

SEAMEO REGIONAL LANGUAGE CENTRE

58TH RELC INTERNATIONAL CONFERENCE

Re-humanizing, Re-conceptualizing and Re-imagining Language Teaching and Learning for Education 5.0

11 - 13 March 2024

ABSTRACTS

PROGRAMME

MONDAY, 11 MARCH

INVITED SPEAKERS

INVITED SPEAKER 1

Monday, 11 March 2024
10:10 AM – 11:00 AM
(Auditorium)

LANGUAGE TEACHERS AND EDUCATION 5.0: RE-HUMANIZING PROFESSIONAL DEVELOPMENT [Research]

David Gerlach, University of Wuppertal, Germany

In the wake of the global pandemic, the landscape of language education has changed irrevocably. As we transition into the Education 5.0 paradigm, it is imperative to re-evaluate our approaches not only to language education but also to language teacher education. This talk aims to explore the integration of Education 5.0 principles into professional development opportunities for language educators. I will look at the importance of fostering criticality, creativity and innovation in praxis-oriented teacher training programmes, emphasising the human-centric approach of Education 5.0. While addressing the (multiple) identities of teachers in these programmes has shown promising results, virtual classrooms and blended learning pose a certain risk for language (teacher) education: In many places it seems that the driving force for successful completion of these forms of education is (again) educational standards and norms, while at the same time the pedagogy itself play almost no role. This lack of pedagogical orientation undermines the goals of an Education 5.0 and the need for critical, more pedagogy-, identity- and context-driven language teaching. I will identify examples of research in (critical) language teacher education that should help us to navigate and intertwine the principles of Education 5.0 with our teacher and teacher educator community.

INVITED SPEAKER 2

Monday, 11 March 2024
10:10 AM – 11:00 AM
(Rooms 506/507/508)

PEDAGOGIZING IDENTITY IN ENGLISH LANGUAGE TEACHER EDUCATION: CRITICAL AND INNOVATIVE TEACHER-LEARNING ACTIVITIES [Research]

Bedrettin Yazan, The University of Texas at San Antonio, United States of America

Research on language teacher identity (LTI) explored the complex interplay between professional identity, learning, and practice and concluded that teacher learning involves constructing a professional teacher identity. This research provided implications that LTI should become an explicit goal in teacher education since innovative and transformative teacher learning requires engagement in identity work. The question then becomes, how can we re-envision teacher education practices to situate critical LTI at the epicenter? Addressing this question in my presentation, I will share identity-oriented teacher-learning activities from

three ongoing research projects which intended to humanize language teacher education with creative and critical practices. The first activity is identity poster that I have used with colleagues in an 8-week telecollaboration between teacher candidates in undergraduate programs in Türkiye and USA. The second activity is digital language learning story that has been part of a professional development course for in-service ESL and bilingual teachers in the USA. The third activity is critical autoethnographic narrative that I designed as a semester-long scaffolded writing for ESL teacher candidates in a teacher education course. In my presentation, I will provide examples to examine these activities from pedagogical and research perspectives to demonstrate ways of integrating LTI in teacher education.

INVITED SPEAKER 3

Monday, 11 March 2024

11:10 AM – 12:00 PM

(Auditorium)

DEVELOPING CRITICAL MULTILINGUAL LANGUAGE AWARENESS FROM PEDAGOGICAL STANCE TO RESEARCH-BASED PRACTICES

[Research]

Peter De Costa, Michigan State University, United States of America

Critical Multilingual Language Awareness (CMLA) is a pedagogical stance that seeks to heighten teachers' and student teachers' critical awareness in order to leverage the diverse languages of students at school (Prasad & Lory, 2020). Adopting a CMLA pedagogical stance will create opportunities for language teacher educators to critically engage their students with important topics like gender, race, and social class in order to bring about transformative change. However, currently CMLA appears to be over-theorized (Alim, 2010) and under-researched. My talk will address this gap by drawing on several studies that draw on CMLA theoretical, methodological, and practical innovations in different educational contexts. Foregrounding the power dimension of the aforementioned CMLA framework, I will demonstrate how preservice teachers' developing awareness of language ideologies can impact English learners' equitable access to educational opportunities. My findings point to a clear tension between the acceptance of a multilingual ideology and an evolving understanding of how to apply CMLA to their teaching practices. I will then discuss how these findings can lead to a more effective implementation of CMLA in teacher education coursework.

INVITED SPEAKER 4

Monday, 11 March 2024

11:10 AM – 12:00 PM

(Rooms 506/507/508)

PEDAGOGICAL INSIGHTS FROM JAPAN'S EXPERIENCE IN TEACHING EIL: CHALLENGES AND HOPES

[Research]

Nobuyuki Hino, Osaka University, Japan

This talk will explore the prospects of Education 5.0, the conference theme, from the perspective of EIL (English as an International Language). The teaching of EIL, or GE (Global Englishes) with a broader definition, is often perceived as a recent development. In Japan, however, interest in the learning of EIL gained momentum early on. For example, in the 1970s, two books claiming "Japanese English" to be a variety of EIL turned out to be national bestsellers, despite the Expanding Circle environment where the ownership of English was not expected. In this presentation, partly drawing on my four decades of classroom practice in teaching EIL at Japanese universities, I will discuss pedagogical suggestions derived from Japan's experience in EIL education, with regard to such aspects as models, materials, and methods. While some factors may be specific to Japanese linguaculture, I hope that these insights will have useful implications, especially for Expanding Circle countries with sociolinguistic contexts similar to Japan.

PARALLEL SESSIONS

PARALLEL SPEAKER 1

Monday, 11 March 2024
1:30 PM – 2:00 PM
(Tanglin Room 1)

RE-IMAGINING DIGITAL LEARNING: COMPARISON OF OUTCOMES ACROSS THREE DIFFERENT MODES OF DELIVERY

[Research]

Jonah Champaud, Cambridge University Press & Assessment, United Kingdom

In recent years, digital learning has become one of the most important ways people acquire new skills, including foreign languages. In this paper I will present the findings of a study that evaluated the effectiveness of a digital English language course called 'Evolve' across three cohorts of learners:

- (1) Cohort A: self-study without any teacher input (30 participants);
- (2) Cohort B: self-study combined with teacher feedback on Speaking and Writing tasks (18 participants);
- (3) Cohort C: self-study combined with teacher-led online classes, delivered via Zoom (31 participants).

The data for the study comprised pre- and post-course assessment scores, surveys, online classroom observations, teacher interviews and learner analytics data. The data analysis showed that overall, there was a statistically significant increase in post-course assessment scores across the three cohorts. However, it was Cohort A that achieved the highest post-course scores, with an average increase of 5.3 points. The data analysis further showed that Cohort C expressed the highest levels of satisfaction with the course. It was delivered with teachers at the centre, replicating some of the aspects of the face-to-face learning environment, which helped motivation, engagement, perceived improvement in English language ability and speaking confidence. Finally, Cohort B emphasised the motivating factors of teacher feedback on their Writing and Speaking tasks, which helped them progress with the course and improve their productive skills. I will conclude the presentation by reflecting on the difference in students' experiences with digital learning and learning gains depending on the presence or absence of a teacher.

PARALLEL SPEAKER 2

Monday, 11 March 2024
1:30 PM – 2:00 PM
(Tanglin Room 2)

GENERATIVE ARTIFICIAL INTELLIGENCE IN HIGHER EDUCATION: USE, PERCEPTIONS AND CONSIDERATIONS FOR JAPANESE UNIVERSITY STUDENTS

[Research]

Jeffrey Mok, Rikkyo University, Japan

ChatGPT, a generative Artificial Intelligence (AI) chatbot, has generated significant debate among educators, especially in universities since its inception in November 2022. In Japan, it was reported that some universities ban its use while others have developed guidelines. A survey was reported in June 2023 that 32.4% of its student sample size in the Tohoku area used ChatGPT in their universities. What is the take up rate in Tokyo universities? What do these students use ChatGPT for? What is their understanding and perception of ChatGPT? Do the students use ChatGPT for language learning? These are the questions that this paper seeks to answer. Two surveys, one in Spring 2023 (N=127) and another in Fall were conducted to study the use and perceptions of ChatGPT among students in two Tokyo universities. Group discussions were also conducted. Findings include comparisons between gender, the two universities, students' use, their understanding, and perceptions of ChatGPT. Also, there will be discussions on these findings with current literature and comparisons with the Tohoku survey, including the use of AI in higher learning. The paper will conclude with some implications to assessment, pedagogy, and material preparation for university teaching.

PARALLEL SPEAKER 3

ONLINE

**Monday, 11 March 2024
1:30 PM – 2:00 PM
(Room 501)**

CRITICAL DISCUSSION COMPETENCE IN ENGLISH LANGUAGE TEACHING/LEARNING: WHY AND HOW?

[Research]

Peng Wu, Jiangsu University, China

Critical Discussion Competence (CDC in short), firmly based on Argumentation Theory, refers to the competence that enables people to identify, analyze, evaluate and present argumentation. In this talk, I argue that the cultivation of CDC is inherently required in the teaching/learning of English as a foreign language. Pragma-Dialectics, as I see it, provides a set of ideal theoretical and analytical concepts and corresponding tools for the development of students' CDC.

PARALLEL SPEAKER 4

**Monday, 11 March 2024
1:30 PM – 2:00 PM
(Room 502)**

SHADOWING AS A PRACTICE IN SECOND LANGUAGE ACQUISITION: COGNITIVE AND SOCIO-COGNITIVE PERSPECTIVES

[Research]

Shuhei Kadota (Featured Speaker representing JACET), Kwansei Gakuin University, Japan

Shadowing is a technique for enhancing L2 acquisition, in which learners repeat speech aloud as they hear it, as precisely as possible, while continuing to listen attentively to the incoming speech. Kadota (2019, 2023) suggests, based on theoretical and empirical research on the learners' cognitive and socio-cognitive systems, that shadowing enhances L2 learning in four different ways:

- 1) Shadowing facilitates automatic perception of input speech, which leads to improvement of listening skill (input effect).
- 2) Shadowing enhances learners' subvocal rehearsal capacity in a phonological working memory and accelerates intake of words, formulas, constructions, etc. (practice effect).
- 3) Shadowing promotes L2 speaking by simulating parts of the cognitive process involved in speech production (output effect).
- 4) Shadowing develops the learners' metacognitive monitoring and control by the executive working memory (metacognitive monitoring effect).

For Asian learners including Japanese, Chinese, Korean, etc., English is in the largest linguistic distance (Category 5) from their first languages, and is said to take at least 2,200 hours to learn (see <http://www.effectivelearning.com/language-guide/language-difficulty> for foreign language learning difficulties for native English speakers). In this context, the key to achieving efficient L2 acquisition is to focus on input comprehension, practice, output production, and metacognitive monitoring (i.e. I.P.O.M.), and it is now clear theoretically and empirically that the learning task of 'shadowing' supports these four points (Kadota, 2018). This featured speech will report the theoretical and empirical findings on the effects of L2 shadowing training, discussing the research data based on the cognitive as well as socio-cognitive brain systems.

PARALLEL SPEAKER 5

**Monday, 11 March 2024
1:30 PM – 2:00 PM
(Room 503)**

HOW INDONESIAN EFL TEACHERS COPE WITH EDUCATION 5.0

[Research]

Issy Yuliasri (Featured Speaker representing TEFLIN), Universitas Negeri Semarang (UNNES), Indonesia

When talking about EFL teachers of Indonesia we are talking about the vast area of the country and the diverse cultures as well as diverse accessibility to facilities and technologies. It is therefore reasonable to assume the problem of technology integration in EFL teaching in the country. What happened with the EFL learning during the Covid-19 pandemic, when the teachers had to use technology for the emergency remote learning, could be a lesson for evaluation and for anticipating problems that EFL teachers may encounter to

meet the demand of education 5.0. This paper is based on my reflection of the teacher in-service training during the pandemic and post-pandemic and on a rough survey to 266 Indonesian EFL teachers about EFL teaching during the Covid-19 pandemic, including the problems related to the use of technology. Besides the positive side of technology integration that the teachers indicated, the survey findings also reveal some troubles with internet-based learning, learning loss, ineffective learning, lack of student engagement, difficulties in applying varied teaching strategies, difficulties in monitoring student real achievement progress, lack of student self-discipline, and lack of social-emotional bonds between teacher and students and among students. Although some of the problems are expected to be resolved in the normal situation now, teachers still have to face challenges they need to cope with to meet the demand of Education 5.0.

PARALLEL SPEAKER 6

**Monday, 11 March 2024
1:30 PM – 2:00 PM
(Room 504)**

QUALITY LANGUAGE ASSESSMENT AND SUSTAINABLE LEARNING OUTCOMES THROUGH EXTREME SERVICE LEARNING

[Research]

Sterling Plata (Featured Speaker representing PALT), De La Salle University, Philippines

The COVID-19 pandemic intensified the call to make education more relevant to students by creating opportunities to improve themselves and society. In addition, the publication of UNESCO's "Reimagining Our Futures Together" in 2021 calls for educational reforms to protect our planet and its people. This presentation describes the process of responding to the call to reimagine education through a freshman English course anchored on extreme service learning, quality language assessment, and Education for Sustainable Development to ensure that students hone the target graduate attributes and sustainable learning outcomes. This course, **PURPOSIVE COMMUNICATION**, hones students' ability to ethically, effectively, and professionally communicate through the strategic use of various communicative forms with diverse audiences and for different purposes in various modes. This course develops explicitly the students' ability to use their communication skills and technology for civic participation in support of the UN's Sustainable Development Goals (SDG) in the Philippines. Next, it describes the course evaluation of faculty and students. This presentation will be of benefit to teachers who wish to embark on education for sustainable development or those interested in developing sustainable development outcomes together with effective communication.

PARALLEL SPEAKER 7

**Monday, 11 March 2024
1:30 PM – 2:00 PM
(Rooms 506/507/508)**

REVITALISING ENGLISH LANGUAGE TEACHING AND LEARNING: INSIGHTS FROM STUDENTS AND INSTRUCTORS

[Research]

Woralan Kongpolphrom (Featured Speaker representing CULI), Chulalongkorn University Language Institute, Thailand

The primary aims of the research were, firstly, to explore first-year students' and instructors' opinions on the fundamental English 1 course at a university in Bangkok, Thailand, and, secondly, to examine their suggestions for course improvement. The research was conducted employing both quantitative and qualitative methods. The secondary data of 3,314 responses of the first-year students from the university's questionnaire survey were analysed. Since students were allowed to write their additional comments in the questionnaire survey, thematic analysis was also used to analyse the data. In addition, semi-structured interviews with six course instructors were conducted to obtain instructors' opinions on the course and later analysed using thematic analysis. The statistical findings revealed that overall, students held positive views of the fundamental English 1 course, with instructors being the most pivotal. However, students' comments provided greater insights of mixed views regarding the course in general, course content and materials, assessment and evaluation, and teaching and learning methods, and these opinions pose challenges for the course providers. In the same vein, the findings from the interviews with the instructors provided positive perceptions towards the course in terms of the course in general, course content and materials, assessment and evaluation, and teaching-learning methods. Useful suggestions were obtained from both students and instructors. The findings demonstrated that there is still some room for course improvement based on the opinions of these two key stakeholders.

PARALLEL SPEAKER 8

**Monday, 11 March 2024
1:30 PM – 2:00 PM
(Room 601)**

CHOOSE YOUR OWN ADVENTURE IN CLASSROOM MANAGEMENT: USING SCENARIOS ON TWINE WITH EFL TRAINEE TEACHERS

[Practice (Tertiary)]

Tanya Kempston, University of Hong Kong, Hong Kong

To be human is to be complex: classrooms are endlessly complex environments. Davis notes when 'new teachers enter the classroom for the first time, they must know their content; develop strong curricula; prepare students for school, state, and/or national assessments; and learn how to navigate school policies...all these skills will be for naught if they are unable to maintain order in their classroom and create a positive learning environment. Classroom management is indispensable for learning to occur in a classroom' (Davis 2018: 2). The paper explores how the free-to-use, open-source Twine scenario-building app was applied with EFL PGDE student teachers at the University of Hong Kong to explore complex classroom management scenarios. Twine enabled the creation of interactive non-linear multi-branched scenarios which students moved through by making a series of choices in response to an unfolding classroom management scenario. The student teachers had autonomy to make choices based on the information available to them at choice points in the scenario. Their understanding of what might be the best way to respond for an optimal outcome in terms of classroom management helped them understand that decision-making in any classroom is a complex process and there is no one easy 'quick fix' to apply. How the use of Twine enabled student teachers to apply their own unique set of understandings and agency as they made decisions and reflected on these in regard to managing complex classroom environment as they progressed through the choice points in the scenario will be discussed.

PARALLEL SPEAKER 9

**Monday, 11 March 2024
1:30 PM – 2:00 PM
(Room 602)**

IN THE AGE OF SOCIAL MEDIA AND ONLINE LEARNING: DEVELOPING A RESEARCHER IDENTITY THROUGH MEDITATION

[Research]

Sarah Mason, Macquarie University, Australia

One common challenge faced by aspiring academics is the difficulty of achieving a role transition from research student to researcher (Yuan, 2017). This period is characterized by multiple demands on the aspirant, in terms of personal academic excellence, doctoral completion, achievement of teaching excellence and demonstrable research productivity, among others (Kearns et al, 2008; Lim et al 2019; van de Schoot et al, 2013). This presentation reports a three-year longitudinal narrative case study of an English as a foreign language (EFL) assistant professor's development from undergraduate student to PhD candidate to tenure track professor. The study utilises interview data, data obtained from social media and participant observation. It uses Vygotsky's concept of perezhivanie (Veresov & Mok, 2018) as a unit of analysis. The presentation will trace the interrelationship of the participant's researcher identity development and her emotional management of various stressors, with her meditation practice which was supported through an online learning program. Contemplative practice, in the form of meditation, is identified as one effective strategy the participant used to navigate the difficult period covered by the study. The study has significant implications for language teacher researcher professional development in an age of social media and online learning.

PARALLEL SPEAKER 10

**Monday, 11 March 2024
1:30 PM – 2:00 PM
(Room 603)**

**WHAT RESEARCH ABOUT METACOGNITION CAN TELL LANGUAGE TEACHERS AT ALL LEVELS:
DEFINITIONS, DIALOGUE, AND TRANSFER**

[Practice (Primary/Elementary)]

Sally Ann Jones, National Institute of Education, Singapore

To navigate immediate and future environmental, social, and technological changes and sustain lifelong learning, learners require self-direction and advanced language skills. In response, I present three findings from research into metacognition and discuss the potential of each for its recontextualization in the teaching and learning of English. The evidence for my selections comes from a recent research project about metacognition in English and mathematics lessons. The first finding is to do with defining metacognition. In a systematic literature review, I found little specificity or consistency in the way metacognition was defined in research studies in education. Without a consistently agreed upon and tested definition, it is challenging to build a coherent body of research and know what to teach. I thus developed a working definition to guide educators and researchers in English. Second, knowing what metacognition is, enables the consideration of how to teach it. I present and explain a list of instructional discourse strategies which have the potential to develop metacognition through classroom dialogue. Third, research findings suggest that metacognitive awareness facilitates transfer of learning along with other important conditions such as teacher language awareness and pupils' exploratory talk. Thus, the three findings from research in metacognition inform us about what to teach through the working definition, how to teach through interaction strategies, and the significant function of metacognition in enabling learners to transfer their learning. When repositioned in English classrooms, the findings will enable the awareness and advanced language skills to cross changing contexts and bedrock lifelong learning.

PARALLEL SPEAKER 11

**Monday, 11 March 2024
1:30 PM – 2:00 PM
(Room 604)**

**PHOTOGRAPHS OF CITED AUTHORS: IN SEARCH OF THEIR SEMIOTIC POTENTIALS IN ACADEMIC
PRESENTATIONS**

[Research]

Becky Kwan, City University of Hong Kong, Hong Kong
Jenifer Ho, Hong Kong Polytechnic University, Hong Kong

"If I have seen further [than others], it is by standing on the shoulders of giants." Issac Newton's famous quote captures powerfully the characteristic use of source ideas in academic discourse, a phenomenon that has also long drawn much research attention. Citation studies have so far focused on written genres almost at the expense of spoken genres such as academic presentations (APs). Our experience of attending APs tells us that citations in such events display distinct features rarely displayed in writing. What has intrigued us is the increasing use of pictures of authors in PowerPoint presentations (PPTs) placed alongside their cited names or ideas. The observation has led us to ponder why authors' pictures are used and what semiotic potentials they offer. We attempt to address these two questions in this paper by presenting an analysis of the cited authors' pictures embedded in the PPTs provided by a group of presenters. Adopting an etic approach informed by theory of visual grammar (Kress & van Leeuwen, 2021) and citation theory, we conducted a multi-modal analysis of the pictures their potential representational, interactional and compositional meanings. We also invited the presenters to account for their use of the pictures. Our findings suggest the affective and interactional potentials of the pictures. More specifically, they reveal the presenters' creative use of pictures to represent the authors as embodied scholars as opposed to faceless people, thus adding a human touch to the citations and the presentations.

