placed to enhance students' creativity in recent years. This research investigates the effectiveness of incorporating board games, Micro Macro Crime City, to promote students' creativity and learning motivation in an English classroom. The detailed illustrations and concise clues in the board game can serve as stimuli for students to reimagine the narrative in their creative writing tasks. Content analysis is used in this qualitative study to evaluate students learning performance based on Torrance's four constructs of creativity: originality, flexibility, elaboration, and fluency. Additionally, interviews are conducted to delve into the game's facilitation of creative writing and examine students' interest in future game-based learning experiences. The findings aim to contribute insights into the potential of board games as a tool for enhancing creativity and motivation in language learning.</p>			
Burmaa Bulia	Mongolian University of Science and Education		Poster Session
Code-Switching in Language Education			
<p>This paper delves into the prevalent linguistic phenomenon of code-switching, where individuals seamlessly mix languages during communication. Focused on multilingual learners, the study explores the reasons behind code-switching, including the need for:</p> <ul style="list-style-type: none"> - expression 			

- discussing specific topics,
- amplifying concepts etc.

Code-switching can manifest in various forms, such as single-word insertion, intersentential switching, and intra-sentential switching.

The research methodology involves a survey of 100 participants aged 8 to 55. Questions address language mixing frequency, the use of foreign words, preferred languages, and the purpose and ease of code-switching.

The findings reveal that 81% of respondents employ code-switching in English, predominantly opting for intersentential switching to discuss specific topics. Notably, a significant percentage use code-switching as a habitual practice rather than due to external pressures.

In conclusion, the study suggests teachers should actively encourage students to engage in code-switching, as it emerges as a valuable tool for language learning and communication.

Clare Kao

National Normal University/ MA in TESOL

Poster Session

Romanticism Program Music's Impact on Creative Storytelling in Taiwan CLIL Classrooms

In recent years, the Ministry of Education (MOE) in Taiwan has been encouraging higher education institutions to establish CLIL programs at the secondary school level with the view of improving students English proficiency levels and enhancing their global competitiveness. The combination of subject content, language learning, and interdisciplinary approaches within the CLIL framework contributes to a rich and creative learning experience. Nevertheless, little has been explored and investigated about listening to music to enhance creative writing and thinking skills. In this paper, 30 grade eleven Taiwanese students will be recruited in a CLIL classroom where they experience a 6-week lesson learning and listening to six Romanticism program music while creating a creative English story under an English teacher and a music teachers guidelines. They will be guided by an adapted Visual Thinking Strategy (VTS) and finally evaluated with the Torrance creative thinking model at the end. Implications will be discussed.

I-Juan Ting

HungKuo Delin University of Technology

Poster Session

Grammar and Vocabulary in Making Inferences: A Contributory Exploration of Reading Comprehension

Saturday, 27 April

13:00 ~ 13:50

Renaissance Building

Room 404

Robert Lowe

Ochanomizu University

Featured Speaker

Native-Speakerism and (Dis)empowerment: An Autoethnography of Success and Failure in Language Teaching and Learning

Native-speakerism is an ideology in which the models of English and the pedagogical approaches of the West are taken as normative in language education. One well-known result of this ideology is the privileging of so-called English “native speakers,” whose proximity to an idealized nexus of language, nation, and race allows them relatively easy access to language teaching jobs. In the context of Japan, this model of privilege has been problematized by scholars who have argued that “native speaker” teachers may also be marginalized and essentialized as nothing more than representatives of a linguistic and cultural fiction. This autoethnography explores how native-speakerist language policies and practices at universities, such as “English only” in the classroom, simultaneously empowered and disempowered the presenter. While he could gain access to jobs with relative ease, the insistence on English-only pedagogy and a pretense of monolingualism served to inhibit his learning of Japanese – a point that has acted as a barrier to his professional integration. Set in the context of a tertiary education system characterized by tensions between rhetoric of internationalization and essentialized concepts of language use, this presentation will highlight how institutional language policies obstruct multilingual practice and lead to internal contradictions regarding institutional goals.

Saturday, 27 April	13:00 ~ 13:50	Renaissance Building	Room 405
David Kellogg	Sangmyung University	Featured Speaker	
Rote, Role, Rule: Halliday, Vygotsky, and Shakespeare on Play Development			
<p>Children play, but adults play golf, the stock market, and Shakespearean tragedies. How does the verb play go from an intransitive “activity in itself” to a transitive one that produces a visible outcome? Teachers can’t help but notice that there’s a big gap between “Listen and repeat” and “Listen and answer.” Pedagogically speaking, rote play (chants, songs, rhymes) seems worlds away from role play (scripted and unscripted dialogue). But there appears to be a similarly sized gap between role play and rule-based games that involve monologic turns of talk and narrative storytelling. In this talk, I draw on a theory of language (Halliday) and a theory of learning (Vygotsky) to explain these two gaps. But the main problem we’ll tackle is the adult meaning of the word play, and the way in which rote play, role play, and rule play are combined for everyone in the audience – the sort of “play” around which Shakespeare built modern English.</p>			

Saturday, 27 April	13:00 ~ 14:50	Renaissance Building	Room 406
K. Kester	Seoul National University	Panel 110 mins	
K. MacDonald	National Defense Institute		
E. Reynolds	Woosong University		
R. Metituk	Myongji University		
R. Dickey	Keimyung University – Retired		
J.P. Vitta	Waseda University		
Demystifying the Publishing Process: Tips from Editors			
<p>Editors for leading journals in Education and TESOL will present on what their journals emphasize and look for in submitted manuscripts. The panelists will touch on the peer-review process to unpack how editors and reviewers reach decisions of rejection and acceptance. The goal is to provide practical information about the publishing process from writing to submitting, responding to reviewers' comments, communicating with editors, and navigating open access options.</p>			

Saturday, 27 April	13:00 ~ 13:50	Prime Building	Room 101
Aulia Djunaedi	Yongsan University	101 Workshop 50 mins	
Icebreaker Activities for A Discussion Course in ESL Multicultural Classroom			
<p>For a discussion course that requires sharing opinions, teamwork, debate, and public speaking related to social issues in a multicultural classroom it is necessary to start the class with icebreaker activities. When the topic of discussion is deep and can be controversial, both the teacher and the students need to understand and practice Multicultural Awareness.</p> <p>Multicultural Awareness promotes cultural exchange programs, intercultural dialogue, and education that foster an appreciation for colorful perspectives, not to forget that accepting language diversity is important in global life.</p> <p>Additionally, I apply some quotes and a theory of a philosopher to support creating an invaluable peaceful discussion in the multicultural ESL class.</p>			

Saturday, 27 April	13:00 ~ 14:20	Prime Building	Room 102
D.G. Moonasar	Gyeonggi-do Institute for Global Education	Workshop 80 mins	
Transforming the ELL Classroom Through Digital Media Literacy: Equipping Future World Players			
<p>Join us in our endeavor to redefine the traditional role of language educators and address the far-reaching consequences of technology and digital media, which have rendered the functional need to learn English in order to connect globally virtually obsolete. Our workshop is designed to equip ELL educators with the necessary digital media literacy (DML) skills, concepts, and goals to enable us to remain relevant and invaluable to our students and the profession. Throughout the workshop, participants will gain a comprehensive understanding of DML and its implications and acquire practical examples while collaborating with peers to develop activities that align with their ELL goals and context. The ultimate objective of this workshop is to provide you with the confidence, resources, and skills to help navigate this paradigm shift and continue being an invaluable player on the TESOL world stage.</p>			

Saturday, 27 April	13:00 ~ 14:20	Prime Building	Room 103
Y.J. Han	University of Rochester	Workshop 80 mins	
Boosting Language Production: The Intersection of GenAI and Student-generated Multimodal Content			
<p>Studies have found that incorporating student-generated content into the classroom fosters active learning, personalized experiences, as well as second language production. The current Generative AI (GenAI) allows individuals to generate multimodal content such as images, songs, and videos from prompts in seconds. Incorporating such GenAI tools into English language classrooms can boost language production by affording students the opportunity to generate learning content that are personally meaningful for them. In this workshop, participants will gain (1) hands-on experience with a variety of GenAI platforms to see how these tools empower students to create and interact with multimodal content and (2) practical/innovative lesson ideas that can be readily applied to their teaching. Especially, this session will create opportunities for language educators to augment their current language production-focused activities via purposeful integration of GenAI tools in their teaching.</p>			

Saturday, 27 April	13:00 ~ 13:50	Prime Building	Room 105
Prof. N. Jakbarova	Joongbu University Goyang Campus	Workshop 50 mins	
Implementing intercultural competence in language classrooms			
<p>Are you struggling to change your students' perception about other cultures? If so, you are in the right place. The presenters will share how they addressed intercultural communication competence in their English Classrooms.</p> <p>The presentation enables participants to create space for their learners to consider their preconceived ideas about other cultures.</p> <p>The activity 'OSEE' was used during the research of Assessing Intercultural communication competence in High Schools in Namangan region, Uzbekistan.</p> <p>As indicated by Moeller and Nugent (2014, p.10), OSEE stands for "O: Observe what is happening, S: State objectively what is happening, E: Explore different explanations for what is happening, E: Evaluate which explanation is the most likely one".</p> <p>The presenters will show how this activity helped to encourage their students to solve the problems occurred due to lack of Intercultural communication competence such as stereotyping and prejudice, misunderstandings and miscommunication, limited worldview, inability to adapt and missed opportunities.</p>			

Saturday, 27 April	13:00 ~ 13:50	Prime Building	Room 201
D. Kobayashi	Onomichi City University	Workshop 50 mins	
Fostering Communicative Confidence: Applying Improv Techniques for Confident EFL Communication and Beyond			
<p>"This workshop invites participants to discover the potential of improvisation in EFL teaching. Improvisation provides students with a clear set of guidelines to engage in spontaneous, cooperative, and creative conversations. Consequently, the rules of improvisation have been drawing attention for their applicability in numerous contexts, including business and intercultural communication.</p> <p>Drawing inspiration from David Alger's rules of improvisation this session will present some activities that have been adapted for EFL teaching such as using "Yes and..." to communicate collaboratively. Aligning with the conference theme, the session will also explore the transformative potential of the activities both in and out of the language classroom. Participants will actively engage in the activities and discuss ways to incorporate some of the elements of improv into the teaching contexts.</p> <p>Join this hands-on exploration of improv's potential in shaping EFL classrooms providing learners with the communicative confidence to step out in the world stage."</p>			

Saturday, 27 April	13:00 ~ 14:20	Prime Building	Room 202
Ninj-Erdene Khurel	English Language Teachers' Association of Mongolia	Research Paper 25 mins	
A Teacher Evaluation Model: A Study of Effective Teaching Practices (ELTAM)			
<p>This presentation introduces the BBZ framework (Batbold & Zolboo, 2017) or a teacher evaluation model that analyzed the effectiveness of teaching strategies employed by sixteen foreign language teachers within a department at an international secondary school in Ulaanbaatar, Mongolia. The BBZ framework is structured upon Bloom's taxonomy (2001) and Marzano and Kendall's self and metacognitive domains (2006). Following the BBZ framework, each teacher's performance was evaluated across three systems: Self-system, Metacognitive, and Cognitive system. These systems also represent students' mental processing and teachers' instructional strategies to facilitate learning and growth. The quantitative and qualitative data collected through observations was utilized to identify and support the development of effective teaching methods and enhance in-service teachers' professional development. The quantitative data involved analyzing the scores assigned to each teacher following the BBZ framework, providing a quantitative measure of their performance on a scale of 100 percent. The qualitative data, on the other hand, was collected through observations and note-taking, providing a deeper understanding of the teachers' instructional strategies and their effectiveness.</p>			
I-Cheng Wu	Southern Taiwan University of Science and Technology	Research Paper 25 mins	
Yulin Chen	Yuan Ze University, Taiwan		
Mind Mapping and Its Influence on Learner Motivation: Perspectives from Two Presentation Classes (ETA-ROC)			
<p>In the present study, the pedagogical application of mind maps is exercised within the context of two English presentation courses. The study aims to investigate how mind maps function as catalysts during the presentation formulation process, and their impact on learner motivation. Qualitative and quantitative data are collected through an anonymous questionnaire, which is designed in accordance with social constructivism. Results reveal that mind maps show their strength in interfacing with the multifaceted dimensions of learner motivation, both internally and externally, owing to their engaging and pragmatic nature. Moreover, mind mapping activities contribute to the cultivation of collaborative learning within the classroom, thereby engendering a pedagogical milieu that fosters learner motivation. Findings of the study further affirm the instrumental role of mind maps in facilitating the preparatory process of presentation</p>			

development, establishing mind maps as a crucial instructional tool in English presentation pedagogy, specifically tailored to L2 learners.		
Asst. Prof. Attapol Khamkhien		Research Paper 20 mins
Improving EMI Implementation: Insights from Thai Teachers' Experiences and Perspectives across Different Subjects by (ThaiTESOL)		
This study investigated the expectations, challenges and coping strategies of English-Medium Instruction (EMI) teachers based on their teaching subjects, experiences and backgrounds. A total of 65 primary and secondary EMI teachers in mathematics, physics, science and technology, and social sciences participated in the study. Qualitative data were collected using open-ended questionnaires and a focus group interview, with participants randomly selected to maximize diversity. The findings revealed that differences in classroom settings and the varied backgrounds of teachers, particularly across different subjects, led to variations in the implementation of EMI practices. While this group of teachers generally expressed satisfaction with the implementation of the approach, some were not adequately prepared for this new trend. Challenges included limited English proficiency and unfamiliarity with academic terms. This presentation concludes with recommendations for improving the quality of EMI curricula and pedagogy, including the provision of customized language modules to develop well-qualified EMI English teachers.		
Claire Kaneko		Research Paper 20 mins
Guiding Students Through the AI Minefield (JALT)		
Navigating the ever-changing IT world and introduction of mainstream AI is complicated for anyone. Especially, teachers and students need to make use of these technologies in a way that enhances studies, rather than constrains them. This presentation explores the integration of artificial intelligence (AI), particularly ChatGPT, in English language courses at Niigata University, Japan. It looks at challenges and opportunities posed by AI tools, emphasizing the importance of educating students on AI's limits and encouraging critical thinking. In an academic writing course students used AI for language support, translation, and document checking, while a digital literacy course encouraged critical thinking with activities that used perplexity. The study underscores the need for explicit AI guidelines for students, ensuring responsible and ethical use. As well as an adaptable approach to course design, scaffolding critical thinking skills, and fostering a shared understanding of AI expectations in the classroom. The findings suggest that, with proper guidance, AI can enhance education by complementing traditional teaching methods, providing valuable insights, and preparing students for future endeavors.		

Saturday, 27 April	13:00 ~ 14:20	Prime Building	Room 204
C. Lee Brown	University of Tennessee		Research Presentation 80 mins
J. Mooneyham	University of Tennessee		
Examining Teachers' Lesson-Planning to Enhance English Learners' Opportunity to Learn			
Opportunities-to-learn (OTL) framework is a critical construct for understanding the academic achievement gap. Abedi and Herman (2010) established a causal relationship between OTL scores and content knowledge, identifying the OTL framework as a significant factor influencing the achievement gap between ELs and non-ELs. To operationalize OTL at the classroom level, we scrutinized mainstream preservice teachers' lesson plans to examine how they plan in advance to provide ELs access to content curriculum because lesson-planning is a direct outcome of prudent teachers deliberate, intentional, and purposeful pedagogical endeavors. We analyzed 485 lesson plans from a university in the U.S. The results revealed that these preservice teachers (56.8%) overwhelmingly selected non-specific, generic supports for ELs without planning substantive, meaningful accommodations. This finding suggest that the majority of the planned accommodations were characterized as low OTL. We conclude that teachers' efforts were largely rhetorical: they seem "to talk the talk without walking the walk.			

C. Lee Brown	University of Tennessee	See above – Same session
N. Monroe	University of Tennessee	
It is as Simple as That: Use L1 to teach L2		
<p>English learners (ELs) represent the fastest growing student population in the U.S., yet, they constantly face language oppression, known as linguicism. One of the most blatant forms of linguicism is the delegitimization of their mother tongue, which signals that their L2 is unwelcome and language differences are deficits, not assets. We argue that the practice of translanguaging should extend beyond incidental code-switching and code-mixing. Unexamined utilitarian approaches to translanguaging fail to fully promote "equal access for all." Translanguaging should be about how teachers treat ELs' first language (Garcia, Ibarra Johnson, & Seltzer, 2017). Without an intentional and deliberate stance from teachers, it cannot be considered true translanguaging. At its core, translanguaging must counteract the hegemony of English. Teachers who embrace a transformative praxis (1) defy English-only ideologies, (2) leverage translanguaging for leveling the playing field for ELs, and (3) view them as competent learners capable of achieving more (Nogueron-Liu, 2020)</p>		

Saturday, 27 April	13:30 ~ 13:55	Prime Building	Room 104
M.T. Martinez-Garcia	University of Utah, Asia Campus	Research 25 mins	
Assessing the Use of Real Texts in the Foreign Language Classroom: Viewpoints of Educators			
<p>Throughout literature and educational texts, there's consistent emphasis on the significance of providing authentic language instances to students learning a foreign language (Yanez, 2009). These "real examples" encompass various forms such as books, excerpts, theatrical plays, or poetry, all deemed valuable by foreign language educators. Undoubtedly, utilizing literature in the classroom yields numerous advantages alongside certain drawbacks (Dewaele, MacIntyre, Boudreau, & Dewaele, 2016). However, what viewpoints do these instructors hold? What specific benefits and challenges do they encounter while implementing this approach? This study explores the perspectives of 15 elementary, high school, and university Spanish-as-a-foreign-language teachers enrolled in a Master's degree (MA) program focused on enhancing teaching methodologies through the integration of genuine literary examples. The course was a mandatory component of the Teaching Spanish as a Second Language MA at Texas A&M University-Commerce (Texas, USA). Their insights and prevalent practices concerning the use of literature will be examined, offering pedagogical insights applicable to prospective educators teaching any foreign language.</p>			

14:00 ~ 15:00

Saturday, 27 April	14:00 ~ 14:50	Renaissance Building	Room 404
CedarBough Saeji	Pusan National University	Featured Speaker	
Dressing Up in the Korean Past: Hanbok Wearing as Play Informed by Popular Culture			
<p>Wearing hanbok is one of the easiest participatory activities related to tradition for both Korean people and non-Korean residents and travelers. Although briefly renting colorful clothing for a photograph is not an unusual tourist activity, it has become particularly ubiquitous among young foreign tourists to Korea. How should we understand this phenomenon? In this paper, I analyze how hanbok in dramas and on pop music stars is encouraging and building the desire to experience hanbok for these audiences, to the point that taking photographs in hanbok has become an essential part of a trip to Korea for many foreign fans. I argue that people who rent a hanbok to visit a touristic spot are creating citational links with the Korean past/tradition and with media texts, and embodying those links through the practice of wearing the clothing and commemorating the experience in photos. Whereas images of the hanbok in Korean music videos often present a flattened and limited view of Korea, this practice imbues the image of the hanbok with complexity, playfulness, and contextual sensitivity. Ironically, the creative use of hanbok by stars and the desire for</p>			

hanbok among contemporary cosmopolitan youth have exerted pressure on the clothing, leading to dramatic shifts in its stylistic elements and impacting the aesthetics both of hanbok in media contexts and tourist rental hanbok. To explore this phenomenon, I discuss the attitudes towards hanbok shown in a survey of over 900 K-pop fans, analyze the showcasing of hanbok within K-pop contexts (both in the appearances of stars connected to traditional holidays and in performances where stars wear hanbok), and discuss interview data from hanbok-clad foreign tourists.

Saturday, 27 April	14:00 ~ 14:50	Renaissance Building	Room 405
Yohan Hwang	Jeonju University	Invited Speaker	
Five Keywords for Future-Oriented English Education			
디지털 기반 미래 영어교육을 위한 5 가지 키워드 *Session in Korean*			
<p>This presentation examines the integration of advanced technologies, specifically AI and the metaverse, within the framework of the 2022 Revised English Curriculum. It offers a comprehensive analysis, highlighting a significant paradigm shift from traditional, static methods of teaching to a more dynamic, interactive, and technologically enriched educational experience. The discussion is based on five keywords: (a) collaborative communication, which underscores the importance of teamwork and collective problem-solving; (b) digital and AI literacy, emphasizing not just the understanding of technology but also ethical considerations and critical engagement; (c) experiential learning, advocating for immersive, hands-on educational encounters that go beyond the confines of traditional classroom settings; (d) phonics education, focusing on the intricacies of speech sounds and patterns, enriching linguistic proficiency; and (e) customized education, which uses AI to tailor learning experiences to individual needs, maximizing learner engagement and learning efficacy. Based on future-oriented teaching methods and approaches, this presentation seeks to redefine the traditional educational practices, making them more relevant, engaging, and effective in the technology-driven world.</p>			

Saturday, 27 April	14:00 ~ 14:25	Prime Building	Room 203
T. Inada	Japan University of Health Sciences	Research 25 mins	
The potential of a student-centered, AI-based language learning system			
<p>Through a mixed-methods, cross-sectional study, I investigated which students perform well in a student-centered, AI-based language learning system in a communicative university English classroom in Japan and how high-performing students perceive the system. A 5-point Likert scale questionnaire was administered to 180 freshmen in four classes to measure foreign language class anxiety (FLCA), foreign language enjoyment (FLE), motivation, and confidence. Additionally, students wrote an essay about the system in class at the end of the semester. Multiple regression analysis of the questionnaire revealed that students who were more motivated, confident, and enjoyed the class performed better. Qualitative analysis of the essays also showed that autonomy, zone of proximal development, FLCA, FLE, high proficiency, motivation, and individual differences were closely related to each other. Active learning, which allows students to use AI when they need it, is effective in fostering their independence, motivation, confidence, and enjoyment and will become increasingly popular.</p>			

Saturday, 27 April	14:30 ~ 15:00
Break time	

15:00 ~ 16:00

Saturday, 27 April	15:00 ~ 15:50	Renaissance Building	Room 404
Aya Matsuda	Arizona State University	Plenary Speaker	
TEIL as a Tool for Decolonizing and Anti-Racist Pedagogy			
<p>In this presentation, I share my (reluctant) journey to join the ongoing conversation about coloniality and racism in TESOL and explore the efficacy of teaching English as an international language (TEIL) – a relatively new approach to ELT informed by World Englishes and English as a lingua franca studies – as a decolonizing and anti-racist pedagogy tool in ELT. I will first discuss some examples of ELT practices that have been criticized for their coloniality and racism, and then demonstrate how TEIL challenges, deconstructs, and redefines their meaning and places in ELT. TEIL, by no means, is neutral or immune from the coloniality of ELT; it does not solve or eliminate the problem of coloniality or racism in the field altogether either. I argue, however, that it has the potential to diffuse them by deconstructing problematic assumptions and practices and to serve as an accessible entryway for ELT professionals interested in addressing these issues in/through their teaching.</p>			

Saturday, 27 April	15:00 ~ 15:50	Renaissance Building	Room 405
Hyejin Lee	Wonkwang University	Invited Speaker	
Local Insights, Global Reach: EdTech/AI-Infused English Content Powered by Blockchain Credentials			
지역적 이해, 세계적 도약: 블록체인 기술과 결합된 에듀테크/AI 영어 콘텐츠			
Session in Korean			
<p>This session is designed to provide insights into the future of English education, combining a glocal (global–local) perspective with the innovative use of EdTech tools, including generative AI. The session will highlight how these cutting-edge technologies are transforming the field of English as a foreign language (EFL) instruction, seamlessly integrating global and local contexts to provide an adaptive learning experience. A primary focus will be on blockchain-based digital badges, which contribute to the verification and enhancement of educational accomplishments, particularly for pre-service teachers. Additionally, the session investigates the use of large language models (LLMs), EdTech tools, and generative AI to create personalized learning content, showcasing their transformative potential in customizing English education to individual learner needs. Designed as an interactive and hands-on workshop, this session is particularly geared towards educators seeking practical experience in using these tools in EFL classroom settings. It examines the intersection of educational technology, generative AI, and blockchain credentials in the realm of English language learning. * This presentation, as well as the other sessions in this EdTech/AI strand, will be delivered in Korean.</p>			

Saturday, 27 April	15:00 ~ 16:50	Renaissance Building	Room 406
Rhett Burton	Burton’s School	Panel 110 mins	
M.T. Martinez-Garcia	University of Utah Asia Campus		
R. Randall	Gwangju Institute of Science and Technology (GIST)		
S. Slagle	Pusan National University		
D. Trinks	Myongji University		
V. Reeser	State University of New York (SUNY) Korea Campus		
Bridging the Gap: Blending Online and Offline Teaching in Language Education			
<p>"In an ever-evolving educational landscape, the integration of technology into language teaching has become the new normal. This panel will discuss the multifaceted aspects of effective language instruction in</p>			

the digital age. Drawing from diverse experiences, our panelists will explore key themes at the intersection of traditional and online teaching methods, focusing on the following key points:

- Transitioning Between Online and Offline Modes
- Strategies for Blending Technology and Tradition
- Preparing for the Future

The discussion will provide valuable insights, solutions, and resources to assist educators in navigating the challenges and opportunities presented by the evolving landscape of language education. Join us for this thought-provoking event to gain a deeper understanding of the complexities and opportunities associated with blended learning in language education. During the second half of the event, attendees are encouraged to engage with the panelists in an open discussion and Q&A session."

Saturday, 27 April	15:00 ~ 15:50	Prime Building	Room 101
R. Kuperman	Kanda University of International Studies	101 Workshop 50 mins	
Creatively Redesigning Course Units: Procedural Writing			
Whether teaching a course for the first or the twentieth time, course materials are often revised rather than created anew. This should be considered an opportunity for experimentation where teachers reconsider base assumptions and grow in new directions. The presenter will showcase the final assignment of a procedural text unit from a first-year writing course of a private Japanese university. These materials were developed and implemented by the presenter and revised annually for several years running, with a recent focus on creativity-driven student motivation. In the presented assignment students write instructions or guidelines for one of five prompts such as an alien cookbook or escape room, concluded by an alternative style of presentation with smaller rotating groups. In this workshop, teachers will consider how they would like to revise their own materials in the future, collaborate with each other to gain fresh perspectives, and begin outlining their next steps.			

Saturday, 27 April	15:00 ~ 16:20	Prime Building	Room 103
B. Guedes Pereira	Kanda University of International Studies	Workshop 80 mins	
Using Padlet to Foster Collaborative and Autonomous Learning *Bring your device if attending! *			
In today's hyperconnected educational context, learner autonomy has become a very important instructional trend in and outside the classroom. Yet, teachers still struggle with adopting strategies that may help foster autonomous and collaborative learning in the classroom. One reason for this might be the lack of knowledge about online tools that may be used to develop learner autonomy. In this workshop, attendees will be encouraged to explore some specific features of the online cooperative learning tool called Padlet. Throughout the workshop, attendees will be shown how to replace traditionally teacher-centered lesson stages like the presentation of new subjects and evaluation by a more cooperative and student-centered approach using Padlet. At the end of the workshop, attendees will be presented with examples taken from a project involving advanced ESL students enrolled in a pre-university program at a community college (CEGEP) in Quebec City, Canada.			

Saturday, 27 April	15:00 ~ 15:25	Prime Building	Room 104
S. Manning	Hankuk University of Foreign Studies	Research 25 mins	
Manipulating task types to develop different aspects of English speaking			
"I just want to speak English better," is a near-universal reason many students take conversation classes, but speaking better means different things to different people. This study takes the premise that learners want to simultaneously get better at speaking (i.e., speak more comfortably) and get better at English (i.e.,			

improve their linguistic repertoire). Teachers, therefore, must identify what is being learned as students talk. This case study investigated the different patterns of talk in unfocused, open-ended tasks (e.g., discussions); content-focused tasks (e.g., identify an implication); language-focused tasks (e.g., collaborative paraphrasing); and unfocused convergent tasks (e.g., values clarification). It identified differences in talk across task types to aid teachers plan appropriate tasks for student needs in each lesson. It found different proportions of language related episodes (LREs) - indicators of attention to linguistic learning, and idea related episodes (IREs) – indicators of attention to content, across several task repetitions during a semester.