PARALLEL SPEAKER 12

**Monday, 11 March 2024
1:30 PM – 2:00 PM
(Room 605)**

"YOU HAVE TO DO SOMETHING TO CHANGE THINGS": CRITICAL LANGUAGE PEDAGOGUES IN JAPANESE UNIVERSITY EFL
[Practice (Tertiary)]

Lachlan Jackson, Ritsumeikan University, Japan
Belinda Kennett, The University of Queensland, Brisbane, Australia

The government's promotion of EMI courses in Japan has enabled the development and implementation of a range of courses on global or critical issues. Critical Language Pedagogy (CLP) is an approach to syllabus design and classroom activity that is compatible with such content-focused courses. Although not widespread, there is growing interest in CLP in Japan generally, and in the identity formation of critical pedagogues specifically (Häusler et al., 2018; Kubota, 2017). Through Zoom interviews, the authors investigated the beliefs and practices of twenty university EFL teachers in Japan who identify as critical language pedagogues. To understand their initial interest in CLP and why they have chosen certain directions over others, the teachers were invited to talk about the ideas and experiences that have contributed to their pathways, whether emanating from formal education, philosophy, key teaching or other life experiences. Responses included exposure to other cultures, the influence of teachers who modelled critical pedagogy, and the witnessing of unfairness or trauma. Institutional factors such as teacher autonomy strongly influenced their ability to implement approaches compatible with CLP. The interviews illuminated the complexity of motivations and contextual decision making related to the development of their teaching practices.

PARALLEL SPEAKER 13

**Monday, 11 March 2024
1:30 PM – 2:00 PM
(Room 807 Learning Space)**

SUPPORTING TEACHERS AND SUSTAINING ENGLISH-MEDIUM INSTRUCTION IN EAST ASIA
[Research]

Annette Bradford, Oxford EMI, Indonesia

English-medium instruction (EMI) has been finding its footing in higher education in East Asia for well over a decade. In many cases, it has moved from an improvised layer added to existing curricula to a considered feature of internationalization strategies. However, there are concerns about the sustainability of such programming. As faculty buy-in and satisfaction are important factors in sustaining any new educational innovation, professional development for those teaching in English might be a key strategy for embedding EMI into the higher education landscape. This presentation examines EMI in Japan, South Korea and Taiwan, countries which have all seen a large increase in the number of courses and programs taught in English. Unfortunately, this increase has not always been supported by a parallel growth in professional development support for faculty teaching in those programs, leading many to feel overburdened and not fully committed to EMI. Consequently, the quality of programming risks becoming uneven. This study examines past professional development experiences and addresses perceived needs among faculty teaching in EMI programs in Japan, South Korea and Taiwan. It highlights a widespread demand for training in interactive pedagogy and intercultural communication, as opposed to training that focuses on language. However, professional development is not the only element that requires attention if EMI is to sustain. This presentation also calls attention to a wider array of factors that must be on the agenda of policy and program planners when thinking about the future of EMI in higher education.

PARALLEL SPEAKER 14

**Monday, 11 March 2024
1:30 PM – 2:00 PM
(Level 4 Makerspace)**

BREAKING BARRIERS, BUILDING BRIDGES: UNVEILING DECOLONIZED ELT SYLLABUS FOR ISLAMIC STUDIES IN INDONESIAN ISLAMIC HIGHER EDUCATION
[Research]

Leli Lismay, Coventry University, United Kingdom

English Language Teaching (ELT) in the context of Islamic Studies presents a complex interplay of language acquisition, cultural sensitivity, and identity preservation. As the demand for English as medium of international communication is growing rapidly, Islamic higher education in Indonesia has to equip students'

proficiency in English. However, current endeavors directed towards formulating appropriate ELT syllabi remain notably distant from the anticipated standards. There is a need to create a syllabus that reflects the cultural and linguistic identity of Indonesian students while providing them with the necessary skills to compete globally. The study aims to critically examine the existing ELT syllabus for Islamic Studies programs and proposes a decolonized framework that aligns with the cultural and intellectual ethos of the region. ELT syllabuses from three Islamic Universities were analyzed using content analysis. Qualitative approach was adopted to uncover colonial vestiges embedded in the ELT syllabus, acknowledging the potential for these remnants to hamper 'authentic' cultural expression. The findings reveal that each Islamic universities has a diverse content in the syllabus, including within learning objectives, content materials, assessment and evaluation, and sources. The study's significance aspires to contribute to the ongoing discourse on decolonizing education by providing practical insights for curriculum designers, educators, and policy makers to enrich the pedagogical landscape and create a more culturally relevant and equitable experience for all students.

PARALLEL SPEAKER 117

**Monday, 11 March 2024
1:30 PM – 2:00 PM
(Room 810)**

"CREATIVITY MEANS INTERESTING": CHINESE EFL TEACHERS' CONCEPTUALIZATION AND OPERATIONALIZATION OF CREATIVITY IN THE LANGUAGE CLASSROOM

[Research]

Haiyi Lyu, Beijing Normal University, China

In recent years, creativity in language education has garnered increasing recognition as a pivotal component. However, teachers often interpret and manifest creativity differently within their unique teaching contexts. This aspect remains a relatively unexplored issue, particularly in the Chinese EFL setting. Adopting a holistic view of creativity as an interconnected system, this study investigates how four Chinese EFL teachers, representing different age groups, conceptualize and implement creativity in their language classrooms. This exploration sheds light on the interplay among teachers' educational backgrounds, individual beliefs, and pedagogical practices. Data collection involves the use of narrative frames, semi-structured interviews, and classroom observations. The analysis results in the creation of four teacher profiles, elucidating their perceptions of creativity, the factors influencing their understandings, and their creative teaching practices in the classroom. Surprisingly, in terms of their perceptions of creativity, the findings reveal a striking convergence among these teachers, irrespective of age, towards more progressive, student-centered approaches. These approaches prioritize critical thinking, problem-solving, and self-expression, potentially reflecting the impact of recent policy reforms. Notably, two of the younger educators demonstrate a clearer practical vision of creative teaching in the classroom, moving beyond abstract concepts. However, a significant disparity emerges between the participants' conceptualizations of creativity and their actual classroom practices, influenced by various factors. This misalignment suggests an opportunity for bridging theory and application. By unraveling the individual and contextual influences on teachers' perceptions and practices, this research contributes to a more comprehensive understanding of the role of creativity in EFL classrooms.

PARALLEL SESSIONS

PARALLEL SPEAKER 15

**Monday, 11 March 2024
2:10 PM – 2:40 PM
(Tanglin Room 1)**

ETHICAL CONCERNS AND ACTUAL PRACTICES OF THAI UNIVERSITY STUDENTS USING CHATGPT AND ONLINE RESOURCES

[Research]

Jirada Wudthayagorn, Chulalongkorn University Language Institute, Thailand

This research investigates the ethical concerns and actual practices of Thai university students when using ChatGPT and other online resources in an English for Specific Purposes class that primarily focuses on writing skills, enabling them to write documents such as referral letters and term papers. The participants were 97 fourth-year university students in the academic year 2023. They responded to a 4-point Likert scale survey consisting of 13 items related to the use of ChatGPT, online resources, as well as issues related to plagiarism and its consequences. One of the items is, for example, "A student asks ChatGPT to generate an outline for a term paper." The responses ranged from 1 (unethical) to 4 (ethical). The analysis revealed that for low-stakes activities, such as checking spellings and grammar, the students generally agreed that doing

so is ethical. However, when it came to higher-stakes activities, such as expanding a short term paper into a full-length research article, they tended to agree that it was unethical. There were many activities where they were uncertain, for example, asking ChatGPT to translate their work from Thai to English or rewriting their first draft in English into academic English. In addition, they displayed a full awareness of plagiarism and its consequences. A balance between ethical considerations and actual practices will be discussed. I will conclude by highlighting the roles of teachers in facilitating students' learning in the era of Education 5.0, where technology is normalized.

PARALLEL SPEAKER 16

**Monday, 11 March 2024
2:10 PM – 2:40 PM
(Tanglin Room 2)**

NAVIGATING EDUCATION 5.0 IN ENGLISH LANGUAGE TEACHING: LESSONS FROM RURAL SARAWAK

[Research]

Felicia Tersan, Padawan District Education Office, Malaysia

Given the complexities that rural English teachers in Sarawak face in addressing their students' multiple cultural beliefs and practices, home languages, and worldviews, teachers should be equipped to become aware of the cultural dynamics in their classrooms. Revisiting culturally responsive teaching alongside purposeful use of technology would therefore enhance the English language learning of students in rural Sarawak. This narrative case study explores the opportunities and insights gathered from the experiences of three rural English teachers who leveraged technology and the cultural wealth of their schools' surrounding communities to rehumanize the ways in which English is taught and learned in their classrooms. The central inquiry guiding this study is: What can we learn from teachers' narratives about utilising technology in teaching English in a multicultural rural setting? Three rural Sarawak English teachers were engaged in individual open-ended interviews and "story circles" spanning several months to gather narrative data on their teaching experiences. A narrative analysis was subsequently conducted to organise these data into themes to re-story or re-present their narratives in a cohesive manner. Their narratives highlight how their past and present experiences with technology and culture influence the ways in which they used technology and culturally responsive teaching to help their students link their learning to their home experiences and real-world problems. Their narratives highlight the pressing need to rehumanize pre-service teacher training and in-service teacher professional development to prioritise cultural responsiveness in teaching English whilst simultaneously addressing the evolving needs of Education 5.0.

PARALLEL SPEAKER 17

**Monday, 11 March 2024
2:10 PM – 2:40 PM
(Room 501)**

THE PATTERNS OF VOICE CONSTRUCTION IN SECOND LANGUAGE HAIKU POETRY WRITING

[Research]

Atsushi Iida, Aoyama Gakuin University, Japan

Poetry writing is widely recognized as a valuable form of literacy learning (Hanauer, 2012). Previous studies have illustrated the potential of second language (L2) learners to write poems and express themselves in the target language (Chamcharatsri, 2013; Hanauer, 2010, 2012, 2014; Iida, 2012, 2016). However, there is a lack of research on how L2 writers construct and express voice in poetry writing. Focusing on haiku—a three-line Japanese poem with a specific number of syllables in each line—the current study aims to investigate the patterns of voice construction in L2 haiku poetry writing. This study employed a corpus-based, quantitative research design. Participants were 807 Japanese college freshmen at a Japanese public university. In this study, they were assigned to produce an original, hand-made book of poetry including ten haiku poems based on their own significant life memories. A total of 8038 poems were collected and analyzed using the Linguistic Inquiry and Word Count (LIWC) 2015 software program and the Concordance software program. The current study identified four main patterns used by L2 writers to express emotion in haiku: emotional words (e.g., happy, sad), body-part terms (e.g., face, heart), colors, and temperature vocabulary (e.g., hot, cold). These patterns demonstrate the ability of L2 writers to express and convey their emotional voice despite the strict 5-7-5 syllables structure. Reflecting on these findings, this presentation concludes with pedagogical implications for teaching emotional expression in the L2 composition classrooms.

PARALLEL SPEAKER 18**Monday, 11 March 2024
2:10 PM – 2:40 PM
(Room 502)****AN EYE-TRACKING STUDY OF TECHNOLOGY-MEDIATED INTERPRETING: IMPLICATION FOR INTERPRETER TRAINING**

[Research]

Xuelian Zhu, Nanyang Technological University, Singapore

Singapore, as the financial hub of Asia, has become a magnet for a plethora of multilingual conferences, where professional interpreters offer simultaneous interpreting services in person or online to facilitate the seamless communication. This surge in demand has spurred local higher institutions to offer professional training programs for aspiring interpreters, which naturally incorporate technology into these programs. The goal of this study was to use eye-tracking to explore the effect of different presenting modes of video input on the technology-mediated distance simultaneous interpreting (DSI), and consequently, to provide implications for interpreter training. A between-subject design was used with four presentation modes of the video input (e.g., slides or/and speaker view) as the between-subject variable. Both professional and novice interpreters participated in an eye-tracking experiment, during which their performance was recorded and afterward rated. The results revealed that the novice interpreters had greater fixation duration, more fixation counts, and longer average visit duration on the slides than those of the professional groups. This behavior may be attributed to the novice interpreters' active search for visual cues on the slides to aid their interpretation, while professional interpreters tend to capture more information from the micro expressions of the speakers. Meanwhile, professional interpreters outperformed novice ones in all three rating criteria: information completeness, fluency of delivery and target language quality. Based on the findings, we recommend the best practices in interpreter training under technology-mediated scenarios. The discussions of this study extend to the application of technology in language training, use and research.

PARALLEL SPEAKER 19**Monday, 11 March 2024
2:10 PM – 2:40 PM
(Room 503)****IMPLEMENTING A COMPUTERIZED DYNAMIC READING ASSESSMENT PROGRAM WITH LOWER-PROFICIENCY STUDENTS IN AN UNDERGRADUATE READING CLASSROOM**

[Research]

Chansak Siengyen, Chulalongkorn University, Thailand
Punchalee Wasanasomsithi, Chulalongkorn University, Thailand

Dynamic assessment is seen as an alternative assessment method that can be implemented to compensate for what traditional assessment lacks (Naeini & Duvall, 2012; Siwathaworn & Wudthayagorn, 2018) as it offers valid evidence of learners' development, creates a friendly atmosphere for assessment, helps learners develop their skills, and enables instructors to understand learners' cognitive processes and potential for learning (Pishghadam & Barabadi, 2012; Poehner & Lantolf, 2005). The present study aimed to investigate the effects of a Computerized Dynamic Reading Assessment (CDRA) program, developed based on Fulcher's (2003) framework, on English reading comprehension of 30 students with lower English proficiency at a university in the northern region of Thailand. In this mixed-methods study using the test-train-test approach, quantitative data collected using non-dynamic assessment pre- and post-tests and four dynamic assessment tests were analyzed by means of inferential statistics, and qualitative data elicited from the questionnaire and interview protocol were analyzed using descriptive statistics and content analysis. The findings indicated that the implementation of the CDRA program had a positive effect on reading comprehension of students with lower levels of proficiency, as demonstrated by the post-test results, with a large effect size. Qualitative analysis also revealed students' positive attitudes toward the program and offered suggestions for further program improvement. In this presentation, implications and recommendations regarding the design of the CDRA program's interface and its in-class utilization to promote reading comprehension of EFL learners, particularly those with a lower level of English proficiency, will be discussed and exemplified.

PARALLEL SPEAKER 20**Monday, 11 March 2024
2:10 PM – 2:40 PM
(Room 504)****ADAPTATION AND VALIDATION OF THE SILL IN A SCIENCE AND ENGINEERING EFL CONTEXT**

[Research]

Akihiro Saito, Tokyo University of Science, Japan

In the contemporary global landscape, English language proficiency is vital for market-aligned skills. In order to shift from market-driven priorities to holistic development and a human-centric approach, understanding individual needs is crucial. Applied linguists recommend adapting established language education scales, such as the Strategy Inventory for Language Learning (SILL), to cater to diverse populations (Amerstorfer, 2018; Rose et al., 2018). This project adapted and validated a language learning strategy (LLS) measure for science and engineering English as a foreign language (EFL) learners, involving 599 university students. The dual-stage validation process produced a 22-item instrument, which was named the SILL-EFL/SciEng. Confirmatory factor analyses assessed the instrument's fit in both the validation (N = 271, CFI = .885, TLI = .863, RMSEA = .0607, SRMR = .0560) and testing (N = 328, CFI = .900, TLI = .881, RMSEA = .0611, SRMR = .0556) samples. The strategy categories demonstrated strong internal consistency with McDonald's omegas ranging from .597 to .827. This adapted tool shows robust psychometric properties, making it suitable for evaluating strategy use among tertiary EFL learners in Japanese science and engineering contexts. This innovative instrument not only assesses language learning strategies but also adapts to individualized learner contexts, empowering educators to tailor interventions to address the unique needs of EFL learners in science and engineering disciplines. Ultimately, it helps enhance language proficiency in specialized fields, supporting learners in diverse personal and professional contexts.

PARALLEL SPEAKER 21**Monday, 11 March 2024
2:10 PM – 2:40 PM
(Rooms 506/507/508)****COMPARING GRADUATED VERSUS EXPLICIT-ONLY FEEDBACK IN A COMPUTERIZED DYNAMIC ASSESSMENT OF L2 ENGLISH EMAIL WRITING**

[Research]

Allan Nicholas, University of Aizu, Japan
Jeremy Perkins, University of Aizu, Japan

In this study, we compare the effectiveness of a graduated feedback approach with explicit-only feedback in a computerized dynamic assessment (C-DA) of Japanese learners' L2 English e-mail writing, focusing on pragmatic performance. The C-DA administers a set of four request-based e-mail tasks to learners, automatically identifying instances of pragmatic failure in the texts and providing immediate, automated feedback. Three versions of the C-DA were administered: i) a graduated feedback group received four levels of feedback varying in explicitness, guided by the sociocultural concept of the zone of proximal development (ZPD), with opportunities for text revision; ii) an explicit-only group received only highly explicit feedback with a revision opportunity, while iii) a control group completed the tasks without receiving any feedback. All groups were administered the programme twice, with a two-week delay between sessions. Results show both treatment groups responded to feedback with significantly fewer instances of pragmatic failure, while the control group showed no change. Comparing treatment groups, within a single C-DA session, the graduated group responded significantly more to feedback than the explicit-only participants for email opening and closing-related pragmatic failure, but not for strategies related to the requesting head act. Comparing the two sessions found no significant differences between the treatment groups. However, across the entire length of the study, the graduated feedback group was found to respond to feedback significantly more than the explicit-only group. Findings provide support for both the judicious use of computerization in the classroom, and a ZPD-sensitive approach to feedback and instruction.

PARALLEL SPEAKER 22**Monday, 11 March 2024
2:10 PM – 2:40 PM
(Room 601)****RE-IMAGINING A SUPPORT STRUCTURE FOR PRE-SERVICE ENGLISH TEACHERS IN JAPAN**

[Practice (Tertiary)]

Tony Cripps, Nanzan University, Japan

This presentation outlines a support structure for pre-service English teachers which is being implemented at a private Japanese university as part of a Japan Society for the Promotion of Science (JSPS) research project. Through the design and delivery of practical teaching workshops the research team is working to provide meaningful support. Pre-service teachers of English (n=20) were asked to identify what topics they would like to be included in teacher-training workshops designed to address their needs. From 2022 to 2023, teaching workshops were held based on these perceived needs. This presentation will focus on the efficacy of these workshops based on the participants' feedback and identify the main challenges which Japanese pre-service English teachers face. The presenter will map out the design of future workshops and argue for the necessity for practical support considering the current teacher-training structure in Japan. Lastly, suggestions are made as to how the support system for pre-service English teachers can be improved.

PARALLEL SPEAKER 23**Monday, 11 March 2024
2:10 PM – 2:40 PM
(Room 602)****MINORITY STUDENTS' ENGLISH-LEARNING NEEDS IN KOREAN TERTIARY CONTEXT: AN ASSET-BASED APPROACH**

[Practice (Tertiary)]

Eun Sung Park, Sogang University, Seoul, South Korea

The recent surge in globalization has brought significant changes to South Korean universities. The freshman population no longer comprises a homogeneous group of L1-Korean students with uniform years of English instruction before college enrollment. Instead, it now encompasses a diverse mix, including international students and heritage language learners who were born or educated in other countries. These students are easily recognizable, either by their appearance or the languages they speak. However, there exists an often unnoticed minority group: North Korean refugee-background students who have defected to South Korea. Although they bear a resemblance to typical Koreans and speak a Korean variety, they stand apart due to their unique backgrounds and the varying degrees of interrupted education they experienced prior to college. This presentation examines the experiences of North Korean refugee-background students in their English language learning journey at a South Korean university. The data were collected as part of a larger research project which examined these students' challenges with college English classes. This presentation prioritizes the voices of the participants, focusing on qualitative data gathered from 19 students and two instructors who have taught them. The results are discussed in the context of the students' pursuit of English as a valuable asset for successful integration into South Korean society, along with the consequences they face when confronted with obstacles in their English-learning endeavor. The presentation concludes with pedagogical recommendations that underscore an asset-based approach for minority students with nontraditional backgrounds.

PARALLEL SPEAKER 24**Monday, 11 March 2024
2:10 PM – 2:40 PM
(Room 603)****EFFICACY OF TEACHING PRACTICES IN ONLINE ENGLISH COMPREHENSION LESSONS FOR LEARNERS WITH SPECIFIC LEARNING DIFFERENCES (SPLD): A QUALITATIVE ANALYSIS**

[Practice (Primary/Elementary)]

Joanne Tan Shi Huey, DAS, Singapore
Tuty Elfira Abdul Razak, DAS, Singapore

The Prep 2 PSLE (Preparation for English Paper 2 PSLE) Programme was designed and implemented in 2013 with the primary goal of supporting primary school students with dyslexia and other specific learning differences (SpLD) in their school and national examinations. Previous studies have demonstrated that the programme is effective in addressing the examination needs of this group of learners through an explicit and systematic teaching methodology. This study aims to assess the efficacy of teaching practices by analysing

the use of online teaching tools to promote students' learning, application and engagement in online classrooms. This qualitative study was conducted by observing recorded online classroom lessons with a duration of one hour each. The researchers analysed two separate virtual classes taught by different educational therapists and examined the use of online learning tools and resources and the questioning strategies employed by these educational therapists to elicit responses from students. A total of 5 students participated in this study. These students are either in Primary 5 or Primary 6 in their respective primary schools. They are between ages 10 to 12. The data from this research points to the effective use of online tools to enhance cognitive engagement and critical thinking in learners. It also illustrates the diverse ways educational therapists utilize the same tool in their instructional methods. The findings of this research have implications for educational therapists by offering valuable insights into enhancing teaching methods through a strategic fusion of teaching tools and questioning techniques.

PARALLEL SPEAKER 25

**Monday, 11 March 2024
2:10 PM – 2:40 PM
(Room 604)**

EXPLORING EFL TEACHERS' USE AND PERCEPTION OF CHATPDF IN DEVELOPING MATERIALS FOR READING LESSONS

[Practice (Secondary/High School)]

Jieting Jerry Xin, The University of Hong Kong, Hong Kong

Generative AI tools have shown great potential in assisting teachers in their teaching routines (Lo, 2023). However, to fully harness the pedagogical implications of generative AI tools, there is an urgent need for more empirical research to investigate their implementation and effectiveness. This study aims to explore how EFL teachers utilize and perceive a generative AI-based tool, ChatPDF, in developing materials for reading lessons. Data were collected from three secondary EFL teachers' dialogue with ChatPDF, artefacts (including the original materials and the finalized ones), and individual semi-structured interviews. Dialogues with ChatPDF were analyzed with content analysis through the lens of pedagogical content knowledge. Interviews were analyzed thematically. Artefacts were examined for triangulation. The findings revealed that teachers provided prompts for text modification mainly with knowledge of students and teacher language awareness, while provided prompts for task design mainly with knowledge of pedagogy, knowledge of curriculum and knowledge of students. The findings summarized a 'DREAM' pattern capturing teachers' use of ChatPDF in materials development. Regarding using ChatPDF for developing materials, the teachers acknowledged its benefits and limitations, and expressed their training needs. Based on the results, this study yields pedagogical implications of using ChatPDF for both EFL teachers and teacher educators.

PARALLEL SPEAKER 26

**Monday, 11 March 2024
2:10 PM – 2:40 PM
(Room 605)**

STUDENTS' PERCEPTIONS ON THE USE OF GAI IN THEIR COURSE ASSESSMENTS

[Practice (Tertiary)]

Shu Yun Li, Nanyang Technological University, Singapore
Susan Khoo, Nanyang Technological University, Singapore

With the recent emergence of Generative Artificial Intelligence (GAI) tools such as Grammarly or ChatGPT, educators worldwide have been grappling with the impact of such GAI tools. Some perceive these GAI tools as an advantage to help students improve their learning. Others may have reservations that these tools disrupt students' learning in terms of critical thinking, problem-solving and many other aspects related to learning. Similarly at present higher learning institutions do not seem to have uniform policies or guidelines for their students regarding the use of GAI in course assessments. Consequently, different course instructors have come up with different requirements for students to use GAI for their course assessments. This practice may persist for a while until educators and policy makers can work out some consensus (if any) in the years to come. The authors of this paper argue that instructors should also understand the views of students regarding the use of GAI as they are stakeholders in this new learning and teaching journey. Therefore, this paper describes the perceptions of engineering students at tertiary level about the use of GAI in their course assessments. Data for this study were collected from 50 students in a controlled environment. Preliminary findings indicate a spectrum of opinions, offering valuable insights into the multifaceted discourse surrounding GAI's role in higher education. The findings of the study will help language educators or educators at large in curriculum design and specifically in assessments.

PARALLEL SPEAKER 27

**Monday, 11 March 2024
2:10 PM – 2:40 PM
(Room 807 Learning Space)**

ENGLISH SPEECHES BY JAPANESE GENDER EQUALITY ACTIVISTS: A RHETORICAL ANALYSIS
[Research]

Richard Miles, Nanzan University, Japan

Communicating in an interconnected world requires a better understanding of how English is spoken. However, as of yet, there are few studies analyzing the rhetoric of L2 speakers delivering speeches in English. By analyzing the rhetorical techniques and strategical approaches currently used by prominent Japanese gender equality activists, this study seeks to proffer conclusions with potential pedagogical implications for L2 instruction in higher education. Demonstrating the use of such real language for L2 learners can help better prepare them to become the voices of tomorrow. This study employed a qualitative research design and was framed by the key research question: What are the rhetorical techniques and strategies utilized by Japanese gender equality activists? Speech transcripts from five Japanese TEDTalk presenters were analyzed using MAXQDA 2020 software. Two stages of analysis were conducted to determine the overall (macro) framing approach (see Fairhurst, 2011), and to identify and code established (micro) language techniques (see Rowland, 2019). Findings indicate the speakers adhered to similar framing approaches and relied heavily on specific language techniques, such as repetition and rhetorical questions, to enhance the persuasive impact of their speeches. This presentation concludes with a discussion of the research and pedagogical implications drawn from this study.

PARALLEL SPEAKER 28

**Monday, 11 March 2024
2:10 PM – 2:40 PM
(Level 4 Makerspace)**

INTRODUCING PRIVATE ONLINE LANGUAGE EDUCATION: OUT-OF-THE-SHADOWS, TECHNOLOGY-POWERED FOREIGN LANGUAGE TEACHING
[Research]

Ephraim Domingo, Asia University Center for English Language Education, Japan

This article introduces the emerging field of private online language education (POLE) as a cutting-edge and fully functional industry in language teaching. Drawing on current research and my own industry experience, I argue against labeling POLE as mere “tutoring” or associating it with shadow education (Bray, 2007), due to its broader nature and scope. Instead, I contend that POLE should be recognized as a professional field, given the increasing number of qualified teachers choosing to work in this sector and its commitment to fostering language mastery among its clients. This work highlights the key features of POLE, discusses its current challenges, and underscores the importance of acknowledging online teachers as professionals. Furthermore, it proposes practical solutions to address pressing issues and offers a valuable perspective for further research and theoretical development. Finally, it urges researchers to accurately use terms such as “POLE” (not “tutoring”) and “teachers” (not “tutors”) when disseminating their work, while considering the industry within the realm of foreign language teaching, rather than shadow education. By doing so, we recognize that POLE is forging its own path in the digital realm.

PARALLEL SPEAKER 111

**Monday, 11 March 2024
2:10 PM – 2:40 PM
(Room 810)**

A COMBINED APPROACH OF DIRECT CORRECTIVE FEEDBACK ON L2 WRITERS' ACQUISITION OF (UN)COUNTABLE NOUNS
[Research]

Chian-Wen Kao, Chihlee University of Technology, Taiwan

The impact of grammar acquisition and correction has been a subject of extensive debate within the realm of second language (L2) acquisition research. The growing body of research on the potential advantages of corrective feedback for second language (L2) learners has commonly classified correction into two main types: focused and unfocused. The present study aimed to assess the efficacy of several combined approach of providing direct corrective feedback in addressing linguistic errors related to the usage of countable and uncountable nouns. The participants of this study consisted of university students enrolled in L2 writing classes. These students were assigned to one of four groups: non-correction, unfocused and focused

correction, unfocused and unfocused correction, and focused and focused correction groups. The study utilized a pretest-posttest-delayed posttest design. While the immediate posttest showed that unfocused correction was more effective than focused correction, the introduction of further unfocused correction in the second immediate posttest nullified the advantages of these corrections. This phenomenon could be attributed to the possibility that a substantial influx of unfocused corrective feedback may result in cognitive overload and learning fatigue. The student writers who were initially provided with unfocused correction and subsequently received focused correction demonstrated the most favorable performance in the delayed posttest. The findings suggest that it is advisable for instructors of second language writing to initially correct errors of various types, then thereafter focus on error types that have not been effectively addressed through unfocused correction.

PARALLEL SESSIONS

PARALLEL SPEAKER 29

**Monday, 11 March 2024
2:50 PM – 3:20 PM
(Tanglin Room 1)**

STUDENT-TEACHERS' GROWTH IN PEDAGOGIC AND LANGUAGE AWARENESS AS MANAGERS OF A COLLABORATIVE ONLINE ANNOTATION PLATFORM

[Practice (Tertiary)]

Nicole Tavares, The University of Hong Kong, Hong Kong

Situated within the context of English language teacher education at a university in Hong Kong, the paper documents a teacher-educator's (re)new(ed) pedagogies gleaned from a four-year journey searching for innovative online teaching practices amid the pandemic. Specifically, it highlights classroom-proven practices adopted to maximise the affordances of Perusall, a collaborative online annotation platform (COAP), to achieve the prime goal of enhancing (student-)teachers' metalinguistic awareness in a Master of Education course Language Awareness: Grammar and Lexis. This qualitative study collected data from multiple sources: web-based interaction among students, artefacts of students' work, oral and written reflections on their learning experiences, and the teacher-educator's observational notes. Findings based on a thematic analysis indicated two critical determinants of teaching-and-learning effectiveness on the COAP: the teacher-educator's 'retooling' of the Perusall functionalities (Tsui & Tavares, 2021) and empowerment of students as 'Perusall Managers' (PMs) on the platform (Tavares, 2021, 2022, 2023). It elucidates how the teacher-educator reconceptualises the COAP as a communal space for professional dialogues led by PMs in the pre-, while- and post-course stages while co-constructing a 'negotiated curriculum' (Boomer et al., 2005; Edwards, 2011; Yuksel, 2010) and student-generated assessment rubrics with them. How the students, who are pre- and in-service teachers of English, were nurtured to be grammar 'experts' and material analysts (Tavares, 2023) will be examined. The study results shed light on ways of addressing the challenges of using COAPs. Teachers' role in promoting technology-enhanced learning using COAPs in the post-pandemic digital age will also be discussed.

PARALLEL SPEAKER 30

**Monday, 11 March 2024
2:50 PM – 3:20 PM
(Tanglin Room 2)**

THE RE-EVALUATION OF AI ASSISTANCE IN ACADEMIC WRITING SKILLS AT A UNIVERSITY IN VIETNAM

[Research]

Bui Thi Anh Van, FPT University, Vietnam

Nguyet Thi Minh Le, Hanoi National University of Education, Vietnam

Huong Thi Dinh, Hanoi National University of Education, Vietnam

This quantitative and qualitative study gives insight into the endeavours of non-majored English students (B1 level) at a university in Vietnam implementing AI in sharpening their academic writing skills within six learning weeks of an intensive reading and writing course, namely TRANSITION, which prepare them to study their majors in English. The study compares the quality of students' homework assignments with AI and their real performance in the conditions where AI assistance is not allowed. The data collected via students' surveys and semi-structured interviews clarify the set of AI tools, specifically ChatGPT, Google Translation and different paraphrasing tools that are widely used among students, and aspects of academic writing including content quality, idea organisation, coherence and cohesion, grammar accuracy and word choices these university students benefit from AI. The data about students' essay writing performance in different aspects are collected from the teachers and used to evaluate the true effectiveness of AI supports in honing academic

writing skills. The results show that although AI plays an important role in supporting students and every student has the same opportunities to access to AI, their performance in academic writing skills will vary depending on their own processing procedure, their background knowledge and learning attitude. However, both students and teachers affirm that without AI support, the time it takes students to achieve their desired goals may be longer than expected.

PARALLEL SPEAKER 31

**Monday, 11 March 2024
2:50 PM – 3:20 PM
(Room 501)**

FORMAL AND INFORMAL DIGITAL LEARNING OF ENGLISH PHRASAL VERBS FOR EDUCATION 5.0
[Research]

Hsien-Chin Liou, Feng Chia University, Taiwan

Informal digital learning of English (IDLE) becomes an increasingly important topic for its focus on the language learning practices of the digital native students in out-of-class extracurricular or extramural contexts where the latter is not connected to formal instruction. How IDLE can be streamlined with classroom instruction requires teachers' creative and innovative designs. From the perspective of vocabulary research, English phrasal verbs (PVs) help students to communicate in a native-like and fluent way. Repeated encounters of PVs via multimodal L2 input can help learning. This year-long project adopted a mixed-methods approach by involving a 5-week teaching experiment of smartphone practice for PVs in its first semester (n=55 college students), followed by three interviews throughout an academic year. The experiment showed such designed PV practice used out of the class could increase students' knowledge and maintain learning effects with learner satisfaction. The extramural engagement with English via multimodal input based on the interview data raised students' PV awareness but may not directly result in more phrasal use in writing. Learners started with formal learning of memorization via practice and then moved to repeated exposure in their daily life for PVs. Combining explicit and implicit learning can be effective when students desire to learn in informal contexts. We argue that framing L2 pedagogical digital practices as social pedagogies allows language educators to manage the interface between formal and informal digital learning contexts and to connect this interface directly to instructed L2 course design. Implications for learner autonomy and collaborative learning are discussed.

PARALLEL SPEAKER 32

**Monday, 11 March 2024
2:50 PM – 3:20 PM
(Room 502)**

THE ROLE OF MACHINE TRANSLATION IN ENGLISH LANGUAGE ACQUISITION: A STUDY OF ESP STUDENTS' EXPERIENCES
[Research]

Rizkiana Maharddhika, Universitas Brawijaya, Indonesia
Mushoffan Prasetianto, Universitas Brawijaya, Indonesia

Machine Translation (MT) assists people in the process of finding and comprehending a word, sentence, or even an entire document that is written in a foreign language and requires translation into the intended target language. Students at a particular institution in Indonesia also utilize this facility to study the English language. Therefore, this study aims to examine how students use MT to learn English, specifically focusing on the timing, motivations, and techniques they employ. In order to achieve this objective, a comprehensive online survey was administered to a sample of more than 100 students, and in-depth interviews were conducted with several students. In addition, field observations were conducted in two classrooms in order to gather written data. All participants were students enrolled in an English for Specific Purposes (ESP) class. The results of the study indicated that the majority of ESP students frequently use machine translation (MT) as a regular tool to assist them in comprehending unfamiliar vocabulary. In addition, MT is employed for the purpose of constructing paragraphs and translating documents. The utilization of dictionaries, whether in physical or electronic forms, has experienced a decline. This finding will be beneficial for English for Specific Purposes (ESP) lecturers who are seeking to enhance their teaching methods in relation to Machine Translation.

PARALLEL SPEAKER 33**Monday, 11 March 2024
2:50 PM – 3:20 PM
(Room 503)****EXPLORING JAPANESE UNIVERSITY STUDENTS' PERSPECTIVES ON INTEGRATION OF GENERATIVE AI TOOLS IN EDUCATIONAL SETTINGS**

[Research]

Kasumi Arciaga, Utsunomiya University, Japan

In recent years, there has been an exponential surge in the availability and utilization of Generative AI tools, especially since the year 2022. This proliferation has sparked a significant and ongoing discourse surrounding the ethical integration of Generative AI tools within educational environments. Addressing this debate is of utmost urgency, given the potential implications for academic integrity as these tools continue to evolve. This study endeavors to contribute to this discourse by investigating Japanese university students' perceptions regarding the use of Generative AI tools in educational settings. The study employs learners' essays as a source of primary data, allowing for an in-depth exploration of their attitudes, concerns, and expectations related to the integration of Generative AI tools. The data is analyzed utilizing thematic analysis to draw common themes found in learners' essay. As this study is a part of a larger, on-going study, the aim is to shed light on the perspectives of Japanese university students regarding Generative AI tools in the educational domain. The findings anticipated from this study are expected to provide valuable insights and contribute to a more informed dialogue on the responsible and beneficial incorporation of Generative AI tools in educational practices.

PARALLEL SPEAKER 34**Monday, 11 March 2024
2:50 PM – 3:20 PM
(Room 504)****PROMOTING CREATIVITY IN THE CLASSROOM THROUGH EMPOWERING STUDENTS WITH OWNERSHIP: A CREATIVE PBL PROJECT**

[Practice (Secondary/High School)]

Haiyi Lyu, Beijing Normal University, Beijing, China

Recent research on project-based learning (PBL) has underscored the significance of learners' ownership over both the process and the product for the effective teaching practices, providing valuable insights into creative language teaching (Ford and Kluge, 2015). This study aims to contribute to the practice of creative PBL by introducing a three-round reading comprehension task. In the first round, students, divided into separate groups, take on the role of test makers. They engage with the text by selecting different sections to read and generating questions under the guidance of the teacher. In the second round, students choose various sections to read and answer related questions. Finally, in the third round, they are given the opportunity to evaluate the questions they raised in the first round. This research examines the project's outcomes and explores the perspectives of both students and teacher observers. The findings reveal that the active involvement of students in selecting reading segments and crafting questions cultivates a sense of ownership over their learning process. Additionally, the task promotes critical thinking of formulating meaningful questions and fosters a collaborative learning environment. While this novel approach to PBL has demonstrated several positive outcomes, potential challenges have also emerged, including uneven student participation and time constraints. This study offers insights into the effectiveness of this creative PBL task and underscores that creativity in education extends beyond guiding students to find their own path to a solution; it also involves empowering them to find their unique path to formulating questions.

PARALLEL SPEAKER 35**Monday, 11 March 2024
2:50 PM – 3:20 PM
(Rooms 506/507/508)****JAPANESE LEARNERS' PERCEPTUAL ERRORS OF ENGLISH CONNECTED SPEECH**

[Research]

Yo Hamada, Akita University, Japan

Kazuya Kito, International Christian University, Japan

In the L2 listening research field, recently research has examined the relationships between vocabulary and listening comprehension and specifically aural decoding and listening comprehension. Wong et al. (2021) investigated Chinese learners' perceptual errors of English connected speech and classified the errors and

concluded that Chinese English learners struggled in perceiving different aspects of connected speech. The current study examined Japanese English learners by replicating Wong et al. (2021). The data of 81 Japanese university students were analyzed. Two raters scored, classified, and analyzed the data of aural decoding of the 33 connected speech input. The study supports the previous finding: The Japanese English learners also showed difficulty in perceiving English connected speech. To our surprise, much more simple errors were found than we had expected. For example, a number of participants could not recognize “suppose” correctly, answering it “support”, and making it its past tense form “supposed”; they sometimes answered “hang” and “handle” for “hand”; “our” was often misheard as “a.” In the presentation, we will show the error classification, and introduce examples of common errors, by playing the audio file the participants listened to so that the audience can also consider the possible errors for their students.