Saturday, 27 April	15:00 ~ 15:50	Prime Building	Room 105
C. Woelk	Collective Joy Consulting	Workshop 50 mins	
J. Wright	Mokpo National University		
Unmasking Shame with Peace Linguistics: Exploring Shame and Shaming in Language Education			
<p>This workshop addresses the often-underestimated impact of shame on language education. Negative emotions, including shame, can significantly affect motivation and achievement. Recent research sheds light on the nature of shame and its influence in language education contexts. This session provides a definition of shame and explores its dynamics in the individual and in group settings. Participants are invited to engage in an interactive group task reflecting on instances of shame and shaming in their contexts. Introducing peace linguistics as a framework for addressing these challenges, the workshop offers specific practices for teachers and students to identify and respond to shame in ELT classrooms. Participants are then invited to share and collaboratively envision practical solutions suitable to their contexts. By exploring the intersection of emotions, language education, and peacebuilding, this workshop aims to empower educators and learners with strategies for cultivating inclusive and compassionate language learning environments.</p>			

Saturday, 27 April	15:00 ~ 15:50	Prime Building	Room 201
B. Jonathan	Toyo University	Workshop 50 mins	
Acting Schools and Student Monologues			
<p>The film industry predominantly features two acting styles: the ""Classical"" and ""The Method,"". These approaches significantly influence actors' preparation and performances in drama. This workshop aims to showcase how activities from acting classes can be adapted for language learners. It will commence with an overview of these two main schools and incorporate awareness-raising activities. Following that, the concept of dramatic monologues will be introduced, illustrating how actors from both 'classical' and 'method' backgrounds prepare for them. Participants will engage in performing monologues inspired by these diverse approaches, providing a firsthand experience of language learning through acting techniques. This workshop would be of interest for anyone interested in confidence raising activities, drama, pronunciation skills among others.</p>			

Saturday, 27 April	15:00 ~ 15:50	Prime Building	Room 202
Boyoung Lee	AnySpeak	Presentation 50 min	
AnySpeak, an Application for Language Help			
<p>AnySpeak is a language assistance app available on both Android and iOS mobile devices, in development since 2021. With over 100,000 sentence expressions covering 12 essential categories for daily activities, it offers a valuable resource for language learners. The app provides English and Korean expressions tailored to context and location, making it suitable for both practical and educational purposes. Users can access these features free of charge, enhancing accessibility and usability. AnySpeak's versatility makes it a valuable tool for English language teaching activities, offering instructors and students alike an opportunity to engage with language learning in a dynamic and interactive way.</p>			

Saturday, 27 April	15:00 ~ 15:25	Prime Building	Room 203
Joff Bradley	Teikyo University Tokyo	Research 25 mins	
Neuroscience, memory, and language learning: the disaster awaiting us			
<p>In this talk, I explore the question of memory—its retention, loss, and interplay with the dynamics of writing, reading, and the recollection of English. My talk will consider language acquisition and investigate the intricate connections between memory and language in the context of “affect studies” and the evolving impact of technology. Drawing on insights from neuroscience and philosophy, I examine such issues while offering a critical perspective on the prevailing euphoria surrounding technological fixes. I address the impact of transformative technologies such as ChatGPT, DeepL, and Google Translate, and explore their influence vis-à-vis language acquisition and retention. As we probe the intersection of neuroscience, philosophy, and technology, I pose several fundamental questions: Does language learning remain tied to natural processes, or does technology suggest a revolutionary paradigm? Furthermore, I enquire into whether the enthusiasm for technological interventions in language learning should be celebrated or met with deep, concerned skepticism.</p>			

Saturday, 27 April	15:00 ~ 15:50	Prime Building	Room 204
P. Gibson	Jiaotong-Liverpool University	Workshop 50 mins	
J. Ma	Xi'an Jiaotong Liverpool University		
EFL for Global Citizenship: Empowering Through Sustainability Projects			
<p>In an era where global challenges such as climate change, inequality, and social justice increasingly demand collective action, the role of English as a Foreign Language (EFL) education in cultivating global citizens has never been more critical. This workshop, aims to explore innovative pedagogical strategies that integrate global citizenship education within project-based learning, with a special focus on sustainability. By leveraging the universal language of English, we can equip our students not only with linguistic skills but also with a profound understanding of and engagement with global issues, preparing them to participate actively in the global community.</p> <p>The workshop will present several case studies of projects conducted with undergraduate students at Xi'an Jiaotong-University in China, which centered on sustainability. Participants will be guided through the process of designing, implementing, and assessing projects that encourage students to research, articulate, and advocate for sustainability issues in English. This approach not only enhances language proficiency but also deepens students' global awareness and their sense of responsibility as global citizens.</p> <p>The session will conclude with an interactive Q&A segment, encouraging participants to share their experiences and ideas for incorporating global citizenship themes into their teaching practices. Attendees will leave equipped with the knowledge and inspiration to implement similar projects in their own contexts, thereby fostering a generation of EFL learners who are not only proficient in English but also empowered to make a positive impact on global issues.</p>			

Saturday, 27 April	15:30 ~ 15:55	Prime Building	Room 104
S. Manning	Hankuk University of Foreign Studies	Research 25 mins	
Teaching students to act like a teacher and improve their feedback literacy			
<p>Feedback literacy is the ability to read, interpret, and use feedback (Sutton, 2012). This study investigated two levels of university freshman EFL writing classes – one high-level (H) and one general (G). It investigated if proficiency level affected students’ ability to be trained to give feedback appropriately, and if having received feedback, the ability to evaluate and use feedback. Consenting students were surveyed using a modified version of Zhan’s (2022) student feedback literacy scale at the beginning and end of the semester</p>			

(n=37). Feedback was given orally, in class, in the peer review circle method (Manning & Jobbitt, 2019). Six focal students from each class were also tracked using audio recordings of their peer review circles to identify feedback moves: given and received. These moves were compared to the final drafts to examine feedback use. Findings show that both H and G groups improved in feedback literacy over the semester.

Saturday, 27 April	15:30 ~ 15:55	Prime Building	Room 203
N. Chotswasd	Thai University	Research 25 mins	
Students' Perceptions and Utilization of Online and AI Tools in Abstract Writing			
<p>This study investigated students' perceptions and uses of online and generative artificial intelligence (AI) tools in support of their abstract writing at a science and technology-based university in Thailand. The participants were 150 non-English major university students enrolling in an abstract writing course. The task involved students writing an abstract with the freedom to use any online or AI tools available. After each draft, students were required to complete a survey questionnaire and write a journal reflecting on their opinions toward the use of online resources and AI tools and their working process, including the benefits and challenges they have. The data were analyzed using a combination of quantitative and qualitative analysis. This study gave a thorough picture of students' perceptions of online and AI tools as positive support and reflected on how these tools were used in a process of abstract writing.</p>			

16:00 ~ 17:00

Saturday, 27 April	16:00 ~ 16:50	Renaissance Building	Room 404
Eun Sung Park	Sogang University	Featured Speaker	
Resilient Roots, Global Growth: Transnational Identities as Assets in the English Classroom			
<p>The recent surge in globalization has brought significant changes to South Korean universities. Our student population no longer comprises a homogeneous group of Korean-born individuals with uniform years of English instruction prior to college. Instead, we now have a diverse mix, including international students and heritage language learners who were born and/or educated in other countries. Unbeknownst to many, our student body also includes a sizable number of North Korean refugee students. While they may look Korean, they are strikingly different from mainstream South Korean students, as they enter college with varying degrees of disrupted education. In this featured session, I will provide a general overview of North Korean refugees in South Korean tertiary institutions and discuss their English-learning experiences across different transnational environments. Traditional stereotypes have cast these students as under-achievers lacking in various types of cultural capital, with research often highlighting their limitations and lack of resources. I will shift the focus to discuss experiences and achievements of students who have transformed their transnational backgrounds and identities into resources for learning English, and ultimately, for pursuing their dreams. The talk will also share pedagogical insights on helping minority students to leverage their transnational experiences and identities as assets in the English</p>			

Saturday, 27 April	16:00 ~ 16:50	Renaissance Building	Room 405
Rakhun Kim	Hankuk University of Foreign Studies & Sungdong H.S.	Invited Speaker	
Implementing AI-Based English Language Learning Programs in Korean EFL Contexts: Theory, Practice, and Instructional Effects - 우리나라 EFL 환경에서 인공지능 기반 영어 학습 프로그램 적용하기: 이론, 실천, 그리고 교수 효과 *Session in Korean*			
<p>The integration of AI-driven English language learning programs has garnered increasing attention within Korean English as a foreign language (EFL) context. Despite this interest, the practical implementation of</p>			

these programs in primary and secondary public educational settings has faced significant pedagogical and technological challenges. Furthermore, previous studies have frequently neglected to examine the instructional effects associated with AI-based English language learning programs. This presentation aims to bridge this gap by investigating the integration of AI-based English language programs within more sophisticated educational frameworks. By addressing the practical challenges routinely encountered by practitioners in Korean EFL environments, this presentation underscores the significance of comprehending the practical application of AI-based English language learning by Korean EFL learners. Additionally, by synthesizing recent theoretical insights and empirical observations, this presentation offers valuable perspectives aimed at enhancing the instructional effects of AI-based English language learning programs. Thus, this presentation contributes to the effective implementation of AI-based English language learning programs within Korean EFL contexts. 우리나라의 영어 교육 환경은 여러 가지 도전과제를 안고 있다. 이러한 문제를 해결하기 위하여 기존의 연구에서는 이러한 도전에 대한 해결책으로서 에듀테크를 활용하는 것이 제안되었으나, 실제 적용에는 다양한 제약이 있었다. 뿐만 아니라, 선행 연구들은 에듀테크 활용 영어 교육에 대해 일반적으로 교수 효과를 고려하지 않고 있습니다. 이러한 선행 연구들의 한계를 극복하기 위하여 이 연구는 초, 중, 고등학교 영어 수업에서 발생하는 문제들을 해결하기 위해 상용화된 프로그램과 생성형 인공지능을 결합한 에듀테크 기술을 효과적으로 활용하는 방안을 탐구합니다. 이를 통해 영어 교육의 이론과 실천을 결합하여 교수 효과를 높이는 새로운 접근 방식이 제안될 것이다. [국어로 발표]

Saturday, 27 April	16:00 ~ 16:50	Prime Building	Room 101
J. Kimball	Semyung University	101 Workshop 50 mins	
Project-Based Learning 101			
<p>This workshop is an introduction to the nuts and bolts of project-based learning (PBL). It is aimed at classroom teachers and curriculum developers interested in bolstering their syllabus with 21st-century skills: projects and activities fundamental to PBL and TBLT. Because PBL is a learner-centered and goal-oriented approach, it can be adapted to many contexts. PBL is engaging and highlights the collaborative nature of learning while tackling in real life objectives.</p> <p>In this session, we will briefly cover the general phases of PBL and provide examples from an English camp. Attendees will then work in groups to brainstorm ideas for adopting PBL to their own circumstances and then share with others. We will conclude with Q/A time.</p>			

Saturday, 27 April	16:00 ~ 16:25	Prime Building	Room 104
R.M. Chua	Kanda University of International Studies	Research 25 mins	
Can I English? Japanese Students' Beliefs About Language Learning			
<p>Students' learning beliefs play an important role in their success in acquiring a language. With the rise of globalization in education, English language learning remains significant in Asia. While research has been done on how students' language learning beliefs affect their learning, there is still a dearth of research in the Japanese context. This study aims to fill the gap by gaining insight on Japanese students' beliefs about English language learning. An adapted version of Horwitz' (1987) 40-item Beliefs about Language Learning Inventory (BALLI) questionnaire was used to survey freshmen students from a Japanese university. Follow-up interviews were conducted to gain better insight on survey results. The findings of the study give an overview of the beliefs held by Japanese English language learners. Results of the study can help education stakeholders in making better-informed decisions with curriculum planning and development.</p>			

Saturday, 27 April	16:00 ~ 16:50	Prime Building	Room 105
C. Tumba	Sounds Clear Targeting English Pronunciation	Workshop 50 mins	
Rap as a Catalyst: Motivating Students, Enhancing Pronunciation, and Fostering Relatable Learning Experiences			
<p>The workshop explores the transformative potential of integrating rap music into language education, addressing the challenge of motivating students to improve pronunciation. It advocates for using rap as a dynamic pedagogical tool, aligning instructional approaches with students' cultural references to create relatable learning experiences. The workshop delves into the efficacy of incorporating rap to teach pronunciation, offering techniques derived from the genre's rhythmic and lyrical elements. This approach not only engages students but also ensures enduring retention of pronunciation skills. Emphasizing the multifaceted benefits of rap as relatable educational material, the workshop provides insights for educators seeking innovative strategies to enhance student motivation, pronunciation proficiency, and overall engagement in language learning.</p>			

Saturday, 27 April	16:00 ~ 16:50	Prime Building	Room 201
S. Gray	University of Nottingham Ningbo China	Workshop 50 mins	
Teaching as storytelling: How to give lessons an engaging narrative quality			
<p>Storytelling is a staple activity of kindergarten classes, but it is often sidelined in the later stages of education as students get older and class contents become more demanding. This is unfortunate, as storytelling can be an effective approach to teaching in any class, from advanced grammar lessons to theoretical lectures. Stories are not only highly engaging for students; they also lend a schematic structure to lesson contents and help to exemplify and clarify even difficult concepts.</p> <p>The focus of this practical workshop is how to incorporate storytelling into lessons to enhance student engagement and comprehension. Attendees will encounter ideas for selecting (or creating) suitable stories for lessons on any topic, and fitting them effectively into the lesson plan. Also, the presenter will offer suggestions about how to lend a coherent narrative structure to an overall lesson plan, and how teachers can deliver stories in an impactful and entertaining way.</p>			

Saturday, 27 April	16:00 ~ 17:50	Prime Building	Room 202
Audrey B. Morallo	University of the Philippines Diliman	Research Presentation 20 mins	
Looking back and looking forward: Semi-systematic review of Philippine classroom translanguaging studies from 2018 to 2023 (PALT)			
<p>Despite the increase in classroom translanguaging research, the local literature on this remains limited (De Los Reyes & Bagona, 2022). This study maps out classroom translanguaging studies in the Philippines between 2018 and 2023 and identifies ways to move its research agenda forward. This semi-systematic searched databases for studies and identified 17 review articles. Results indicate three themes in the published local studies: 1) the impact of translanguaging/mother tongue on classroom learning; 2) the role of translanguaging in the classroom; and 3) attitudes toward translanguaging. The gathered data highlight the essential functions of Philippine classroom translanguaging and its potential to improve classroom learning. Furthermore, additional efforts are needed to bridge the gap between theory and practice experienced by many teachers. Future research should likewise focus on empirically establishing the relationship between translanguaging and learning and explore the use of translanguaging in various other subjects and contexts.</p>			

Barry Bai	Chinese University of Hong Kong	Research Presentation 20 mins
Motivation, Emotion, and Proficiency: Connecting Students' Profiles with Self-Regulation in Collaborative Learning (HAAL)		
<p>This study aimed to identify profiles of motivation, emotion, and proficiency in L2 collaborative learning using a person-centered latent profile analysis (LPA) and explore their associations with students' self-regulated learning behaviors in L2 collaborative learning with primary school students in Hong Kong. The LPA results favored a five-profile solution: very-motivated-with-high-proficiency-and-low-anxiety, very-motivated-with-low-proficiency-and-high-anxiety, unmotivated-with-average-proficiency-and-average-anxiety, average-motivated-with-low-proficiency-and-average-anxiety, and average-motivated-with-high-proficiency-and-low-anxiety. Furthermore, students' profiles significantly affected their self-regulation in L2 collaborative learning. Overall, students categorized as more motivated profiles displayed higher utilization of self-regulation strategies. Interestingly, compared with very-motivated-with-high-proficiency-and-low-anxiety group, the very-motivated-with-low-proficiency-and-high-anxiety group used goal-setting and planning strategies and self-evaluation strategies more frequently but behavioral regulation strategies less frequently. These findings enhanced the understanding of L2 learners' motivation, emotion, proficiency, and patterns of strategy use in collaborative learning activities.</p>		
Sharmini Siva Vikaraman	English Language Teaching Centre, Ministry of Education, Malaysia	Research Presentation 20 mins
Reviving Professional Development for ESL Teachers: Leveraging on Post Training Professional Support (MELTA)		
<p>Recognizing the importance of supporting learners who have lagged in studies and faced learning loss during the pandemic, a Remedial Instruction teacher training program by the institution was emphasized in Malaysian primary schools. This study focuses on the impact of professional development on remedial instruction in English Language Classrooms, particularly examining post-training teacher support. The investigation involved 70 ESL Year 4 teachers, utilizing surveys, observations, mentoring sessions, a portfolio of remedial documents and analyzed qualitatively using a thematic deductive approach. The findings of this study reveal that remedial instruction was implemented in the EL classrooms, but the teachers had persistent challenges to cater to the needs of the remedial students. The proposed solution is an eight-step post-training support model, the PoTProS (Post Training Professional Support) model, developed to address the identified issues. The findings emphasize the necessity of ongoing professional support, indicating the model's potential efficacy in future training programs.</p>		
Dewi Rochsantiningih	FKIP Universitas Sebelas Maret, Indonesia	Requested Presentation
Common Mistakes in Designing Textbooks: Experience from EFL Pre-service Teachers (TEFLIN)		
<p>Hands-on experience for pre-service teachers to develop EFL textbooks has important roles to enrich pedagogical knowledge, skills, and its implication. It allows them to gain deeper understanding of coursebooks and their roles in language education. It also helps them in their teaching career to be more independent in creating self-made textbooks and using them creatively. This paper shares the reflection from the ELT Material Development (ELTMD) course, where 10 groups of pre-service teachers from 2 parallel classes developed chapters of a textbook. Data were analyzed from the chapters as the course assignment based on the criteria of appropriate textbook. Common mistakes found in the chapters included: 1) choosing the materials; 2) lack of competence in unpacking the components of language competence that affected the ability to: a) provide appropriate numbers of learning activities (tasks); b) arrange logic tasks (need prior tasks); c) organize better wording for the tasks; etc.</p>		

Saturday, 27 April	16:00 ~ 16:25	Prime Building	Room 203
N.A. Miskon	University of Manchester	Research 25 mins	
Using Creative Methods and Dialogic Reflection to Explore Criticality in Teachers' Reflections			
<p>Reflective practices have been discussed extensively throughout the decades across disciplines. The academic discussions regarding how criticality manifests during reflection and its role in professional development have led to multiplex understandings of the term itself. Inspired by my own experiences and inquisitiveness, this research explores criticality within the reflections of six Malaysian primary school ESOL teachers. The methodology combines creative visual arts and dialogic reflection across four cycles over 16 weeks. In each cycle, each participant draws a river journey based on prompt-based reflection, before engaging in a dialogic reflection with another participant. My approach to data analysis will be informed by my understanding of IPA triple hermeneutics. This paper aims to contribute to teacher education and research innovation by offering alternative perspectives on criticality in reflective practices, exploring the feasibility of creative visual arts and dialogic reflection as a reflective tool, and demonstrating innovative research methods.</p>			

Saturday, 27 April	16:00 ~ 16:50	Prime Building	Room 204
M. Levy	Hawaii Pacific University	Presentation 50 min	
TESOL Professional Development Opportunities and Free Resources at Hawaii Pacific University			
<p>This presentation will share the range of professional development opportunities at Hawaii Pacific University for TESOL practitioners in Korea. First, participants will obtain information about our TESOL Working Paper Series and how teachers can publish their practical ideas or action research in the journal. Second, interested audience members will learn how to join our practical bi-weekly Applied Linguistics Talks designed for teachers. Third, participants will learn about the many short-term, tailored international group programs we offer and how interested institutions can organize such programs with us. Fourth, this presentation will highlight the degree options we provide, including MA TESOL, BA TESOL, Graduate TESOL Certificate, and TEFL Certificate. Fifth, participants can discuss collaboration opportunities such as study-abroad or dual-degree programs with our TESOL program. Finally, participants will receive free TESOL resources developed by our program, such as materials for teaching language functions through movie clips, games for learning English, and place-based fluency building activities with a focus on Korea.</p>			

Saturday, 27 April	16:30 ~ 17:50	Prime Building	Room 102
M. Cheng	National Chengchi University	Workshop 80 mins	
Learning Through Play: Maximizing Communication by Creating Classroom LARPs with ChatGPT			
<p>"Live Action Role-Plays (LARPs) are a special type of activity that takes the typical pair work role-play and turns it into an exciting full-class activity. Instead of practicing the same two roles over and over, every student in a classroom LARP has a different role, and they are embedded in an exciting and immersive scenario. For example, each student can portray a different superhero/supervillain at a superhero conference, or be characters adventuring in the world of Harry Potter. In Taiwan, we have used LARPs in university EFL classes to create fun and immersive environments where students can practice communicating in English, reinforce vocabulary, and learn and improve by making mistakes in a safe environment.</p> <p>In this workshop, you will:</p> <ol style="list-style-type: none"> 1. Learn what a LARP is and their benefits for language acquisition 2. Participate in a simple LARP 3. Learn how to create a simple LARP assisted by ChatGPT 			

Saturday, 27 April	16:30 ~ 17:50	Prime Building	Room 103
L.T. Tran, M.D. Resuello	Nagoya University of Foreign Studies, Japan	Workshop 80 mins	
Integrating Global Issues in English Classrooms through Gallery Walk and Visual Thinking Strategies			
<p>Previous studies have indicated that language teachers felt reluctant to incorporate global issues, a well-established branch of language teaching, into their teaching due to their lack of skills and interest (Maley & Peachey, 2017; Rodenbaugh, 2015). Informed by these literatures and the presenters' teaching experiences, this workshop provides hands-on experiences of how gallery walk technique (GWT) and visual thinking strategy (VTS) can be used to integrate global issues in English classrooms. It will start with a brief introduction of GWT and VTS, then attendees will explore their implementations by participating in an actual activity that demonstrates GWT and VTS. After that, they will share their opinions about the activity and experiences of using those strategies through group discussions. The workshop will be concluded by synthesizing insights on how GWT and VTS can serve as tools for learners to improve English communication skills, develop critical thinking, and gain global perspectives.</p>			

Saturday, 27 April	16:30 ~ 16:55	Prime Building	Room 104
S. Oda-Sheehan	Ochanomizu University	Research 25 mins	
All You Need Is Yourself: Self-Talk to Improve Speaking and Communicative Skills			
<p>Many Japanese university students have studied English in an examination-focused environment while wishing to improve their oral communicative skills. Those learners may well feel frustrated having only limited resources to practice speaking, let alone opportunities to talk to native English speakers. However, they should be reminded that by adopting the art of self-talk, EFL learners can use themselves as a resource without having to depend on external factors. This study reports on a three-month project of such self-talk practice designed for university students and qualitative analyses of their reflections. The results suggest that this simple and innovative approach can be a powerful tool, bringing about significant changes in learners' communicative endeavors and increasing their willingness to communicate. Above all, it has promoted learner agency, inspiring students to explore unconventional ways of learning. Such implications should benefit similar EFL contexts in many other countries as well.</p>			

Saturday, 27 April	16:30 ~ 16:55	Prime Building	Room 203
N.E. Khurel	English Language Teachers' Association of Mongolia	Research 25 mins	
A Teacher Evaluation Model: A Study of Effective Teaching Practices			
<p>This presentation introduces the BBZ framework (Batbold & Zolboo, 2017) or a teacher evaluation model that analyzed the effectiveness of teaching strategies employed by sixteen foreign language teachers within a department at an international secondary school in Ulaanbaatar, Mongolia. The BBZ framework is structured upon Bloom's taxonomy (2001) and Marzano and Kendall's self and metacognitive domains (2006). Following the BBZ framework, each teacher's performance was evaluated across three systems: Self-system, Metacognitive, and Cognitive system. These systems also represent students' mental processing and teachers' instructional strategies to facilitate learning and growth. The quantitative and qualitative data collected through observations was utilized to identify and support the development of effective teaching methods and enhance in-service teachers' professional development. The quantitative data involved analyzing the scores assigned to each teacher following the BBZ framework, providing a quantitative measure of their performance on a scale of 100 percent. The qualitative data, on the other hand, was collected through observations and note-taking, providing a deeper understanding of the teachers' instructional strategies and their effectiveness.</p>			

17:00 ~ 18:00

Saturday, 27 April	17:00 ~ 17:50	Prime Building	Room 101
D.A. Kinsman	Miyagi Gakuin Women's University, Japan	101 Workshop 50 mins	
Drama on the World Stage			
<p>Will our students be ready to play their role on the world stage? They will need confidence, soft skills, and flexibility demanded by our knowledge-based economy. Thus, we need to provide a student-centered classroom where students can interact socially and cultivate greater autonomy, communicative competence, and creativity. One effective way of achieving these goals is through drama activities that any teacher can undertake with their students. This workshop models activities that create meaningful communication, engagement, and interactivity. Such positive learning experiences could increase the chances that our students become lifelong learners and develop a growth mindset—two important ingredients for future success. Participants will leave this workshop with practical activities that can help their students prepare for the world stage they will soon walk onto.</p>			

Saturday, 27 April	17:00 ~ 17:25	Prime Building	Room 104
J. E. Owens	Kanda University of International Studies	Research 25 mins	
M. Kettle			
A. Krasnansky	Kanda University of International Studies		
P. Sharma			
Instructing students on responsible use of AI			
<p>Given the inevitable integration of AI in education, this presentation furnishes a comprehensive overview of a groundbreaking module dedicated to AI utilization within the classroom. This module was introduced in a university in Japan as part of a reading and writing course, designed to acquaint students with the principles of AI, encourage ethical discussions, and facilitate hands-on practice while promoting responsible usage. This presentation briefly delves into the module's framework and the context within which it is used. It then looks at feedback from instructors sharing their insights on successful teaching strategies, challenges faced, and recommendations for improvement. By doing so, this presentation offers invaluable guidance to educators confronting comparable challenges, assisting them in navigating the integration of AI into their curricula and fostering effective AI-enhanced learning environments.</p>			

Saturday, 27 April	17:00 ~ 17:25	Prime Building	Room 203
N. Rudolph	Kindai University	Research 25 mins	
Here we are, hear us: Student Narratives of Being and Belonging in Japan			
<p>This critical ethnography, situated in a university sociolinguistics course in Japan, explores student responses to being prompted to reflect on and story their lived experiences as members of Japanese society, in the interest of engaging with stakeholders in education, present and potential. Some of the seventy students frame their narratives through a lens of Japaneseness (and Otherness) grounded in the dominant political, educational, and social narrative that “Japan” is homogeneous. Yet many others, in contrast, use the opportunity to voice how they encounter, wrestle with, problematize and confront essentialized and idealized notions of Selfhood and Otherness in their ongoing negotiations of being, becoming and belonging within and transcending Japan. In doing so, they: a) call for attention to the diversity characterizing communities in Japan and classrooms therein and b) seek to empower others in and beyond their communities rendered marginalized and invisible, including stakeholders in language education in South Korea.</p>			

Saturday, 27 April	17:00 ~ 17:50	Prime Building	Room 204
M. Levy	Hawaii Pacific University	Workshop 50 mins	
Useful Technology to Create Independent Vocabulary Learners			
<p>While vocabulary learning is crucial for fluent language use, it has often been limited to explanations by the instructor and/or rote memorization by students. In order to create independent learners (cf. Zimmermann, 2009), we can take advantage of new technology. This workshop will cover a number of useful applications and websites for learners of academic English. With initial support from the instructor, these applications and websites can be used by students to independently discover and practice collocations, investigate word parts (roots and affixes), select vocabulary appropriate to register, and focus their vocabulary learning with the help of frequency lists. Learners will also be able to use vocabulary to improve their communicative skills by conveying their intended meaning in the appropriate register. Each technology will be introduced by the presenter, which will be followed by a hands-on activity. Participants are encouraged to bring their electronic devices.</p>			

Saturday, 27 April	17:00 ~ 17:50	Renaissance Building	Room 404
N-J Kang	Sookmyung Women's University	Featured Panel	
J-K Park	Honam University		
D Kellogg	Sangmyung University		
Education in Korea: The Implications of Change			
<p>In an era marked by swift and accelerating change, the landscape of education, particularly in the realm of teaching and learning English as a foreign language, is poised to undergo even more rapid transformations. Acknowledging the inevitability of change, this moderated panel aims to explore the influence that advancements in technology and innovative teaching methodologies may project onto education and its policies. With a primary focus on unraveling the implications for the educational landscape in Korea, our three-member panel will engage in an insightful conversation. Attendees will also have the opportunity to pose questions, fostering an interactive and collaborative exploration of the evolving facets of education in our rapidly changing world.</p>			

Saturday, 27 April	17:00 ~ 17:50	Renaissance Building	Room 405
Guy Cook	King's College London	Plenary - Video	
Setting the Stage: The EFL Classroom in the First Quarter of the 21st Century			
<p>In a special virtual plenary, Guy Cook, pre-eminent scholar of both language play and the place of translation in EFL teaching, will be participating in a conversation with Conference Chair Bryan Hale. Dr. Cook will help us put our current teaching situations in the context of developments in EFL over the first quarter of the 21st century.</p>			

Saturday, 27 April	17:00 ~ 17:50	Renaissance Building	Room 406
G. Lee	Penn State University	Dialogue / Roundtable 50 mins	
Resisting White Language Supremacy as a Korean Scholar with Marginalized Identities			
<p>The dialogue will delve into concrete examples of linguistic injustice, showcasing how language assessment and scholarly publishing process can inadvertently disadvantage non-native English speakers. The dialogue will prompt participants to reflect on their engagement with academic standards of writing as writers, teachers, and members of academic communities. The conversation will begin with thought provoking statistics and arguments presented in recent conversations about linguistic injustice among scholars in</p>			

Applied Linguistics and Writing Studies. The goal is to foster a paradigm shift towards embracing linguistic diversity as an asset, promoting equitable opportunities for multilingual students and scholars, and challenging the hegemony of white language norms in education and academic publishing.