PARALLEL SPEAKER 36

**Monday, 11 March 2024
2:50 PM – 3:20 PM
(Room 601)**

EXPLORING PRE-SERVICE ENGLISH TEACHERS’ DEVELOPMENT OF L2 WRITING TEACHER EXPERTISE

[Practice (Tertiary)]

Min Yang, National Chung Cheng University, Taiwan

Teacher expertise has received considerable research attention given its significant role in their daily practice and professional development. This issue however remains under-investigated in second language (L2) writing teacher education. Informed by a process-oriented and developmental view of teacher expertise as well as the notion of adaptive and routine expertise (Christiansen et al., 2018; Hatano & Inagaki, 1984; Hayden et. al., 2013; Hirvela, 2019; Lee & Yuan, 2021), this qualitative case study aims to examine how inexperienced L2 writing teachers develop expertise and the factors influencing their expertise development. The participants were six Taiwanese pre-service English teachers who had completed a MATESOL-level course on Teaching and Researching L2 Writing. Qualitative and inductive analysis of in-depth semi-structured interviews and written lesson plans revealed that irrespective of varying levels of motivation in teaching L2 writing, all participants exhibited a tendency towards cultivating adaptive expertise as L2 writing teachers, as evident in their teaching demonstrations and plans for future teaching. This adaptive disposition was influenced by their previous experience in teaching and learning L2 writing, capacity for self-reflection, and their situated learning environment. While they acknowledged the negative influence of the exam-oriented education discourse on L2 writing teachers’ adaptive teaching, it appeared that they were not significantly swayed by this external factor. Rather, at this pre-service stage, they concentrated on self-development towards their ideal version of an adaptive L2 writing teacher. The findings contribute to enriching the significant yet under-examined topic of L2 writing teacher expertise, providing insights into L2 writing teacher education.

PARALLEL SPEAKER 37

**Monday, 11 March 2024
2:50 PM – 3:20 PM
(Room 602)**

PRONUNCIATION INSTRUCTION WILL HELP ENRICH LEARNERS’ VOCABULARY KNOWLEDGE

[Practice (Tertiary)]

Kazuhito Yamato, Ryukoku University, Japan
Takamichi Isoda, Doshisha University, Japan
Shusaku Kida, Kansai University, Japan

Vocabulary knowledge is essential for developing whatever the desired proficiency is. In particular, the depth of vocabulary knowledge is important: rather than simply knowing its meaning, learners need to know when and in what way to use a word. Many researchers of vocabulary instruction emphasize the importance of meeting the words repeatedly in different contexts and suggest a variety of activities, such as linked skills, for developing various aspects of words (form, meaning, and use). For teachers, the question is how it is possible in your classroom. This presentation will demonstrate samples of activities in which learners meet, learn, and utilize target words in both receptive and productive skills. These activities are applicable to textbook-based instruction, where target words and grammar points are exemplified in a text. Also, it will be shown that those activities can be made efficient by adding a focus on pronunciation, particularly prosodic aspects: Incorporating prosodic instruction will not only help to learn phonetic forms of words but also help enrich other aspects of the words’ knowledge, such as grammatical function. Of particular importance is the role of pronunciation instruction in forming multi-word combinations, or chunks, which will consequently assist learners to acquire various facets of vocabulary knowledge.

PARALLEL SPEAKER 38**Monday, 11 March 2024
2:50 PM – 3:20 PM
(Room 603)****HOW RHETORICAL CAN AI-GENERATED WRITING BE? THE CASE OF RESEARCH ARTICLE ABSTRACTS IN APPLIED LINGUISTICS**

[Research]

Chan Thomas, Hong Kong Shue Yan University, Hong Kong
Siu Chu Kwan, City University of Hong Kong, Hong Kong

Since its release by OpenAI in 2022, ChatGPT has rapidly attracted scholarly attention worldwide. While some scholars consider its use as a threat to academic integrity, some argue that it can serve as an aid to writing, as in the case of the research article (RA) abstract. Because of their rather predictable information structure and formulaic lexico-grammatical patterns, it has been claimed that RA abstracts can be generated using ChatGPT, which bear a resemblance to authentic ones that even some experienced researchers may not be able to distinguish. Testing of the authenticity of ChatGPT-generated RA abstracts, however, has so far been done based on human judgment, which may be subjective and not reliable. In this paper, we argue for robust benchmarking methods that involve systematic analyses of rhetorical and discursive features that characterize RA abstracts. One feature that has been found promising is the rhetorical move model. Drawing on Lorés's (2004) study, which suggests that RA abstracts can follow the IMRD structure, the three-move patterns of the CARS model, or a combination of both, we compare the rhetorical structures of AI- and human-generated RA abstracts sourced from journals in Applied Linguistics. Findings reveal that some rhetorical moves of the CARS model found in human-generated RA abstracts are absent in many of the AI-generated ones. Pedagogical implications for using AI-generated writing will be discussed.

PARALLEL SPEAKER 39**Monday, 11 March 2024
2:50 PM – 3:20 PM
(Room 604)****GET PODCASTING! PROMOTE THE JOY OF APPLIED LEARNING IN THE ENGLISH LANGUAGE CLASSROOM**

[Practice (Secondary/High School)]

Nuurul Ezzah Mohd Zulkefly, Chung Cheng High School (Main), Singapore

The presentation focusses on the design of an after-school enrichment module on podcast creation, as part of efforts to excite students with the possibilities of applied learning in English Language (EL). The students were from the Express stream and chose the module as part of the selection of the Applied Learning Programme (ALP) module. The module aims to guide students to plan and present information and ideas for the purpose of creating a podcast. The students are also given the liberty to be creative in deciding the theme and direction of their podcasts. The presentation explores how different components of the CLEAR framework, as specified in the Singapore's Ministry of Education English Language syllabus, can be applied to students' learning about podcasts. It also highlights the students' interaction with professionals from the local media industry as well as the eventual creation of the students' podcasts. With the rise of artificial intelligence, in particular Chat GPT, the presentation also explores how teachers guided the students on the ethical usage of technology while creating their podcasts. Results from the students' survey showed that they developed thinking and communication skills and enjoyed the experience. The presentation also explores how showcasing students' podcasts to the wider student population generates further interest in the module.

PARALLEL SPEAKER 40**Monday, 11 March 2024
2:50 PM – 3:20 PM
(Room 605)****CULTIVATING ENTHUSIASTIC ENGLISH READERS: INTEGRATING ONLINE EXTENSIVE READING WITH IN-CLASS ACTIVITIES**

[Practice (Tertiary)]

David Johnson, Kyushu Sangyo University, Japan
Paul Matthews, Kyushu Sangyo University, Japan

This presentation will introduce in-class extensive reading (ER) activities which can be used to blend online ER assignments with in-class activities to promote collaborative thinking and encourage students to discover the joy of reading in English. Teachers notice that despite receiving an ER introduction and other forms of

encouragement, students do not fully appreciate the value of ER. These students struggle to keep up with weekly reading assignments and find reading tedious, which exacerbates negative feelings towards reading in English. Xreading, a versatile digital ER resource, harnesses technology to cater to language learners' diverse needs: students are free to choose their reading materials from a digital library with a wide range of graded readers. However, a completely autonomous learning environment such as this may be unfamiliar, overwhelming, and isolating for some students. Our initiative to blend online assignments with in-class activities provides more humanised learning with a focus on students' social development, and aligns with the overarching conference theme of Education 5.0. Students who took part in the ER activities gave feedback using 4-point Likert scale items designed to measure student perceptions of how enjoyable and valuable the activities were, and the extent to which they encouraged positive feelings towards ER. The presentation will highlight the most effective practices according to student feedback and showcase teaching practices that maximize the potential of ER and demonstrate ways to bring creativity to the language classroom.

PARALLEL SPEAKER 41

**Monday, 11 March 2024
2:50 PM – 3:20 PM
(Room 807 Learning Space)**

THE RELATIONSHIP BETWEEN SOUND CHANGE PERCEPTION, L2 SHADOWING PERFORMANCE AND OVERALL PROFICIENCY

[Research]

Tatsuya Nirei, Soka University, Japan
Yutaka Yamauchi, Soka University, Japan

Since learners orally reproduce model speech simultaneously while the speech remains in their auditory working memory, shadowing is regarded as an effective practice to improve their pronunciation, listening, and speaking skills (Kadota, 2019). When model utterances spoken at a normal speed include various sound changes such as linking, assimilation and reduction, these sound changes hinder L2 learners' comprehension and shadowing performances if they are not accustomed to authentic English speech. However, few studies have examined the relationship between sound change perception and shadowing in relation to overall proficiency. In an experiment of this study, 139 EFL learners took three tests: a sound change test, a shadowing test and TOEIC. The sound change test consisting of a set of short conversations was originally created. After the participants listened to each conversation once, they filled in the blanks of the script where sound changes occurred. In the shadowing test, participants listened to and orally reproduced model passages simultaneously. The shadowed utterances were evaluated based on the ratio of words correctly reproduced. Statistically analyzed results showed that significant correlation coefficients were found between sound change and shadowing scores ($r=0.50$, $p<0.001$), and sound change and TOEIC scores ($r=0.78$, $p<0.001$). These findings suggest that sound change perception plays a crucial role in shadowing and can predict learners' proficiency levels. Thus, teaching and learning of sound change knowledge and perception should be drawn more attention and emphasized so that L2 learners can improve their overall proficiency as well as immediate responding oral skills such as shadowing.

PARALLEL SPEAKER 42

**Monday, 11 March 2024
2:50 PM – 3:20 PM
(Level 4 Makerspace)**

THE DEVELOPMENT OF TAIWANESE LEARNERS' IDENTITY IN AN ENGLISH FOR TOUR GUIDE COURSE

[Research]

Judy Shih, Chung Hsing University, Taiwan

In the context of Taiwan, schools at different levels have been striving to improve students' English proficiency in response to the government's 2030 bilingual policy. Universities across the entire nation have embraced various measures, including the EMI (English as a Medium of Instruction) teaching approach, in order for students to immerse themselves in a classroom environment where English is the major language of communication. However, while the schools strive to improve students' English proficiency, an important aspect reflected in language learning—identity—has been overlooked. Studies have pointed out the difficulties for local students to develop an EFL learner identity compared to international students; scholars have also worried that promoting the hegemony of English may lead to disempowerment of cultural identities. This study therefore aims to understand the development of students' EFL learners identity as well as cultural identity through the model of investment proposed by Darwin and Norton in 2015. Participants were 18 university EFL learners taking English for Tour Guides course for a semester. Data were collected using

semi-structured interviews, surveys with open-ended questions, and learners' reflective accounts. The findings reveal intertwined relationships among learners' capital, ideologies, and identity formation of both an EFL learner and a student tour guide.

PARALLEL SPEAKER 97

**Monday, 11 March 2024
2:50 PM – 3:20 PM
(Room 810)**

ANALYZING UNIVERSITY STUDENTS' PERCEPTIONS OF EGP SPEECH FROM AN EAP PERSPECTIVE

[Research]

Sayako Maswana, Tokyo University of Science, Japan
Hiroshi Yamada, Takachiho University, Japan

Presentations are an important part of English education, ranging from primary school to tertiary education. They are also a means to disseminate research findings in academic settings. However, little attention has been paid to understanding the gaps in presentations between English for General Purposes (EGP) and English for Academic Purposes (EAP). To facilitate the transition from EGP to EAP presentations that university students undergo, the present research aimed to first identify university students' perceptions of EGP presentations from an EAP perspective. We asked first- and second-year university students, as well as graduate students and EAP teachers in a Japanese university, to evaluate an award-winning speech delivered by a university student. This speech was characterized as EGP because of its purpose and topic. Although EAP instructors deemed the speech lacking in academic rigor, underscoring the need for more structured reasoning supported by scientific evidence, the undergraduate students appreciated it as an ideal presentation. The graduate students also appreciated the presentation, albeit with some reservations about its direct applicability to their own research presentations. Nonetheless, they recognized the potential in adapting the speaker's techniques to convey messages. This study offers recommendations for students who have been taught EGP presentations, equipping them with the tools to transition to EAP presentations.

INVITED SPEAKERS

INVITED SPEAKER 5

**Monday, 11 March 2024
4:00 PM – 4:50 PM
(Auditorium)**

ENABLING TRANSFORMATIVE LANGUAGE LEARNING EXPERIENCES

[Research]

Julio Rodriguez, University of Hawai'i at Mānoa, United States of America

Advances in digital technologies in the last decades have made it possible to conceive of language learning experiences which generate meaningful and engaging interactions between learners and speakers of the target language. Project-based language learning (PBL) is a method that has the potential to enable such transformative language learning experiences. Years of research on PBL have resulted in the identification of instructional design features whose combination is likely to result in projects that actively engage students with real-world issues through the construction of meaningful products that are designed for and shared with an audience beyond the instructional setting. This presentation will provide an overview of the relevant research as well as of the key instructional design features that can help guide the design of PBL. Using those features as reference, we will explore project designs that are informed by pedagogical frameworks and practices such as content-, place-, and community-based instruction. Our exploration will be anchored to four primary project design features, namely the identification of a real need, the definition of a project purpose, the collaborative construction of a product, and the inclusion of community partners.

INVITED SPEAKER 6**Monday, 11 March 2024
4:00 PM – 4:50 PM
(Rooms 506/507/508)****SECOND LANGUAGE VOCABULARY LEARNING USING FLASHCARDS**

[Research]

Tatsuya Nakata, Rikkyo University, Japan

Flashcards refer to a set of cards with the second language (L2) word on one side and its meaning (usually in the form of a first language translation or L2 definition) on the other. Flashcard learning, perhaps less favored due to its unfortunate associations with behaviorism, is not widely popular among researchers and teachers. Existing studies, nonetheless, show that flashcard learning is a common learning strategy. Numerous flashcard programs are also available as smartphone or web-based applications. Research further indicates that flashcard learning is not only common but also effective and efficient. In this paper, I will discuss (1) how flashcard learning can contribute to L2 lexical development and (2) what factors may affect vocabulary learning from flashcards. Specifically, I will address the effects of retrieval (testing), types of information (e.g., translations, L2 definitions, context), practice distribution (massing vs. spacing), feedback, and the role of computer-based flashcard programs. Potential limitations of flashcard learning will also be discussed.

PANEL DISCUSSION 1**Monday, 11 March 2024
5:00 PM – 5:40 PM
(Auditorium)****PANEL TOPIC:** Linguistic Diversity and (In)Equality in English Language EducationPanellists: Peter De Costa, Nobuyuki Hino, Bedrettin Yazan, Ruanni Tupas
Moderator: Roby Marlina**PROGRAMME****TUESDAY, 12 MARCH****INVITED SPEAKERS****INVITED SPEAKER 7****Tuesday, 12 March 2024
09:00 AM – 09:50 AM
(Auditorium)****COLLABORATION AS A DIGITAL PRACTICE: FROM SOCIAL MEDIA TO GENERATIVE AI**

[Research]

Christoph Hafner, City University of Hong Kong, Hong Kong

There has recently been interest in reconceptualizing digital practices in education to attend to humanistic values, making use of technology in ways that promote sustainability and well-being. Collaborative practices in education, often (though not necessarily) mediated by technological tools, may offer some insights into the way that such goals could be achieved. At the same time, more or less structured forms of collaboration play an important role in the social lives of individuals, for both work and play. Collaborative practices are increasingly common, surprisingly complex at times, and have much to offer English language teachers in their teaching and learning practices. However, they tend to be underexplored in research on digital literacies and English language teaching. In this presentation, I will explore what collaboration—from social media to generative AI—looks like in vernacular and educational contexts in the digital age. I will make some suggestions about how language educators could engage with collaborative practices, in ethical and sustainable ways.

INVITED SPEAKER 8**Tuesday, 12 March 2024
09:00 AM – 09:50 AM
(Rooms 506/507/508)****UNEQUAL ENGLISHES AND STRUCTURE OF FEELINGS IN THE CLASSROOM**

[Research]

Ruanni Tupas, University College London, United Kingdom

This Plenary Paper discusses the notion of Unequal Englishes (Tupas, 2015) and what this means in the lives of particular groups of speakers, including teachers and pupils. This notion reconceptualizes the globalization of English in specific cultural contexts of use, including the classroom, as the process of the making of Unequal Englishes. While different Englishes abound they are, in real contexts of use, not treated or valued equally. This paper specifically argues, that we all need to pay particular attention to seemingly mundane, everyday feelings (more broadly viewed in terms of 'affect') that people have about English, because these feelings are manifestations of Unequal Englishes. These include teachers and students' feelings of insecurity, anxiety, anger and frustration expressed in the classroom and which thus impact language teaching, learning and use. In my paper, however, I wish to move away from an understanding of classrooms simply as sites of 'feelings' as individual(ized) experiences, but (re)imagine them as sites of 'structures of feelings' (Williams, 1977). In the course of interacting with others, what we 'feel' as teachers and students, and as speakers of particular languages, language varieties and accents as well, are both personal and social (Park, 2015). As we work towards reconfiguring our classrooms to support the socio-emotional learning of pupils and students to keep up with the demands of the times, we need a broader understanding of what happens in the classroom, including the feelings which circulate in it.

PARALLEL SESSIONS**PARALLEL SPEAKER 43****Tuesday, 12 March 2024
10:30 AM – 11:00 AM
(Tanglin Room 1)****UNDERSTANDING ADOLESCENTS' E-PORTFOLIO ASSESSMENT LITERACY: COMPILATION, CONCEPTION, AND EMOTION**

[Research]

Ricky Lam, Hong Kong Baptist University, Hong Kong

Alternative assessment has become commonplace since the turn of the century when assessment reforms were high on the agenda. E-Portfolio assessment is one prominent form of technology-assisted alternative assessment synergizing both language learning and assessment within a digital environment. In research, there is no shortage of empirical e-Portfolio studies. Nonetheless, these studies focus either on teacher competence in technology integration or on student learning outcomes after participation in various e-Portfolio programmes. To fill this void, this study intends to understand how 54 adolescent learners compiled, perceived, and felt about their e-Portfolio development journeys. The conceptual framework was derived from Yancey's (2019) perspectives of how U.S. students created, curated, reflected upon, and published their e-Portfolio artefacts. The study, conducted in two Hong Kong secondary schools, adopted an exploratory case study design by utilizing an online questionnaire, student focus-group interviews, student e-Portfolio contents, and teacher individual interviews as instruments. The findings revealed that the majority of student participants enjoyed their portfolio compilation experience despite initial technological issues. They thought highly of the formative benefits of e-Portfolio assessment as it was a better alternative to help improve writing. Nonetheless, some students felt that the e-Portfolio contents should be less restrictive and allowed more leeway for originality and self-reflection. Concerning students' emotion, they were positive about engaging in self- and peer-assessment tasks, yet they were anxious to disseminate work publicly owing to the privacy issue. Pedagogical implications and recommendations for sustaining adolescent learners' e-Portfolio assessment literacy are discussed.

PARALLEL SPEAKER 44

**Tuesday, 12 March 2024
10:30 AM – 11:00 AM
(Tanglin Room 2)**

TO FLIP OR NOT TO FLIP IN BLENDED LEARNING: STUDENTS' PERCEPTIONS ON WHAT MATTERS MOST

[Research]

Rosmawati Rosmawati, Singapore Institute of Technology, Singapore, Singapore

The prevalence of educational technology has made blended learning the new normal in the education realm. Among the many formats of blended learning, the flipped classroom model is perhaps the most widely used one. Flipped classrooms have been shown to enhance students' autonomy (Campillo-Ferrer & Miralles-Martinez, 2021), achievement of learning outcomes (Bredow et al., 2021), etc., and come with challenges, such as technological barriers (Lo & Hew, 2017) and faculty/students' dissatisfaction with the workload (Han, 2022; Låg & Sæle, 2019). To assess the suitability of this model in the context of Singapore, this study investigates a local university's students' perception on what matters most to their learning amidst the move towards blended learning. In this study, the students were exposed to two different blended learning designs: a flipped classroom design (week 1-4) and a workshop design (week 6-10), completed two equally weighted writing assessments and two surveys in week 5 and week 11, respectively. A Wilcoxon sign rank test revealed a significant difference between the two assessment marks ($Z = 4.25$, $p < 0.001$) with 73.2% of the students scoring higher on week 11 assessment. The survey results indicated that 81% of the participants preferred the workshop design, citing the immediate response/customized guidance by the tutor and the easily perceivable direct relevance of the learning materials and activities as the main reasons for their preference. This presentation will provide detailed elaboration of students' perceptions on blended learning designs and what matters most to them in the learning.

PARALLEL SPEAKER 45

ONLINE

**Tuesday, 12 March 2024
10:30 AM – 11:00 AM
(Room 501)**

CA-GELT (COMPUTER-ASSISTED GLOBAL ENGLISHES LANGUAGE TEACHING): INTERFACE BETWEEN CALL AND GELT

[Research]

Seongyong Lee (Featured Speaker representing KATE), University of Nottingham Ningbo, China

This presentation explores the potential interface between computer-assisted language learning (CALL) and Global Englishes language teaching (GELT), proposing a CA-GELT model that combines CALL and GELT. On the one hand, it examines the pedagogical benefits of AI technologies, such as AI chatbots, virtual environments, and metaverse environments, in promoting Global Englishes (GE) awareness, focusing on pluricentric English views, ELF communication, and GE integration into English language teaching (ELT). On the other hand, this approach advocates for incorporating the GE perspective into CALL research, traditionally centered on native speech for language learning. The presentation introduces empirical studies demonstrating the CA-GELT application: Study 1 examines L2 students' interactions with chatbot-assisted language activities from a GE perspective. Study 2 investigates the use of AI technology in metaverse environments to enhance GE awareness in the GELT context. The presentation concludes by discussing implications of CA-GELT for future research at the intersection of CALL and GELT.

PARALLEL SPEAKER 46

**Tuesday, 12 March 2024
10:30 AM – 11:00 AM
(Room 502)**

EMBRACING 21ST CENTURY SKILLS IN THE CLASSROOM THROUGH TECHNOLOGY MEDIATED TASKS

[Research]

Panhchaneath Sokheng, Australian Centre for Education, Cambodia

As the world continues to evolve, so do the skills that learners need in order to be successful. To navigate the complexities of the modern world, language learners need to be equipped with a set of skills such as critical thinking, creativity, communication, and collaboration, collectively known as the Four Cs of the 21st-century skills. As language teachers, it is important that we choose the teaching approach that not only promotes effective language acquisition but also allows learners to cultivate their Four Cs. Task-based

language teaching (TBLT) emerges as a promising approach, particularly when it is technology-mediated, due to its flexible, learner-centered and collaborative nature. This presentation will highlight the importance of the Four Cs for 21st century learners, introduce the audience to the technology-mediated TBLT and how it helps promote the Four Cs. It will also address some challenges associated with implementing technology-mediated TBLT and provide recommendations for language teachers who seek to adopt this approach.

PARALLEL SPEAKER 47

**Tuesday, 12 March 2024
10:30 AM – 11:00 AM
(Room 503)**

BUILDING BRIDGES: STRENGTHENING TEACHER EDUCATOR-GOVERNMENT PARTNERSHIPS FOR MATERIALS DEVELOPMENT

[Practice (Secondary/High School)]

Motikala Subba Dewan, Nepal English Language Teachers' Association (NELTA), Nepal

The presentation highlights the transformative power of partnerships between teacher educators and government bodies in developing educational materials. The collaborative initiative promotes creative approaches in curriculum design, materials development, and language teaching, incorporating practices like fostering a learner-centered approach, integrating real-world applications, encouraging critical thinking, and using technology. The Nepalese government recently revised the curriculum and textbooks for grades 11 and 12, but insufficient time was available to develop teachers' manuals and conduct proper orientation before teachers began classroom instruction. Teachers were in a dilemma about how to teach the new content. Nepal English Language Teachers' Association (NELTA) developed a teachers' manual for Grade 11 and 12 Compulsory English with the support of the Regional English Language Office (RELO), the American Embassy in coordination with the Ministry of Education, Science and Technology (MoEST), Centre for Education and Human Resource Development (CEHRD), and the Curriculum Development Centre (CDC). Experts finalized the manual through a validation workshop involving stakeholders like MoEST, CEHRD, CDC, Tribhuvan University, Open and Distance Education Centre, Kathmandu University, RELO, and NELTA. NELTA then conducted an 18-hour virtual 'Training of Trainers (ToT)' for 41 trainers, including 10 government roster trainers from CEHRD. These trainers subsequently delivered 22.5 hours of virtual training in two phases to 953 English teachers nationwide. This collaboration displays the potential for government partnerships to create valuable resources supporting teachers and educators, aiming for positive change in education. It helped to build the bridge between academia and government and contribute to overall improvements in the education system.

PARALLEL SPEAKER 48

**Tuesday, 12 March 2024
10:30 AM – 11:00 AM
(Room 504)**

EXPLORING SOCIAL IDENTITY CONSTRUCTION AND IDEAS OF RACE AMONG PRIMARY SCHOOL STUDENTS

[Research]

Grace Lim Jia Wei, Universiti Malaya, Malaysia

For any teaching and learning to be effective, it is important to understand who our students are, what experiences and perspectives they bring into the classroom, and how they negotiate the complex influences competing for their attention. Such knowledge is particularly essential in primary education where students spend 6 years of their formative years in schools that remain one of the major sites of a child's socialisation into society. Just as the focus of Education 5.0 is to recenter on student wellbeing, this presentation explores the social identity formation among 11-year olds in Malaysian primary schools along three pathways; through their physical friendship group, the reading of excerpts from a young adult novel, and their digital activity on the internet. The crux of the design was to explore socialisation experiences of students from different ethnic communities in national type primary schools that use Tamil, Malay, or Chinese as the medium of instruction, and from varying economic brackets. Close to 180 students were surveyed, from which 30 were chosen for case studies. Framed through social identity development theory, this presentation highlights the complex ways in which ideas of race are negotiated in a multicultural context like Malaysia with implications of how these issues may be approached in classroom practice, schools, and education policy.

PARALLEL SPEAKER 49**Tuesday, 12 March 2024
10:30 AM – 11:00 AM
(Rooms 506/507/508)****NEEDS AND BARRIERS TO REVITALISE TESOL CURRICULUM IN THAILAND: GLOBAL ENGLISHES LENSES**

[Research]

Banchakarn Sameephet, Khon Kaen University, Thailand

Based on an analysis of Thailand's current TESOL curriculum, 'native English speaker' norms are treated as one of the main pillars, hindering the promotion of English as a global language. What is more, the dominance of native norms in commercial textbooks and instruction impedes the incorporation of Global Englishes perspectives. My talk will discuss the challenges TESOL teachers face and their need to change the curriculum to a new paradigm—from traditional ELT to Global Englishes for language teaching. This talk aims to shed light on the potential for a more inclusive TESOL curriculum representing our society's diversity of Englishes and cultures. In my talk, I will propose an in-house English material that embraces the diversity of English and considers both cultures of native and non-native English speakers to promote Global Englishes awareness among primary and secondary school students. Hopefully, my talk will yield new light on Global Englishes for related stakeholders to make a positive change in the TESOL curriculum in Thailand and beyond.

PARALLEL SPEAKER 50**Tuesday, 12 March 2024
10:30 AM – 11:00 AM
(Room 601)****A MOVE ANALYSIS OF ESSAYS FOR TOEFL IBT WRITING FOR AN ACADEMIC DISCUSSION TASK**

[Practice (Tertiary)]

Yasunori Matsuzono, Meiji Gakuin University, Japan

On July 26, 2023, the TOEFL iBT introduced a new writing assignment titled "Writing for an Academic Discussion," where test-takers express and support their opinion in response to a question posed in an online discussion (ETS, 2023). Since this task is newly implemented, there appears to be a lack of research studies, particularly concerning a fundamental question: how can test-takers successfully write essays for this task? Given this background, the presenter intends to classify essays for the "Writing for an Academic Discussion Task" as a distinct genre based on Swales' (1990) and Bhatia's (1993) definitions, with the aim of clarifying strategies for composing high-scoring essays for this task. 28 questions were obtained from the TOEFL official website as a free practice tool. As for the essay data, the study focused on 86 essays written in response to one of these questions. These essays were authored by participants who attended the TOEFL iBT workshop in the summer of 2023, all of which received the highest score of 5, as assessed by the TOEFL AI scoring system. The study has employed topic-level and instructional-level question clarification and analytical approaches based on move analysis (Swales, 1990; Bhatia, 1993; Henry and Roseberry, 2001). These approaches have yielded crucial findings related to key topics, question types, effective essay structures, and language features, including grammar and discourse choices. This analysis will shed light on the key characteristics of the new TOEFL writing task, which educators can effectively incorporate into their writing courses.

PARALLEL SPEAKER 51**Tuesday, 12 March 2024
10:30 AM – 11:00 AM
(Room 602)****TRANSLANGUAGING APPROACHES TO RAISE BILINGUAL ACADEMIC LITERACY IN TERTIARY EDUCATION IN JAPAN**

[Practice (Tertiary)]

Madoka Kawano, Meiji University, Japan
Seiko Hirai, Kitasato University, Japan

This presentation argues that translanguaging approaches facilitate students' acquisition of academic literacies in EAP (English for Academic Purposes) programmes, particularly in ESAP (English for Specific Academic Purposes) classes, in both English and Japanese. In high school English classes, communication skills have been emphasized, while critical reading and writing have received less focus. With such background at high school, university students, especially soon after they enter university, face difficulty in

dealing with academic English in EAP classes. In order to fill the gap between high school English and university academic English, the authors designed courses for STEM (Science, Technology, Engineering, and Mathematics) and medicine at private universities in Tokyo, respectively. They employed translanguaging approaches to utilise the resources that the students have acquired in terms of language and of content knowledge. To fill a gap between high school English to academic English in discipline areas, the authors adopted scaffolding components proposed by Garcia (2008): routines, contextualization, modelling, bridging and schema-building, and multiplicities in the courses. The effectiveness was assessed through post-course surveys, which were analysed using open coding. Most students expressed satisfaction with the translanguaging approach, with some gaining new perspectives and concepts by studying in both languages. The authors will share detailed curriculum designs and survey results, with the aim of advancing the understanding of bilingual academic literacy development.

PARALLEL SPEAKER 52

**Tuesday, 12 March 2024
10:30 AM – 11:00 AM
(Room 603)**

STRUGGLING LEARNERS – WHO ARE THEY AND HOW DO THEY LEARN? A CASE STUDY

[Practice (Primary/Elementary)]

Hani Zohra Muhamad, Dyslexia Association of Singapore, Singapore

Parents and layman may use the term “struggling learners” broadly to mean children who may not learn as well as their peers. However, “struggling learners” mean differently to educators. In schools, this group of students refer to those identified needing supplemental academic intervention services. Students who struggle could have been impacted by adverse family environment. They might develop poor mental health conditions or have poor emotional regulation which affect learning. Students may struggle at learning if they have dyslexia, attention deficit hyperactivity disorder, autism or cognitive developmental delay. This study investigates how students with an impoverished start to life and education attain literacy skills. Although no assessment was done, they show signs of dyslexia, have poor vocabulary and word recognition. They also show poor emotional regulation. These factors contribute to their poor reading and spelling ability. The remediation process include teaching reading and spelling via phonics instructions. Explicit teaching of grammar rules is injected in writing activities. Principles of Orton-Gillingham (OG) and Mediation Intervention for Sensitizing Caregivers (MISC) are utilised to build rapport and confidence. Students’ ability to learn is observed and monitored weekly. Strategies to inculcate a positive learning habit are implemented to improve students’ ability to sustain attention in a lesson. Results show that with the right teaching approach to motivate them, these students will attain literacy skills. Their positive learning attitude have resulted in reading and spelling progress. Recommendations on how to engage and teach such students are put forth for fellow educators to consider implementing.

PARALLEL SPEAKER 53

**Tuesday, 12 March 2024
10:30 AM – 11:00 AM
(Room 604)**

LEARNING BY HEART: MOTIVATING POETRY MEMORISATION IN SINGAPORE SECONDARY-SCHOOL LITERATURE CLASSROOMS

[Practice (Secondary/High School)]

Wai Kit Ow Yeong, National Institute of Education, Singapore

While educational orthodoxy has historically criticised memorisation as outmoded or anachronistic, memorised poetry constitutes a vital repository that enhances the quality of individuals’ lives. There has also been growing interest in learning poetry by heart demonstrated by popular poetry recitation competitions around the world in recent decades, including in Singapore. Furthermore, although the case for poetry memorisation—as a source of intellectual enrichment and emotional consolation—is now well-established, its pedagogical potential has hardly been explored. In addition, if the memorised poem functions as an ideological artefact that is weighted by its own institutional and emotional history, it nevertheless embodies implicit value judgments about identity and educational approaches which deserve exploration. Based on Judith Langer’s theoretical framework of envisionment-building (2011), this qualitative study draws upon the results of a national online survey, in-depth oral history interviews with 8 pioneer poets, as well as national and school archives, to trace and compare the motivations and experiences of past and present generations of Literature students in Singapore who have learnt poetry by heart. Building on studies from literature education and the science of learning, this paper explores how the tensions between the benefits of motivating the learning of poetry in English by heart and the perceived drawbacks of memorisation can be negotiated. Study findings would offer a preliminary response to the question of how historical practices of

poetry memorisation can inform contemporary classroom contexts to motivate deeper interest in poetry, while extending broader interdisciplinary investigations about knowledge-building in education.

PARALLEL SPEAKER 54

**Tuesday, 12 March 2024
10:30 AM – 11:00 AM
(Room 605)**

NEEDS-BASED CLASSROOM DESIGN FOR ENGLISH FOR MEDICAL PURPOSES (EMP): A CASE STUDY OF PHARMACIST STUDENTS

[Practice (Tertiary)]

Laely Hidayati, Universitas Brawijaya, Indonesia

This research article presents a case study on developing a needs-based classroom design for English for Medical Purposes (ESP) customized for pharmacist students. With 83 participants completing a comprehensive questionnaire, the study aimed to identify their language and communication needs within pharmacy education. The objective was to inform the creation of classroom activities and curriculum tailored to these needs to enhance learners' communicative competency. The questionnaire revealed critical areas where pharmacist students required specific language skills: medical terminology, patient communication, interprofessional collaboration, and pharmaceutical documentation. These findings served as the basis for designing contextually relevant ESP classroom activities. The needs-based classroom design involved innovative activities, scenarios, and materials simulating real-world pharmacy situations, promoting active student participation and engagement. It also incorporated technology-enhanced learning to align with Industry 5.0 demands, ensuring students acquire future-ready skills. This case study underscores the importance of needs-based classroom design in enhancing pharmacist students' communicative competence by addressing their specific language and communication requirements. Tailoring ESP instruction to these needs better prepares students for Industry 5.0, where effective communication and collaboration are vital. This research contributes to the ESP curriculum development discourse, emphasizing its relevance in equipping learners for evolving professional landscapes.

PARALLEL SPEAKER 55

**Tuesday, 12 March 2024
10:30 AM – 11:00 AM
(Room 807 Learning Space)**

VALIDATION OF A CRITICAL THINKING TEST FOR JAPANESE EFL LEARNERS AT CEFR A2 LEVEL

[Research]

Yusuke Kubo, Graduate School, University of Tsukuba, Japan

In today's information society, it is essential to cultivate thinking skills to examine information closely and reflect on content from multiple perspectives. These thinking skills are referred to as critical thinking (CT). Since there are more opportunities to access English information even in an EFL context due to globalization, it is required to develop and evaluate CT skills through English education in Japan. Following this trend, Kubo (2023) developed a critical thinking test for English education (CTTEE) based on (a) the construct of CT skills defined in previous research (e.g., Ennis, 2018) and (b) sentences related to CT in the Course of Study of English Language Education for High School (MEXT, 2018). However, this analysis had several limitations such as the small sample size and the high level of participants' English proficiency. Considering these limitations, the present study validated the CTTEE through exploratory factor analysis (EFA) for Japanese EFL learners at the CEFR A2 level because English education in Japanese high schools aims to achieve learners' proficiency at the A2 level. A total of 122 learners at Japanese universities and a high school completed the CTTEE, a multiple-choice English test consisting of 18 items. The EFA results showed that three factors were extracted from the CTTEE, which slightly differed from the CT construct assumed in this study. These findings suggest that CT is a complex thinking skill that is influenced by various elements.

PARALLEL SPEAKER 56

**Tuesday, 12 March 2024
10:30 AM – 11:00 AM
(Level 4 Makerspace)**

A COMPARISON OF LEARNERS' AURAL AND WRITTEN-RECEPTIVE VOCABULARY KNOWLEDGE
[Research]

Stuart McLean, Kindai University, Japan

Seminal listening lexical research arguing that learners need to know around 95% of tokens within listening materials used written-receptive vocabulary tests that were read and not heard. Further, research investigating incidental vocabulary learning from listening, viewing, or listening while reading commonly use read written-receptive vocabulary tests to (a) measure gains in lexical knowledge, and (b) measure learners' lexical knowledge to then match them with lexically appropriate listening or viewing materials. This study used a counterbalanced design to compare 82 Japanese EFL learners' written-receptive and aural knowledge of 180 words. The difference between mean written-receptive (131.50, SD = 23.23) and aural vocabulary scores (106.56, SD = 27.11) was significant ($p < .001$). When data were analyzed by 500-word frequency bands, significant differences were found at all six 500-word bands, with effect sizes (d) of $d = 1.21, 1.30, 1.83, 1.00, 1.08, 0.93$, at the 500, 1000, 1500, 2000, 2500, and 3000-word band frequencies, respectively. Data yielded significant differences when learners were separated into three proficiency groups at all 500-word bands. The item difficulty logits produced for each item through the Rasch analysis were also examined to determine how well words were to be known comparatively between their written and aural forms. Among the items, 80 were significantly better known in writing than aurally. Additionally, two items were significantly better known aurally. In conclusion, this study presents the strongest evidence yet that when measuring aural lexical knowledge it is not appropriate to use a written-receptive vocabulary test (and vice versa).

PARALLEL SPEAKER 118

**Tuesday, 12 March 2024
10:30 AM – 11:00 AM
(Room 810)**

BUILDING A 'CAN-DO' ATTITUDE IN EMI CLASSROOMS: ANALYSING LEARNERS' SELF-REGULATED LEARNING IN A CHINESE-SPEAKING CONTEXT
[Research]

Wenhshien Yang, National Kaohsiung University of Hospitality and Tourism, Taiwan

In Taiwan, bilingual education is rapidly emerging across different levels of education due to the driving force of the 2030 Bilingual Policy in response to the globalisation of the labour market and in the hope of increasing national competitiveness. As a result, EMI students are provided with a wealth of academic and linguistic support in various higher education institutions. However, the accessibility and availability of these external resources to learners is usually criticised. Self-regulated learning (SRL) skills have been shown to be positively related to EMI learning, helping learners to better transition from non-EMI to EMI settings in order to be well adjusted; however, studies investigating the awareness of self-regulated learning strategies in EMI classrooms are still significantly underrepresented. Therefore, our study attempts to validate an adapted SRL scale and then use it to investigate the SRL strategies used by Taiwanese EMI learners. We identify the five dimensions of SRL in Taiwanese EMI classrooms, i.e., Supportive adaptations, Intrinsic perseverance, Goal setting and task scheduling, Negative affection and Extrinsic expectancy. The results also show that proficient English users can be effective EMI learners and are also likely to be good self-regulators. We argue that it is essential to raise awareness of SRL among both EMI teachers and learners prior to EMI provision and that EMI teachers should help learners, particularly low achievers, to develop individual SRL strategies to better cope in EMI classrooms.

PARALLEL SESSIONS

PARALLEL SPEAKER 57

Tuesday, 12 March 2024
11:10 AM – 11:40 AM
(Tanglin Room 1)

THE EFFECTS OF GENERATIVE AI ON INITIAL LANGUAGE TEACHER EDUCATION: THE PERSPECTIVES OF TEACHER EDUCATORS

[Research]

Benjamin Moorhouse, Hong Kong Baptist University, Hong Kong

Since the public release of ChatGPT in November 2022, generative AI tools—capable of creating human-like content such as audio, code, images, text, simulations, 3D objects, and videos—have gained significant attention. While the impact of these tools on language teaching and learning has been widely speculated, the perspective of language teacher educators concerning their influence on initial language teacher education (ILTE) remains unexplored. This study investigates how teacher educators, who play a crucial role in adapting ILTE to technological advancements, perceive the effects of generative AI tools on ILTE. Data were collected through in-depth interviews with thirteen English language teacher educators from all four Hong Kong government-funded universities offering ILTE. Findings reveal that participants believe generative AI tools will substantially affect the ILTE curriculum, instruction, and assessment. However, most participants believed they lacked the confidence and competence to address the implications of generative AI tools effectively. This study highlights the need for further research and training to support teacher educators in adapting ILTE to the emerging influence of generative AI.