Sunday, April 28th

9:00 ~ 10:00

Sunday, 28 April	9:00 ~ 11:00	Prime Building	Lobby 1
Yu Ting Wang	National Taiwan Normal University		Poster Session
A Creative Exploration of Storytelling Through Comics			
This study investigates the interplay between comics and story writing, uncovering noteworthy strengths. Twenty-seven Grade 11 Taiwanese EFL students took part in the research. The results show that the utilization of comics equips students with essential skills, deepening their comprehension of stories and refining their abilities to recognize narrative structures and character development. Additionally, this approach cultivates critical thinking by encouraging students to consider alternative story conclusions. These strengths contribute to a shift for students from passive consumers to active learners, fostering a more meaningful engagement with narratives. The findings suggest that educators can leverage comics to aid learners in grasping story structures and unleashing their creativity.			
Thi Hong Tram Nguyen	National Taiwan Normal University		Poster Session
Enhancing ToEIC Performance: Creativity and Thinking Maps in EFL Reading Comprehension			
Investigating the TOEIC's capacity for gauging English competency in Vietnamese learners, this research explores innovative pedagogical approaches. It specifically scrutinizes thinking maps as tools to enhance reading comprehension skills crucial for the TOEIC, a significant marker for academic and vocational achievements. Employing a quasi-experimental methodology, the study evaluates the impact of self-directed mapping techniques on participant scores. The expected outcome is a deeper understanding of creative learning strategies' effectiveness within the realm of high-stakes language evaluation, aiming to contribute novel perspectives to the discourse on English as a Foreign Language (EFL) education.			
Akiyo Joto	Prefectural University of Hiroshima		Poster Session
Examining Segmental Phonemes in English Teaching Materials for Japanese Elementary School Children			
In 2018, early English education was introduced to Japanese third and fourth-year elementary school children, emphasizing auditory and oral lessons. However, a questionnaire survey conducted by the authors revealed a lack of confidence among elementary school teachers in teaching and pronouncing English sounds, attributed to their limited knowledge in this area ($r=.761$, $p<.01$). To address this issue and support teachers, the authors aimed to create a comprehensive teacher's manual for English sounds, based on the analysis of segmental sounds present in digital teaching materials. This study investigated the frequency of occurrence of English vowels, initial consonants in stressed syllables, and word-final consonants in each unit of the materials. Notably, the vowel /ai/, the syllable initial consonant /l/, and the word-final consonant /k/ were the most prevalent. These findings underscore the need for a detailed explanation of these sounds in the manual, enhancing the support provided to elementary school teachers.			
Wan-Chien Wang	National Taiwan Normal University		Poster Session
Children's Emotional Development Through Parent-Child Bilingual Picture book Reading			
This case study investigates how parent-child reading of English picture books impacts emotional development of a 3-year-old Taiwanese child, whose L1 is Mandarin. On the journey of bilingual reading of picture books, not only has biliteracy been acquired, but emotional development also comes to the forefront. For young kids whose language abilities and life experiences are still developing to comprehend the world, picture books present various social and emotional situations. By reflecting on the characters'			

behavior and their underlying motivations, parent-child reading encourages children to perceive emotions and helps children express and regulate their own emotions (Colwell, 2001). Based on existing research, this study explores the impact of parent-child reading on children's emotional development in bilingual contexts. Qualitative interviews and focused observations are conducted to delve into how bilingual picture book reading facilitates the child's emotional perceptions and to what extent the parent's assumptions and attitudes affect perception formation through parent-child reading.

Hong Linh Trinh	Vietnam National University	Poster Session
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Assessing students' collaborative problem-solving competencies in EFL classrooms in Vietnam

With their emergence as one of the most important competencies in the 21st century, collaborative problem-solving skills have received significant focus in EFL classrooms. Consequently, many English-majored universities in Vietnam have adjusted their curricula to well-equip learners with these skills, preparing them for future work. However, the effectiveness of teaching collaborative problem-solving skills and the actual competence of learners remain critical concerns for researchers and educators. Consequently, this research is conducted in University of Languages and International Studies, Vietnam National University to assess students collaborative problem-solving abilities in EFL classrooms in Vietnam. With the employment of quantitative research design, the findings of this study can aid teachers in not only identifying students competences but also acquiring further information about the effectiveness of collaborative in-class activities to enhance their teaching methods in the future.

Sunday, 28 April	9:00 ~ 9:50	Renaissance Building	Room 405
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Guy Cook	King's College London	Video Encore 50 mins
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Setting the Stage: The EFL Classroom in the First Quarter of the 21st Century

In a special virtual plenary, Guy Cook, pre-eminent scholar of both language play and the place of translation in EFL teaching, will be participating in a conversation with Conference Chair Bryan Hale. Dr. Cook will help us put our current teaching situations in the context of developments in EFL over the first quarter of the 21st century.

Sunday, 28 April	9:00 ~ 9:50	Renaissance Building	Room 406
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T. Compton	Kansai Gaidai University	Dialogue / Roundtable 50 mins
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Extensive RPGing? Evaluating RPG Video Games for Use in Extensive Reading.

Extensive reading is known to be an effective way to learn another language. Despite this fact, many learners are more likely to play a video game than pick up a book, particularly in another language. This presentation will explore the possibility of using role-playing video games (RPGs) as an alternative to books or other texts in extensive reading. It will feature a brief explanation of extensive reading and RPGs, as well as an evaluation based on Day and Bamford's ten principles for extensive reading. Participants will be encouraged to discuss these ideas and share their own thoughts and opinions, drawing on their personal and professional experiences.

Sunday, 28 April	9:30 ~ 9:55	Prime Building	Room 101
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S. Kim	Waseda University	Research Paper 25 mins
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Pedagogical Dynamics in a Tokyo EFL Speaking Course: Insights from Student Feedback

In any classroom, particularly within the realm of EFL courses, educators strive to implement effective teaching methods and materials that align with the unique dynamics of their learning environment. This presentation examines the pedagogical strategies of EFL speaking-focused courses at a college in Tokyo. Based on the end-of-semester surveys spanning three years across seven classes (n=177), this research adopts a mixed-method approach. Students were asked to identify their most and least favored activities.

The findings are discussed in terms of students' responses to each activity, enriched by qualitative feedback. Some special activities in particular classes such as role-play and dialogue performance are also introduced. By exploring interactive environments and their implications, this presentation suggests potential considerations for language teachers at both tertiary and secondary levels, encouraging the integration of these approaches into their respective curricula.

Sunday, 28 April	9:30 ~ 10:20	Prime Building	Room 102
G. DeHond	Hankuk University of Foreign Studies		Workshop 50 mins
Cooperative vs. Collaborative Writing (Or Why Not Both?)			
As with cooperative and collaborative learning, cooperative and collaborative writing can be easily confused yet describe distinct writing practices. Cooperative writing indicates more task-designation for individual responsibilities, with some expectation on group members to trust others to complete within assigned or negotiated roles. Collaborative writing promotes more group ownership of the whole project, which sometimes comes to all group members are treated and graded for the same product. In this presentation, we will discuss the definitions and possibilities of both writing types, and how either can provide enhancements on more individual-based writing practices. We'll also discuss the two practices in tandem, and how practicing cooperation can lead to improved collaboration.			

Sunday, 28 April	9:30 ~ 9:55	Prime Building	Room 104
H. Kikuchi	Graduate School of Humanities, Osaka University		Research 25 mins
How Affective Engagement Starts: Development of Affiliative Responses of a Resisting Child			
This study employed longitudinal conversation analysis to trace a resisting preschool-aged L2 learner's development of affiliative responses to teachers' prompts, which are responses that support speakers' emotional stance in interactions (Stivers, 2008). Tracing learners' emotional displays reveals how they relate L2 use and learning to specific emotions and meanings (Prior, 2019). Approximately 885 mins of interactions were filmed at an English afterschool in Japan over six months, and three sequences of teachers' requests and the child's responses were analyzed. The analysis details how she selectively maintains her resistance when her situated student identity was required through 'repeat-after-me' requests, while gradually responding affiliatively when her 'child identity' was invited through discussing personal likes, which became interactional resources for teachers to negotiate her willingness to talk in L2. This study suggests that designing teacher prompts to elicit responses reflecting multiple identities can help identify young learners' emotional reactions to specific classroom practices.			

Sunday, 28 April	9:30 ~ 10:50	Prime Building	Room 105
K. Kauss	Wonsam Middle School		Workshop 80 Mins
Active Learning Tasks to Encourage Speaking and Thinking from Different Perspectives			
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. This workshop looks 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.			

Sunday, 28 April	9:30 ~ 9:55	Prime Building	Room 201
K. Kester	Seoul National University	Research 25 mins	
Building Peace through Higher Education in Divided and Conflict-Affected Contexts			
<p>In light of the lacuna of research investigating the teaching of peace and reconciliation through higher education (HE) in settings affected by conflict, this study explores HE pedagogies for peace with university educators in four divided and conflict-affected contexts: China/Taiwan, Cyprus, Korea, and Somalia. The study examines approaches to teaching for peace and the challenges that faculty have encountered while attempting to promote reconciliation and mutual understanding in classrooms in conflict settings. Data was collected through qualitative interviews with 30+ faculty coupled with ethnographic visits to the four higher education contexts and analysis of teaching syllabi. Data was then inductively analyzed, and findings reveal contested interpretations of peace across cultures and education settings, as well as creative and resilient approaches to teaching for peace in conflict zones. Learning from cross-cutting themes across the contexts is valuable for faculty in these settings and beyond who teach for peace in/through higher education.</p>			

Sunday, 28 April	9:30 ~ 9:55	Prime Building	Room 202
E.Y. J. Kim	University of Notre Dame	Research 25 mins	
Nativeness in EFL Teacher Recruitment: Changing 'Terms' and Conditions			
<p>With the ascendancy of English as a global lingua franca, there has been an increased call for focusing on English language teachers' training and English proficiency rather than nativeness in employment. However, researchers in the last decade found that the majority of EFL teacher-recruitment advertisements, particularly those from East Asia, still listed being a native speaker as a requirement. This study examines EFL teacher qualifications listed in 237 current job advertisements sampled from TEFL.org and Dave's ESL Cafe Korean Job Board to compare with past trends. One-third of the job advertisements on TEFL.org mentioned 'native,' but the term 'native-level' rather than 'native speaker' was used in most of them, whereas 40% of Korean recruitment advertisements specifically listed being a 'native speaker' as a requirement. The analysis shows several indicators that privilege given to inexperienced monolingual NESTs might be waning and discusses opportunities and challenges for NNESTs.</p>			

Sunday, 28 April	9:30 ~ 9:55	Prime Building	Room 203
K. Song	University of the Ryukyus	Research 25 mins	
Supporting Learners Beyond the Classrooms with Scrabble			
<p>"The presenter, a long-time English teacher and Scrabble enthusiast will share how the English vocabulary boardgame has become an effortless and effective way for her to support former students, now working professionals seeking to maintain and develop their English language knowledge and communication skills. In addition to the game's relatively simple rules and interactions naturally conducive to discourse about the English language, the winning plays require attention to other players, time management, flexibility, and other qualities transferable to real-world interactions making it a particularly valuable for professionals navigating real-world interactions.</p> <p>Since 2020, after the Covid-19 Pandemic forced classes online and prohibited extracurricular gatherings at her university in Japan, the presenter started offering the gameplay and English conversation opportunities with Scrabble Go® and Zoom interested students. The weekly game has continued, and the presentation will include findings from the gameplay meetings and related interactions. "</p>			

Sunday, 28 April	9:30 ~ 9:55	Prime Building	Room 204
C.Y. Li	Southern Taiwan University of Science and Technology		Research 25 mins
C.L Li	Fu Shing Elementary School		
Empowering EFL Learners: Multimodal Digital Storytelling for Speaking Competence			
<p>This study, rooted in scaffolding principles and digital assistance, explores the use of multimodal strategies to enhance the speaking competence and narrative engagement of English as a Foreign Language (EFL) students. Leveraging Story Jumper as a versatile tool of creating storybooks blending text, image, and audio elements, participants collaboratively integrated local content and speaking practice over twelve weeks through digital storytelling. A quasi-experiment assessed the impact on learning outcomes using speaking rubrics, Likert-Scale questionnaires, and interviews. Findings underscore the pivotal role of digital storytelling in cultivating proficient English speakers with heightened engagement. Students expressed positive perceptions of multimodal features, enjoying visual and auditory elements, and valuing cultural context. The study identifies perceived obstacles, including digital literacy, language skills, innovative thinking, and collaborative learning, highlighting the efficacy of multimodal digital storytelling in advancing EFL speaking competence while addressing challenges in language education.</p>			

10:00 ~ 11:00

Sunday, 28 April	10:00 ~ 10:50	Renaissance Building	Room 404
Eunjee Ko	Namseoul University	Featured Speaker	
Exploring the 2022 Revised National English Curriculum: Deciphering What to Teach and How to Teach It			
<p>This presentation delves into the 2022 revised curriculum, a competency-based educational framework. The exploration encompasses the definition and types of competencies, along with strategies for their development. Key ideas, serving as macro generalizations and forming the foundation for deep learning, are examined. Additionally, micro key ideas, representing micro-level generalizations, are introduced, involving the utilization of three essential elements: knowledge and understanding, processes and skills, and values and attitudes. The approach adopted revolves around concept-based curriculum and instruction (CBCI), drawing upon its principles to guide the nuanced understanding of deep learning through both macro and micro key ideas. The methodology illustrates the construction of inquiry questions that facilitate learner agency, empowering them to independently explore and draw conclusions related to key ideas. Specifically, the application of this methodology generates three types of inquiry questions: factual questions, conceptual questions, and debatable questions. Through this exploration, the aim is to address crucial questions: What should be taught, pertaining to macro and micro-level key ideas? The focus extends to how to teach key ideas, emphasizing student-centered inquiry with the use of inquiry questions. This endeavor provides insights into effective teaching strategies within the competency-based education framework.</p>			

Sunday, 28 April	10:00 ~ 10:50	Renaissance Building	Room 405
Robert Lowe	Ochanomizu University	Invited Speaker	
Duoethnography in ELT: Research, Reflection, and Practice			
<p>Duoethnography is a qualitative research method focused on two researchers contrasting their unique life histories in order to come to a new understanding of a phenomenon. In ELT the method has been used to investigate issues such as language teacher identity, the experiences of native- and non-native-speaker teachers, and the management of professional relationships. In addition to its use as a research method, duoethnography has been effectively adapted as a tool for reflective practice among teachers, and even as a form of project-based language teaching. This workshop will discuss the origins and principles of</p>			

duoethnography, explore its uses in ELT to date, and give audience members an opportunity to consider and discuss ways in which they may be able to apply the method to their lives as both researchers and teachers.

Sunday, 28 April	10:00 ~ 10:50	Renaissance Building	Room 406
N. Sainjargal	The Metropolitan Education Department	Dialogue / Roundtable 50 mins	
DL. Lang	U.S. Peace Corps		
Pearson's 'Wider World' in Mongolian ESL: Insights, Challenges and Lessons			
<p>In alignment with KOTESOL2024's theme, "From EFL Classrooms to Global Lives," representatives from Ulaanbaatar, Mongolia's Metropolitan and the U.S. Peace Corps share insights from the first years of implementing Pearson's "Wider World" textbooks in Mongolian ESL classes nationwide. This session, grounded in action-based research, addresses challenges encountered and lessons learned. The presentation plan includes the rationale for implementation, textbook selection, nationwide deployment, and the current and future steps of the initiative. We encourage audience engagement through continuous interaction, welcoming questions and comments throughout the break-out groups that will follow a main presentation. During the discussions, we welcome collaborative brainstorming through questions we will pose. Finally, this interactive session offers educators and administrators practical considerations to determine the suitability of Pearson's "Wider World" in their unique contexts. We will also shed light on the challenges and triumphs specific to teaching ESL in Mongolia.</p>			

Sunday, 28 April	10:00 ~ 10:25	Prime Building	Room 101
S. Kim	Waseda University	Research Paper 25 mins	
Digital Tools in College in Japan: Enhancing Education with Student-Centric Approaches			
<p>The use of digital teaching materials, ranging from learning management systems to online platforms, has witnessed increased prominence due to technological development and the recent shift towards distant learning prompted by the global pandemic. This presentation investigates the intersection of such online resources in facilitating in-class activities and the subsequent student responses. Through survey data gathered from seven classes across three three-year periods at a college in Tokyo (n=177), we analyzed both quantitative metrics and qualitative feedback from students. Among eight different activities, the Quizlet vocabulary review was the most favored (n=101), followed by dialogue practice with a partner (n=65). This research report not only highlights these preferences but also outlines potential challenges while offering insights derived from practical teaching experiences to enhance the effective integration of technological tools in education.</p>			

Sunday, 28 April	10:00 ~ 10:50	Prime Building	Room 104
B. Sanchez	University of South Carolina	Workshop 50 mins	
Beyond the Classroom: Real-World IT Literacy Through Project-Based Learning			
<p>In this interactive workshop, participants will explore the transformative potential of project-based learning in fostering IT literacy for real-world contexts. The presenter will highlight key components of the course including the use of inductive activities, collaborative learning, peer-to-peer teaching, and self-directed exploration of various software for word processing, spreadsheets, presentations, video editing, website design, and digital organization. Participants will engage in a simulation of selected activities, gaining practical insight into how this approach not only facilitates IT skills development, but also cultivates vital 21st century competencies such as collaboration, critical thinking, problem-solving, and project management. Participants will discuss their experience in the simulation and brainstorm how these methods could be adapted for their unique educational contexts. Attendees will leave inspired and equipped with actionable</p>			

strategies to integrate project-based learning into their curricula in order to foster independent learning, collaboration, and real-world application of IT skills.

Sunday, 28 April	10:00 ~ 10:25	Prime Building	Room 201
J. Maloney	Brigham Young University, Hawaii	Research 25 mins	
Examining different Englishes' accentedness, intelligibility and familiarity at an international university			
<p>Research indicates that while accentedness and familiarity do not necessarily hinder intelligibility, awareness of specific accents can enhance understanding (Miao, 2021; Park, 2020). Yet, more research should be done on how well international students understand other English accents. This research examines the relationship between intelligibility, comprehensibility, accentedness, and familiarity in the context of international students at a global, private university. Students rated speakers from the USA, Philippines, Tonga, Fiji, Japan, and China, representing the top five countries at the university. A Many-Facet Rasch Model (MFRM) was conducted to analyze the relationship between intelligibility, comprehensibility, familiarity, and accentedness across speakers. Results showed no significant differences between raters, however, accent score patterns on MFRM indicated high correlations between raters' perception of their own accent and their ratings of other speakers. We discuss these findings with relation to suggestions for incorporating a wider variety of English accents into the English language classroom.</p>			

Sunday, 28 April	10:00 ~ 10:25	Prime Building	Room 202
Y. Chen	Yuan Ze University	Research Paper 25 mins	
AI-Enhanced Digital Storytelling: Fostering Creativity in EFL Learners			
<p>Creativity plays a pivotal role in modern education and professional fields, with digital storytelling (DST) serving as a platform for expressive narratives. Artificial Intelligence (AI) integrates into this realm, offering tools like AI-Generated Content (AIGC) to enrich storytelling experiences. This study delves into the impact of AI-facilitated digital storytelling on the creativity of 32 English as a Foreign Language university students. Employing a robust 25-item survey, participants' attitudes toward AI-enhanced learning were evaluated, encompassing creative thinking, knowledge expansion, technology acceptance, and social interaction. Over four weeks, guided digital storytelling, aided by AI tools, aimed to nurture creativity and deepen AI comprehension. Positive attitudes toward AI-enhanced learning emerged, showing significant improvements post-intervention. Though some shifts lacked statistical significance, the experience bolstered creativity and confidence in learning, promising favorable educational outcomes. This research illuminates AI's potential in enhancing creativity among EFL learners, urging further exploration of AI, creativity, and language proficiency intersections.</p>			

Sunday, 28 April	10:00 ~ 10:25	Prime Building	Room 203
K. Sung	Kyung Hee University	Research 25 mins	
Enhancing Secondary EFL Learners' Consciousness on WE and ELF			
<p>This study addresses the research gap in incorporating World Englishes (WE) and English as a Lingua Franca (ELF) in classrooms, building on works by Jenkins (2009), Kachru (1985), Shim (2020), and Sung (2019). Conducted in the Fall 2023 semester across five secondary schools with five teachers and 120 learners, the research involved eight class sessions integrating WE and ELF content in regular schools where nationally mandated textbooks were mandated. Data was gathered through pre- and post-learner surveys and written reflections by teachers and students. The preliminary analyses revealed significant differences in learner perceptions between experimental and control groups in three schools. Teachers acknowledged the potential of integrating WE and ELF, while learners recognized the importance of English varieties and developing ownership. The paper offers practical implementation suggestions and urges prompt integration</p>			

of diverse Englishes into current curricula in order to debunk native English-centric models perpetuating non-existent standards and native-speakerism.

Sunday, 28 April	10:00 ~ 10:25	Prime Building	Room 204
M. Kwon	Sookmyung Women's University		Research 25 mins
A. Jo	Seoul National University of Science and Technology		

Learned Helplessness and Burnout in Korean EFL Teachers and Their Coping Mechanisms

The researchers surveyed participants of an Intensive In-service English Teacher Training Program (IETTP) at a women's university in Seoul, Korea to answer the research questions, "What are the current levels of learned helplessness, burnout, and coping mechanisms for Korean English teachers taking an IETTP in South Korea?", "What is the correlation between learned helplessness and burnout for Korean English teachers taking an IETTP in South Korea?", and "What is the correlation between different coping mechanisms and learned helplessness and burnout for Korean English teachers taking an IETTP in South Korea to prevent or overcome these?". The researchers found that teachers have moderately high levels of learned helplessness, burnout, and coping mechanisms. In addition, learned helplessness and burnout are moderately correlated yet do not affect teachers similarly. Also, learned helplessness and burnout are highly negatively correlated with coping mechanisms.

11:00 ~ 12:00

Sunday, 28 April	11:00 ~ 11:50	Centennial Building	Samsung Hall
Aya Matsuda	Arizona State University	Plenary Speaker	

From EFL Students to EIL Users: Preparing Students for Today's Globalized World

While English is not by any means the only important language used in today's multilingual, globalized world, there is no question that it plays an important role as an international lingua franca. One of the most crucial responsibilities we have as English language teachers is to prepare our students for this reality. In this presentation, I will first provide a brief overview of the current state of the English language, specifically focusing on its global spread and resulting linguistic, user, and cultural diversities. I argue that traditional approaches to English language teaching, which focus heavily, if not exclusively, on the English varieties, users, and cultures of the "inner circle," may not adequately prepare our students for the complex reality of English usage today. Then, using the framework of teaching English as an international language (TEIL) and providing examples of pedagogical ideas, I explore ways to better align our pedagogical assumptions and practices with the sociolinguistic reality of English as an international language (EIL) and to assist our students in becoming competent EIL users who can navigate and achieve their goals in today's globalized world.

Sunday, 28 April	12:00 ~ 13:00
Lunch Break	

13:00 ~ 14:00

Sunday, 28 April	13:00 ~ 13:50	Renaissance Building	Room 404
David Paul	Language Teaching Professionals	Featured Speaker	
Using Classroom Games Effectively with Young Learners			
<p>This presentation will address key issues that we face when using games with East Asian elementary school children. How can we maximize learning through games? How can we keep the children's focus on learning? What kinds of games are most effective? This presentation will look at games from the perspective of self-determination theory and constructivist psychology. According to self-determination theory, we are motivated to develop and change if three universal psychological needs are met: competence, relatedness, and autonomy. And constructivism emphasizes the central role of the child as an active learner who constructs their own meaningful interpretation of whatever they are learning. This presentation will look at how both of these approaches apply to classroom games and their implications for using games effectively. The presentation will directly relate theory to practice. The aim is for teachers who attend the presentation to have a chance to both think about the deeper principles involved when using classroom games and to gain practical ideas that can be applied immediately in the classroom. The presentation will also show how classroom games can be used to help children develop their ability to handle uncertainty and confusion, which is at the root of a child's ability to play a positive role in a world that is full of different cultures, races, and beliefs.</p>			

Sunday, 28 April	13:00 ~ 13:50	Renaissance Building	Room 405
CedarBough Saeji	Pusan National University	Featured Speaker	
K-pop as a Teaching Tool			
<p>K-pop is an excellent tool for reaching undergraduates. In 2016, I taught the first class anywhere in the world dedicated to K-pop at the University of British Columbia, and have continued to refine this teaching area. In this presentation, I will discuss how and why I use Korean pop culture, especially K-pop, in the classroom. The lessons and exercises I describe will not require you to be highly versed in K-pop, or to know the music better than your students, but can introduce larger topics while providing a platform for discussion. In the classroom, K-pop, as a media text, provides an excellent platform for introducing exercises and assignments related to media literacy, such as how to identify media framing. K-pop as a cultural expression naturally leads to conversations about Korean culture and society, for example, mandatory male military service. And K-pop as part of broader transnational pop culture allows for examination of important concepts such as gender norms, celebrity, fandom, and the contemporary transformation of music into a visualized medium. Most of all, because students of all ages have strong opinions about pop culture content, structuring class around pop culture allows students to express their own passions – inciting students to devote time and energy to your lessons.</p>			

Sunday, 28 April	13:00 ~ 14:20	Renaissance Building	Room 406
J. Kimball	Semyung University	Panel 80 mins	
M.T. Martinez-Garcia	University of Utah Asia Campus		
M.J. Amaral	Hankuk University of Foreign Studies		
T. Wyatt	Student of Korean		
Reflections on Teachers' Language Learning and Classroom Practice			
<p>"At the start of 2024, the Reflective Practice Special Interest Group (RP SIG) initiated a language learning challenge. We encouraged members to study a foreign language and reflect on the pedagogical implications of their personal journeys.</p>			

For many teachers, it may have been a long time since they have studied a foreign language. For others, they may be engaged in language study. Add to this teacher education courses, either for a certificate or specialized degree. The central focus of reflection? How has your own personal language learning journey impacted how you teach? Do you follow your own advice as a teacher? Do you model good language learner habits that were highlighted in your teacher education courses?

Join our Reflective Practice Special Interest Group Discussion Panel for an interactive conversation about how one's language learning efforts comport with classroom practice."

Sunday, 28 April	13:00 ~ 13:50	Prime Building	Room 101
V. Reeser	State University of New York (SUNY) - Korea campus		Workshop 50 mins

A Practical Guide to AI for Academic Writing

As technology continues to evolve, educators face the challenge of preparing students for the demands of modern academic writing while fostering originality and critical thinking. This workshop explores the integration of generative AI tools such as ChatGPT and Grammarly into writing classrooms with a specific focus on academic writing. The first part of the workshop will be a discussion on the benefits of incorporating AI-powered writing assistants in the classroom focusing on how they enhance academic writing by automating proofreading and offering clarity and coherence suggestions. The next part addresses ethical concerns related to AI tools emphasizing responsible integration and teaching students to use them as aids rather than replacements. It will offer a comprehensive guide to successfully implementing these tools while addressing the critical issue of plagiarism. To make the most of this interactive workshop, attendees are strongly encouraged to bring laptops or other digital devices to actively participate.

Sunday, 28 April	13:00 ~ 13:50	Prime Building	Room 102
S. Warfield	NYU Shanghai		Workshop 50 mins

Integrating Artificial Intelligence in EFL Classrooms: Navigating the Future of Language Learning

This interactive workshop is dedicated to empowering English for Academic Purposes (EAP) educators with the skills to integrate Artificial Intelligence (AI) tools into their curricula, enhancing student engagement and language proficiency through reflective tasks. A key feature of this session is the focus on teacher-generated AI prompts that enrich writing assignments, encouraging students to develop critical thinking and advanced writing skills. In addition, the workshop will introduce teacher-created chatbots, an innovative approach for engaging students in conversations that bolster various language abilities. These chatbots, paired with thought-provoking reflective tasks, are designed to enhance comprehension and expression in a meaningful context. Importantly, the workshop is structured to provide participants with hands-on practice in these AI integrations, ensuring they leave not only with a theoretical understanding but also practical experience. Participants will have the opportunity to adapt and customize these AI-driven tasks for their own classroom settings, equipping them with versatile tools to foster a more dynamic and introspective EFL learning environment.

Sunday, 28 April	13:00 ~ 13:50	Prime Building	Room 103
Prof. R. Fusselman	Joongbu University, Goyang Campus		Workshop 50 mins

Course Design for University Electives

In recent years, some universities have given their professors greater freedom to develop their own elective courses, in order to make their schools more attractive to present and future enrollees. How can this be done in a way that engages the professor and the students? This presentation gives principles of course design, drawn from experience in developing for-credit electives at a Korean university. Topics covered include the creative process of developing a course, considerations based on the students' needs and

preferences, how to schedule the scope and sequence of an elective, potential stumbling blocks for course design, and other issues that teachers face in developing such material. Attendees will discuss their own ideas for courses and share how they would develop these ideas along suggestions given in the presentation. Any education professional interested in course design is invited to attend and participate.

Sunday, 28 April	13:00 ~ 13:25	Prime Building	Room 104
H. Nguyễn	Ton Duc Thang University	Research 25 mins	
Navigating the Educational “Stage:” EFL Students' Preferred Formative Assessments			
<p>Are English as a Foreign Language students passive recipients or active agents in your English language classroom? Let's empower them to become “players” on the educational “stage!” Encourage your students to actively engage in the learning process and give them a voice in shaping how their learning is assessed and evaluated. Guided by cognitivism, humanistic psychology, and constructivism, this study asked, “Which formative assessments do students prefer?” Conducted with 240 university English-major students at a prominent public university in South Vietnam, this study employed a mixed-methods research design to gather insights into preferred forms of formative assessment. Consolidated data from surveys and structured interviews revealed that individual essays, problem-solving, oral presentations, and group projects were favored, while attendance scores, quizzes, and reflective practices were least desirable. Detailed discussions of these preferences, along with pedagogical implications for designing and developing courses for English-major students, will be presented in the conference session.</p>			

Sunday, 28 April	13:00 ~ 14:20	Prime Building	Room 105
K.M. Donovan	NYU Shanghai	Workshop 80 mins	
E. Efremova	NYU Shanghai		
Is That Write? Translating Cultural Perspectives and Assumptions			
<p>"As international undergraduate classrooms continue to become increasingly diverse, with many students having limited or no prior study abroad experience, the importance of nurturing intercultural communication competencies within education becomes paramount. Developing these competencies requires a purposeful exploration of how one's linguistic and cultural backgrounds shape their perspectives and thought processes.</p> <p>Through this workshop, students and faculty will not only enhance their awareness of how their first language influences their thinking but also compare it with their colleagues, recognizing shared assumptions and how their backgrounds impact their worldviews.</p> <p>This workshop will focus on one ready-to-use activity that has been piloted in three different contexts. The presenters will share their insights and experiences to help participants adapt this writing activity to different educational contexts, students, and learning goals.</p> <p>Following the activity, the presenters will lead a discussion on how to develop effective strategies for intercultural communication in inclusive and multicultural classrooms."</p>			

Sunday, 28 April	13:00 ~ 13:25	Prime Building	Room 201
A. Dawes	Kanda University of International Studies	Research	25 mins
M. Melnikova	Kanda University of International Studies		
Evaluating the Efficacy of Student-Sought AI Feedback on Written Work			
<p>Improvements in writing corrected by students themselves are more significant than corrections that students did not seek (Chandler, 2003). However, for students to be able to recognize their errors, they must first be exposed to many types of feedback. With the recent prominence of generative artificial intelligence (AI), the researchers sought to investigate the practical value of AI feedback on second-year English-language student writing at a private Japanese University. Students sought specific feedback on selected sections of their papers using generative AI. Pre-feedback and post-feedback writing samples were analyzed to assess how AI feedback influenced the grammar, content and structure of students' writing. The findings offer valuable insight into the efficacy of AI in enhancing university students' writing proficiency. This presentation discusses the value and implication of integrating AI into the L2 writing classroom and offers an evaluation of AI as a constructive tool for garnering feedback.</p>			

Sunday, 28 April	13:00 ~ 13:25	Prime Building	Room 202
I. Moodie	Mokpo National University	Research	25 mins
The Troubling Gap in Occupational Well-being Between Female and Male Expat English Teachers			
<p>This presentation reports and discusses research results from a study of 228 expatriate English teachers in Asia (116 females, 103 males, and 9 other or preferring not to state their gender) who self-reported their levels of occupational well-being on a Likert-type survey. First, a multiple regression indicated that the demographic variables of education, teaching experience, teaching context, home countries, and gender could predict a small but statistically significant amount of variance in occupational well-being ($F(5, 208) = 3.28, p = .007, R^2 = .073$). However, when other variables were held constant, only gender could predict a significant amount of occupational well-being on its own ($B = 3.44$). Follow-up t-tests showed that females reported significantly lower levels of well-being on every item of the survey, indicating a troubling gap in well-being between expat female and male English teachers in Asia. After reporting the results, time will be saved for discussing this problem.</p>			

Sunday, 28 April	13:00 ~ 13:50	Prime Building	Room 203
L. Lising	Macquarie University	Presentation	50 min
Postgraduate Study and Research Pathways for Applied Linguistics, TESOL and Translating and Interpreting Professionals			
<p>Our world is increasingly becoming more diverse due to growing transnational mobilities. This diversity demands specific skills particularly in intercultural and trans-cultural communications. In addition, it demands commercial and educational knowledge that is contemporary and relevant to global trends. There is, therefore, a greater need for professionals to learn about and contribute to the theories and practices of Applied Linguistics, TESOL, Translating and Interpreting. In this session, you can learn about the various pathways for professionals wishing to upgrade their qualifications and/or conduct research into their sphere of professional interest, with a focus on Macquarie University's degree programs offered both on-campus and through blended delivery models.</p>			

Sunday, 28 April	13:00 ~ 13:25	Prime Building	Room 204
D. Anstey	University of Nottingham Ningbo China	Research 25 mins	
STEM and EAP Education at an EMI University in China			
<p>English Medium Instruction (EMI) programs are increasing globally due to the internationalization of higher education. To ensure students' literacy levels, transnational universities rely on foundation pathways to offer linguistic and content support (McKinley, Rose and Zhou, 2021). The EMI context in China brings opportunities and challenges in teacher training, pedagogy, and knowledge exchange. Since 2004, there have been 9 collaborative universities set up in China and many more EMI programs are being established and delivered (Zou, Wang and Yu, 2022). This paper presents the results of a joint Roundtable Discussion from over 20 professionals between STEAM (Science, Technology, Engineering, Art and Maths) content teachers and EAP (English for Academic Purposes) teachers in the Centre for English Language Education (CELE) at University of Nottingham Ningbo China (UNNC). Three themes of Innovation, Collaboration and Commercialization were discussed. Pedagogical innovation such as in-house English for Specific Purposes materials and group projects can help motivating classroom participation. 'Collaboration' is the mostly mentioned theme to invite faculties, guest lecturers and students as part of the Curriculum Transformation Program in UNUK (Reid and Watts, 2023). Finally, 'commercialization' addresses the needs for a smoother transition from high schools to the Preliminary Year through summer schools and connecting with communities.</p>			

Sunday, 28 April	13:30 ~ 13:55	Prime Building	Room 104
A. Fukushima	Kio University	Research 25 mins	
Leveraging Humor for Interactional Management: CA Analysis of Novice Learners' peer-interaction			
<p>Fostering positive communication attitudes is considered crucial in Japanese secondary EFL as well as CEFR. Previous research on conversation analysis (CA) perceives learners' attitudes as a dynamic social practice of engagement (Lee, 2018; Ro & Burch, 2020). However, limited interaction management opportunities exist for novice learners (Galaczi, 2014), with minimal research on their conversation co-construction. In the analysis of 34 peer conversations among Japanese high school students, this study explores how lower-level learners manage interaction in paired activities, guided by CA and Deppermann's (2011) formulation concept. Notably, the use of comical utterances emerges as a tool for maintaining topics, repairing interactional troubles, and eliciting responses. Sharing laughable moments also helps avoid language competence asymmetry in English. The research findings underscore the competence of novice learners in interaction and indicate how teachers should support them in in-class tasks, aligning with the conference theme that explores global language education roles.</p>			

Sunday, 28 April	13:30 ~ 13:55	Prime Building	Room 201
E.C. Howland	Kanda University of International Studies	Research 25 mins	
A. Dawes	Kanda University of International Studies		
A. Krasnansky	Kanda University of International Studies		
Staying Tuned in: Tracking Student Interests in Podcasts for Extensive Listening			
<p>The explosion in popularity of podcasting has opened up a range of opportunities for how listening could be taught in various classroom settings in order to encourage student engagement (Yeh, 2013). To connect students to the global conversation and a limitless source of authentic language, the presenters co-designed and piloted a podcast unit for a second-year media studies course at a private university in Japan. Through a series of reflective questionnaires, the researchers investigated students' knowledge of and affective engagement with the medium of podcasting. Before beginning the unit, content preferences, listening</p>			

habits, and interest in podcasts outside of the classroom were surveyed. Students then analyzed a variety of English-language podcasts before creating their own episode. This presentation will share preliminary findings of the changes in students' perceptions of podcasts as well as offer insights into podcasts as a catalyst for enhanced global awareness and autonomous listening.

Sunday, 28 April	13:30 ~ 13:55	Prime Building	Room 202
A. Murray	University of the Ryukyus	Research 25 mins	
Peer Evaluation for Intermediate Level Students			
<p>"During the autumn semester of the 2023 academic year, two sections of a compulsory writing course were taught at a Japanese university. This course was 15 weeks and had weekly 90-minute sessions. A process-oriented, genre-centered and task-based approach to instruction was taken. Throughout the semester, the students completed three writing tasks (narrative, descriptive, and expository). Throughout each task, multiple drafts were written, and both peer and self-evaluation worksheets completed.</p> <p>The researcher wanted to address the following research questions: (1) How do intermediate level students utilize peer review comments and suggestions at the various stages of the writing cycle? and (2) To what extent does peer review influence the writing of their peers? Data were collected in a variety of forms (classroom observations, peer review comments and self-evaluation comments, writing samples, and student opinions).</p>			

Sunday, 28 April	13:30 ~ 13:55	Prime Building	Room 204
D.P. Kandilla	Monash University	Research 25 mins	
Informal Digital Learning of English on Indonesian High School Students: Case Study			
<p>The current research aims to explore the beneficial roles of informal digital learning among Indonesian secondary high school students. A case study design was employed in this study through semi-structured interviews with four high-achieving students who have participated in English debating competitions as school representatives in one of the towns in the West Java province in Indonesia. The data were analyzed thematically, and the results showed that there are three roles of IDLE activities based on students' perspectives. These roles include making learning more interesting through social media and playing online games, enhancing self-awareness of English varieties and cross-cultural communication through receptive and productive activities of IDLE, and providing a safe learning environment without unassessed activities by the teacher. These findings could be very useful not only for students but also for teachers to minimize the negative outcomes of IDLE and for policymakers to improve facilities supporting students' informal learning.</p>			

14:00 ~ 15:00

Sunday, 28 April	14:00 ~ 14:50	Renaissance Building	Room 404
Michael Hurt	Korea National University of Arts	Featured Speaker	
How Korea Got Cool: Ethnography and the Korean Style			
<p>This talk will look through the lens of Korean street fashion and connect it up to K-pop, K-cinema, and hallyu, taking a visual approach. The talk will also be grounded in the fact that I've consulted for Pinterest, Google, Facebook, and Instagram, who've all come to the conclusion that what Koreans are doing now is what the rest of the world will be doing a few years from now. And the best way to know things, to track actual, real influence in the world, is the ethnographic method as found in anthropology and sociology. The talk will hopefully be able to give the audience some additional "handles" on Korea, especially since so many people</p>			

here like to play armchair anthropologist on Korea, which I'd say is the number one unacknowledged pastime here. And as for ESL applications, we will explore how the the question of how we know things we think we know – epistemology – can be the generator of lots of related sub-questions about what real-world influence Korean culture actually has around the world, as opposed to the flat, toothless discussions of “soft power” that tend to be had in uninspired conversation classes. Where does the soft-power rubber hit the road? And how exactly does soft power benefit the nation, especially as we think about what the nature of social/cultural “influence” even is? What are the particular levers of Korean cultural influence, and what do they look like? These are the harder – and therefore more interesting – \$250 per hour, topline report questions that, if one can answer, really pay the bills.

Sunday, 28 April	14:00 ~ 14:50	Renaissance Building	Room 405
David Kellogg	Sangmyung University	Featured Speaker	
METAPHOR IS WAR: Forming and Forgetting Science Concepts Through Language Play			
<p>In this presentation, we first consider three different views of the form of language play called metaphor. Is it word-to-word (as Shakespeare seems to think), meaning-to-meaning (as Lakoff and Johnson theorized), or both (as Halliday and Vygotsky believe)? Which view best supports the development of durable concepts? Which, for example, will explain how there can be solar wind without any air in space, or how there can be plasma waves without any water? First, I'll show that ten years after middle school, adult Koreans don't have much memory of their science textbook, and I'll argue that the same thing is probably true of English. Conclusions for TESOL follow, courtesy of Vygotsky, who argues that all foreign language concepts are actually scientific ones, which is why all languages import their scientific concepts in foreign words.</p>			

Sunday, 28 April	14:00 ~ 14:50	Prime Building	Room 101
M. Lisak	Chosun University	Workshop 50 mins	
"I don't want to play!" Investigating Resistance in the Classroom			
<p>"This workshop explores the interplay of sociocultural factors influencing the dynamics of English language learning classrooms. Participants will use a critical literacy framework to investigate key dimensions: circulation, silence, and resistance.</p> <p>The session reflects on classroom learning dynamics where participants examine the impact of disinterest and resistance on the overall language learning experience. The workshop also addresses the pervasive silences present in language learning environments by exploring compliance and zone of proximal development. Through guided activities and discussions, this workshop investigates resistance in its various forms: reactivity, inability to manage resilience, and instances of non-compliance.</p> <p>This workshop provides a platform for educators to interpret the sociocultural influences shaping their classrooms. By delving into critical aspects of circulation, silence, and resistance, participants will leave with a heightened awareness of the underlying literacies at work, enabling them to enhance their teaching strategies and create more inclusive and effective language learning environments.</p>			

Sunday, 28 April	14:00 ~ 14:50	Prime Building	Room 102
T. Jones	Howard Community College	Workshop 50 mins	
Multiply Learning with Multiword Units			
<p>Multiword units, lexical bundles, collocations, formulaic sequences ... these closely-tied groups of words go by many different names, but they are consistently challenging for our learners. While proficient English users remember multiword units as intact phrases, this is not the case for English learners. Instead, our students tend to listen to and read formulaic sequences as individual words, which reduces their comprehension and their ability to remember what they have heard or read. Students need repeated</p>			

exposure to multiword units in order to become proficient at recognizing and using them. However, the same material over and over again can become stale very quickly. Fortunately for teachers, spirited competition can perk up even the dullest review lesson. In this presentation, the speaker will demonstrate 10 games and interactive activities that help students acquire multiword units. Participants will leave the session with a practical toolkit of activities for use on Monday.

Sunday, 28 April	14:00 ~ 14:50	Prime Building	Room 103
K. Song	University of the Ryukyus	Workshop 50 mins	
Helping University Students Develop Appropriately Professional English			
<p>"The workshop will address the needs of university students and future professional users of English to develop pragmatic awareness in preparation for status-unequal and high-stakes interactions in their future. The lessons aimed at developing appropriately polite and formal spoken and written English for high-stakes institutional contexts with higher status interactants like university professors and future employers is crucial for the world outside their university EFL classrooms.</p> <p>The workshop's focus on appropriate English and classroom activities addressing it are rooted in the presenter's experience as a learner and user of the Japanese and Korean for use in academic and workplace settings. Having learned about and used appropriate forms and taught English in the workplace, have had her concerned about typically polite and respectful Japanese and Korean users' uncharacteristically 'crude' English language choices.</p> <p>Attendees' input will be sought to further develop the classroom activities.</p>			

Sunday, 28 April	14:00 ~ 14:25	Prime Building	Room 104
N. Duvernay	Hankuk University of Foreign Studies	Research 25 mins	
M. Watson	Hankuk University of Foreign Studies		
G. DeHond	Hankuk University of Foreign Studies		
Deciphering Authenticity: The Detection of Texts Generated by AI Obfuscation Services			
<p>With the advance of generative AI in university writing contexts, researchers and educators alike have broached credibility concerns regarding the identification of human- or AI-written texts. This study approached 45 English speaking professors in South Korea to identify AI-like writing qualities in storytelling writing samples influenced by three writing assistant tools: ChatGPT-3.5, Quillbot and Smodin. Results indicate a majority of evaluators being able to rate all three authors as AI-like, with some notable differences in categorical evaluations. While most raters could identify AI-like features of vocabulary across all texts, evaluations of both sentence structure and experiential or emotional language appear inconsistent across text authorship, and punctuation AI markers appear challenging for all three AI authors. Of the three authors, Quillbot appears most identifiable, with ChatGPT and Smodin presenting differing challenges in sentence structure and punctuation. Future research should consider more investigation into categorical definitions and their markers.</p>			

Sunday, 28 April	14:00 ~ 14:25	Prime Building	Room 201
F.J. Melara Gutierrez	University of Chichester	Research 25 mins	
Exploring Teachers' Needs in the Pursuit of Excellence in English Language Education			
<p>This study investigates the training needs of secondary school English Language teachers, examining their daily practices in the context of effective professional performance. Using a mixed methods research design, a self-evaluation questionnaire was crafted through comparative document analysis. The study, conducted with teachers from the South Korean areas of Chungcheongnam-do and Incheon, aimed to determine discrepancies between 'perceived realities' and the 'perceived ideals' of classroom performance ('how it is'</p>			

vs. 'how it should be') to ensure the delivery of quality education within the parameters of teaching effectiveness. The priority training demands revealed by the results pertain to the teaching of metacognitive strategies, emphasis on higher and lower cognitive objectives, the integration of English with other subjects in the learning process, and personalized instruction aligned with students' needs. Addressing these demands, the study proposes considerations for ongoing professional development to empower English language teachers with effective classroom practices.

Sunday, 28 April	14:00 ~ 14:25	Prime Building	Room 202
N.C. Aktekin	Acibadem University		Research 25 mins
A Comprehensive Examination of a Lecturer Language Support Program and its Evaluation Using the RE-AIM Framework			
<p>The presentation will delve into the intricacies of a Lecturer Language Support Program, which is a prudently designed initiative aimed at offering critical support to lecturers who teach their subjects in English. The Program offers various courses, including short courses with a total of five meetings, an eight-week Communicating and Teaching in English course, personalized one-to-one lecturer support, and engaging conversation sessions through the Breakfast Club. This multifaceted approach ensures that lecturers receive tailored assistance to thrive in an English-medium teaching environment. The presentation will also present the effectiveness of the Program utilizing the Reach, Effectiveness, Adoption, Implementation, and Maintenance (RE-AIM) framework for comprehensive evaluation. The RE-AIM framework provides a structured approach to assess the program's impact on various dimensions, including the extent of its reach, the effectiveness of language support interventions, the adoption and implementation by lecturers, and the potential for sustained benefits over time.</p>			

Sunday, 28 April	14:00 ~ 14:25	Prime Building	Room 203
L. Jackson	Ritsumeikan University		Research 25 mins
"No More of the Same": Experimenting with Critical Language Pedagogy			
<p>Critical Language Pedagogy (CLP) is a progressive, exploratory approach to content-based instruction in which students are encouraged to question status quo assumptions about issues of social (in)justice. The CLP-oriented classroom should be student-fronted, dialogical, democratically-organized, and critical in orientation (Crookes, 2013). Consequently, CLP is often perceived as being difficult to implement and culturally incongruous with East Asian educational contexts. This Action Research presentation details one instructor's attempt to implement a CLP-informed approach to an elective English class in a Japanese university. The presenter will first provide an overview of some of the foundational principles of CLP from the existing literature, explaining how he interpreted, adapted, and introduced these principles into the class. Following this, student receptivity to a CLP-informed approach will be reported on. The presenter will conclude with a reflection on how his CLP might be improved in the future.</p>			

Sunday, 28 April	14:00 ~ 14:25	Prime Building	Room 204
C. Tat	Doshisha Women's College of Liberal Arts		Research 25 mins
S.K.P. Gay	Kyoto University of Foreign Studies		
Act locally, Think globally: SDGs as core content for a 24 course EAP program			
<p>This presentation will detail how a Sustainable Development Goals-centered English for Academic Purposes (EAP) curriculum was created and implemented at a Japanese university. In 2019, a school of policy studies at a university in Western Japan decided to revamp its undergraduate and graduate curricula to focus on offering most courses in English. Students wishing to pursue courses in International Affairs, Public Policy, and Media Studies would have to be able to write, speak, and attend lectures delivered in English with</p>			

minimal Japanese language support. To prepare students, the first two years of their undergraduate studies they must enroll into a rigorous EAP program focused on the themes of the Sustainable Development Goals. The program seeks to achieve lateral as well as vertical integration of the four skills Reading, Writing, Listening, and Speaking. This paper will explain the curriculum development process, as well as discuss the successes and failures after one year of implementation. The focus will be on how an increase in socially relevant content, the SDGs, was perceived by students and teachers and how it affected students' academic development.

Sunday, 28 April	14:30 ~ 14:55	Prime Building	Room 104
M. Watson	Hankuk University of Foreign Studies	Research 25 mins	
Determining Authenticity in the Era of ChatGPT			
<p>The emergence of ChatGPT, an AI-driven language model, has sparked debates about its impact on education. This study investigates the ability of native-speaking English professors (L1EP) and non-native English-speaking students (L2ES) to discern between essays generated by ChatGPT and those written by students. The research concentrates on the differences in assessment criteria and the proficiency of individuals in identifying GenAI content. The study's methodology employs quantitative research methods to collect and analyze data, focusing on language skills and depth of professional knowledge. Results reveal that L1EP outperformed L2ES in identifying GenAI essays, across all categories of coherence, style, depth of analysis, and credibility. The paper concludes that beyond mere familiarity with ChatGPT, accurate differentiation between human and AI writing demands a deeper understanding and proficiency in language and assessment criteria.</p>			

Sunday, 28 April	14:30 ~ 14:55	Prime Building	Room 202
B. Lacy	Juntendo University	Research 25 mins	
Localizing Global Issues in a University EFL Setting Through Picture books			
<p>This study explores the efficacy of picture books as pedagogical tools in enhancing awareness of social issues among university EFL learners. The research involved forty-nine first-year Japanese university students and employed a pre-test survey to gauge their initial perceptions of fifteen social issues. The methodology incorporated five carefully selected picture books, each depicting an aspect of society--such as community involvement, police brutality, bullying, refugee experiences, disability rights, and LGBTQ+ rights. Post-reading, the students engaged in Reading in Action activities, which included tasks like taking relevant photos, exploring Japanese NPOs' websites, and writing reflective summaries connecting the issues portrayed in the picture books to similar issues in Japan. These activities provided insights into the students' pre-existing knowledge and the learning outcomes regarding societal issues. This study demonstrates that integrating picture books with active learning strategies can significantly deepen university students' understanding of complex social issues, both within their local context and globally.</p>			

Sunday, 28 April	14:30 ~ 14:55	Prime Building	Room 203
K. Kester	National Taiwan University	Research 25 mins	
S.Y. Chang	National Taiwan University		
Re-Bordering EMI: Reflections on Theory and Practice in EMI in Higher Education			
<p>English-medium instruction (EMI) in higher education is a burgeoning field that has received much attention in recent years from policymakers, researchers, and practitioners. But little has been written from the standpoint of the scholars who practice EMI. This paper offers duoethnographic reflections on EMI from the Korean and Taiwanese contexts, through the lenses of two EMI practitioners, one labeled local and the other international. The study examines the constraints and affordances of EMI as a growing policy phenomenon</p>			

and explores the convergences and divergences between the perspectives of the practitioners. Through Gloria Anzaldúa's (1987) concept of borderlands, the paper seeks to make visible – and question the legitimacy of – the many geographical, linguistic, and epistemic borders that have been (re)created in current mainstream understandings of EMI. To move away from furthering divides, this paper invites EMI practitioners to become “border-crossers” by foregrounding the multilingual reality inherent in EMI contexts.