PARALLEL SPEAKER 58

CANCELLED

Tuesday, 12 March 2024
11:10 AM – 11:40 AM
(Tanglin Room 2)

BREAKING BARRIERS IN EFL EDUCATION: A DESIGN-BASED RESEARCH ON MAXIMIZING TECHNOLOGICAL INTEGRATION SKILLS WITH PICRAT

[Research]

Puji Sri Rahayu, UIN Antasari, Indonesia
Eleni Petraki, University of Canberra, Canberra, Australia

Technology integration is a key component of effective language teaching in the 21st century. The TESOL technology standards for language teachers (TTST) provide baseline targets for technology-mediated language learning, however there is limited research on their application in different educational settings. This study aims to support the implementation of these standards by adopting the PICRAT model in a pre-service teacher co-designed intervention in the Indonesian context. The PICRAT model is a recently established pedagogical framework enabling teachers' reflection on their use of technologies in terms of student engagement (passive, interactive, or creative) and teacher impact (replace, amplify, or transform). While there is limited research on the use of this model for language teaching, this research investigated its effectiveness in developing pre-service language teachers' pedagogical knowledge and skills in technology integration and assisting them achieve the TTST. This research, guided by the iterative process of Design-Based research, utilized pre- and post-intervention surveys, observations, and interviews to assess participants' views on the efficacy of this model. The findings highlighted that the PICRAT model is a valuable framework for developing EFL teachers' competencies in technology integration. EFL pre-service teachers and teacher educators had positive perceptions about applying the PICRAT model for designing technology-based EFL lessons but also identified several challenges that merit further exploration. This research discusses implications for the adoption of the PICRAT model for preservice teacher education as a systematic approach to enhance teachers' skills in integrating technology and address the challenges they face in the era of Education 5.0.

PARALLEL SPEAKER 59

**Tuesday, 12 March 2024
11:10 AM – 11:40 AM
(Room 501)**

POSTSECONDARY ENGLISH LANGUAGE TEACHERS' TRAINING AND RE-TRAINING NEEDS FOR TEACHING STUDENTS WITH DISABILITIES

[Research]

Davey Young, Waseda University, Japan

Language learning presents several unique barriers to students with disabilities (SWDs), especially those with sensory impairments and/or specific learning difficulties, and these barriers can interact with cognitive factors such as working memory and language aptitude, as well as affective factors like foreign language anxiety and motivation (Kormos, 2017). However, many English language teachers (ELTs) have reported feeling unprepared to teach SWDs (Hale & Ono, 2019; Smith, 2006; Sowell & Sugisaki, 2020), and relevant training is not a common feature in ELT training (Smith, 2008; Stapleton & Shao, 2018). This parallel paper will report on the disability-related training needs of ELTs working in postsecondary contexts as ascertained by an administration (n = 239) of a modified version of the Sentiments, Attitudes, & Concerns about Inclusive Education Revised Scale (Forlin et al., 2011) and qualitative data collected through lesson observations and interviews with a subset of survey respondents (n = 13). A majority of survey respondents felt unprepared to teach SWDs, with 84.9% reporting having received no training to teach SWDs while obtaining their teaching qualifications. Lesson observations using the Inclusive Practices in English Language Teaching Scale, a novel instrument based on Sharma and Sokal (2016) and the New Jersey Coalition for Inclusive Education (2010), revealed a low degree of differentiation and specific consideration for SWDs. Finally, thematic analysis of interview data found that participants felt the need for more inclusive knowledge and skills, as well as more training on identifying SWDs. Implications for pre- and in-service teacher training will conclude the paper.

PARALLEL SPEAKER 60

**Tuesday, 12 March 2024
11:10 AM – 11:40 AM
(Room 502)**

EXPLORING THE LEARNING EFFECT OF SYNERGY BETWEEN SPORTS AND ENGLISH: AN ACTION RESEARCH IN TAIWAN

[Research]

Wen-Chuan Lin, Wenzao Ursuline University of Languages, Taiwan

Research-Practice Partnerships (RPPs) is a new approach to leverage and integrate the expertise housed by both practice and research. Recently, this approach has been recognized as an effective strategy to promote interdisciplinary cooperation and innovation in areas such as higher education. Likewise, this research-practice project seeks to integrate the expertise of English language teaching and sports science and produce a series of "Sports English" ESP (English for Specific Purposes) learning materials to enhance both professional athletes' and college students' communicative competence in English. The next step was to implement a follow-up action research with 51 students who had enrolled in the "Sports English" semester course at the university. The project investigated learners' perceptions of using these ESP materials and to what extent they perceived the benefits of learning English through this course. Findings of this research are twofold; firstly, students report that they prefer learning English through content-based ESP materials to traditional general English (GE) that only focuses on developing the four primary English skills. Secondly, most of the students enjoy content that is rich in athletic photo images and authentic stories from local elite athletes in Taiwan. The research suggests that ESP courses with content-based learning materials may enhance English learning motivation. Additionally, the key concept of "authenticity" in designing ESP course materials that culturally responds to learners' sociocultural back grounds may help learning to take place.

PARALLEL SPEAKER 61

**Tuesday, 12 March 2024
11:10 AM – 11:40 AM
(Room 503)**

**OVERSEAS TEACHING PRACTICE INCORPORATING CLIL AND MULTICULTURAL PERSPECTIVES:
UTILIZING A SCALE OF THE 21ST CENTURY SKILLS FOR GLOBAL TEACHERS**

[Research]

Kazuko Kashiwagi, Shitennoji University, Japan
Waka Koshiba, Shitennoji University, Japan

The purpose of this study is to clarify how the Global Teacher Overseas Practicum Project in university teacher training transforms university students' self-efficacy regarding "Edu21st: 21st century skills for global teachers" and their English teaching skills incorporating CLIL. The training program is defined by three characteristics: 1. overseas training in collaboration with universities in Vietnam and Canada, 2. creation of classes on the theme of multicultural perspectives that incorporate CLIL practice, and 3. practice of Teacher Talk using storytelling in foreign schools in Vietnam and Canada. The Overseas Teaching Practice Project will clarify the pre- and post-implementation changes of university students to see whether the project can foster the 21st century skills of teachers that enable them to transfer their learning to real world. We conducted a pre- and post-test transformation using 47 questions based on "Edu21st" (elaborated by Kashiwagi et al., 2021) and a portfolio description analysis. The results showed that differences were observed in the Edu21st (three-factor structure), and that changes were remarkable in "leadership in team building," "analytical design thinking skills in English," and "tolerance for multiculturalism." In the presentation, the CLIL classes we practiced and the multicultural classes in overseas schools will be introduced using video clips, and references will be made to curriculum design for international class exchanges, utilizing international inter-university cooperation. Finally, we would like to discuss how each phase of the project process could affect the development of classroom execution skills.

PARALLEL SPEAKER 62

**Tuesday, 12 March 2024
11:10 AM – 11:40 AM
(Room 504)**

**PROMOTING INTERCULTURAL COMMUNICATION AND ENGAGEMENT: AN EMPIRICAL STUDY OF
COIL-ENHANCED JAPANESE AND INDONESIAN STUDENT CONFERENCES**

[Research]

Yuko Ikuta, Bunkyo University, Tokyo, Japan

This paper presents an empirical study that explores the potential of Collaborative Online International Learning (COIL) to promote intercultural communication and engagement among Japanese and Indonesian students in the context of an intercollegiate student conference. Drawing on the principles of COIL, this research investigates the cognitive, affective, and language learning benefits of international online conferences for English as a Foreign Language (EFL) learners, particularly those with varying levels of English proficiency. The study addresses two primary research questions: 1) What are the specific struggles that less-proficient learners of English experience in preparing for and participating in international conferences? 2) How do the social interactions and collaborative opportunities provided by online intercollegiate conferences contribute to developing confidence and intercultural competence among English-language learners? The research employs a mixed-methods approach to address these questions, combining qualitative observations, self-reported reflections, and follow-up interviews. Theoretical frameworks include Learner Engagement (LE), Willingness to Communicate (WTC), and Self-Determination Theory (SDT). These theories are applied to understand the impact of online intercollegiate conferences on the competency and confidence levels of university EFL learners, specifically focusing on those with lower proficiency levels. This research sheds light on the potential of COIL-based online intercollegiate conferences as a valuable platform to foster intercultural communication and engagement among English language learners. The findings can also provide educators with insights to optimize these collaborations and support less-proficient students.

PARALLEL SPEAKER 63**Tuesday, 12 March 2024
11:10 AM – 11:40 AM
(Rooms 506/507/508)****RE-ORIENTING FEEDBACK PRACTICES WITHIN UNIVERSITY ENGLISH AND CHINESE CLASSROOMS: FEEDBACK ACROSS LANGUAGES, DISCIPLINES & VALUE SYSTEMS**

[Research]

Anita Au, The Hong Kong University of Science and Technology, Hong Kong
Rosita Cheng, The Hong Kong University of Science and Technology, Hong Kong
Susan Wong, The Hong Kong University of Science and Technology, Hong Kong

As time and technology create both pressure and opportunities for educators and their students, university language centers are questioning the role and frequency of assessment, and its often-misunderstood partner: feedback. This presents an opportunity to clarify the distinction between assessment and feedback, and re-orient to put feedback back into focus. This is particularly relevant to university language classes in Hong Kong where receptive and productive skills in English and Chinese are both taught and used to evaluate students' communication abilities. However, in the same context, it is unclear whether teachers and learners in English and Chinese use and value similar feedback strategies. For feedback to be understood as one of the most powerful influences on achievement and learning, perhaps even as a learning competency that requires focused attention as part of academic literacy, it is necessary to investigate feedback practices as they are used by teachers and valued by students.

The aim of this project was to re-envision and re-orient feedback for both teachers and students in university English and Chinese language classrooms. Our results indicate that it is possible to create a set of 'feedback best practices' that cross both languages, but there are significant differences in the perceptions of the role and value of feedback between teachers and students of the two languages. The need for student feedback awareness and literacy, however, was consistent across the two main languages in our university language center.

PARALLEL SPEAKER 64**Tuesday, 12 March 2024
11:10 AM – 11:40 AM
(Room 601)****POETRY MEMORISATION AND ITS IMPACT ON SUPPORT FOR STUDENTS WITH SEN**

[Research]

Elizabeth Ow Yeong, National Institute of Education, Nanyang Technological University, Singapore

Memorisation of poetry can be a powerful empowerment tool for students with special educational needs (SEN). Poetry not only serves as an effective vehicle in supporting students with SEN in language and literacy, but the effects of poetry memorisation transcend and impact students beyond literary exploration, as it not only support brain development but also instil confidence and self-efficacy amongst those who practise it, while providing for the joy of learning. This small-scale qualitative study uses both document analysis of past research, as well as an ethnographic analysis of the use of poetry and poetry memorisation and recitation as a means of empowerment amongst local students (past and present). This study concludes that the use of poetry memorisation should be resurfaced as a viable mode of empowerment in teaching and learning for students with SEN.

PARALLEL SPEAKER 65**Tuesday, 12 March 2024
11:10 AM – 11:40 AM
(Room 602)****CREATING LEARNER YOUTUBE VIDEOS IN A COMMUNICATIVE LANGUAGE CLASS**

[Practice (Tertiary)]

Denver Beirne, Asia University, Tokyo, Japan

YouTube remains one of the most popular online platforms, containing a near inexhaustible volume of authentic, natural language. Therefore, it should be an ideal tool to support language learning and stimulate student engagement. While some learners independently leverage this potential, the use of YouTube is far from commonplace in the language-learning classroom. Consequently, the author created a YouTube content production project that aims to bring the benefits of YouTube to communicative English classes. This presentation will describe a process that uses students' individual interests to direct their learning and

develop their creative output within a focused, systematic framework. The first stage of the process is to give students a general understanding of the language and communicative styles used by YouTubers. Thus, students are shown a variety of English language content creators. Next, learners deepen their knowledge through guided discussions that highlight the communicative strategies displayed by successful YouTubers, first in their native language and then in English. During this stage, students are encouraged to allow their interests to guide the exploration and selection of English language videos that will ultimately act as models for their communicative output. Finally, learners consolidate the lexis, delivery styles, and non-verbal communication patterns they have learned to produce an original YouTube video on a topic of their choosing. Thus, through this extensive guided practice, learners can improve their understanding of English use on the internet and enhance their general English communication skills in this student-centred activity.

PARALLEL SPEAKER 66

**Tuesday, 12 March 2024
11:10 AM – 11:40 AM
(Room 603)**

USE OF VIRTUAL REALITY FOR TEACHING AND LEARNING OF ENGLISH LANGUAGE IN A PRIMARY CLASSROOM

[Practice (Primary/Elementary)]

Elaine Jee, Ministry of Education, Singapore

Ministry of Education (MOE), Singapore, has launched the “Transforming Education through Technology” (EdTech) Masterplan 2030 to develop our students to be digitally-empowered, future-ready learners and innovators. Through this project, the learning outcomes are for the middle to upper primary school students to: Strengthen their digital literacy and technological skills; Empower their development of 21st century competencies; and enhance their reading skills and vocabulary knowledge. Virtual Reality (VR) technology immerses the users in a fully virtual environment like a computer simulation. According to Hussein and Natterdal (2015), the use of VR in education can enhance student engagement, provide students with a safe and enabling environment for trials and errors, and allow students to improve their independent problem-solving skills. This paper presents a mixed method study that examines the benefits of VR educational application in the English Language (EL) classroom on the class of Primary Five students’ holistic development. With the use of CoSpaces and smartphones, our students collaborated with their peers to strengthen their close reading and viewing by using a range of comprehension, information and media literacy skills to construct meaning from diverse and multiple texts. They also developed and strengthened their vocabulary knowledge, and took an active role in learning new vocabulary items (MOE EL Syllabus 2020 Primary).

PARALLEL SPEAKER 67

**Tuesday, 12 March 2024
11:10 AM – 11:40 AM
(Room 604)**

WRITING LEARNING OUTCOMES FOR ENGLISH LESSONS: GUIDANCE FOR DEVELOPING LANGUAGE AND METACOGNITION IN MULTILINGUAL CONTEXTS

[Practice (Secondary/High School)]

Sally Ann Jones, National Institute of Education, Nanyang Technological University, Singapore

In this paper, I adopt the position that the less human-centric the world becomes, the more learners need advanced language and thinking skills to navigate it. To agentively participate in twenty-first century life and literacy at higher levels than algorithms and robots, learners have to develop metacognitive skills of self-awareness and self-direction in tandem with communicative and critical competencies. In this presentation, I show how teachers’ writing of learning outcomes for language lessons in multilingual contexts may develop their own awareness of language and thinking as well as the essential pedagogic skill of documenting their teaching. During lessons, learners will develop metacognition through learning and using language. In this session, therefore, I offer teachers and teacher educators explicit guidance about writing learning outcomes for English lessons from these dual perspectives. I innovate on my previously published work about crafting learning outcomes in multilingual educational contexts. There I proposed a framework for designing outcomes with a cognitive element expressed by a mental verb, a linguistic element concerning an aspect of language use or a text feature, and a contextual element pointing to the genre of the text to be studied or produced. Now I expand the framework to include metacognitive and affective elements in addition to cognitive ones. This innovation will help move us beyond, for example, ‘gathering information’ to ‘constructing or co-constructing knowledge’. While not neglecting foundational competencies, some lessons can potentially become ones of high-level intellectual exploration through language rather than ones tightly scaffolded or narrowly focussed on assessment.

PARALLEL SPEAKER 68**Tuesday, 12 March 2024
11:10 AM – 11:40 AM
(Room 605)****TEACHING SPEECH-WRITING AND PRESENTATION SKILLS TO DYSLEXIA AND STRUGGLING LEARNERS: THROUGH THE TEACHER'S LENS**

[Practice (Tertiary)]

Premadevi Perumal, Dyslexia Association of Singapore
Charis Chiong, Dyslexia Association of Singapore

During the transition from upper secondary to tertiary education, developing effective study skills becomes a crucial skillset for efficient learning, especially so for dyslexic and struggling learners. Dyslexia, a formally diagnosed lifelong learning difference, is a neurological condition that primarily impacts reading, writing, and spelling abilities. Struggling learners have no formal diagnosis of learning difficulties and face challenges in areas like foundational knowledge, attention, focus, along with emotional and behavioural regulation. Both groups need intervention during their move to tertiary education to cope with the increasing demands and maximize their learning capabilities. This presentation explores teachers' perspectives on speech-writing and presentation skills within the Dyslexia Association of Singapore's iStudySmart™ program, which is an online and technology-aided program that focuses on time management, prioritization, planning, organization, and tertiary-level writing and presentation skills for higher education learners. The program employs the Universal Design for Learning framework, catering to diverse learning styles. Teachers apply the Orton-Gillingham principles for dyslexic learners, offering a diagnostic, prescriptive, cumulative, multi-sensory, and emotionally sound learning environment. These versatile teaching methodologies allow students to select learning tools like apps, videos, quizzes, and note-taking to attain their desired learning outcomes. Using these frameworks and principles, teachers assess students' progress through personalised and informal assessments, which will then be woven into the learning materials and learning experience as the course progresses. This session shows educators how technology-aided online learning, combined with personalized teacher intervention, enables dyslexic and struggling learners to self-monitor and attain their learning goals.

PARALLEL SPEAKER 69**Tuesday, 12 March 2024
11:10 AM – 11:40 AM
(Room 807 Learning Space)****THE DEVELOPMENT OF LANGUAGE LEARNER MOTIVATION IN JAPAN: A SELF DETERMINATION THEORY PERSPECTIVE**

[Research]

Justin Harris, Kindai University, Japan

Motivation plays a key role in achieving success in language acquisition. However, motivation levels in language learners fluctuate over time (Waning et al., 2014). An important role of foreign and second language teachers therefore is to maintain high levels of motivation among their learners. Despite growing interest in motivation research, there remains a scarcity of longitudinal studies that delve into the evolution of motivation over time. This presentation outlines a mixed methods study which aimed to investigate the ways in which language learner motivation changes over the course of a one-year language course, and to discover potential causes of those changes. It employed self-determination theory as a framework, following recent studies showing its effectiveness within second language acquisition (Al-Hoorie et al., 2021). The study employed two scales, the Basic Psychological Needs Satisfaction, and an adapted version of the Language Learning Orientation Scale. Both scales were administered three times to 550 first-year tertiary students in a large private university in Japan. This provided a quantitative picture of motivational change over the year. For the purposes of developing a clearer understanding of these changes, interviews were held at three points with ten of these learners. This paper will provide an overview of both, but will focus on the qualitative data derived from the interviewees which help to highlight key factors in the positive (and sometimes negative) effects on language learner motivation. Practical examples of how teachers can further develop their learners' motivation levels will also be provided.

PARALLEL SPEAKER 70

**Tuesday, 12 March 2024
11:10 AM – 11:40 AM
(Level 4 Makerspace)**

DESIGNING AND IMPLEMENTING AN ESP COURSE FOR SPORTS SCIENCE STUDENTS

[Research]

Lawittra Boonpok, Rajabhat Maha Sarakham University, Thailand

Fitness center has been one of the popular choices that sports science students have chosen for internship because working as a personal trainer has been a reasonable step for sports science graduates. The purposes of this study were 1) to design the ESP course for sport science students, 2) to implement the ESP course and 3) to investigate their satisfaction with the designed ESP course. According to the need analysis, the findings revealed that the context of speaking English in a fitness center has posed challenges for intern sports science students from Rajabhat Maha Sarakham University (RMU), Thailand. Consequently, the implementation of ALM is explored as a means to enhance students' proficiency in spoken English within the classroom. The Audio-Lingual Method (ALM), established in the 1950s to bolster proficiency in the target language, is renowned for its emphasis on rote learning through dialogues and pattern drills. This method's repetitive learning and dialogue repetition cultivates a habitual response capability among students, enabling them to respond promptly and effortlessly in specific scenarios. This study, conducted with 30 fourth-year sports science students from RMU enrolled in the English for Sports Science course in the first semester of the 2023 academic year. Data was gathered through a satisfaction questionnaire and a focus group interview. The findings and implications will be discussed.