Online Sessions

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Online Session		
Guy Cook	King's College, London	Virtual Plenary, 50 mins
Setting the Stage: The EFL Classroom in the First Quarter of the 21st Century		
<p>In a special virtual plenary, Guy Cook, pre-eminent scholar of both language play and the place of translation in EFL teaching, will be participating in a conversation with Conference Chair Bryan Hale. Dr. Cook will help us put our current teaching situations in the context of developments in EFL over the first quarter of the 21st century.</p>		

Online Session		
Ahmed, Sayma	North South University	Research Paper 25 mins
Transition From Traditional Pedagogy to Self-Regulated Learning for Lifelong Success in ESL Education in Bangladesh		
<p>Beyond the conventional emphasis on linguistic acquisition, the effectiveness of ESL (English as a Second Language) education lies in empowering learners by nurturing overall competencies in order to achieve academic brilliance, problem-solving and critical thinking aptitudes, and to apply the language in real-world contexts. This holistic success is best achieved through the incorporation of self-efficacy and self-regulated learning methodologies to prepare learners for a complex environment, enabling them to develop autonomy, take on a teacher-like role, and step out of a passive learning role. In this approach, learners and educators collaborate as a team. This paradigmatic shift is validated through a mixed-methodology, incorporating in-depth interviews and surveys with university educators and learners. The data analysis employed a descriptive thematic analytical approach. The findings suggest that the active and thoughtful participation of students not only facilitates successful language acquisition but also confirms lifelong competencies, going beyond momentary academic achievements.</p>		

Online Session		
Bradley, Joff	Teikyo University Tokyo	Research Paper 25 mins
Neuroscience, memory, and language learning: the disaster awaiting us		
<p>In this talk, I explore the question of memory—its retention, loss, and interplay with the dynamics of writing, reading, and the recollection of English. My talk will consider language acquisition and investigate the intricate connections between memory and language in the context of “affect studies” and the evolving impact of technology. Drawing on insights from neuroscience and philosophy, I examine such issues while offering a critical perspective on the prevailing euphoria surrounding technological fixes. I address the impact of transformative technologies such as ChatGPT, DeepL, and Google Translate, and explore their influence vis-à-vis language acquisition and retention. As we probe the intersection of neuroscience, philosophy, and technology, I pose several fundamental questions: Does language learning remain tied to natural processes, or does technology suggest a revolutionary paradigm? Furthermore, I enquire into whether the enthusiasm for technological interventions in language learning should be celebrated or met with deep, concerned skepticism.</p>		

Online Session		
Brooks, William	Aichi University	Research Paper 25 mins
Task-/Project-Based Learning (TBL/PBL): Effective use in the classroom		
<p>"Task-Based Learning (TBL) and Project-Based Learning (PBL) are widely recognized as effective methodologies (Condliffe et al., 2015), engaging students in completing tasks or projects. In second language education, these approaches immerse students in a more natural context, directly aligned with educational and professional needs, thereby enhancing effectiveness through the use of real-life tasks and activities (Burrows, 2008), as well as boosting motivation and promoting authentic language (Sholeh et al., 2020).</p> <p>In this workshop, facilitators will showcase successful TBL activities and PBL projects, demonstrating their application in business English and scientific English classes. The session will include practical examples such as case studies, pair and group work exercises for business English comprehension, and strategies for academic presentations and publications. Brief discussions of survey results from student evaluations will underscore the positive impact of TBL and PBL on motivation and active student participation, reinforcing the workshop's emphasis on enhanced language learning experiences.</p>		

Online Session		
Castillo, Lorelynn	Senior High School of Saint Louis University	Research Paper 25 mins
Development of Teacher-Made Material for Intercultural Communication Competence in a Hybrid Learning Context		
<p>The increasing role of Intercultural Communication Competence (ICC) in our globalized world brought by workplace and classroom diversities allows teachers to adapt different teaching strategies to meet learning demands. This becomes a huge factor to consider for students' practice of communication for the promotion of international relations. Also, it prepares students to establish a mutual connection and collaboration with people from other cultures. When learners are exposed to diverse contexts or the culture they are exposed to, the possibility of developing their intercultural communicative competence increases. Hence, this study aimed to develop teacher-made material that enhance the intercultural communication competence of students, and it specifically answered four (4) questions. The research followed the Developmental Research Type 1 Design. For the quantitative partaking of the study, 349 Grade 11 Senior High School students of one of the premiere universities in Northern Philippines were the participants. As for the qualitative data gathering, interview was conducted from the 10 selected participants of the survey questionnaire. The results of this study identified that students lack immersion and exposure to communicate with people of different cultural contexts. Students are contained in their school that they are limited to communicating with their classmates, schoolmates, teachers, non-teaching staff, and service providers. Therefore, integrating and incorporating activities that require students to be more communicatively open with other people outside their school increase their understanding and awareness of cultural differences. This study encourages teachers to develop and use intercultural materials that are contextualized based on their students' needs, learning styles, and level of intercultural communication competence. It is also suggested that continuous review and evaluation of curriculum mapping of appropriate assessments for students' skills and subject's competencies should be strengthened.</p>		

Online Session		
Chujo, Junko	Tokyo City University	Research Paper 25 mins
Bridging EFL Classroom Learning and Real-World Communication		
<p>This presentation introduces an authentic experience-based pedagogical project aimed at igniting Japanese engineering university English learners' willingness to communicate. As Yashima (2003) stresses, "the language learning environment needs to help students...find personal meaning in learning English as well as in communication with dissimilar others." The designed project consisted of students finding similarities and differences with someone from outside of Japan by conducting an interview using prepared questions in English. The interview was followed by an in-class poster presentation presenting their interaction findings. The pre-and post-assignment survey results coupled with the instructor's observations detected that this one pedagogically designed experience-based activity-built students' confidence and interest, and raised their awareness of what they can do with their English ability. This study, including the worksheet presentation, shows that the incorporation of in-country resources in the EFL setting has powerful potential for English instruction.</p>		

Online Session		
Chuleethongrerk, Nattapat-orn	Chulalongkorn University	Research Paper 25 mins
How to Apply Automated Feedback to EFL Writing Classes?		
<p>The popularity of AI writing assistants is on the rise. EFL students rely on AI tools for grammar accuracy although the less-than-90-percent accuracy has been evidenced by various studies. Furthermore, instructional methods that include such automated feedback so that students can have guidelines and learn to pinpoint "wrongly detected issues" are rare despite the unavoidable trends of AI use.</p> <p>Grounded upon the process-based writing approach and Schmidt's Noticing Hypothesis, this mixed-method study investigated the effects of two potential instructional methods of automated feedback on EFL students' writing i.e., high-frequency and lowered-frequency automated feedback. During the grammar revision process, two groups of students received different types of automated feedback generated by one of AI tools used by students in Thailand i.e., Grammarly. All written drafts were analyzed exploring the effects of automated feedback on content and language. Writing pretest and posttest were included investigating changes in students' overall writing ability.</p>		

Online Session		
Damar, Fatika	Universitas Sebelas Maret	Research Paper 25 mins
E-learning Impacts on University Students' Self-Regulated Learning in Academic Writing		
<p>The effect of using e-learning in education is to strengthen students' Self-Regulated Learning (SRL). SRL is an individual's awareness to actively participate in organizing, controlling, and managing their own learning process. The purpose of this research is to determine how e-learning might facilitate students' SRL such as metacognition, motivation, and behavior. The research method used is descriptive qualitative research on e-learning. 40 students who utilized the e-learning for learning were observed and interviewed by researcher. The results concluded that e-learning has a positive contribution in facilitating students' SRL in academic writing. By using e-learning, students can manage their own study time and study strategy. This research indicates that if students want to achieve SRL, lecturer should prepare the materials which can be improve student's metacognition, motivation, and behavior. This study has implications for all academics, learners, and institutions that have adopted e-learning, particularly the institutions under study.</p>		

Online Session		
Dai, Shan Shan	Wenzhou-Kean University	Research Paper 25 mins
Zhu, Shudi	Wenzhou-Kean University	
Huang, Zheming	Wenzhou-Kean University	
Chinese University Students' Attitudes Towards China English in an English-Medium Instruction Context		
<p>With the global spread of English as a lingua franca (ELF), diverse linguistic varieties have gradually developed. China English, as one of them, has received widespread attention. In the English-medium instruction (EMI) context, researchers and educators have considered the significance and impact of China English. Chinese learners' attitudes and perceptions towards China English play an essential role in English learning. Therefore, this study employs mixed methods, in the utilization of questionnaires and interviews, to explore the attitudes of students at a Sino-foreign joint university towards "China English", including their views on English, China English, Chinese English accent, and their identity construction. The results reveal Chinese college students' perspectives toward China English and English learning as well as their consciousness of accents and cultural identity. Based on the findings, the study enhances students' awareness of World Englishes and extends inspiration for English teaching at EMI environments in Chinese universities.</p>		

Online Session		
Deng, Jing	CPCE Hong Kong Polytechnic University	Research Paper 25 mins
Guo, Hau	CPCE Hong Kong Polytechnic University	
College adjustment: A study of Mainland Chinese sub-degree students in Hong Kong		
<p>There are some existing studies which explore Mainland students' adjustment experience in university settings in Hong Kong. However, little research interest has been shown in how mainland students adjust to their tertiary studies in sub-degree or higher diploma programs.</p> <p>This study adopted a mixed method approach to explore Mainland Chinese sub-degree students' experience of adjustment at a tertiary institution in Hong Kong. Questionnaire surveys and reflections were conducted at one community college in Hong Kong.</p> <p>The findings indicate that though mainland sub-degree students were psychologically well and had no financial concerns, many expressed that they were having language (both English and Cantonese) and academic challenges during their stay in Hong Kong. Among all the challenges, doing group projects and integrating with HK students are reported as the most demanding.</p> <p>Implications for how Mainland sub-degree students can best adjust and how their host institutions can better support them are discussed.</p>		

Online Session		
Drajati, Nur Arifah	Universitas Sebelas Maret	Research Paper 25 mins
Exploring Stories from Indonesian EFL Pre-service Teachers' Professional Identity Development		
<p>In education, teaching and research skills are interconnected skills for pre-service teachers (PST), where teaching is constructed through paradigm, theory, methodology, and practices. However, Indonesian EFL PSTs have fallen into a research trajectory where classroom research should achieve students' positive outcomes by employing learning media. This study aims to illustrate how employing autobiography narrative inquiry could employ PST reflection on their professional identity. 20 PSTs from the English language teaching department were selected, where they conducted autobiographies during their teaching practicums in various schools as a methodology. This study employed multimodal narrative inquiry taken from 1) PSTs' teaching reflection, 2) photos, and 3) interviews with stimulus recall. Our thematic analysis</p>		

shows that autobiography helped teachers reflect various feedback on their teaching effectiveness, commitment, affiliation on PST group teaching, independence, professional future, and awareness of their emotions, thoughts, and needs. Praxis implications on PSTs' professional identity will also be discussed.

Online Session

Flores, Ana Maria

Nanzan university

Research Paper 25 mins

The Pedagogical Potential of Mini-Movie Making for ESL Language Acquisition

This presentation explores the potential of mini-movie making for ESL language acquisition. By engaging students in creating their own short films, this approach enhances language learning and fosters creativity. It discusses the benefits, such as improving oral communication skills, enhancing vocabulary acquisition, promoting cultural awareness, and encouraging collaboration. It also examines the role of technology in facilitating the creation and sharing of mini-movies. The presentation provides insights into implementation in ESL classrooms and offers practical strategies for teachers to integrate this approach. This essay highlights the valuable contribution of mini-movie making in ESL language acquisition and suggests its inclusion as a pedagogical tool in language education curricula.

Online Session

Fujieda, Yutaka

Osaka University of Economics

Research Paper 25 mins

Navigating Emotions: English Writing Challenges of Japanese EFL Learners

This study investigated the indescribable feelings or felt sense of Japanese EFL writers through their experiences of English writing and interpreted the meanings conveyed through their English writing. Employing a qualitative case study design, this study adopted thematic analysis in conjunction with the Thinking at the Edge (TAE) method to explore the felt sense of 10 participants as they engaged in English writing. Data included the participants' TAE worksheets (Tokumaru, 2011) and individual interviews. The findings revealed that participants encountered considerable challenges in articulating their thoughts because of the linguistic differences between Japanese and English. This difficulty in structuring ideas coherently into paragraphs adversely influenced their confidence in their English communication skills. However, their persistent efforts in English writing underscored the importance of refining writing skills and fostering a sense of achievement. This presentation will discuss how the TAE method can be instrumental in investigating the emotions of English writing.

Online Session

Forsythe, Edo

Hirosaki Gakuin University

Research Paper 25 mins

Student Perceptions of Online Intercultural Collaborations in IVE Project

English-major students at a Japanese private university participated in the IVEProject online intercultural collaboration project in their third year of study. A total of 66 participants recorded their impressions of the online collaborations after each semester's project. This presentation details the qualitative findings of two-years' worth of participants' spoken reflections of the Project. This study analyzed the participants' responses qualitatively using grounded theory to identify general, overall perceptions of the effectiveness and usefulness of such online collaborations, as well as how the students shared and learned about cultures. A brief comparison of this study's findings and the author's previous research into online collaborations using a different platform will be provided during this session. Attendees will learn what online intercultural collaborations are, what potential forms they can take, and how instructors can effectively incorporate online intercultural collaborations into their own courses to increase opportunities for interpersonal communications in English.

Online Session		
Harum, Putri	Universitas Islam Indonesia	Research Paper 25 mins
Teacher Perceptions of the Effect of Extracurricular English Learning in Modern Islamic Boarding School		
<p>In Indonesia, numerous Islamic boarding schools (IBS), despite their name, have expanded their focus to enhance the non-religious skills of their students, including proficiency in the English language. The present study aims to explore the effect of extracurricular English learning in modern IBS through the perceptions of EFL teachers. For that purpose, a descriptive qualitative method was employed to obtain a clear understanding of how extracurricular activities influence students' improvement in the English language. The participants were two English teachers at modern IBS. Semi-structured interviews were used to collect the data for this study. The data were analyzed using thematic analysis to find out what are the effects of extracurricular English learning by teacher's perceptions. The results indicate that extracurricular activities can enhance speaking, writing, and listening skills, enrich English vocabulary, and boost students' motivation in learning English. This research is expected to provide a clear picture of teachers' perceptions of extracurricular activities in IBS that influence students' English skills.</p>		

Online Session		
Hsu, Hsiao-Wen	Ling Tung University	Research Paper 25 mins
Investigating the Acceptance of ASR-based Computer-assisted Pronunciation Training among Freshman EFL learners		
<p>This case study examined the acceptance of computer-assisted pronunciation training (CAPT) among first-year university students at a private university in Taiwan. A total of 98 intermediate English learners were provided with a 15-week automatic speech recognition (ASR) pronunciation instruction as part of their freshman English course. A questionnaire assessed students' perspectives on technology-facilitated pronunciation instruction. The structural relationships of the Technology Acceptance Model (TAM) indicated that these students accepted the new pronunciation instruction technology satisfactorily. The perceived effectiveness of the software and student attitudes about utilizing it were significantly correlated, hence promoting the further usage of ASR-based CAPT. Based on their responses, it was proven that the ASR feature improved students' recognition of their pronunciation errors. Moreover, they willingly repeated pronunciation exercises, building confidence in speaking without fearing embarrassment in front of peers. Suggestions were provided for language teachers interested in employing CAPT in EFL settings.</p>		

Online Session		
Jung, Jookyung	The Chinese University of Hong Kong	Research Paper 25 mins
Task Effects on Incidental Collocation Learning from Reading		
<p>Under either a simple or complex condition, 101 Cantonese speakers read three English articles that contained 12 target collocations. In this task, as a magazine editor, participants determined if the articles were acceptable to be published by filling out feedback forms. While those in the simple condition simply accepted or rejected the articles, those in the complex condition additionally evaluated the article on diverse criteria by responding to 7-point Likert-scale items. Participants' eye-movements were recorded during the task, and learning was measured with collocation recall and recognition tests. Ten participants from each condition were asked to produce stimulated recalls. The results revealed that increased task complexity led to longer first fixation durations and greater fixation counts on the target collocations, as well as better performances in the immediate collocation recognition and the delayed collocation recall tests. The stimulated recalls further indicated that increased task complexity encouraged more attentive reading.</p>		

Online Session		
Kavanagh, Barry	Tohoku University	Research Paper 25 mins
Navigating Language Dynamics: Note-Taking Practices and Test Scores in Academic Lectures		
<p>Given the challenges of note-taking in the L2 during academic lectures, is it realistic to expect students only to use English?</p> <p>This study explored first-year students' (N=112) note-taking language preferences and habits at a Japanese university while listening to short academic lectures and assess its impact on their test scores.</p> <p>Following a note-taking course unit, students listened to 8 English academic lectures throughout the course, and took comprehension tests and a survey on their perspectives of the note taking process after each lecture.</p> <p>Results indicated a preference for English in note-taking, yet the majority of students employed a mix of Japanese and English in actual note-taking practice. Students using both languages or just English achieved the highest test scores, with no significant difference between them. These findings can perhaps challenge the strict English-only policies in EFL classes and suggest potential benefits of incorporating the L2 in note-taking.</p>		

Online Session		
Khawaja, Anastasia	University of South Florida	Research Paper 25 mins
Hillis, Mary	Ritsumeikan University	
Hoelker, Jane	Nazarbayev University	
Baker, Monica	Webtuck Central School District	
Beyond the Classroom: JEDI in Virtual Spaces		
<p>Whether educators are working in resource-challenged environments or urban university settings, virtual spaces offer the opportunity for global connections and shared discussions, supporting progress towards initiatives like the UN Sustainable Development Goals. In this workshop, presenters representing Central Asia, the Far East, the Middle East, and the East Coast United States discuss our educational experiences promoting language learning in such virtual spaces. Drawing on the Justice, Equity, Diversity, and Inclusion (JEDI) framework from Sears and Kudaisi (2021) we emphasize the importance of providing spaces where students can exchange ideas, connect with one another, and continue their personal and professional development as “unfinished learners” (Freire, 1970). We further explore how we can build virtual connections as a practice to engage and empower global learners and educators (Lortie, 2020). At the end of the session, participants will create an action plan to apply the information to their own contexts.</p>		

Online Session		
Kirkwood, Malcolm Barton	UQ College	Research Paper 25 mins
Using AI-generated Comics to Teach Vocabulary!		
<p>A solid foundation of vocabulary knowledge is essential at every stage of the learner’s second language (L2) development. Despite this awareness, multimedia design research and the emergence of easy-to-use AI image generators have made little impact on the way we present new vocabulary (or other features of target language) to EAL students. This presentation shares findings from a recent action research project on using AI (Midjourney) to assist vocabulary learning in a tertiary pathway English program at UQ College. The project, influenced by the growing quality and availability of AI image generators, as well as my own PhD research in multimedia learning, demonstrates the importance of context in learning material design, in particular emphasizing the role of social interaction and emotion as essential ‘gatekeepers’ of cognition and</p>		

memory. Implications of the research and practical classroom tips are provided which your students will surely thank you for!

Online Session

Kurishita, Noriko

Nagoya University of Foreign Studies

Research Paper 25 mins

Changing Learner Beliefs in an Extensive Reading Community

This study attempts to reveal the process of changing learners' beliefs through collaborative activities to promote L2 extensive reading (ER) in a university classroom. Substantial studies of L2 ER have been reported to demonstrate the benefits of ER for L2 language development (e.g., Elley & Mangubhai, 1981); however, the shifting learners' beliefs of L2 learning towards its natural methodology have been hardly studied. By utilizing the frameworks of communities of practice (CoP) (Wenger, 1998; Wenger, et al., 2002) the results revealed the complexity of the shifting process of EFL learners' beliefs towards ER methodology through interactive activities. The ethnographic study with periodical interviews with target students and conversation analysis of their interaction spanning 25 weeks showed various degrees of ER treatment, such as some students were absorbed in stories accepting the new learning methodology, whereas others remained ambiguous due to a lack of peer scaffoldings during the interaction.

Online Session

Li, Chia-Yi

Southern Taiwan University of Science and Technology

Research Paper 25 mins

Empowering EFL Learners: Multimodal Digital Storytelling for Speaking Competence

This study, rooted in scaffolding principles and digital assistance, explores the use of multimodal strategies to enhance the speaking competence and narrative engagement of English as a Foreign Language (EFL) students. Leveraging Story Jumper as a versatile tool of creating storybooks blending text, image, and audio elements, participants collaboratively integrated local content and speaking practice over twelve weeks through digital storytelling. A quasi-experiment assessed the impact on learning outcomes using speaking rubrics, Likert-Scale questionnaires, and interviews. Findings underscore the pivotal role of digital storytelling in cultivating proficient English speakers with heightened engagement. Students expressed positive perceptions of multimodal features, enjoying visual and auditory elements, and valuing cultural context. The study identifies perceived obstacles, including digital literacy, language skills, innovative thinking, and collaborative learning, highlighting the efficacy of multimodal digital storytelling in advancing EFL speaking competence while addressing challenges in language education.

Online Session

Maulana, Andri

Indian Institute of Technology Patna

Research Paper 25 mins

Developing Intercultural Competence Through Food Culture: Indonesian English Teachers' Perspective

This research investigates the perspectives of English teachers in Indonesia regarding the incorporation of the food culture topic in English classrooms to enhance students' intercultural competence. Understanding the 'self' and 'other' in diverse cultural settings is vital for developing intercultural competence, particularly in the context of English language learning. The study emphasizes the significant role of food culture in shaping individuals' lives, emotions, and identity, while also fostering connections at familial, communal, and national levels, contributing to a broader cultural experience for foreign language learner. Qualitative research approach through a group interview with English teachers was employed; insights were gathered on the implementation of teaching English through the world cuisine topic as a means to promote intercultural communication and awareness. This research underscores the importance of preparing English learners in Indonesia as global citizens, fostering greater awareness of cultural diversity.

Online Session		
Nakanishi, Noriko	Kobe Gakuin University	Research Paper 25 mins
Diversifying English Listening Skills: A Study on World Englishes Shadowing		
<p>"Most English audio materials published in Japan are recorded in American or British English, limiting opportunities for learners to expose themselves to World Englishes (WE). In this study, we augmented at-home shadowing training for ""English conversation"" courses by incorporating WE audio, featuring narrators from East and Southeast Asia, Eastern Europe, West Africa, and South America. Participants included first- and second-year university students preparing to study abroad in English as a Native Language (ENL) countries. Following a five-month training period, an awareness survey revealed that 93 out of 95 respondents found WE shadowing helpful for improving listening comprehension. A co-occurrence network analysis uncovered two key implications: 1) participants value the experience of learning diverse pronunciation features, indicating potential challenges in encountering varied accents in daily life, such as part-time jobs, and 2) they express anxiety about interactions with classmates from diverse regions during their study abroad experience."</p>		

Online Session		
Nguyễn, Hà	Ton Duc Thang University	Research Paper 25 mins
Navigating the Educational "Stage:" EFL Students' Preferred Formative Assessments		
<p>Are English as a Foreign Language students passive recipients or active agents in your English language classroom? Let's empower them to become "players" on the educational "stage!" Encourage your students to actively engage in the learning process and give them a voice in shaping how their learning is assessed and evaluated. Guided by cognitivism, humanistic psychology, and constructivism, this study asked, "Which formative assessments do students prefer?" Conducted with 240 university English-major students at a prominent public university in South Vietnam, this study employed a mixed-methods research design to gather insights into preferred forms of formative assessment. Consolidated data from surveys and structured interviews revealed that individual essays, problem-solving, oral presentations, and group projects were favored, while attendance scores, quizzes, and reflective practices were least desirable. Detailed discussions of these preferences, along with pedagogical implications for designing and developing courses for English-major students, will be presented in the conference session.</p>		

Online Session		
Ordonez Zuniga, Hector Ramiro	National Polytechnical Institute	Research Paper 25 mins
Enhancing Speaking Skills through Poetry: A Phonological and Vocabulary Acquisition Approach		
<p>"In this presentation, I'll share pioneering research on using poetry to enhance English speaking skills. This approach targets vocabulary enrichment and phonological aspects of language learning. Selected poems, paired with vocabulary ranked by English Vocabulary Profile, VOCD, MTLD, and Flesch Reading Ease metrics, show marked improvement in vocabulary acquisition and phonological control. Results indicate improved vocabulary retention and moderate gains in spoken confidence. Notably, learners show enhanced control of phonological features. Key metrics like spoken speech rate (words per minute) measure speech quality, offering valuable insights for English Language Teaching professionals. Attendees will learn how poetry can be a transformative tool in ELT, improving spoken English through linguistic and phonological development. This research provides ELT practitioners with text selection and progress-tracking strategies, equipping them with innovative teaching methodologies.</p>		

Online Session		
Park, Eunjeong	Sunchon National University	Research Paper 25 mins
The Usefulness of Teacher-Made Authentic Materials for EFL Learners: An Accidental Ethnography		
<p>This study examines the use of authentic materials for English education. Using authentic materials has both advantages and disadvantages. However, it is obvious that authentic materials are more beneficial to EFL learners for their communication skills and cultural understanding. They also provide learners with an opportunity to know what English is like in real life. Accidental ethnography was employed for the study. Through content and language integrated learning (CLIL), this study shows how authentic materials are effective and useful to EFL learners in a specialized vocational high school. Findings revealed that the participants felt they genuinely learned English and learning career-related vocabulary was useful for their prospective career and confirmed the potential of using authentic materials. This study also addresses research and pedagogical implications.</p>		

Online Session		
Pietruszewska, Anna	University of Lodz	Research Paper 25 mins
L2 Teacher Judgements of Learner Vocabulary Knowledge. Implications for Cloze Test Design		
<p>The cloze procedure is widely used in L2 testing due to practical considerations. L2 teachers often design their own cloze tests, so it seems important that they can assess a word's difficulty for learners accurately. However, there has been a lack of research in this area (Paleczek et al., 2015; Robles-Garcia, et al., 2022). To address this issue, a study was designed where teachers of B1 English (n = 17) were asked to rate the difficulty that 10 words would have for their learners (n = 47) in a listening cloze test. The teachers' answers were then compared with the students' test results. Analysis of the data suggests that the teachers failed to predict the learners' test performance by overestimating the latter's productive vocabulary knowledge, $X^2(2, N = 64) = 8.37$ to 41.26, $p < .016$, $V = .36$ to $.80$. Implications for cloze test design will be discussed.</p>		

Online Session		
Prosser, Andrew	Hankuk University of Foreign Studies	Research Paper 25 mins
A Pop-up Book of Prepositions: Teaching Prepositions in 3D		
<p>The concepts and use of prepositions of movement and position can present problems for students, even at relatively advanced levels. For example, 'above' and 'over' are sometimes interchangeable, but in other contexts only one is possible ('He placed the blanket over his shoulders', 'The mountain rose above the plain'). It is argued that such prepositions are best presented in three dimensions and with the facility of movement. As a piece of action, a pop-up book presenting different prepositions of movement and position was created for young adult learners, which allowed users to view and manipulate figures to show movement in three-dimensional space. A test showed an experimental group using the book outperformed a control group with these prepositions. The book had the theme of 'World Refugee Day' to give the material a mature theme, a communicative purpose and to highlight learners' awareness this issue.</p>		

Online Session		
Ton-Nu, Anh	University of Economics Ho Chi Minh City	Research Paper 25 mins
Teacher's awareness of intercultural pragmatics in EAL teaching in Australia		
<p>The teaching of English as an additional language (EAL) in Australia has been problematized partly due to teachers' limited understanding of learners' linguistic and cultural backgrounds. The gap could be potentially bridged with the integration of intercultural pragmatics (IP). Adopting a qualitative case study approach, this study explored how a teacher with awareness of the role of IP in intercultural communication could incorporate IP into EAL classrooms to enable learners to use the target language appropriately in the multicultural context of Australia. The findings illustrate the teacher's awareness of multiple aspects of IP and how these aspects were taught in EAL classrooms. The study confirmed the usefulness of IP teaching in the investigated setting and adult EAL classrooms. Hence, it suggests a need for systematic integration of IP into EAL programs and reveals pedagogical implications for IP teaching regarding teachers' classroom practices and teacher education.</p>		

Online Session		
Tran, Linh Huong	FPT University	Research Paper 25 mins
Disruptive Behavior in the EFL Classroom: What Do Students Really Mean?		
<p>The current study examined students' perspectives about misbehavior in the English as a foreign language (EFL) classroom in Vietnam. Data were collected through a questionnaire completed by 379 students from a public university in the South of Vietnam. The most problematic behaviors reported by students were taking a rebellious attitude and giving negative comments on teachers. No significant correlation was found between the frequency of student misbehavior and their perceived impact of misbehavior on teachers and their teaching. Students reported that the extent to which they evaluated how misbehavior might affect teachers and their teaching did not regulate their frequency of misbehavior. The study also found that there was a relationship between students' motivation for English language learning and their frequency of engaging in misbehavior. Students who were highly motivated to learn English would be less likely to engage in unwanted behavior during the lesson.</p>		

Online Session		
Vitta, Joseph P.	Waseda University	Research Paper 25 mins
Saudi University EAP Writing Program Management: A Case Study		
<p>This case study's primary data (Yin, 2009) were reflections by the second author, the manager of a Saudi University EAP writing course. These reflections were reviewed by the first author who then interviewed the second author to engage in a quasi-triangulation process (emic-etic perspective pairing) arriving at four conclusions: 1-Students and teachers can easily 'handle' the language choice similarities and differences between the assignments in the preceding course. 2-The curriculum needs further development in helping teachers instruct students on points 'above the language,' e.g., pragmatics. 3-Internal standardization processes and inter-department communication exists in relation to assessment but could be further developed in relation to teaching practice. 4-The course and broader program would benefit from stronger alignment to the CEFR and deeper awareness of functional linguistics concepts such as text type. This relates to conclusion '3.' Findings will be discussed in terms of program improvement and transference to other contexts.</p>		

Online Session		
Amy Braun	Seto Solan Primary School	Pecha Kucha
How Group and Pair Activities Elevates L2 Learning in the Elementary Classroom		
<p>"Numerous research have stated that pair and group activities can evaluate one's learning of a second language (L2). Swain, Kinnear, and Steinman (2015) have stated that ""student-student interaction can constitute a vigorous ZPD"". In the field of Sociocultural Theory, there are topics like near-peer role models and Zone of Proximal Adjusting (ZPA; Murphey, 1996) which discuss how students can contribute to their peers' L2 learning.</p> <p>The presenter will discuss her current research on how group cohesion has worked in her elementary first-grade classroom in Japan. The presentation will take a look at activities that teachers can use in their classrooms, especially for those who teach elementary students, that promote group cohesion in doing and completing activities in the L2, thus letting the students be the main stakeholders of the L2 learning. The presentation will answer the question ""Is it possible for young learners to produce their own L2 learning?""</p>		

Online Session		
Thi Lanh Tran	Nagoya University of Foreign Studies	Pecha Kucha
From an English Anxiety Sufferer to a Passionate Learner: Teacher Interventions' Importance		
<p>Language anxiety (LA), as both an internal state and a social construct, is thought to be attributable to a number of factors including the learner, the teacher, the context and so on. A bulk of research in various educational contexts has shown that it interferes with many aspects of learning. As one of the determining variables influencing learners' levels of anxiety, teachers are believed to take measures to help mitigate its consequences. This presentation, informed by the existing literature on LA and the presenter's personal experience as an English learner, will tell a story of how a teacher helped her overcome the anxiety of learning English. The classroom interventions which will be discussed include creating a relaxing classroom atmosphere, enhancing teacher immediacy and credibility, and teaching affective strategies. Attendees are expected to gain valuable resources and teaching strategies to implement in their classrooms to help minimize their student anxiety reactions.</p>		

Online Session		
Tom Sean Jeffery	Kyungpook National University	Pecha Kucha
Improving Temporal Prepositions in Korean Students and Exploring Gender Differences in Studying Space and Time		
<p>English prepositions of time, (in, on and at) are generally accepted to be challenging for Korean students. This presentation examines a 5-year study involving over 100 Korean Elementary students of various ages and levels in an attempt to examine the differences between Korean and English temporal prepositions and reasons Korean English learners have difficulties studying prepositions of time. Initially, the nature of the problems surrounding preposition comprehension was identified. Then an analysis based on cognitive linguistics was applied to seek to improve teaching strategies. The results show an average improvement of more than 30% in temporal understanding and a particularly marked improvement in males when temporal prepositions were also linked to spatial concepts. This could be because with males, spatial prepositions may be acting as supportive scaffolding linking the abstract temporal prepositions to the more concrete spatial concepts, which appeared to have a more significant impact compared to females.</p>		

Online Session		
Andrew Shepherd Nelson	Yachay Tech University	Pecha Kucha
Students' Audiovisual Media Knowledge as a Bridge to Discussing Literature		
<p>English students may benefit from discussing literature but may be unfamiliar with the necessary terms and concepts. However, they tend to have a better understanding of audiovisual media, which can be used in the classroom to help scaffold students' knowledge of unfamiliar literary terminology and devices such as conflict, foreshadowing, and satire. In this Pecha Kucha presentation, the speaker will (1) explain how students' familiarity with series, movies, and anime can scaffold the learning of literary devices, (2) offer strategies that instructors can use to teach literary terms, and (3) provide an assignment description, the Persuasive Video Speech, in which students incorporate literary terms to convince others to watch their favorite series, movie, or anime. This presentation will be highly beneficial for educators seeking to help their students use persuasive language, improve literacy, and be able to discuss movies and books more effectively.</p>		

Online Session		
Kara Waggoner	Baker College	Pecha Kucha
KOTESOL After Korea: Utilizing Our Learned Skills in a Global Market		
<p>The skills members gain while being involved in KOTESOL while living in the country will also benefit us when we transition to other places. Being able to deliver presentations, organize events, and gain intercultural understanding are some of the attributes that will be valuable to organizations beyond South Korea. This recorded presentation will share insights about how the skills learned through KOTESOL involvement can be utilized in other capacities, such as the global marketplace.</p>		

Online Session		
Eric Flynn	Gyeonggi-do Institute for Global Education	Pecha Kucha
Implementing Scenario-Based Activities and Role-Playing Games in Large Classrooms		
<p>With the increased interest of games as a medium for teaching English, many educators are now considering how the traditional role-playing game can be used as a tool for language education. The combination of lateral thinking skills with language usage makes role-playing games an attractive means for presenting English education in a dynamic and attractive package. However, implementing an activity that has been designed for small groups of no more than six players is a goal that often seems impossible in classrooms of 20 or more students. This presentation will introduce a simplified version of role-playing games--the scenario-based activity--and provide methods for tailoring it to a variety of class sizes and themes.</p>		

Online Session		
Li-Mei Chen	Valdosta State University	Poster
Critical Learner Autonomy in the Digital Language Learning Contexts		
<p>The conventional perspective of learner autonomy aims to cultivate language learners with self-regulated learning strategies that they can use to achieve native-like communicative competence, which is an ability to make appropriate linguistic choices for specific social contexts (Nolen, 1988, Pintrich and de Groot, 1990). While it can equip language learners with certain linguistic coding and decoding skills to take charge of their own learning, it ignores "language as a mode of social action" (Keneman, 2016). This paper addresses issues of the conventional perspective of learner autonomy in language education, conceptualizes a critical perspective, and demonstrates how teachers can help learners achieve critical autonomy through digital technologies. Audience will identify conceptual and methodological issues of learner autonomy in current</p>		

language education. They will learn how critical autonomy can fix the issues and how to implement it in their classroom.

Online Session

Ha Tran

IELTS Power Up

Poster

Optimizing Vocabulary Retention Through the Use of Technology-Based Tools

This research addresses the pressing need for optimizing the utilization of spaced repetition and active recall in enhancing vocabulary retention for English language learners. Most existing learning apps offer pre-made flashcard sets, making it difficult for instructors to align with their classroom lessons and customize content easily. By using Quizlet for customizable vocabulary sets and Google Sheets for personalized learning schedules based on the forgetting curve theory, my study aims to provide practical insights into effective vocabulary learning platforms. Additionally, I employ Blooket, a gamification tool, to enhance the engagement of assessments and decrease the stress level in ELT classrooms. The effectiveness of these three platforms is illustrated in my research, which is conducted on a group of my students based on the case study research methodology, along with descriptive and quantitative research. Through this work, I anticipate contributing valuable recommendations for instructors seeking to enhance vocabulary learning methodologies.

Online Session

Yoko Kita

Kyoto Notredame University

Poster

Strategies for University Students Utilizing English Picture Books in English Lessons at Japanese Primary Schools

This study explores how university students in teacher training courses in Japan are experimenting with the use of English picture books in primary school education. Supported by the Ministry of Education, Culture, Sports, Science and Technology (MEXT) for English learning, this research focuses on the unique methods these pre-service teachers develop for read-aloud sessions. The study includes initial training on the educational value of picture books and the demonstration of read-aloud techniques. These future teachers independently select picture books and creatively implement them in live read-aloud sessions. The presentation will examine the outcomes of these demonstrations and share reflections, indicating improvements in teaching methods and the enhancement of English storytelling skills in Japan's primary education.

Online Session

Le Cao Bach

Academic Director, Private school

Workshop

Chunking Method for Speaking: Improve Utterance Length and Grammatical Complexity

"This workshop introduces teachers on how to implement the Chunking Method to take speaking lessons to the next level and help learners get ready for using advanced English at global settings. The Chunking Method offers a simple, comprehensive 2-step solution to help learners become better speakers in highly engaging academic and professional settings when attending educational programs worldwide: starting with a strategy for idea organization (dubbed "hook-line-sinker") then follow up with "chunks" of grammatical structures to allow learners to verbalize their more complex ideas accurately and fluently. Learners then can "juggle" these chunks to suit various conversational contexts. After this workshop, teachers will be able to tackle more challenging speaking lessons for more advanced students that improve not just speech complexity, but also speech rate and and pause lengths. Teachers can also incorporate the "chunks" in this method into their own classes, or use the logic behind the method to create any number of speech sequences to suit any classes' communicative needs."

Online Session

Md. Shahrear Talukder

Shanto-Mariam University of Creative Technology

Presentation

Empowering Tertiary Learners: Transformative Reading Skill Development

This paper examines the transformative potential of reading skill development among twenty tertiary learners from a university in Bangladesh. The study identifies efficient tactics and interventions to enable students to develop and improve their reading skills by synthesizing literature and empirical data. This research uses mixed methods to investigate how collaborative learning environments contribute to the transformative development of reading skills among the tertiary learners in Bangladesh. The theoretical framework offers a thorough understanding of the principles underlying reading proficiency by incorporating the “Threshold Concepts” articulated by J. H. F. Meyer and Ray Land. The results highlight the significance of collaborative learning environments and learner-centered techniques in fostering transformative learning experiences. Recommendations for educators are provided to optimize reading skill development in tertiary education settings.

Complete List of Presenters

The following is an alphabetical list of conference presenters with a short bio.

Ahmed, Sayma - North South University, Dhaka, Bangladesh

Sayma Ahmed is a Lecturer at North South University in Dhaka, Bangladesh, where she works in the Department of English and Modern Languages. She has gained ten years of teaching experience and currently holds the position of a coordinator in the same department. Her research interests revolve around teaching methods, second language acquisition, and testing and assessment.

Aktekin, Nafiye Cigdem - Acibadem University

Nafiye Çiğdem Aktekin is a graduate of Hacettepe University, Translation Department. She obtained her MA in TEFL from Bilkent University with a Fulbright Scholarship. She holds a PhD degree in the field of English Language Teaching, and she is currently the director of the Academic English Program at Acibadem University, Türkiye. Her research interests include professional teacher development, strategy training, and technology-enhanced language teaching.

Albeshr, Budour - Jubail Industrial College

Budour Albeshr is an Assistant Professor at Jubail Industrial College. She is a Program Director for English Language Department at JIC in Royal Commission for Jubail, Saudi Arabia.

Albright, Simon - King Fahd University of Petroleum and Minerals

Simon Albright is English language lecturer and course coordinator at King Fahd University of Petroleum and Minerals. He has experience teaching in various Asian contexts and has managed on vocabulary teaching and course management.

Amaral, Maria Joao - Hankuk University of Foreign Studies

Maria João Pais do Amaral is an assistant professor in the Department of Portuguese at Hankuk University of Foreign Studies. She has a master degree in Portuguese Literature and has published several publications in the field. She has years of experience teaching Portuguese in South Korea, and she is the co-author of Portuguese didactic materials, focusing on Korean students.

Ambayon, Cristobal - Associate Professor V at Sultan Kudarat State University

Dr. Ambayon is an Associate Professor V and presently teaching English and Literature subjects at the Sultan Kudarat State University-College of Teacher Education, ACCESS, EJC Montilla, Tacurong City. He was designated as Dean of the College of Teacher Education from 2018 to 2020, Enactus (formerly SIFE) Faculty Advisor from 2009 to present, where he competed annually with his selected student-presenters to the National Competition in Makati City which gave him the chance to be one of the Philippine delegates to 2011, 2014 and 2018 Enactus World Cup held in Kuala Lumpur; Malaysia, Beijing, China and California, USA respectively. He has also been designated as Campus Research Coordinator that gives him the opportunity to focus on research activities and attended national and international conference for paper presentations. He is an active AACUP Evaluator and Regional Quality Assurance Team (RQAT) evaluator and member of the Commission on Higher Education Region XII. He is also a member of various national organizations such as: Philippine Association for Language Teachers, Inc. (PALT), and PALT Thailand Chapter and among others.

Ambele, Eric A. - Maharakham University, Thailand

Eric A. Ambele, Ph.D. is a lecturer and researcher at the Faculty of Humanities and Social Sciences, Maharakham University, Thailand. He obtained his Doctoral degree in Applied Linguistics and English Language Teaching with research interests in Global/World Englishes in ELT, Translanguaging & EMI, Discourse Analysis, Teacher Education, Sociolinguistics, Intercultural Communication and Innovative Research.

Anggrainy, Fitri Pangestu Noer - Universitas Negeri Yogyakarta

Fitri is a devoted Master's student in English Education at Yogyakarta State University, with a deep passion for research in English language education. Her expertise encompasses EFL pedagogy, reading skills, and educational psychology. Eagerly anticipating the opportunity to contribute her knowledge to the field of EFL language teaching and learning, Fitri is committed to continuous growth as a researcher and educator.

Anstey, David - University of Nottingham Ningbo China

David Anstey is the Module Convenor for Science and Engineering ESAP modules and the Director of Operations at the Centre for English Language Education at the University of Nottingham Ningbo China. He has worked in EAP for over 15 years in Korea, Turkey and China, and his interests include educational leadership, operations management, behavioral leadership theory and curriculum design.

Arkley, Sally - Gwangju National University of Education

Since 2008 Sally has been a visiting professor at the Gwangju National University of Education. 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 at Chonnam National University.

Asari, Yoko - Waseda University

Yoko Asari is an Assistant Professor at Waseda University, Tokyo. Her current research focuses on the role of formulaic sequences in EFL learners' spoken and written discourse.

Auliya, Acep Gafar - Monash University

Acep Gafar Auliya is a graduate student at Monash University majoring in Master of TESOL. He has a number of working experiences in TESOL at various educational levels in some ASEAN countries (Indonesia, Malaysia, and Thailand) as well as Australia. He possesses a strong interest in studying the process of teachers' professional development, especially in teacher education and the early periods of teachers' careers.

Bai, Barry – Chinese University of Hong Kong

Barry Bai is an associate professor and the director of Centre for Language Education and Multiliteracies Research (CLEMR) at the Faculty of Education, the Chinese University of Hong Kong. His work appears in Computer Assisted Language Learning, Language Teaching Research, Applied Linguistics Review, TESOL Quarterly and System. Barry was a top 2% most cited researcher in the world in 2023.

Baker, Monica - Webtuck Central School District

Monica Baker is an ESL teacher for the Webtuck Central School District in New York. She is the incoming chair of the TESOL International Association Membership Professional Council and a past president of NYTESOL. Her most recent work can be found in the volume English Language Education in Rural Contexts

Batjargal, Uyanga - Sant school - English teacher

I am Uyanga, a passionate and dedicated English teacher in Sant school, Ulaanbaatar, Mongolia. My academic journey began at the secondary school number 50 where I developed my language skills. I earned my bachelor degree in English language teaching from Orkhon university where I honed my skills in teaching methodologies and curriculum development. With 20 years of teaching experience, I have had the privilege of inspiring and guiding many students I teach. Outside the classroom, I am interested in playing volleyball. I find joy and excitement in playing it with my students and spend time with them together to share the moments grow together.

Bazarsuren, Udval - English teacher and linguist

Linguistic PHD candidate, Teaching English Devshil secondary school of Zavkhan Mongolia and work as a Linguist researcher at local Zavkhan University

Bennette, David Cedric - Woosong University

David Cedric currently works at Woosong University and has also taught at universities in South Africa, France, Taiwan and Turkey. He has presented frequently at International Language education and literature conferences. In his free time, he likes to study languages, hang out with his cats and do yoga.

Bonifacio, Nina Marie - Sophia University

Nina Marie Bonifacio is a second-year graduate student at the Department of Languages and Linguistics at Sophia University in Tokyo, Japan. She received a bachelor's degree in Communication Research from the University of the Philippines before pursuing her career in language education in Japan. Her research interests include language policy, teacher training, and curriculum studies.

Bradford, Mitchell - The University of Waikato Joint Institute at Hangzhou City University

Mitchell R. Bradford Jr. is an EAP Lecturer at the University of Waikato Joint Institute at Hangzhou City University. Hailing from Arkansas (southern U.S.A.), he holds degrees in Foreign Languages and TESOL along with a DELTA. He has taught in the US, Guatemala, and China along with training teachers. Mitchell has published and presented research internationally in English and Spanish.

Bradley, Joff P. N. - Teikyo University Tokyo

Joff P. N. Bradley is a professor working at Teikyo University, Tokyo. He is visiting fellow at Kyung Hee University, Seoul. Joff has co-written A Pedagogy of Cinema and coedited books on Deleuze and Buddhism; utopia; French thought; transversality, Japanese education; Stiegler; and animation. His most recent book focuses on Deleuze and Guattari and global ecologies of learning.

Braun, Amy - Seto Solan Primary School

Amy Braun is currently teaching first grade at Seto Solan Primary School in Seto, Aichi. She is also pursuing a Masters in TESOL at Nagoya University of Foreign Studies. Amy has been teaching for 12 years, primarily when young learners.

Breaux, Gunther – Retired Teacher

Gunther Breaux has taught English Conversation to Korean university freshmen for 23 years. He's the author of several EFL textbooks, and has presented at international conferences in China, Korea, Japan, Thailand, England and the U.S. His methodology is the Yin and Yang. The less teachers talk, the more students improve.

Brooks, William - Aichi University

William Brooks is an Associate Professor of Communication at Aichi University, Japan. He has developed various TBL and PBL projects for courses in the Faculty of International Communication. A majority of these projects are designed for business English students, while others are used in his seminar and writing classes. His research interests include TBL, PBL, critical thinking, socioeconomics, and AI.

Brown, Clara Lee – University of Tennessee, Knoxville

Clara Lee Brown, Ed.D., is Associate Professor of ESL Education in the Department of Theory and Practice in Teacher Education at The University of Tennessee, Knoxville. She is Program Advisor and Coordinator of the ESL Education program. She teaches courses on Content-Based English Instruction and Curriculum, Portfolio Assessment, Bilingualism & Bilingual education.

Bui, Duc Tien - Ho Chi Minh City University of Education

BUI Duc Tien is a lecturer at Ho Chi Minh City University of Education. He specializes in Translation, Young Learners and Bilingual Programs for kindergartens, Music & songs in ELT, and English for Specific Purposes (like test preparation). He has years of experience working with children and designing curriculum.

Bulia, Burmaa - Mongolian University of Science and Education

Lecturer at MUST (Mongolian University of Science and Education)

Burton, Rhett - Burton's School

Rhett Burton has been working with young learners in South Korea since 2002. He runs a study room out of an apartment and publishes content online via his website. His tech stack includes an iMac, Keynote, cPanel, WordPress, Divi, Access Ally, H5P, Vimeo and transcriptions services.

Bussinguer-Khavari, Vivian - Kwansai Gakuin University, Japan

Vivian Bussinguer-Khavari is an associate professor at Kwansai Gakuin University, Japan. She has a doctorate in Applied Linguistics and her major areas of interest are intercultural communication, performance in education, and second language acquisition. She currently teaches undergraduate and graduate courses on such topics as debate, speech communication, pragmatics, and cultural studies.

Busso, Alexis - Tokyo International University

Alexis Busso (ORCID: 0009-0007-3283-8288) has an MA in language teaching from the University of Oregon. Her research interests include gamification, pragmatics, process-based learning, and intercultural communication. Alexis has taught in Colombia and the U.S. and is currently a lecturer at Tokyo International University.

Carter, Steven - Brigham Young University - Hawaii

Steven Carter is an assistant professor in the ELT program at BYU-Hawaii.

Castillo, Lorelynn - Teacher

Ms. Castillo is an English Language teacher at the Senior High School of Saint Louis University, Philippines.

Chang, Sin-Yi - National Taiwan University

Sin-Yi Chang is Assistant Professor of TESOL at National Taiwan University. Her research examines bilingual education policy in Taiwan and internationally. Her most recent publications are in TESOL Quarterly, Journal of Multilingual and Multicultural Development, Language Culture and Curriculum, and Teaching in Higher Education.

Chang, Vicky - The University of Melbourne

Vicky Chang, pursuing her PhD at the University of Melbourne and holding a Master's in TESOL from Columbia University, has 17 years of experience teaching EAL and EAP writing in the U.S., Taiwan, and Australia. She is now focusing her extensive teaching background on research in EAL/EAP writing, writing assessment, and feedback literacy, bridging practical teaching with academic study.

Chanh, Nguyen Huu - Viet Nam National University, Ho Chi Minh City

Nguyen Huu Chanh is currently employed as a full-time faculty member at the School of Medicine, Vietnam National University, located in Ho Chi Minh City. He was the recipient of the prestigious Hessen State Scholarship in Germany and was accepted as an exchange participant at both Assumption University, Thailand, and Daffodil International University, Bangladesh. Nguyen's research interests revolve around various topics such as genre analysis, literary devices, morphology, translation, and English language teaching skills in the field of medicine.

Chao, Yi-Hsuan - National Taiwan Normal University

Yi-Hsuan Chao is a dedicated master's student in the Department of English (TESOL track) at National Taiwan Normal University. Her academic focus centers on technology-assisted language teaching and learning, revealing her commitment to innovative education approaches.

Chen, Li-Mei - Valdosta State University

Dr. Li-Mei Chen is a professor in Applied Linguistics at Valdosta State University in the United States. She received her Ph.D. from The Ohio State University in Second, Foreign, and Multilingual Language Education. She has taught English for over 30 years. Her research interests include technology-integrated language teaching and English teacher education.

Chen, Ting Yun - Master of Arts in TESOL program, National Taiwan Normal University

Ting-Yun Chen is a dedicated graduate student enrolled in the TESOL program at National Taiwan Normal University (NTNU). Currently engaged in both the Educational Program for Secondary School Teachers and the Bilingual Education Program, Chen's focus lies in merging language education and pedagogy to cultivate inclusive and diverse learning environments.

Chen, Yi-Chen - Dept of Foreign Languages and Applied Linguistics/Yuan Ze University

Yi-Chen Chen obtained her Ph. D. in TESOL at National Chengchi University, Taiwan. She is currently an Associate Professor of Department of Foreign Languages and Applied Linguistics in Yuan Ze University, Taiwan. Her major research interests cover areas from cognitive semantics, second language acquisition, to technology enhanced language learning. She has published papers in Assessing Writing, Language Awareness, Computer Assisted Language Learning, etc.

Chen, Yulin - Yuan Ze University

Yulin Chen, an Associate Professor in the Department of Foreign Languages and Applied Linguistics at Yuan Ze University, Taiwan, specializes in technology in education and second language acquisition. Her research explores the transformative impact of technology in language education, contributing to both theoretical frameworks and practical applications in the field.

Cheng, Michael - National Chengchi University, Department of English

Michael Cheng instructs at Taiwan's National Chengchi University Department of English, where he teaches Communication, Composition, Debate, History of the English Language, and Language Testing. He has published papers and presented at conferences in Taiwan and internationally on Interactive Drama, gaming, TTRPGs, and VR in EFL language learning. He has written many original classroom LARPs that are used at NCCU.

Chiu, Yu-Wen - National Taiwan Normal University

Yu-Wen Chiu is a researcher and educator currently pursuing a master's degree in the TESOL track. Specializing in language acquisition, her focus centers on innovative approaches to language learning, especially for EFL students.

Cho, Song (Joseph) - Liberty University

Dr. Song (Joseph) Cho is associate professor of Interdisciplinary Studies at Liberty University. His research interests include biblical allusions in literature, evangelism, Korean pop culture and Japanese Anime/Manga. His article entitled "Learning English through Manga (Japanese Comic Books)" was published by TESOL Journal in September 2023.

Chotswasd, Napak – Lecturer at a Thai University

Dr. Napak Chotswasd is an experienced lecturer in English language teaching. As a lecturer at a Thai university, her focus is combining innovation and pedagogy with technology to enhance language learning and assessment.

Chua, Rowena Marie - Kanda University of International Studies

Rowena Marie R. Chua is currently a lecturer at Kanda University of International Studies. She graduated with a master's degree in Teaching English Language from De La Salle University, Philippines. She has taught English in the Philippines, Singapore, and Japan. Her research interests include language learning beliefs, motivation, and psycholinguistics.

Chujo, Junko - Tokyo City University

Junko Chujo (Ph.D.) is an associate professor at Tokyo City University. She has over 20 years of teaching experience that encompasses both companies and various universities in Japan. Her specialized field of study is the development of English educational materials that can be implemented efficiently and effectively in Japanese university classes.

Chuleethongrerk, Nattapat-orn - Chulalongkorn University

Nattapat-orn Chuleethongrerk is an EFL lecturer. She is currently pursuing a PhD in English as an International Language Program (EIL) at Chulalongkorn University. She holds an MA in TEFL from Thammasat University. Her research interests are second language acquisition, technology in EFL classrooms, and classroom assessment.

Compton, Travis - Kansai Gaidai University

Travis Compton is an assistant professor at Kansai Gaidai University in Hirakata, Japan. He holds an MA in TESOL and Applied Linguistics from the University of Leicester, and his research interests include the use of (video) games in language learning, attitudes and motivation, and other social, cultural, and economic factors influencing the study of English around the world.

Dai, ShanShan - Wenzhou-Kean University

Dai Shanshan received a B.A. degree in English from Zhejiang Gongshang University, Hangzhou, China, in 2022 and a M.A. degree at Wenzhou-Kean University, majoring in Instruction and Curriculum in 2024. She also worked as a graduate research assistant. Her research interests are Second Language Acquisition, TESOL, English Language Teaching, English Medium Instruction, and Learning Enjoyment.

Damar, Fatika - Universitas Sebelas Maret

Damar Fatika is a student of Master Degree at Sebelas Maret University with a research Interest in Technology in Education.

Dawes, Ashton - Kanda University of International Studies

Ashton Dawes is a lecturer at Kanda University of International Studies from the southeastern United States. Her research interests include L2 writing instruction and feedback, AI feedback, student expectations and media in conflict.

De Guzman, Sheba - Teacher III, President Quirino National High School

Ms. Sheba M. De Guzman is a dedicated educator with over 8 years of experience in the field of education. At 40 years old, she brings a wealth of knowledge and a passion for teaching to her role as a teacher III at DepEd-President Quirino National High School, President Quirino, Sultan Kudarat, Philippines. Specializing in English instruction. Sheba is known for her innovative teaching methods and her ability to inspire a love for language and literature in her students.

DeHond, Garrett - Hankuk University of Foreign Studies

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.

Deng, Jing - CPCE Hong Kong Polytechnic University

Dr Jing Deng is currently a lecturer at College of Professional and Continuing Education, The Hong Kong Polytechnic University.

Dhanarattigannon, Jiraporn - Kasetsart University, Bangkok, Thailand

Jiraporn Dhanarattigannon, Ph.D. is Assistant Professor in the Department of Foreign Languages at Kasetsart University, Bangkok, Thailand. Her area of interests is EFL writing (process-based approach), Extensive Reading, online language learning and teaching, and corpus-based research.

Djunaedi, Aulia - Youngsan University

This presenter is an ESL learner herself. Her master's is in TESOL and her doctoral is in English Linguistics. She has been teaching English, Korean, and Indonesian languages and has published several Indonesian textbooks. At her job, she faces multicultural classrooms in small groups and official university classrooms. Outside job, she is also a leader of a multicultural outdoor community.

Donovan, Kelly Marie - NYU Shanghai

Kelly Donovan is a Lecturer of English for Academic Purposes at NYU Shanghai. She teaches content-based courses entitled: "The Science of Friendship" and "The Final Boss: Defeating Social Issues in Gaming". Her research interests include teacher training and education and Ludic Language Pedagogy. Kelly received her MA in TESOL from the Middlebury Institute of International Studies at Monterey in 2017.

Downey, Stephanie - Kyungnam University

Stephanie is originally from Boston, Massachusetts, but now considers Korea her second home. Prior to coming to Korea, she also taught in the U.S. and Eastern Europe. She holds a B.A. degree in Russian Language from McGill University, an RSA CELTA, and an M.A. in TESOL from the School for International Training (SIT). She has been working at Kyungnam University since 2000 and is currently Academic Coordinator of the Division of Undergraduate English.

Do, Quyen - Ton Duc Thang University

"Do Thi Hoa Quyen, Faculty of Foreign Languages, Ton Duc Thang University, Ho Chi Minh City, Vietnam. Do Thi Hoa Quyen has been an English lecturer at Ton Duc Thang University for around 20 years. She has a strong interest in Language testing and assessment and English for specific purposes.