WORKSHOP SESSIONS

WORKSHOP W1

**Tuesday, 12 March 2024
1:20 PM – 2:10 PM
(Tanglin Room 1)**

TECH-EMPOWERED TECHNIQUES FOR GLOBAL ENGLISHES LANGUAGE TEACHING: AN INTEGRATED SKILL APPROACH

[Practice (Secondary/High School)]

Alfred Weng Tat Lo, University of Oxford, United Kingdom

This practical workshop will showcase the integration of popular e-learning apps into secondary English classrooms to promote Global Englishes Language Teaching (GELT). With participants roleplaying as secondary students, the workshop will demonstrate how widely-used apps like Edpuzzle and overlooked tools like Plickers can be leveraged to develop adolescent learners' awareness of diverse global varieties of English. The presenter will first model an Edpuzzle video activity that exposes students to accented Englishes through monitored online viewing tasks targeting listening comprehension. Next, participants will experiment with Plickers for listening to phonological difference between different varieties of English and discussing about linguistic diversity. These app-enabled activities will highlight adaptable digital scaffolds for the four language skills in learner-centered GELT implementation. The speaker will also demonstrate how the lesson can be continued with multimodal GELT reading and writing exercises. Attendees will gain firsthand experience as students with these engaging edtech tools while discussing practical techniques for deployment in their own classrooms. The workshop will emphasise contextualisation for local learning needs and curricula when selecting globally-representative materials. Educators will leave equipped with specific app-based activities matched to GELT principles and secondary school English competencies spanning listening, reading, writing, and speaking. This hands-on training will build attendees' confidence in integrating technology to promote meaningful GELT awareness aligned with target knowledge and skills.

WORKSHOP W2

**Tuesday, 12 March 2024
1:20 PM – 2:10 PM
(Tanglin Room 2)**

EMBRACING CREATIVITY IN MATERIALS DEVELOPMENT BY TEACHING READING WITH AUTHENTIC MATERIALS

[Practice (Tertiary)]

Siphosenkosi Ncube, RMIT Vietnam, Vietnam

After collecting some feedback from my students on a recent course it became apparent that they wanted receptive skills lessons to be based around authentic materials, in particular reading lessons. Authentic materials are defined by Harmer (1983 cited Taylor 1994) as materials which are designed for native speakers for real world purposes. I have used authentic materials in the classroom with success, mainly due to a research-based framework which I designed to help guide my planning and activity design. This framework contains a set of guiding questions which help teachers to select authentic materials relative to their students and a set of guiding questions to help teachers design activities. In this 50 minute workshop, attendees will use the framework to collaboratively assess an example lesson plan and materials to decide whether they fit the framework and in turn discuss how the lesson could be improved. Afterwards there will be a planning phase of the workshop where attendees will work together and use authentic materials provided to them along with a set of objectives to design a lesson of their own. Teachers who want to use authentic materials for reading in any ESL setting are encouraged to attend this workshop. Teachers who attend this workshop will take away a fluid framework which they can use to embrace the use of authentic materials in their own classroom and therefore boost student engagement.

WORKSHOP W3

**Tuesday, 12 March 2024
1:20 PM – 2:10 PM
(Room 501)**

CONNECTING FORM, MEANING AND USE: FIVE WAYS OF EXPLAINING GRAMMAR

[Practice (Tertiary)]

John Liang, New York University Shanghai, China

Research has suggested that only when input becomes intake can learning truly occur. This is true to the learning of grammar as well. However, in the traditional grammar classroom, the process of input turning into intake is often frustrated by grammar explanations in abstract terms and out of context. In this workshop, the presenter will demonstrate different techniques the grammar teacher can utilize to explain grammar in ways that will increase EFL students' metalinguistic awareness of the given grammar structure, helping them internalize the grammar rules and enabling them to exercise better control over their language production. The presenter will first briefly review principles of a grammar pedagogy that emphasizes the learning of grammar in three dimensions – form, meaning, and use. He will then demonstrate five techniques, ranging from imitative to intensive to interactive to extensive, which the grammar teacher can employ to help explain grammar. These techniques include explaining grammar through: 1) sentential language patterning with contextual support; 2) language patterning in framed conversational practice; 3) guided analysis of authentic language examples; 4) reflection on own language output; and 5) guided error analysis. Throughout the workshop, the attendees will be prompted to share additional teaching ideas that can help build and enhance students' metalinguistic awareness. The workshop will conclude with a set of instructional principles for effective grammar explanation. Handouts will be provided. Grammar resources shared. Active participation anticipated.

WORKSHOP W4

**Tuesday, 12 March 2024
1:20 PM – 2:10 PM
(Room 502)**

FROM PRINT TO PIXELS: NAVIGATING MULTIMODAL TEXTS

[Practice (Secondary/High School)]

Ravathi Velayuthan, Kuo Chuan Presbyterian Sec Sch, Singapore

In an era of digital revolution, communications has changed radically and there is a growing dominance of multimodal texts. Language learners require new competencies to access multimodal discourse. Therefore reading multimodal texts require different conceptualization and way of thinking to decipher writer's intent and message. Presently, student response to visual texts reveal a lack of awareness of the interplay between

different semiotic modes in a text. The workshop will explore 2 pedagogical approaches: the six semiotic modes and Critical Visual Literacy Framework to improve learners' literacy skills in reading and understanding multimodal texts. In Critical Visual Literacy, learners develop critical understanding of how words, images and other textual features are constructed for specific purposes. Learners will be guided to explore different perspectives and writer's intent by analysing social-cultural contexts. Participants will use Book Creator app to experience how learners set goals, create logs of their reading strategies and skills and use feedback loops to monitor their learning strategies. The workshop aims to provide a systematic approach to capture students' learning through Book Creator app which will capture the story of their learning.

WORKSHOP W5

Tuesday, 12 March 2024

1:20 PM – 2:10 PM

(Room 503)

LEVERAGING AI FOR HUMAN-CENTERED LANGUAGE TEACHING IN EDUCATION 5.0

[Research]

Frederic Lim, WuChang Junior High School, Taiwan

In an era defined by Education 5.0, where technology plays an ever-increasing role, educators must navigate the fine balance between digital innovation and maintaining the human touch in language teaching. This interactive workshop, titled "Leveraging AI for Human-Centered Language Teaching in Education 5.0," will explore innovative ways to harmonize the power of AI, particularly ChatGPT, with the art of humanized language instruction for mixed level language learners applicable where language is taught--from primary classrooms to corporate boardrooms--utilizing inclusive UDL (Universal Design for Learning) principles. Join us for a dynamic 50-minute workshop where participants will delve into hands-on activities designed to bridge the gap between AI-driven language learning and the importance of a human presence. We will:

Discover how AI, including ChatGPT, can enhance language learning without losing the personal touch

Engage in interactive activities that integrate AI tools seamlessly into language lessons.

Explore strategies to maintain the human connection and emotional intelligence in language instruction.

Discuss real-world examples of successful AI-augmented language teaching.

Through collaborative activities and discussions, attendees will leave with actionable insights to create a more enriching and personalized language learning experience for their students in the era of Education 5.0.

WORKSHOP W6

Tuesday, 12 March 2024

1:20 PM – 2:10 PM

(Room 504)

AI-ASSISTED ASSESSMENT PRACTICE IN LANGUAGE CLASSROOM: BENEFITS, CHALLENGES, AND BEST PRACTICES

[Practice (Tertiary)]

Chanrothana Phay, Royal University of Phnom Penh, Cambodia

Phearun Samleng, Royal University of Phnom Penh, Cambodia

The recent development of artificial intelligence (AI), such as ChatGPT, has caused quite a concern among academic professionals. While some have already adopted AI tools in their classrooms, many are still hesitant due to their lack of understanding, lack of access, and other ethical concerns related to these AI tools. Therefore, this workshop aims to introduce ELT teachers to AI tools that they can explore and utilize to improve their classroom assessment practices. This will involve a discussion of the benefits and challenges of integrating AI tools into classroom assessment practices and how these tools can be used to assist in planning assessment, implementing the assessment, and/or evaluating assessment results. At the end of this workshop, the participants will be equipped with some basic knowledge of AI tools and the best practices that they can implement in their own language classroom.

WORKSHOP W7

Tuesday, 12 March 2024
1:20 PM – 2:10 PM
(Rooms 506/507/508)

LANGUAGE FOR WORK AND PLAY: TECHNOLOGY AS A CATALYST FOR SELF-EXPRESSION [Practice (Secondary/High School)]

Denise Marie Fernandez, St Andrew's Secondary School, Singapore
Abigail Wee, St Andrew's Secondary School, Singapore
Sarah Chan, St Andrew's Secondary School, Singapore
Sea Fong Liang, St Andrew's Secondary School, Singapore

Formative assessment is an ongoing dialogue between teacher and student to enhance and fortify learning. With technology as a catalyst, this dialogue is transformed into a voluble and energetic learning process. Our Literature team has designed tech-mediated formative assessment with student voice in mind: bite-sized writing via Padlet to promote confident expression, tech-based school assessments to encourage independent meaning-making, media-based interdisciplinary tasks to stimulate personal response and online gamification platforms to increase motivation, retention and intellectual curiosity. These processes have enabled teachers and students to hear one another like never before, and has enabled a deeper, more meaningful understanding of our students' needs. Technology has also empowered our students to express themselves creatively, as online platforms provide students with an artillery of tools for originality. Using these platforms, our students have painstakingly constructed poems, paired artwork with plays, dissected modern pop music with literary devices, illustrated Shakespearean figures and challenged one another in "roast" battles. As an all-boys school, our approach is tailored to improve engagement and purpose in our students. Feedback from students has been strongly positive, demonstrating significantly improved engagement and motivation. Data gathered reveals a deepened joy for learning and an appreciation for savouring the power of language.

WORKSHOP W8

Tuesday, 12 March 2024
1:20 PM – 2:10 PM
(Room 601)

RE-THINKING SLIDE DESIGN: A PEDAGOGICAL WORKSHOP ON SLIDE DESIGN FOR IMPROVING PRESENTATIONS [Practice (Tertiary)]

Esther Soo, Nanyang Technological University, Singapore
Yi-Chin Hsieh, Nanyang Technological University, Singapore

The Assertion-Evidence (AE) approach is a specific slide design strategy that encourages presenters to convey their ideas through an assertion statement (as opposed to bulleted points) accompanied by visual evidence to enhance audience comprehension during a presentation. This workshop will begin with a brief overview of the findings from our study on the effectiveness of the AE approach in enhancing audience comprehension and boosting presenters' confidence. Following that, participants of this proposed workshop will be introduced to the theoretical underpinnings of this approach, learn the principles of the AE approach, and get hands-on experience in designing slides using the principles on a given topic. The following is the summary of our study results. In our study, students were instructed on the AE slide design approach. Interviews were then conducted. Interviewees reported that their classmates were more engaged and paid more attention to their presentations. They stated that this was an approach where visuals were not only used as evidence, but also acted as a second voice. Notably, students were able to adapt the principles of the AE approach to convey specific messages and to suit their presenting style. Findings also revealed that presentation delivery became clearer and smoother because of the AE slides. The limited text on AE slides made students look at and converse with the audience more. The effectiveness of the AE approach was evident in the student interviewees' reports of greater ownership of the presentation, appealing and interesting visuals that aided comprehension, and greater confidence in presenting.

WORKSHOP W9

**Tuesday, 12 March 2024
1:20 PM – 2:10 PM
(Room 602)**

LEVERAGING TECHNOLOGY TO RAISE METACOGNITIVE AWARENESS FOR IMPROVED ORACY SKILLS

[Practice (Secondary/High School)]

Rachel Tan, Zhenghua Secondary School, Singapore
Rafiyah Begum, Zhenghua Secondary School, Singapore

Oral communication is a key component of the English curriculum in secondary schools and its importance has grown over the years as communication skills is a key 21st century competency. However, it has traditionally taken a backseat compared to writing and comprehension. Its lower weighting in the English examination partly accounts for that but one reason could be the intangibility of oral skills. Leveraging ICT and metacognition, these lessons pioneered a new approach in the teaching of oral communication skills to make the learning visible to students. The aim was to develop self-directed learners who not only possess the skills to carry out communication tasks, but also have the reflective abilities to monitor, evaluate and reflect. Co-constructing a common understanding of the success criteria was the foundation of these lessons. A thorough understanding of the success criteria equipped students in the evaluation of their performance. These lessons empowered students to develop their own plans for the oral examination, gave them the time and space to reflect upon their performance and make adjustments to their processes. Students take accountability for their own learning by actively reviewing their plans rather than remain mere recipients of knowledge, leading to continuous cycle of refinement as they work towards their goals. Technology was a key enabler in developing metacognitive awareness. E-journaling accompanied the students as they reflected on the importance of learning oral skills and worked on their plans and reflected on their performance. Surveys and Padlets were also used to develop metacognitive awareness.

WORKSHOP W10

**Tuesday, 12 March 2024
1:20 PM – 2:10 PM
(Room 603)**

ENHANCING COMMUNICATION SKILLS: PRACTICAL STRATEGIES FOR L2 LEARNERS

[Practice (Primary/Elementary)]

Eng Hai Tan, Meio University, Japan

In a conversation classroom, communication can vary significantly, and speakers may encounter challenges when their language resources are limited. This 50-minute workshop aims to provide scaffolding materials to assist second language (L2) learners in overcoming communication difficulties. The workshop will introduce participants to a range of engaging speaking activities with some taken from Keith S. Folse's book, "The Art of Teaching Speaking," which includes 20 activities suitable for both English as a Second Language (ESL) and English as a Foreign Language (EFL) groups. These activities, such as Communication Crossword Puzzle, Group Problem Solving, and Searching for Family Members, have been proven effective in enhancing speaking skills and promoting active participation among learners. Through hands-on participation, attendees will experience firsthand how their students may feel while engaging in these activities. This experiential learning approach will enable teachers to gain insights into potential communication challenges their students might encounter and better understand how to modify and utilize the activities to align with their teaching objectives. Ultimately, this workshop aims to equip educators with practical strategies and resources to enhance L2 learners' communication skills, empowering them to build confidence in their speaking abilities. Attendees will leave the workshop equipped to create dynamic and engaging speaking activities tailored to their students' diverse linguistic backgrounds and learning needs.

WORKSHOP W11

Tuesday, 12 March 2024
1:20 PM – 2:10 PM
(Room 604)

ENHANCING STUDENTS' GRAMMAR LEARNING EXPERIENCE THROUGH GAMIFICATION

[Practice (Tertiary)]

Ivy Chan, Singapore Management University, Singapore
Chia Mien Tan, Singapore Management University, Singapore

The Grammar Guru application aims to increase student engagement and autonomy in learning grammar through gamification. Game elements such as leaderboards, hints, and non-player characters were introduced to enhance students' learning experiences of grammar in context. This project was awarded funding from Singapore Management University's (SMU) Technology-enhanced Learning grant. This application is an improved version of a basic grammar game which was created by SMU students. Grammar Guru sets players in a professional company to tackle a series of question types (e.g., sentence and text correction, matching, re-arrangement, true/false, fill-in-the-blanks and multiple-choice questions). Players will progress through eight levels: Junior and Senior Intern, Junior and Senior Management Trainee, Junior and Senior Middle Management, and Junior and Senior Director. Grammar Guru hopes to achieve the following outcomes:

Engage undergraduate and postgraduate students (with different language proficiency levels) to play through questions of varying difficulty and questions set at the paragraph and sentence levels.

Increase players' exposure to language and grammar use in various contexts by getting them to understand concepts such as Context, Audience, Purpose, and Structure.

Develop learners' autonomy by allowing them to progress through the game independently. They will learn about grammar items such as subject-verb agreement, tenses, idiomatic expressions, articles, punctuation, and sentence structure issues.

Prepare students for the "Use of English Quiz" in a writing module.

The workshop will conclude with the presenters sharing their experiences when developing the application with various stakeholders and suggesting implications for educators when using applications for English Language Teaching.

WORKSHOP W12

Tuesday, 12 March 2024
1:20 PM – 2:10 PM
(Room 605)

A LEARNING MOMENT AT ACS(I): AI INTEGRATION IN UPPER SECONDARY LANGUAGE ASSESSMENT

[Practice (Secondary/High School)]

Shawn Lim, Anglo-Chinese School (Independent), Singapore
Sonia Taj Marican, Anglo-Chinese School (Independent), Singapore

The advent and widespread adoption of ChatGPT in everyday contexts have placed increasing demands on educators to integrate AI in their teaching practices. The proposed workshop invites participants to consider how AI has been deployed by the team at ACS(I) to facilitate the assessment of language learning at the upper secondary level for high progress learners. Broadly, the task required students to engage with and critique AI-generated feature articles on topics of their own choosing. Thereafter, students produced revised versions of these articles based on suggestions made in their critiques. The task helpfully corresponds with the ICE, or Ideas, Connections and Extensions model promoted by Volante, DeLuca and Klinger (2023) for the leveraging of AI in assessment. Following the model, the process saw students conducting research in ascertaining the accuracy of ideas presented, engaging in close reading and consideration of rhetorical strategies to improve the articles' persuasive appeal, and creating extensions by contextualising and refining the article in their final products. In so doing, the assessment lends a human touch to AI-generated content by promoting critical and creative thinking. Beyond taking participants through the assessment task, the workshop will also examine the team's construction of the rubrics and exemplars used. By offering at least one solution to the challenges AI has presented to educators, the team aims for the workshop to contribute to the emerging body of resources on AI integration in assessment and model a way to prepare students for a future where humans and AI collaborate.

PARALLEL SESSIONS

PARALLEL SPEAKER 71

Tuesday, 12 March 2024
2:20 PM – 2:50 PM
(Tanglin Room 1)

TEACHING WRITING IN THE AGE OF AI: PRACTICES OF LANGUAGE TEACHERS IN THE ASEAN REGION

[Research]

Joel Meniado, SEAMEO Regional Language Centre, Singapore

Generative Artificial Intelligence (AI) has changed the way L2 writing skills and subskills are taught and learned. Many learning institutions have allowed the responsible use of varied generative AI tools to facilitate the development of L2 writing skills of English language learners. L2 writing teachers have also adopted new “pedAllogies” to leverage the affordances of generative AI in transforming L2 writing instruction. Since 2023, many conceptual articles have reported the amazing affordances of generative AI tools and their potential impacts on L2 learning including L2 writing skills development, but none has reported empirical evidence from L2 classrooms particularly from the Southeast Asian region. This paper aimed to investigate how ESL/EFL teachers in the ASEAN region have used generative AI tools in teaching L2 writing at various grade/proficiency levels. In addition, it aimed to examine how generative AI tools are integrated into various stages of L2 writing instruction. Lastly, it aimed to survey the insights of language teachers about using generative AI in L2 writing instruction in various contexts. The findings of this study along with their implications for L2 writing pedagogy, assessment, and language teacher professional development will be discussed during the presentation. Participants in this presentation are expected to gain new knowledge and insights in effectively using generative AI in L2 writing instruction in their respective teaching-learning contexts.

PARALLEL SPEAKER 72

Tuesday, 12 March 2024
2:20 PM – 2:50 PM
(Tanglin Room 2)

ASSESSING MULTIMODAL LISTENING: A PILOT STUDY ON THE ROLE OF VISUALS, TEST-TAKERS' PERFORMANCE AND PERCEPTION

[Research]

Shao-wei Liu, National Taiwan Normal University, Taiwan

The integration of visual components in second language (L2) listening assessment has garnered significant academic attention, albeit with inconsistent outcomes. Such discrepancies in findings might be attributed to the diverse array of visual formats under scrutiny. Given the ubiquity of multimedia in contemporary communication paradigms, comprehending the efficacy of visuals becomes crucial. This research undertakes a nuanced exploration, juxtaposing three distinct visual modalities: dynamic video sequences, sequential static imagery, and standalone images. A cohort of nine intermediate to high-intermediate freshman undergraduates formed the study's participants. Initial analyses indicate that the cohort exposed to video-centric stimuli exhibited enhanced listening comprehension, particularly in deciphering nonverbal cues, a revelation that stands in contrast to certain established studies. Interestingly, the group that focused on videos perceived a tangible benefit from the visual aids, while their counterparts found them to be only marginally contributing or occasionally diverting. A salient, overarching trend was the predilection of participants, regardless of their group, to lean predominantly on auditory cues, a tendency possibly influenced by the test design, which prioritized verbal stimuli. Notably, dynamic videos emerged as a frontrunner, amplifying comprehension by offering a tapestry of rich contextual and nonverbal nuances. Although constrained by its sample size, this investigation's meticulous methodology and analytical depth lay the groundwork for expansive, subsequent research. In-depth interviews elucidate intricate preferences, underscoring the imperative to discern the multifaceted roles and impacts of visual aids in the realm of L2 listening assessment.