Drajati, Nur Arifah - Universitas Sebelas Maret

Dr. Nur Arifah Drajati, M.Pd., is an assistant professor at the English Language Education Department of Universitas Sebelas Maret (UNS). She contributed to several reputable journals. Her research interests lie in technology in language learning, TPACK, Multimodality, and IDLE.

Dressman, Mark - University of Illinois at Urbana-Champaign

Mark Dressman is Professor Emeritus of English Education at the University of Illinois at Urbana-Champaign. His research focuses on Informal Digital Learning of English (IDLE) in secondary and tertiary settings.

Duvernay, Nicholas Y. - Hankuk University of Foreign Studies

Nicholas Y. Duvernay is an Associate Professor at Hankuk University of Foreign Studies. His research interests include English pedagogy, language learning strategy use, and textbook analysis.

Efremova, Evgeniya - NYU Shanghai

Evgeniya Efremova, Director of the Center for Teaching and Learning at NYU Shanghai, is committed to promoting student-centered teaching and advancing intercultural communication skills. With her extensive experience in international education program design and academic background in Mind, Brain, and Education from Harvard, she combines research with evidence-based pedagogy to address the unique needs of increasingly diverse student bodies from various international backgrounds

Elmetaher, Hosam - Nagoya Women's University

Hosam Elmetaher earned a Master's Degree in Curriculum Studies from the University of Hawaii (USA) and a PhD in Applied Linguistics from Hiroshima University (Japan). He is currently an Associate Professor at Nagoya Women's University (Japan). His extensive teaching experience is complemented by numerous publications and research grants. His primary research focuses include vocabulary knowledge assessment and language teaching methodologies.

Enkhtsetseg, Ariunbuyan - Umnugobi, Dalanzadgad 7th school

I have been teaching for about 10 years in High school, graduated master's degree the Humanities of University. I'm becoming TOEFL Junior national trainer in Mongolia. In my experienced with all students in Extensive Reading. and an Honorable Mention as the 2021 Teacher of the Year. I participated International KOTESOL in 2019. I'm learning Winter Open MOOC mentors, US embassy.

Erdenebaatar, Erdenetuya - National University of Mongolia

Erdenetuya Erdenebaatar is an English language instructor of more than 20 years in the Foreign Language Center in the School of Science at the National University of Mongolia. She has taught academic reading, writing, and language courses to undergraduate and graduate students. Her research focuses on teaching methodology for academic literacy development.

Ferreira Severo, Tatiana - Nancang Qihua Academy Bilingual School

Tatiana Severo has been in EFL/ESL for over 26 years and worked as a teacher, material developer, teacher trainer, and academic coordinator. She has taught different nationalities and ages in the UK, Brazil, and is currently teaching young learners and TOEFL IBT in China.

Flaherty, Tom - University of Barcelona

Tom is an ELT specialist with over a decade of experience in the field. Having worked as a teacher, teacher trainer, materials developer and Director of a language school, Tom is now working in teacher and course development. He is also an advocate for evidence-informed EFL, undertaking a PhD in exploring the impact of coursebooks on teaching practices.

Flores, Ana Maria - Nanzan university

Ana Maria Flores is an experienced EFL university instructor in Japan. She received the Best of JALT award in 2016 for her extensive reading pedagogies. She has authored works on culture-specific schemata, content-based instruction, online collaborative learning, and instructional scaffolding in ESL contexts. Her latest publication is in "Teaching and Learning English in Japanese Classrooms: Teacher's Perspectives" by Cambridge Scholars Publishing.

Flynn, Eric - Gyeonggi-do Institute for Global Education

Eric works for the Gyeonggi-do Institute for Global Education in Pyeongtaek. He has been teaching English in Korea for over 12 years, and enjoys using his experiences to make EFL easier for teachers to teach and for learners to learn.

Forsythe, Edo - Hirosaki Gakuin University

Dr. Edo Forsythe is the Head of the Department of English Language and Literature at Hirosaki Gakuin University. His CALL-related research interests include MALL and specifically the use of smartphones in language learning, and the use of technology in intercultural collaborations. Recently he has also explored the efficacy of free writing in Japanese university EFL contexts.

Fotouhi, Mahsa - Kharazmi University

Mahsa Fotouhi holds an MA degree in applied linguistics and works as both an English teacher and researcher. Her primary focus lies in the realm of language teacher branding practices on social media, reflecting her keen interest in this field.

Fujieda, Yutaka - Osaka University of Economics

Yutaka Fujieda, a professor at Osaka University of Economics, Japan, holds a Ph.D. in Composition and TESOL from Indiana University of Pennsylvania, USA. He published a book with Lexington Books in 2022 and several peer-reviewed articles. His research interests include second language writing and teacher education.

Fukushima, Akie - Kio University

Akie Fukushima is an associate professor in the Department of Modern Education at Kio University, Nara, Japan. Her research interest is how Japanese high school students improve interactional competence in English through classroom activities. With conversation analysis (CA) as a theoretical and analytical framework, she analyses novice learners' in-class pair works.

Fusselman, Roger - Professor, Joongbu University Goyang Campus

Roger Fusselman teaches English, improvisational theater, and comic book art and culture at Joongbu University's Goyang campus. He has worked as a teacher trainer at other institutions and has experience speaking at conferences for KOTESOL, JALT, MIDTESOL, and Korea Toastmasters. His interests broadly include intersections of comedy, visual arts, improvisational theater, and philosophy with the English-language classroom.

Gay, Sean Eric Kil Patrick - Kyoto University of Foreign Studies

Gatcho, Al Ryanne - Hunan Institute of Science and Technology

Dr. Al Ryanne Gatcho is currently an associate professor in the School of Foreign Languages and Literature at Hunan Institute of Science and Technology, China. His research interests are ESL teacher professional development and 21st Century Literacy Skills.

Gibson, Paula - Xi'an Jiaotong-Liverpool University (XJTLU), China

Paula Gibson is a Deputy Director of the English Language Centre and Principal Language Lecturer at Xi'an Jiaotong-Liverpool University (XJTLU) in China, and she has worked in language teaching, predominantly in higher education, for almost 20 years. Her research interests include project-based learning and using genre-based pedagogies in academic writing.

Gray, Stewart - University of Nottingham Ningbo China

Stewart Gray (PhD) is a Teaching Fellow in Applied Linguistics at The University of Nottingham Ningbo China. Previously, he worked in Korea for 12 years teaching EFL and training teachers. His academic interests include language and identity, creativity in the classroom, and reflective practice. He is also a former president of the KOTESOL Yongin chapter.

Guedes Pereira, Bruno - Université Laval

ESL teacher and researcher with more than 25 years' experience and a keen interest in ways to make teaching and learning truly transformative,

Guo, Helen - CPCE Hong Kong Polytechnic University

Ms. Helen Guo is currently a lecturer at College of Professional and Continuing Education, The Hong Kong Polytechnic University.

Han, Yu Jung - University of Rochester

Yu Jung Han is a postdoctoral fellow housed in the Center for Learning in the Digital Age (LiDA) at the University of Rochester. Her research interests include interest-driven language teaching/learning, transcultural fan practices and identity development as well as technology-assisted language learning, which has recently expanded into the realm of generative AI.

Hapl, Kornkanok - Phranakhon Si Ayutthaya Rajabhat University

Kornkanok Hapl is an English lecturer and teacher trainer at the Faculty of Education, Phranakhon Si Ayutthaya Rajabhat University, Thailand. She is a committee member of Thailand TESOL and the affiliate chair of the central region. Her research and field of interests are English teacher education, English teacher professional development, creative English activities, and intercultural communication for language teachers.

Harum, Putri - Universitas Islam Indonesia

Final year student majoring in English Language Education Department at Universitas Islam Indonesia

Hascall, Christopher - Korea Defense Language Institute (Joint Forces Military University)

Christopher obtained an undergraduate degree in East Asian international studies and a graduate degree in TESOL. Since completing a U.S. Fulbright fellowship in South Korea in 2016, he has been teaching in higher education in both Japan and Korea. Currently, Christopher teaches English communication and pronunciation to members of the ROK Armed Forces at the Joint Forces Military University's Korea Defense Language Institute campus. Christopher is especially interested in the practical applications of phonological and phonetic research as they relate to intelligibility, accent modification and materials development.

Haswell, Christopher - Kyushu University

Christopher G. Haswell is an associate professor at Kyushu University in Fukuoka, Japan. His current research interests are the reporting of Asian sociolinguistics in academic journals and a project to produce online materials for the teaching of Global Englishes.

He, Pui leng - National Taiwan Normal University

Pui leng He is a third-year TESOL student at the National Taiwan Normal University. She received a bachelor's degree in English from National Taiwan Normal University in 2021. She is interested in EMI in higher education and bilingual policies.

Hillis, Mary - Ritsumeikan University

Mary Hillis is an English language instructor in Kyoto, Japan. She is chair of the Awards and Recognition Committee for the Japan Association for Language Teaching and has co-chaired two online conferences for the College and University Educators SIG. Her research interests are professional development and literature in language teaching.

Hồ, Thảo - Ton Duc Thang University

Ho Phuong Thao has been an English lecturer at Ton Duc Thang University for around 10 years. In her teaching practice, she has attached significant importance to modifying the monotonous conventional English teaching strategies. In addition, she has a strong interest in ELT methodologies, curriculum, syllabus, and materials design and development.

Hoelker, Jane - Nazarbayev University

Jane Hoelker has been included in Marquis Who's Who 2023 biographical volume as an English Language Educator. She has taught English in universities in Asia, the Middle East, and Africa. She served on the TESOL Board of Directors and as President of TESOL Arabia. As an English Language Specialist for the U.S. State Department, she conducted teacher training workshops.

Hoferer, Kristina - Brigham Young University - Hawaii

Kristina Hoferer is a senior student at BYU-Hawaii from Washington State studying TESOL Education and Mathematics.

Howland, Edward Cooper - Kanda University of International Studies

Edward Cooper Howland is a lecturer at Kanda University of International Studies in Chiba, Japan. His academic interests circle around the intersection of audio engineering and the English language. In his free time, he likes to ride his bicycle in the countryside.

Hsu, Hsiao-Wen - Ling Tung University

Hsiao-Wen Hsu is an associate professor at the Center of General Education at Ling Tung University in Taiwan. Her primary research interests are EFL teachers' motivational strategies, students' motivational changes, technology-assisted language learning, and the beliefs and practices of ESP practitioners.

Hsu, Jeng-yih Tim - National Kaohsiung University of Science and Technology.

Dr Jeng-yih Tim Hsu is an associate professor currently teaching at Department of English, National Kaohsiung University of Science and Technology, Kaohsiung, Taiwan.

Huang, Zhe Ming - Wenzhou-Kean University

Huang Zhe Ming majors in Instruction and Curriculum at Wenzhou-Kean University. He was a tennis teacher and combined tennis teaching with English. Apart from efforts on his study, he is now taking spare time serving as a Chinese teacher for foreigners and an English teacher for Chinese college students.

Ikeguchu, Cecilia - Ph.D. Educational Management University of Tsukuba

Dr. Cecilia Ikeguchu has been teaching EFL/ESL to students of various language proficiency levels for decades. Besides teaching, she has been doing research in ESL acquisition in relation to intercultural communication studies. She has written books and several articles on her fields of specialization.

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Islam, Nujhat Nuari - Hamdard University Bangladesh and The English and Foreign Languages University, Hyderabad

Nujhat Nuari Islam presented papers in several national and international conferences. Her research areas are Language and Technology, film and screen media, gender studies, children's literature, language and culture. She is currently doing her PhD at The English and Foreign Languages University (EFLU). Hyderabad, India.

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Nasiba Jakbarova is an English Language Teacher with 18 years of experience. During her teaching career, she has worked in different educational places starting from secondary school to university. She is an alumna of Fulbright TEA Program sponsored by US Embassy in Tashkent. She has been presenting in different international Conferences such as Dubai TESOL and Media Literacy Conference in Tajikistan.

Jambalsuren, Serdamba - English teacher 12 Years School Khatgal soum, Khuvsgul province, Mongolia

Mr. Serdamba is MA at Educational Studies. He has been working at secondary school in Khatgal soum as an English teacher for 27 years. He gave workshops eight times in International English teachers' conferences in 2023. He gave presentations in KO-TESOL in Korea and World TESOL conferences in USA in 2019.

Jeffery, Tom Sean - Kyungpook National University

Thomas Jeffery graduated his MA in TESOL from the University of Birmingham in December 2022. Since then, he has been academically published twice and presented at two KOTESOL conferences, once with the University of Birmingham and once presenting his first research. He recently authored an article for KOTESOL's magazine The English Connection. He is currently working at Kyungpook National University.

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Paul T. Johnson has an MSc TESOL from the University of St. Andrews and an MA in Philosophy. He works at Woosong University, Korea, where he is the Student Services Manager for Woosong University's Online Program and teaches EFL at Woosong University's main campus. He writes at An Iterative Process.

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Jones, Tamara - Howard Community College

Tamara Jones holds a PhD in Education from the University of Sheffield and is the Special Projects Coordinator at the English Language Center at Howard Community College in Columbia, Maryland. She is the co-author of Q: Skills for Success, Listening and Speaking 4 and author of 50 Ways to Teach Vocabulary.

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Akiyo Joto, a Professor Emeritus at Prefectural University of Hiroshima in Japan, focuses her research on the analysis of English pronunciations among native Japanese speakers and its practical application in teaching English sounds to Japanese learners. Presently, she is engaged in creating a comprehensive teacher's manual for English sounds to enhance English pronunciation teaching skills of Japanese elementary school teachers.

Juarez, Naizer - English Language Teacher and Curriculum Specialist, Thammasat Secondary School

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GeunHa "Chris" Jung is a sociologist, research specialist, and Director of the Diakonia Center at Luther University in Yongin, South Korea. He spent over 5 years in Japan earning his Masters and PhD from Tokyo Metropolitan University. Chris was born and raised in Gwangju. His research has been cited throughout South Korea and Japan.

Jung, Jookyong - The Chinese University of Hong Kong

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**Kaneko, Clare – Japan Association for Language Teaching
JALT President****Kandilla, Della Putri - Monash University**

Della Putri Kandilla is currently pursuing master degree program at Monash University, specializing in TESOL. In 2018, she published "Recalling Student Teacher's Beliefs on English Language Teaching: Evidence from a Pre-Service Teaching Program in Indonesia," followed by "Teacher's Perception of Students' Silence in EFL Classroom: A Case Study" in 2021. Her research interests encompass teacher beliefs, student silence in educational settings, and ELT methodology.

Kao, Clare - National Normal University/ MA in TESOL

Clare Kao, a dedicated NTNU graduate school student in the English TESOL program, possesses a strong passion for English teaching. Worked as an EMI assistant during her college years, Clare saw how bilingual courses are successfully taught in the college level, and thus got inspired and curious about CLIL development in Taiwan. Her research interest includes language policy and biliteracy development.

Kauss, Kristina - Wonsam Middle School

Kristina Kauss is a Canadian teacher who has taught elementary, middle school, high school, university, adults, and teachers in Korea, Canada, & the USA since 1997 with over 15 years of teaching experience in Korea.

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Kevin Kester is Associate Professor of Comparative International Education and Peace/Development Studies at Seoul National University. He is Editor of the Asia Pacific Education Review (Springer), associate editor of Journal of International Cooperation in Education (Emerald), and on the editorial board of more than 10 SSCI/KCI journals. His research interests lie in the sociology and politics of education with a focus on the intersections of peace education and global citizenship education; higher education in conflict-affected contexts; the global governance of education, conflict and peace; and decolonizing education. His latest publications are in Asia Pacific Education Review; International Journal of Comparative Education and Development; Journal of Peace Education; and Routledge's Innovations in Peace and Education Praxis."

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Attapol Khamkhien is the Director of MA program in Career English for International Communication at Language Institute, Thammasat University, Thailand. He received his PhD in ELT and Applied Linguistics from the University of Warwick, UK. Currently, he is a committee member of Thailand TESOL association. His research interests include English for Academic Purposes, English for Specific Purposes, corpus linguistics, and vocabulary instruction.

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Eun-Young Julia Kim is an associate teaching professor in the Center for the Study of Languages and Cultures at the University of Notre Dame. She coordinates and teaches in the English for Academic Purposes and the TESOL programs. Her research interests include global Englishes, second language writing, critical discourse analysis, and the intersection of language and religion.

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Khongtan, Kittiya - Nakhonpathom Rajabhat University

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Khurel, Ninj Erdene - English Language Teachers' Association of Mongolia

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Haruka Kikuchi is a Ph.D. student at Osaka University, Graduate School of Humanities. Her research interests include conversation analysis of young L2 learners' classroom interactions and teachers' interactional practices that enable affective language learning of young learners.

Kim, Vĩ - TESOL Simple Education

Vĩ Thiên Kim is an experienced English language educator who has been shaping the language learning journey for over 10,000 students through online and in-person courses. She has served as a TESOL Trainer at TESOL Simple Education and a communicative English teacher at Simple English Center since June 2015. Kim is passionate about advocating English language proficiency and extends her expertise to the training and coaching of English self-taught approaches, fostering language acquisition in diverse learning environments. She has also conducted TESOL courses for more than 300 teachers, contributing to the professional development of educators in the language teaching community.

Kim, Sugene - Nagoya University of Commerce & Business

Sugene Kim is an associate professor of English at Nagoya University of Commerce & Business in Japan. She specializes in academic English writing and pedagogical grammar, and her research explores the cognitive and linguistic strategies employed by L2 learners to address writing challenges across various rhetorical contexts. She has related interests in sociolinguistic variation and World Englishes.

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Shinyoung is a PhD candidate at the Graduate School of International Culture and Communication Studies, Waseda University, Japan. Her doctoral dissertation focuses on plurilingualism in Japan, especially on the heritage language education of Korean newcomer families through speech assessment. Being trilingual in Korean, Japanese, and English, she has been teaching English courses at several colleges/universities in Japan.

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Jake Kimball holds an MSc in educational management from Aston University, and his research interests include program evaluation and classroom dynamics. He is especially interested in classroom management issues that impact willingness to communicate (WTC) and demotivation. He is an assistant professor of English in the Liberal Arts Department of Semyung University in Korea.

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Darren teaches parttime at Miyagi Gakuin Women's University in Sendai, Japan. Darren has taught at language schools, high schools, and universities in both Canada and Japan. He holds dual roles within JALT, serving as a member-at-Large for JALT Sendai and as the Co-coordinator of JALT's Performance in Education SIG. He believes that although digital learning plays an important role in education, student-centered, communicative classrooms are indispensable for young people's psychosocial development.

Kirkwood, Malcolm Barton - UQ College

Malcolm is a TESOL language instructor at UQ College. His experience spans primary, secondary, and tertiary education in five countries in various roles including secondary biology, mathematics, English as an additional language (EAL) and vocational education & training. His research background includes a PhD in educational psychology (multimedia learning), and he has engaged in various research projects and related presentations.

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Yoko Kita is an Associate Professor at Kyoto Notre Dame University. Her articles include an essay on Ruth Bader Ginsburg. A former Fulbright Scholar, she earned an MA in TESOL from Seattle Pacific University. Her research interests include the use of ICT in language teaching and learning gaps.

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Joshua Kloppers is an educator and curriculum designer at The Language Training and Testing Center (LTTC) in Taiwan as well as a graduate student at the National Taiwan Normal University. He has experience with teaching secondary school writing classes, teaching English for Academic Purposes (EAP) classes, teacher training, and assessment design.

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Ran Kuperman is an English language lecturer at a Kanda University of International Studies, a private Japanese language institute. He has over 7 years of experience in teaching is also the committee convener for his university's Student Activities Committee. Research interests include materials development, CLIL, gamification, neuroscience of education, intercultural communication, and more.

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Noriko Kurishita has been an English teacher in Japan for over 20 years, teaching at public schools and universities. Her research fields are extensive reading (ER) and teaching methodology. She is enthusiastic about how to motivate students toward ER through collaborative activities. She is currently a doctoral student majoring in TESOL at Nagoya University of Foreign Studies, Japan.

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Labanda, Roberto Vega - Daegu Catholic University

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Lacy, Bethany - Juntendo University

Bethany Lacy started her research career in South Korea where she worked at Hankuk University of Foreign Studies. At HUFSS, she developed a multimedia course and taught her students video production and storytelling techniques. Although she now lives in Japan, her research continues to focus on multimodal teaching materials, authentic literature in EFL courses, and digital literacy.

Lang, Daniel Lindbergh - U.S. Peace Corps

Daniel Lindbergh Lang has served as a U.S. Peace Corps Volunteer in Ulaanbaatar, Mongolia's Department of Education since 2022. Before, he served at the National University of Mongolia, Erdenet School from 2019 to 2020. Daniel holds a bachelor's in journalism from the Honors College at the University of Nevada, Reno. He's Asian American from Las Vegas! Email: dlindberghlang@gmail.com, social: @memoryLang

Lartigue, Jr. Casey - Freedom Speakers International

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Niño Laurel is a senior student from the Philippines, majoring in TESOL and Business Management in Marketing at Brigham Young University-Hawaii.

Le, Bach - Academic Director, Private school

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Lee, Eunkoo - Freedom Speakers International

Co-founder of Freedom Speakers International.

Lee, Eunmee - George Mason University Korea

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Levy, Burgel Rosa Maria - Hawaii Pacific University

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

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Maria Lisak creates safe environments to encourage and support learners for risk-taking and growth. Currently at Chosun University in South Korea, her career spans 28 years. She has diplomas and certificates in business, technology, education, and meditation. She is a lifetime member of KOTESOL and AsiaTEFL. Her research interests include funds of knowledge, cosmopolitan literacies, and autoethnography.

Lising, Loy - Macquarie University

Dr Loy Lising is a Senior Lecturer in Applied Linguistics at the Department of Linguistics at Macquarie University. She has recently been awarded Senior Fellow with the Higher Education Academy. Dr Lising convenes and lectures in both our undergraduate and postgraduate programs in the areas of sociolinguistics and intercultural communication. Prior to joining Macquarie University in 2017, she was the Program Director for the Department of Linguistics' Master of Cross-cultural Communication at the University of Sydney.

Liu, Chunlei - Valdosta State University in the USA

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Lu, Jiale - Waseda University

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Lumbu-an, Jenevieve - Sultan Kudarat State University

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Dr. Peter Lutes is a Professor of Applied Communication at Kagawa University, Japan. He has developed a new PBL course for the Faculty of Agriculture which was recently approved by MEXT. He has conducted teacher training workshops both in Japan and internationally for both native and non-native speakers of English. His research interests include curriculum development, ESP/EAP, TBL/TBL and AI.

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Undarmaa Maamuujav is a research scientist in the School of Education at the University of California, Irvine. She has taught academic literacy and writing courses at California State University, Los Angeles and University of California Irvine. Her research focuses on academic writing and literacy development of multilingual learners of English at both secondary and postsecondary levels.

Mac Donald, Kara - Defense Language Institute in Monterey, CA

Kara Mac Donald is an Associate Professor at the Defense Language Institute in Monterey, CA, with a master's degree in Applied Linguistics-TESOL and a doctorate in Applied Linguistics. She conducts teacher training for faculty members and provides academic support to students. Her recent publications include teacher autonomy, intercultural communication, professional development post-pandemic, and L2 identity negotiation. Kara Mac Donald has a 30-year background in FLT and earned a Doctorate in Applied Linguistics in addition to a Master's and Bachelor's in related fields. She was editor of KOTESOL The English Connection from 2009-2011, and is currently Editor of the Korea TESOL Journal since 2015. She is also Editor of the CATESOL (California) Newsletter, 2020-present.

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Lindsay Mack is an Associate Professor of English in the Center for Language Education at Ritsumeikan Asia Pacific University where she teaches English for Academic Purpose (EAP) and coordinates the writing center. Her research interests include academic writing, critical pedagogy, and vocabulary acquisition.

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Naheen Madarbakus-Ring is an assistant professor at the University of Tsukuba in Japan. She has taught in South Korea, the UK and New Zealand. Naheen received her PhD in Applied Linguistics from Victoria University of Wellington (NZ). Her research areas include listening strategies, curriculum design, and material development.

Makhmudova, Feruza - Namangan State Institute of Foreign Languages

Feruza Makhmudova is a new instructor who began her career at an Agricultural College. She gained experience teaching young students at School 6 before transitioning to teaching English at the Institute of Foreign Languages. She enjoys attending various conferences to expand her knowledge of teaching methods.

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Iain Maloney, PhD, is an associate professor at Sugiyama Jogakuen University, Nagoya, Japan. His research interests include creative writing, Japanese literature, Scottish literature, identity, and motivation. He is the editor of The Journal of Literature in Language Teaching Journal, and he is the author of nine books.

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Melnikova, Mariia - Kanda University of International Studies

Mariia Melnikova is a lecturer at Kanda University of International Studies. She is from Moscow, Russia. Her research interests include fostering critical thinking skills in ESL students and vocabulary acquisition strategies.

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Rhea L. Metituk is an assistant professor at Myongji University in Seoul. She has a BA in psychology and an MA in English education with a concentration on writing and digital media. Rhea has presented in Korea, Japan, and Malaysia, and in KOTESOL is currently serving as president of the Seoul chapter and 2024 international conference co-chair.

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Nobuaki MINEMATSU is a Professor at the Graduate School of Engineering, the University of Tokyo, Japan. He has broad interests in speech communication, speech science, and speech engineering. Particularly, he possesses expert and practical knowledge in Computer-Aided Language Learning (CALL). He developed the web-based system OJAD (Online Japanese Accent Dictionary), which is widely utilized by teachers and learners globally.

Moodie, Ian - Mokpo National University

Ian Moodie is a tenured professor in the Department of English Education and Graduate School of Education at Mokpo National University in South Korea. His current research is investigating aspects of occupational psychology relevant to language teaching. His research has appeared in *Language Teaching*, *Language Teaching Research*, *The Modern Language Journal*, *TESOL Quarterly*, and *System*, among others.

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Daniel Moonasar is a certified teacher with 19 years of experience in the US and Korea. He has taught various subjects to students of all ages. He is a teacher trainer and holds an MRes in Educational and Social Research from the University of London and a B.S in K-12 Music Education from the University of South Florida.

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Noriko Nakanishi is a professor at the Faculty of Global Communication, Kobe Gakuin University, Japan. Her research areas include English Phonetics and Sociolinguistics. She has authored and co-authored various books, textbooks, and research papers on shadowing, phonetics, jazz music, hospitality businesses, and global communication. She is one of the editorial members of *Sanseido Wisdom Dual English-Japanese Dictionary* (2019).

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NGUYEN Hoa Phuong Quynh is currently a lecturer at Dong Nai University in southern Vietnam. With an MA in TESOL, she is keen on teaching methodologies, especially for adult EFL learners in Vietnam. Her research interests include teaching methodologies and applying music in lessons, especially the use of songs and chants in promoting pronunciation and speaking skill.

Nguyen, Thi Hong Tram - National Taiwan Normal University, Taipei, Taiwan R.O.C.

I am Nguyen Thi Hong Tram, a TESOL graduate student at National Taiwan Normal University in Taiwan. Over the past six years, I've dedicated myself to teaching TOEIC, guiding students to succeed in this crucial English proficiency assessment. My academic and teaching journey is driven by a passion for linguistics and a deep commitment to my students' success.

Nguyễn, Hà - Ton Duc Thang University

Dr. Hà T. V. Nguyễn has over a decade of teaching experience working with EFL/ESL learners. She currently works for the Faculty of Foreign Languages at Tôn Đức Thắng University, Vietnam. In this capacity, she imparts knowledge to both undergraduate and graduate students in a variety of courses. Her academic pursuits revolve around English language education, EFL/ESL teacher education, etc.

Nishio, Yuri - Meijo University

Yuri Nishio, a Professor at Meijo University in Japan, specializes in exploring the mechanisms of perception and production of English sounds by Japanese speakers. Additionally, she is dedicated to developing ICT materials aimed at assisting Japanese learners in enhancing their English pronunciation skills. Presently, she is actively involved in the formulation of comprehensive teaching guidelines for English sound education.

Noor Farida, Alief - Universitas Negeri Semarang

Noor Farida, M.Pd. is a dedicated educator and lecturer at the English Education Study program of Universitas Negeri Semarang. With a decade of experience in the field of education, she has made a significant impact on the academic and professional growth of her students. Alief's passion lies in the realms of teaching and literacy, and her research interests reflect her commitment to advancing the knowledge and practice of these critical areas in education. Her work not only enhances the learning experience for her students but also contributes to the broader educational community. She is recognized for her dedication to educational excellence and her significant contributions to the world of teaching and literacy.

Nur Azizah, Nadya - Universitas Pendidikan Indonesia

I am very interested in taking part in this conference, to exchange ideas with experts in the field. and hopefully can provide an input on my research.

Oda-Sheehan, Sanae - Ochanomizu University

Sanae Oda-Sheehan (PhD) is a lecturer at Ochanomizu University in Tokyo. She also works as a communication consultant utilizing her business background. Her research interests include teacher identity, L2 pragmatics, and communicative task effectiveness.

Omar, Khadijah - Kyushu University

Khadijah Omar is from Malaysia and has lived in Japan since 2015. She was a secondary school teacher before moving abroad for her post-graduate studies. Khadijah holds a PhD in applied linguistics and works as a lecturer at Kyushu University. Her research interests include interlanguage pragmatics, CALL and discourse analysis.

Ordonez Zuniga, Hector Ramiro - National Polytechnical Institute

He is a researcher, full-time professor and teacher trainer. He is interested in the cognitive skills to command language acquisition.

Owens, James Emmet - Kanda University of International Studies

James Emmet Owens completed his Master's degree in Applied Linguistics at the University of Liverpool in 2010, and has been teaching at Kanda University of International Studies, Japan since 2011. He is currently an Associate Professor and the Senior Coordinator for Research in the English Language Institute.

Paisart, Watcharee - King Mongkut's University of Technology North Bangkok

She got her B.A in English Major, M.A in English for Second Language Teaching, and Ph. D in English Language Teaching. She's a lecturer in the Department of Languages, Faculty of Applied Arts, King Mongkut's University of Technology North Bangkok, Thailand. Her research interests are language acquisition, vocabulary, English language teaching and learning, and any related topics on English study.

Park, Eunjeong - Sunchon National University

Eunjeong Park is an associate professor in the Department of English Language Education at Sunchon National University. Her research interests include second language writing, teacher education, and the interdisciplinary study of foreign/second language learning in education and applied linguistics.

Perry, Simon - University of Tokyo

Simon Perry is an assistant professor in the Center for Global Education, The University of Tokyo, Japan. He researches issues in sociolinguistics and plurilingual language concepts, such as English as a lingua franca and translanguaging. He is specifically interested in how these issues effect teacher and student identity.

Pietruszewska, Anna - University of Lodz

Anna Pietruszewska is a linguistics doctoral candidate at the University of Lodz. She has over 10 years of experience teaching English, Mandarin and Polish to non-native speakers across varied environments. Her research journey commences in the classroom, driven by a quest to address encountered challenges.

Prosser, Andrew - Hankuk University of Foreign Studies

Andrew Prosser is an Assistant Professor at Hankuk University of Foreign Studies, Seoul, where he works in the Department of English Education. He holds a Master's in Educational Technology and TESOL from the University of Manchester. His research interests include exploring visual literacy in language teaching.

Prum, Rithy - Institute of Technology of Cambodia

Teacher of English (since 1988) and teacher of French (since 2010). He is a teacher-researcher at Institute of Technology of Cambodia. He works a lot with new technologies.

Ptak, Stephanie - Hankuk University of Foreign Studies

Stephanie Ptak is currently an ESL professor in South Korea. She has taught in Spain and South Korea from elementary school to the university level. She holds a Bachelor's Degree in Linguistics and Spanish from the University of Illinois at Urbana-Champaign, a teaching license in TESOL and Spanish, and a Masters of Education from George Mason University. She is currently interested in goal-setting and mindfulness in the ESL classroom.

Rabbidge, Michael - Hankuk University of Foreign Studies

Michael has over 20 years of experience in the ELT industry as an Associate Professor of Applied Linguistics as well as a teacher. He has taught English to international students looking to enter mainstream education in New Zealand and lectures on university courses in South Korea that prepare students to become language teachers themselves.

Rahman, Md Mahfujur - Kulaura Government College, Department of English

Md Mahfujur Rahman is a Lecturer in the Department of English at Kulaura Government College in Bangladesh. He has completed his BA (Honours) & MA in English literature from National University. He has also done his MA in Education from The University of Nottingham, Malaysia. He is doing his MA in ELT at Kathmandu University, Nepal.

Randall, Reece - Gwangju Institute of Science and Technology (GIST)

Reece Randall (M.Ed., TEFL) is an English faculty member at GIST and a former senior professor at GWNU. He has held various leadership positions in KOTESOL, including national second vice president and Gangwon chapter president. His research focuses on AI and MCALL.

Rao, Dingxin - College of Education, Hangzhou Normal University

Dr. Dingxin Rao is a Lecturer in the College of Education at Hangzhou University

Rates, Patrick - Takasaki University of Commerce

Patrick has been teaching in Japan for more than twenty years. Now he teaches at Takasaki University of Commerce.

Rebuck, Mark - Meijo University, Japan

Before Mark Rebuck moved to Japan in the early 1990s, he spent one year in Korea training in Hapkido. He has taught at several universities in Japan, including Nagoya University, where he helped graduate students with academic writing. Since 2013, Mark has been tenured at Meijo University, Nagoya, where he has taught pharmacology and other areas of pharmacy.

Reeser, Victor - State University of New York (SUNY) - Korea campus

Victor Reeser is a teaching professor for SUNY Korea's English Language Program and the facilitator of the KOTESOL MCALL SIG. Originally from Oregon, USA, he has been living in Asia and working in language education since 2009. He is currently a PhD candidate at Incheon National University studying cognitive linguistics.

Resuello, Don Marjorie - Nagoya University of Foreign Studies, Aichi Prefecture, Japan

Marjorie Don Resuello is a full-time lecturer at Nagoya University of Foreign Studies. She completed her PhD at Nagoya University and has a multi-disciplinary background in development communication and international development. With more than 10 years of research and teaching experiences, her recent academic works include promoting awareness and integration of global issues and Sustainable Development Goals (SDGs) in English classrooms in Japan.

Reynolds, Eric - Woosong University

Eric Reynolds is a professor at Woosong University in Daejeon, South Korea. He teaches English language and TESOL. His Ph.D. is in educational psychology from the University of Illinois at Urbana Champaign. Additionally, he has been a world traveler for EFL, living and teaching "everywhere," including Japan, Bulgaria, Tajikistan, and now Korea.

Rifinski, Hagit - Bar-Ilan University

Hagit Rifinski is head of the TESOL program at Bar-Ilan University. She has been an English teacher for over three decades. She has taught English as a second language in Israel, and Australia and worked in teacher education in Rwanda. She has extensive experience in both software and courseware design. Hagit holds a doctorate in linguistics from Bar-Ilan University.

Ring, Liam - Asia University

Liam Ring is a visiting faculty member at Asia University in Japan. He has worked in Japan, South Korea, the United Kingdom, and New Zealand. He holds a Dip TESOL and his teaching interests include teaching receptive skills and EAP writing skills.

Rochsantiningih, Dewi – FKIP Universitas Sebelas Maret (UNS), Indonesia

Dra. Dewi Rochsantiningih, M.Ed, PhD. teaches at the English Department of FKIP Universitas Sebelas Maret (UNS), Indonesia. She gained her graduate studies in Australia; from Sydney University for her M.Ed, and from Macquarie University for her Ph.D. She has major interests in the Classroom Action Research (CAR), ELT Material Development, and English for Specific Purposes (ESP).

Rudolph, Nathanael - Kindai University (近畿大学)

Nathanael Rudolph is an associate professor of sociolinguistics and language education at Kindai University in Japan. His research explores themes including teacher and student negotiations of being, becoming and belonging within and transcending (language) education, and transdisciplinary, community-based approaches to “criticality.” Nathanael is a managing editor for Asian Englishes and associate editor for the Journal of Language, Identity and Education.

Sainjargal, Nyamsuren - The Metropolitan Education Department

Nyamsuren Sainjargal graduated as a Mongolian-English teacher from The Mongolian State University of Education in 2000. She has been working as an English teacher for 18 years. Now she works as the foreign language specialist at the Metropolitan Education Department. Email: nyamsurensainjargal@gmail.com

Saito, Yukie - Chuo University

Yukie Saito obtained a MA in TESOL from Teachers College Columbia University and a Ph.D. in education from Temple University. She is a professor at the Faculty of Global Informatics of Chuo University. She has been interested in pragmatics, English teachers’ cognition and classroom practice, CEFR, and EdTech. Her main research interest is the application of VR in English education.

Sajor, Florida - De La Salle University, Manila

Florida Sajor is a Master Teacher-II from Koronadal National Comprehensive High School – Senior High School, Koronadal City, South Cotabato. Her interests focus on language learning studies, promotion of culture in education, and campus journalism. She is a recipient of various academic and research scholarships locally and abroad including her Postgraduate Diploma in Applied Linguistics in Singapore and Master of Arts in Teaching English to Speakers of Other Languages at Victoria University of Wellington, New Zealand. Currently she is pursuing her doctoral degree in Applied Linguistics at De La Salle University, Manila.

Sanchez, Becky - University of South Carolina

Becky Sanchez holds a BA and MA in linguistics and is currently pursuing an MBA and an EdD in educational technology. She is a university instructor and co-founder of an education start-up with aspirations to open an international school in Japan. Her research interests are the use of CALL and MALL, autonomous learning, collaborative learning, flipped learning, and CLIL.

Saunders, Misato - Ritsumeikan Asia Pacific University

Misato Saunders, a Lecturer at Ritsumeikan Asia Pacific University in Japan, has been teaching English since 2007. She pursued an M.A. in Applied Linguistics (TESOL) from Kansai University in 2024. Her focus includes learner autonomy, motivation, and self-regulated learning.

Shachter, Jonathan - Kyushu Sangyo University

Jonathan Shachter is a full-time lecturer at Kyushu Sangyo University in Fukuoka, Japan. He earned a B.A. in Trumpet Performance from Virginia Tech, an M.Ed. in Education from American College of Education, and a Masters in Psychology from Macquarie University. He is currently a Ph.D. Candidate in the Faculty of Education at Monash University. He is a firm believer that the skills developed in studying the language of music can be applied to language acquisition.

Simpson, William - Tokyo University of Science

William Simpson is a Junior Associate Professor of the Liberal Arts Department of Tokyo University of Science, Japan. He has recently published a book: *Capital, Commodity, and English Language Teaching*. He is also the co-editor of Routledge's series on *Language, Society, and Political Economy*. He has published work on language education, ideology, gender, and political economy.

Singh, Smriti - Indian Institute of Technology Patna, India

Dr. Smriti Singh is a Professor in the Department of Humanities and Social Sciences at the Indian Institute of Technology Patna, India. Her research areas are Diasporic Writings, Postcolonial Literature, ELT, and Indian Writings in English.

Slagle, Sarah - Pusan National University

Sarah Slagle is an assistant professor of English in the Department of Global Studies at Pusan National University. She first came to Korea as a Fulbright ETA in 2009 and then returned to the USA to pursue an MTESOL at Arizona State University. Since 2013, she has taught at four universities in Jeonju and Busan.

Smith, Magdalena - ILSC Sydney

Magdalena Smith is an English teacher who currently teaches at ILSC Sydney. She has previously worked in Poland and the UK teaching adults and young learners. She holds a Master of Applied Linguistics and TESOL from Macquarie University amongst various English teaching qualifications. Her interests lie in gamification and exploring the use of media and movies as classroom resources.

Sok, Pharo - Kyushu Sangyo University

Originally from Montreal, Canada, Pharo Sok is currently an English lecturer at Kyushu Sangyo University. His research interests include discourse analysis with a particular focus on meaning-making in individual and collective narratives.

Solis, Leola - Brigham Young University - Hawaii

Leola Solis is an Assistant Professor of English Language Teaching and Learning at Brigham Young University-Hawaii. She has over 20 years of classroom experience teaching courses within the areas of English as a second language, Linguistics, and English composition. Her interests include discourse analysis, phonology, and second language teaching, specifically in the listening, speaking, and pronunciation skills area.

Song, Katherine - University of the Ryukyus

Katherine Song is Korean-American who started her English language teaching career with the Japan Exchange and Teaching (JET) Program in Okinawa, Japan. After earning her MATESOL in the US, she returned to teach at Japanese universities. She first introduced Scrabble to English education majors in 2010, but has been playing with any interested students and graduates on campus and online.

Squires, Todd - Kindai University

Todd Squires is a professor of Japanese and comparative literature in the Faculty of International Studies. His research is on narrative and identity, and literature education in EFL settings.

Suemori, Saki - University of Tsukuba

Saki Suemori is an assistant professor in University of Tsukuba in Japan. Her interests include teacher psychology and teacher-student relationship.

Sung, Kiwan - Kyung Hee University

Kiwan Sung is Professor at Kyung Hee University in Korea and former president of the Korea Association of Multimedia-assisted Language Learning. He served as co-editor for AsiaTEFL Book Series and co-edited Secondary School English Education in Asia: From Policy to Practice (2015, Routledge) and Conditions for English Language Teaching and Learning in Asia (2015, Cambridge Scholars). He has published various books and articles domestically and internationally on teaching methodologies, World Englishes, language skills areas, and critical pedagogy, etc.

Talukder, Shahrear Md. - Shanto-Mariam University of Creative Technology, Bangladesh

Md. Shahrear Talukder, Associate Professor, in the Department of English at Shanto-Mariam University of Creative Technology, Bangladesh. He has over 16 years of experience teaching both language and literature at different universities, both at home and abroad. He authored a book titled Glimpse of Rhythm. His areas of interest are creative writing, applied linguistics, critical pedagogy, translation studies, and education.

Tan, Vo Duy (Alan) - National Kaohsiung University of Science and Technology, Kaohsiung, Taiwan

Mr. Vo Duy Alan TAN is currently a graduate student at MA Applied Linguistics and TESOL, Department of English, National Kaohsiung University of Science and Technology, Kaohsiung, Taiwan.

Tantipidok, Pasika - Nakhon Pathom Rajabhat University

Pasika Tantipidok is currently a lecturer of English at the Language Institute of Nakhon Pathom Rajabhat University, Thailand. She completed her BA in Business English at Assumption University, Thailand in 2011. She obtained her MA in English for Careers at Thammasat University, Thailand in 2013. Her main area of interest is extensive reading and writing.

Tat, Cristina - Doshisha Women's College of Liberal Arts

Cristina Tat is an Assistant Professor in the Intercultural Studies at Doshisha Women's College of Liberal Arts in Kyoto, Japan. Her research interests include materials development, extensive reading, and emergency remote teaching. In her free time, she enjoys discovering new places in Japan while cycling.

Thongnuan, Tirote - Kasetsart University, Bangkok, Thailand

Tirote Thongnuan is a lecturer of English at the Department of Foreign Languages, Faculty of Humanities, Kasetsart University, Bangkok, Thailand. His area of interests are corpus linguistics and corpus-based research, discourse analysis, English syntax and grammar, and translation studies. He can be reached at tirote.t@ku.th.

Tiley, William - Ritsumeikan Asia Pacific University

Will is a lecturer at Ritsumeikan Asia Pacific University (APU) in Beppu, southern Japan. His primary research interest is the role that art can play in the language classroom, with has grown from a small action research project into a borderline obsession. In addition to this, he is interested in CLIL, cognition and vocabulary acquisition.

Ting, I-Juan - HungKuo Delin University of Technology

I-Juan Ting teaches in the Applied English Department at HungKuo Delin University of Technology in Taiwan. Her focal research interests include, but are not limited to, language assessment, critical reading strategies, and Content and Language Integrated Learning (CLIL). She can be contacted at marina@mail.hdut.edu.tw

Ton-Nu, Anh - University of Economics Ho Chi Minh City (UEH)

Anh Ton-Nu is currently a lecturer and researcher at the School of Foreign Languages, University of Economics Ho Chi Minh City, Vietnam. She obtained her PhD degree in Linguistics at Macquarie University, Australia in early 2022. Her research interests include L2 pragmatics and intercultural pragmatics in second language teacher education, teacher professional development and text book evaluation.

Tran, Thi Lanh - Nagoya University of Foreign Studies, Aichi Prefecture, Japan

Lanh Thi Tran is a full-time EFL lecturer at Nagoya University of Foreign Studies in Japan. She holds an MA in TESOL from the University of Huddersfield (UK). Having been involved in English education for over 10 years, her research interests include foreign language anxiety, learner motivation, and materials development.

Tran Ha IELTS Power Up

Ha Tran has five years of experience instructing and designing IELTS and English courses. She also coaches Vietnamese clients worldwide to learn thousands of vocabulary items and use English grammars based on their Vietnamese expressions. She was University of Social Sciences and Humanities Linguistics valedictorian. In 2020, she had an article published in the Journal of Linguistics (Vietnam).

Tran, Linh Huong - FPT University

Linh Huong Tran is currently a lecturer at English Department, FPT University, Hanoi, Vietnam. She obtained her PhD in Linguistics from the University of Newcastle, Australia in 2022. Her research interests include (but are not limited to) language teacher motivation and well-being, language teacher professional development, student motivation for second language learning, TESOL, and Vietnamese higher education.

Tran, Thi Lanh - Nagoya University of Foreign Studies, Aichi Prefecture, Japan

Lanh Thi Tran is a full-time EFL lecturer at Nagoya University of Foreign Studies in Japan. She holds an MA in TESOL from the University of Huddersfield (UK). Having been involved in English education for over 10 years, her research interests include foreign language anxiety, learner motivation, and materials development.

Treephongphan, Ubonrat - Nakhon Pathom Rajabhat University

She has been the instructor for Nakhon Pathom Rajabhat University for 10 years. She has been teaching the university students Basic English courses.

Tri Hapsari, Christianti - Universitas Negeri Semarang

Christianti Tri Hapsari is currently a lecturer at the English Language Education Study Program, Faculty of Languages and Arts, Universitas Negeri Semarang (UNNES), Indonesia. She is also a reviewer for ELT Forum: Journal of English Language Teaching, English Department, Universitas Negeri Semarang (UNNES), Journal of English Language and Pedagogy (JELPA), English Education Study Program, Universitas Kapuas, and Indonesian Review of English Education, Linguistics, and Literature (IREELL), Institute Agama Islam Negeri Kediri. Her fields of interests are on Teaching English as a Foreign Language (TEFL), reading, and writing.

Trinh, Hong Linh - Vietnam National University

Trinh Hong Linh is currently a PhD student at VNU-University of Education and an English language lecturer at ULIS, VNU. Her research interest is in English language teaching as well as assessment and measurement.

Trinks, Daniela - Myongji University

Daniela Trinks, originally from Germany, is a Professor at Myongji University, specializing in Baduk (Go) Studies since her Ph.D. in 2014. Focused on teacher education, Baduk, and English, she has taught at diverse institutions in Korea since 2008. In 2023, she held KOTESOL leadership positions as Vice President of the Yongin Chapter and Co-Chair of the National Conference and is currently serving as president of the Yongin-Gyeonggi Chapter.

TruongThi, Thu Trang - Thai Binh Duong University

Thu Trang, currently works as a lecturer, holds an M.Ed. in TESOL with 15 years of expertise. As an ambassador, mentor, and co-founder of a community with 21 thousand Vietnamese teacher members, she contributes significantly to teacher development. Renowned for her commitment to education, Thu Trang's impact extends across students and fellow educators, attesting to her exceptional teaching prowess.

Tumba, Claudia - Chuncheon National University of Education

Meet Claudia Tumba, an enthusiastic EFL Instructor immersed in the vibrant landscape of South Korea. A former law graduate turned educator; Claudia embarked on a transformative journey at 25. With nine years of experience, she wears multiple hats—serving as a teacher trainer and English expert at Chuncheon National University of Education, sharing engaging English conversation skills at Kangwon National University, and teaching lively courses at G-Tech Village School. Join Claudia on this exhilarating journey of language and learning in the heart of South Korea, exploring the world of English together!

Vikaraman, Sharmini Siva – English Language Teaching Centre, Ministry of Education, Malaysia

Dr. Sharmini Siva Vikaraman is a Senior Lecturer and Head of Unit in English Language Teaching Centre, Ministry of Education, Malaysia. She has 15 years' experience of teaching and 10 years in the field of ESL teacher Professional Development. She completed her PhD in Educational Administration from the National University of Malaysia in 2019.

Viriya, Chayata - Kasetsart University

She is a full-time lecturer at the faculty of Humanities, Kasetsart University.

Vitta, Joseph P. - Waseda University, Kyushu University

Joseph P. Vitta is a tenured associate professor at Waseda University's Global Education Center. He has over 20 years' experience in ELT and is an active researcher in the TESOL, SLA, and applied linguistics spaces. He is also an Associate Professor of Applied Linguistics and TESOL at Kyushu University in Fukuoka, Japan. He is Associate Editor of Vocabulary Learning and Instruction and International Journal of TESOL Studies. He is additionally on the Editorial Boards of the following journals: Language Learning & Technology (Hawaii), Journal of Asia TEFL, and Studies in Education Evaluation (Elsevier).

Waber, Zachary Joel - Wenzhou-Kean University

Zachary Waber is a lecturer of English Studies at Wenzhou-Kean University and a recent graduate of Oxford University. His research interests include Global Englishes, Corpus Linguistics, and Code-Switching. He is especially interested in exploring the sociolinguistic functions of L1 in the production of English as an International Language.

Waggoner, Kara - Baker College

Kara Waggoner has been a dedicated educator for the past 18 years in the United States and South Korea, teaching a diverse range of ages and language proficiencies. While living in Korea, she served in a variety of roles in KOTESOL's Seoul Chapter, such as vice president and web editor. She currently has the privilege of supporting instructors at Baker College in the United States (Michigan) through her role as a faculty developer.

Wakat, Geraldine - Saint Louis University, Baguio City, Philippines

She is an English language and literature professor at Saint Louis University, Baguio City, Philippines. Her research interests include ESL and local languages.

Walters, Jason - Nagoya University of Foreign Studies

Jason Walters, a full-time lecturer and program coordinator at Nagoya University of Foreign Studies with a background in literature and journalism, has taught academic writing classes in Japanese secondary schools and universities since 2011. His research interests include learner autonomy, native speakerism in Asian EFL education, and practical applications of positive psychology in the language classroom

Wang, Yu Ting - National Taiwan Normal University

The researcher is currently pursuing a Master's degree in TESOL at National Taiwan Normal University. She has actively contributed to teaching initiatives such as the Ministry of Education's English teaching program. Additionally, she received an award in a Featured Curriculum Competition. Looking ahead, she aspires to develop more interactive methods for teaching English.

Wang, Wan-Chien - National Taiwan Normal University

An English teacher who didn't know how she loves teaching until becoming one. Now a graduate student majoring in TESOL.

Warfield, Sarah - NYU Shanghai

Sarah Warfield is a Senior Lecturer in English for Academic Purposes at NYU Shanghai. Prior to joining NYU Shanghai, she was a Fellow and Fellow Coordinator for the English Language Fellows Program, a program of the U.S. Department of State. She is currently an English Language Specialist in the English Language Fellows Program, providing training and program support to language instructors around the world. Ms. Warfield has taught academic English at the undergraduate and graduate levels at Indiana University, Bloomington, the University of Kentucky, Virginia Commonwealth University, and Jinan University in Guangzhou, China. She has been training and mentoring teachers in academic language programs for over 10 years. Ms. Warfield is an active member of the TESOL International Association and the American Association for Applied Linguistics.

Watson, Max - Hankuk University of Foreign Studies

Max has been teaching in Korea since 2004, having spent the last 11 years at HUFS.

Wijaya, Surya Agung - Universitas Negeri Semarang

Surya Agung Wijaya, M.Pd., is a doctoral student at Universitas Negeri Semarang (UNNES). He finished his graduate school in English education and teacher training at UNS. Furthermore, his current research areas are IDLE, CALL, and language policy.

Woelk, Cheryl - Collective Joy Consulting

Cheryl Woelk is co-founder of Collective Joy Consulting, offering intercultural communication and conflict resolution training to individuals and organizations. With experience integrating peace education and ELT in diverse multicultural educational settings, she currently researches peace linguistics, trains language teachers in peace education and coaches professionals in South Korea working in English. She is co-author of "Teaching English for Reconciliation (2018).

Won, Unsoon - Defense Language Institute in Monterey, CA USA

Unsoon Won is an Associate Professor at the Defense Language Institute in Monterey, CA USA and works in the design and delivery of pre-service and in-service teacher training programs. She received master's in teaching foreign Language, education, organizational leadership & e-Learning, and human resources management in America. Her interests lie in diagnostic assessment, instructional design, technology integration, and learner development.

Wright, Jocelyn - Mokpo National University

Jocelyn Wright is Associate 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.

Wu, Yi Fang - National Taiwan Normal University

Yi Fang Wu, a graduate student in the Department of English at National Taiwan Normal University, holds a Bachelor's degree in Education from National Cheng-chi University. She conducted a research project funded by the Ministry of Science and Technology, focusing on bilingual education implementation in Taipei. Her work also involved comparing lexical coverage between wordlists and CLIL textbooks in Taiwan.

Wu, I-Cheng - Southern Taiwan University of Science and Technology

I-Cheng Wu is an Assistant Professor in the Bilingual Education Center at Southern Taiwan University of Science and Technology, Taiwan. Her research interests include classroom motivation and classroom dynamics.

Wu, Wenli - CPCE Hong Kong Polytechnic University

Dr WU Wenli is currently a research fellow at College of Professional and Continuing Education, The Hong Kong Polytechnic University. She received her PhD in Education from the Institute of Education, University of Warwick, England. Her current research interests include using new technology in teaching and learning, motivation studies, cross-cultural and intercultural communication, and English for academic studies.

Wyatt, Tom Student

Tom Wyatt is from Brantford, Ontario. He holds an Honours B.A. in English and comparative religion from the University of Toronto. After graduation he got his CELTA, and after that, he taught EFL at a hagwon in Cheonan for three years.

Yamada, Isaku - Brigham Young University - Hawaii

Isaku Yamada is a Japanese senior student at Brigham Young University-Hawaii studying TESOL as his major.

Yordming, Thamonthon - Phranakhon Si Ayutthaya Rajabhat University

Thamonthon Yordming is a lecturer and head of English Teaching Program at Faculty of Education, Phranakhon Si Ayutthaya Rajabhat University, Thailand. Her research interests are in the areas of phonetics and phonology, educational technologies, and AI in ELT.

You, Chen-Huey Idan - National Kaohsiung University of Science and Technology, Kaohsiung, Taiwan

Ms. Chen-Huey Idan You is currently a graduate student in MA Applied Linguistics and TESOL, Department of English, National Kaohsiung University of Science and Technology, Kaohsiung, Taiwan

Zaheeb, Abdul Saboor - Hankuk University of Foreign Studies

"Abdul Saboor Zaheeb is a PhD student at the TESOL department of Hankuk University of Foreign Studies in Seoul, South Korea. His research interests focus on teacher and student language identity, translanguaging, meta discourse and EFL learners' attitudes and motivation. "

Zhu, Shu Di - Wenzhou-Kean University

ZHU SHUDI graduated from Zhejiang Gongshang University, Hangzhou, China, in 2022, and received her Bachelor Degree of Art. She majors in TESOL at Wenzhou-Kean University at present. From 2022 to 2023, she worked as an English teacher in a middle school in China. She also had some experiences teaching primary school students at educational institutions.

Zorigtbaatar, Tuvshinzaya - Arbulag soum Secondary Schol, Khuvsgul province, Mongolia

Master's 2017, Management of Education Study, Mongolian. Ms. Tuvshinzaya is MA at Educational Studies. She has been working at secondary school in Arbulag soum as an English teacher for 12 years. She gave workshops two times in International English teachers' conferences in 2023.

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