PARALLEL SPEAKER 73**Tuesday, 12 March 2024
2:20 PM – 2:50 PM
(Room 501)****EXPLORING L2 READING ANXIETY: THE CASE FOR EYE-TRACKING AND GSR IN COMBINATION WITH SURVEYS**

[Research]

Andrew Atkins, Kindai University, Japan

Research suggests that L2 readers' anxiety when reading has an effect on their performance, which is especially important in high stakes situations. The relationship between anxiety and performance however is not thought to be linear and is seen as being a complex one. Prior research has mainly relied on self-reported instruments such as the Foreign Language Reading Anxiety Scale (FLRAS) (Saito, Garza, & Horwitz, 1999), to measure reading anxiety, and this appears to be a major limitation. Recent advances in technology that make it possible to combine eye tracking and Galvanic Skin Resistance (GSR), make it possible to triangulate with survey data and avoid mono-method bias. The study examines how text length, text topic and vocabulary interact with GSR data while reading on a screen-based eye-tracker and survey responses. Retrospective think aloud protocols were also utilized to further understand how students perceive reading. The findings provide insight into how survey data, eye-tracking data and GSR data can be used to research reading anxiety and make suggestions for how future research in the area could be conducted with greater validity and reliability. There are further implications for material designers and test makers.

PARALLEL SPEAKER 74**Tuesday, 12 March 2024
2:20 PM – 2:50 PM
(Room 502)****“NOTHING LASTS FOREVER”: A STORY OF TEACHER AGENCY IN EFL INSTRUCTION DURING THE COVID-19 PANDEMIC**

[Research]

Puji Astuti, Universitas Negeri Semarang, Indonesia
Teguh Kasprabowo, Universitas Stikubank Semarang, Indonesia

Announced in 2019, Indonesia's policy for education transformation, namely the Emancipated Learning, aims to elevate the quality of its people. Much research has been done to depict its enactment, yet how educators strive in the process is little understood, such as that it requires teacher agency. Hence, we conducted a narrative inquiry on a female EFL teacher (Nirmala, a pseudonym) to understand how her agency manifested in her instruction and played roles in constructing her professional identity amidst the COVID-19 pandemic. Drawing on our theoretical framework that encompasses, among others, the facets of teacher agency (Molla & Nolan, 2020), we constructed a story about Nirmala's pedagogical practices from data gathered through analysis of instructional documents, observations of remote instruction, reflective journals, and in-depth interviews. In the story—the results of our narrative analysis, we illustrate the interplay of inquisitive, deliberative, recognitive, responsive, and moral agency in Nirmala's identity construction work. Adding to the existing facets, we recognized and thus incorporated in the story Nirmala's numinous agency, i.e., having or displaying a deep spiritual connection, on which she based most of her pedagogical decisions during the times of crisis. Evidence of Nirmala having numinous agency is her “nothing lasts forever” stance towards the pandemic and seeing it as momentum for cultivating her pedagogical competencies to serve her EFL learners better. Our story suggests that teacher education programs include topics on teacher agency in their curriculum and treasure what teacher candidates bring to their classrooms, including their spirituality.

PARALLEL SPEAKER 75**Tuesday, 12 March 2024
2:20 PM – 2:50 PM
(Room 503)****EFFECT OF EXPLICIT INSTRUCTION OF FORMULAIC SEQUENCES ON THE ORAL FLUENCY OF YOUNG ESL LEARNERS**

[Research]

Sunitha Tumkur, Indian Institute of Management, India

The present study investigates the effect of teaching Formulaic Sequences (FS) on the Oral Fluency of young ESL learners. Conducted over a period of 9 months, four sections of Grade V learners, aged between 10-11 years, were exposed to 80 target FS selected from stories. While learners in all the four sections were

exposed to the same stories, FS were explicitly taught only to learners in the Intervention Group (IG); that is, students from sections A, B and C. The group, which was not taught FS explicitly, section D, formed the Comparison Group (CG). 27 IG students and 9 CG students were randomly selected to retell the stories. Of the 80 FS contained in the stories, some were typographically enhanced and taught (Condition A), some were highlighted, but not taught (Condition B), and some were not highlighted and not taught (Condition C). Only the students in the Intervention Group received explicit instruction on the Condition A chunks in all stories. All the 36 learners' retelling of stories were audio recorded and transcribed. They also took a form and meaning recognition tests. The data from the story retelling and tests were quantitatively analysed; the data from the classroom observation notes, field notes and feedback from learners, on the other hand, were analysed for recurring patterns. Statistical analysis of the quantitative data was conducted in SPSS using Multiple Regression and Binary Logistic Regression. The findings suggest that the use of FS results in better Oral Fluency among young ESL learners like adults.

PARALLEL SPEAKER 76

**Tuesday, 12 March 2024
2:20 PM – 2:50 PM
(Room 504)**

UNDERSTANDING CHINESE EFL UNDERGRADUATES' SELF-REGULATED LISTENING LEARNING IN BLENDED COURSES

[Research]

Binyu Yang, Renmin University of China, China

Drawing upon Bandura's (1986) social cognitive theory and Zimmerman's (2000) theoretical framework of self-regulation, this study focuses on the final phase of English language learners' self-regulated learning (SRL), self-reflection. This phase involves two processes: self-judgments and self-reactions that follow efforts but influence students' reactions to that learning experience and their motivation for continued learning. During this stage, students conduct self-evaluation, causal attribution, and adaptations, which not only impact students' ability to analyze tasks, set goals, and strategically plan their future studies, but influence their motivation to complete learning tasks and sustain self-efficacy. However, there exists a lack of research to examine such influences in authentic classroom settings, especially in blended courses among non-English majors. To fill in this void, this quantitative study employs the structural equation modeling approach to investigate 1,500 Chinese second-year non-English majors' SRL of English listening skills in a prestigious university in Beijing. All the participants have attended a blended English course entitled College English, a one-semester compulsory course for all sophomores focusing on the improvement of students' academic English proficiency. The result of this study demonstrates that the level of difficulty in listening texts positively predicts learners' strategy use and their note-taking skills, and learners' listening strategy positively predicts their practical needs for future listening activities and guidance. Highlighting the challenges that non-English majors encounter, this study will provide pedagogical implications of SRL teaching strategies specifically tailored to student needs.

PARALLEL SPEAKER 77

**Tuesday, 12 March 2024
2:20 PM – 2:50 PM
(Rooms 506/507/508)**

GLOBAL ENGLISHES CURRICULUM INNOVATION THROUGH RESEARCHER AND TEACHER PARTNERSHIP

[Research]

Heath Rose, University of Oxford, United Kingdom

The aim of the quasi-experimental classroom-based study was to examine the effect of a GE curriculum intervention embedded within a general English course, taught by a teacher, on learners' perceptions toward English. The study adopted a longitudinal mixed methods design, collecting data via the English as an International Language Perception Scale eight weeks prior to intervention, immediately before intervention, immediately following intervention, and six weeks after intervention, and via five diary entries during the intervention period to capture the trajectory of students' perceptions toward English over time. A total of 24 school-aged learners of English in a commercial ELT setting in Portugal participated in the intervention and completed the scale at all four time points. Quantitative findings reveal that students' perceptions toward the diversity of English became significantly more positive as a result of the GE intervention with qualitative findings providing further evidence of change in students' attitudes toward the legitimacy of non-standard Englishes. Evidence was not obtained for a significant effect of the GE intervention on students' perceptions toward the current status of English, strategies for multilingual and multicultural communication, or English speaker identity. Findings suggest that both participation in a general English course and the GE intervention

may have facilitated students' awareness of the current global status of English whereas did not impact on students' awareness of strategies for intercultural communication. In this paper we highlight the importance of researcher-practitioner collaboration for classroom-based research to report on GE ideas in practice.

PARALLEL SPEAKER 78

**Tuesday, 12 March 2024
2:20 PM – 2:50 PM
(Room 601)**

REFLECTIVE PRACTICE AND PHENOMENOLOGICAL WRITING TO EXPLORE THE LIVED EXPERIENCES OF EDUCATORS

[Research]

Joan Kuroda, Hyogo University of Teacher Education, Japan

The Coronavirus pandemic thrust educators into the context of online learning and with that, exciting possibilities with technological innovation. However, if teachers are focusing on the efficacy of technology in the age of Education 5.0, they risk losing sight of the fundamental nature of teaching. Reflective practice is a systematic inquiry developed from the philosophical practices of John Dewey (1933) and made popular by Donald Schön (1983) where the focus of the inquiry is derived from a sense of doubt stemming from an uncomfortable experience. Phenomenology is the study of lived experiences as well as a method of questioning (van Manen, 2016) that directs the inquiry towards gathering insightful descriptions which are then analyzed for themes and meaning structures. This case study examines the process of reflection and reflective inquiry with a group of Japanese in-service teachers engaged in phenomenological writing as they explore uncomfortable experiences with their individual situations in a monthly study group. This presentation aims to clarify the process of reflection, the significance of lived experiences, and to illustrate the potential for teachers to engage in practitioner research to avoid burnout. The session will introduce the background, conceptual framework and procedural activities used by the group as they investigated what is it like to be an English teacher in Japan and conclude with implications about this reflective approach to practitioner research in foreign language education.

PARALLEL SPEAKER 79

**Tuesday, 12 March 2024
2:20 PM – 2:50 PM
(Room 602)**

INCORPORATING ASSISTIVE WRITING TOOLS INTO AUTONOMOUS MUTUAL LEARNING OF ENGLISH

[Practice (Tertiary)]

Yasunari Harada, Waseda University, Japan

Recent developments of deep learning algorithms leading to fundamental improvements of machine translation and generative AI tools are seriously affecting English language education. While many teachers and institutions try to discourage students from using such tools when working on assignments and homework, some others are allowing or promoting students to actively utilize such tools. Activities in the authors' classes are designed to help improve students' writing proficiency, on the one hand, and enhance their senses of belongings, on the other. Each 90-minute session starts with oral interactions as warm-up for essay writing, followed by composition (week X) and peer-reviews and evaluations for revisions (week X plus 1). At the end of the school year, participants can finish writing 500-word essays in 45 minutes and their CEFR levels as measured by Versant Writing Test improve from A2-B1 to B1-B2. However, the quality of the resulting English sentences have much room for improvement, of which we focus on one: when adjectives are used, the choices may not be proper, as in "a big accident" as compared to "a serious accident" or "a fatal accident." We are incorporating use of software tools being developed and improved at National Tsing Hua University in Taiwan, which help students to grasp differences in choices among particular adjectives preceding a particular noun, among other things. We will show what these assistive tools can do and discuss how use of such tools might help students come up with better essays in an autonomous mutual learning environment.

PARALLEL SPEAKER 80

**Tuesday, 12 March 2024
2:20 PM – 2:50 PM
(Room 603)**

CONSTRUCTING POLICIES ON USE OF AI TOOLS IN LANGUAGE EDUCATION: CONSIDERING CHATGPT AS A COLLABORATOR

[Practice (Tertiary)]

Ralph Rose, Waseda University, Japan

AI tools have made ground-breaking advances in recent years. For example, OpenAI's ChatGPT provides a chat interface to a large language model, allowing human users to interact in (nearly) real-time with a natural-sounding agent, which also has access to a vast store of knowledge and can accomplish various language-based tasks in just a fraction of the time that users would need. This raises questions about the ethical use of these new AI tools in language learning programs (cf., Hockly, 2023) and many institutions are rushing to establish clear guidelines and policies for the use of these tools in academic contexts. In this talk, I review these issues and make the argument that rather than consider these new tools as digital tools more advanced than calculators and dictionaries, we recognize that these tools have likely crossed a new threshold in human-computer interaction (eg., see Gammelgaard et al 2023's evidence of model alignment with humans) and thus formulate policies thinking of these tools like human collaborators. With this approach (referred to here as "language models as collaborators" or LMAC), policies regarding collaboration with others (e.g., fellow students) can be more easily and predictably extended to address policies covering AI tool use. Some illustrative example cases will be discussed to show how the LMAC approach might be realized in different teaching or learning contexts. This talk would be of interest to those who serve on committees responsible for making program-wide policies and also to individuals making policy for a single classroom.

PARALLEL SPEAKER 81

**Tuesday, 12 March 2024
2:20 PM – 2:50 PM
(Room 604)**

CRITICAL THINKING STRATEGIES TO HARNESS THE POWER OF CHATGPT IN WRITING INSTRUCTION

[Practice (Tertiary)]

Santha Thanasingam, Critical Education Consulting 21, Singapore
Jason Widjaja, MSD (Merck), Singapore

The "invasion" of ChatGPT has impacted higher education since its widespread use among students and academics. The reactions to its use as many would agree, are mixed. On the one hand, there are those who fear significant risks to the accuracy of information because of the spread of dis- and mis-information, to the displacement of human skills, and to undermining educational rigour through widespread plagiarism. On the other, is the view on the potential of AI to augment human capabilities. This includes using AI as writing assistants by students and academics, virtual teaching assistants by medical faculty, support to the delivery of legal services in law and even as a means to improve second/foreign language teaching and assessments in education. The current presentation provides one such instance of the potential of AI to augment human capabilities. It discusses the evaluation of various qualities of written texts using a critical thinking framework in the context of study participants using ChatGPT to different extents, along a defined spectrum of ChatGPT-assisted writing modes. The second segment provides an in-depth discussion on how critical thinking strategies related to how participants leverage ChatGPT impact the quality and speed of writing. Elements explored include how to create effective prompts, different patterns of interactions between participant and ChatGPT, workflows used between human and AI, and the critical thinking elements underpinning the most successful combinations. The presentation concludes with critical thinking strategies for faculty and students to harness the use of AI to augment writing quality.

PARALLEL SPEAKER 82**Tuesday, 12 March 2024
2:20 PM – 2:50 PM
(Room 605)****CONTEXTUALIZING AND COMMUNICATING ABOUT ACADEMIC CONTENT: A READING-WRITING COMPONENT FOR NURSING STUDENTS**

[Practice (Tertiary)]

Peter Collins, Tokai University, Japan

Tertiary-level English for Professional Purposes (EPP) learners are expected to draw on both linguistic knowledge and communication skills to interact with academic content. Students at Japanese colleges and universities, however, generally find that their grammar-translation backgrounds stand in the way of their potential as EPP users (Collins & Suzuki, 2018). This workshop will present a three-stage interactive reading-writing component created for a first-year required Nursing Academic English course. This flexible component features supplementary articles on topics not covered in the textbook, for example, types of problem patients and cross-cultural issues nurses face (Ostman, 2022). Participants will experience Stages 1 and 2. In Stage 1, participant groups will identify the key content of an article and contextualize new vocabulary (Schmitt & Schmitt, 2020) with scaffolding provided by a graphic organizer (Parrish, 2018). In Stage 2, the groups will share what they have learned from part of the article. Participants will be invited to discuss how, in these stages, students are responsible not only for their own learning but for taking part in socially constructing the knowledge of their classroom community (Carter & Adkins, 2017). They will also see how, by Stage 3, students are empowered to write precisely and with a target audience in mind about the content of the article. Sample student writing outcomes will be shared illustrating the impact this component can have on EPP learners' ability to recycle target language as well as grasp, think critically about, and respond effectively to academic content they encounter.

PARALLEL SPEAKER 83**Tuesday, 12 March 2024
2:20 PM – 2:50 PM
(Room 807 Learning Space)****THE EFFECT OF PAUSE DURATION IN LISTENING MATERIALS FOR EFL LEARNERS**

[Research]

Kosuke Sugai, Kindai University, Japan

It is a common practice to modify the "speed" of the listening materials when learners find them difficult to comprehend. The speed of a spoken language, often referred to as the speech rate, is typically measured in words per minute (w/m) or syllables per minute (s/m). Speech rate can be further broken down into articulation rate (w/m, s/m), which measures only the articulated part of the speech, and pause duration. Previous studies have shown that a slower speech rate of listening materials can facilitate comprehension (Anderson-Hsieh & Koehler, 1988; Zhao, 1997), while others have highlighted the effects of pause frequency and duration (Blau, 1990; Kohno, 1998). Sugai, Yamane, and Kanzaki (2016) found that longer pauses (450 ms) facilitated the listening comprehension of lower intermediate EFL learners, while a slower articulation rate did not necessarily have a positive effect on comprehension. Building upon this study, I conducted an experiment to elucidate the pause-proficiency interaction. Participants listened to passages with varied durations of pauses, and they were subsequently asked to answer questions about the passages. The analysis of the results considers proficiency and pause duration as independent factors, and the score of listening comprehension as the dependent factor. The result shows the effect of embedded pause duration differs depending on the learner's listening proficiency.

PARALLEL SPEAKER 84**Tuesday, 12 March 2024
2:20 PM – 2:50 PM
(Level 4 Makerspace)****THE REFLECTION OF ENGLISH TEACHERS' SENSE OF SELF AND AGENCY IN DIGITAL ERA**

[Research]

Desmaizayatri Desmaizayatri, Time Language Centre, Indonesia

Literature on English Language Teaching (ELT) particularly on ELT curriculum in Indonesia suggests a paradigm shift in the role of teachers from being a curriculum implementer to becoming a curriculum developer or curriculum maker. The rapid advancement of information and technology has opened a wider opportunity for English teachers to be the master of their own classroom. On the one hand, this paradigm

shift is promising to end the extensive search for more appropriate curriculum, but on the other hand, the status quo of teachers as curriculum implementers and the top-down policy are steadily dominating many aspects of national life with no exception in educational field. To understand how English teachers cope with the binary of challenges and opportunities, it is pivotal to examine their sense of self and agency in addressing the curriculum mandate. By using qualitative research approach and sociocultural perspectives as the theoretical lens, this paper examines the perspectives of EFL (English as a Foreign Language) teachers in Padang, West Sumatra province, Indonesia, on how they negotiate their practices and ELT curriculum guidelines within their contexts in this digital era. The findings indicate that teachers' sense of self and agency are intertwined, influenced by the context and mediated by the interaction amongst teachers, tools, and structures of social settings. It is also found that teachers play a significant role in the classroom and beyond, in which technology sophistication is positioned as a tool with its finest function under human control.

INVITED SPEAKERS

INVITED SPEAKER 9

**Tuesday, 12 March, 2024
3:30 PM – 4:20 PM
(Auditorium)**

THE FUTURE OF ENGLISH LANGUAGE LEARNING SYSTEMS: THE SUM OF MANY PARTS

[Research]

Mina Patel, British Council, United Kingdom

We are living through a period where the pace of change seems relentless and nowhere is this more evident than in how the world communicates. For a global language like English, this brings opportunities and challenges, especially in the use and the teaching of the English language. For policy makers, educators and testers, there is an opportunity to consider what English language learning systems might, and could, look like in the future. This raises a difficult and necessary question about how these future learning systems might work effectively to support learners with the competencies they need to succeed in life. The British Council's recent publication, *The Future of English: Global Perspectives* (Patel et al, 2023) identified eight thematic areas that are likely to have a major impact on the future of English. Though the eight areas will resonate differently in different contexts, depending on national priorities, policies and available resources, there are common threads such as the critical role of education policies and the range of stakeholders involved that connect all of them. Using the Comprehensive Learning System (O'Sullivan, 2020) as a framework, and based on our findings, this presentation will firstly explore the components that could shape an English language learning system of the future. Secondly, it will look at the system from the perspective of different stakeholders and what is required for them to contribute meaningfully and function both independently and interdependently within the system in order for the system to be constructive and useful.

INVITED SPEAKER 10

**Tuesday, 12 March, 2024
3:30 PM – 4:20 PM
(Rooms 506/507/508)**

DIGITAL WELLBEING FOR LANGUAGE LEARNERS & TEACHERS

[Research]

Hayo Reinders, Anaheim University, New Zealand

With ever more aspects of our (professional) lives being mediated through technology, it is increasingly important that we identify where technology is having a negative impact on our own and our learners' wellbeing. In addition to widely-held concerns about privacy and security, in the last two years teachers have experienced such challenges as digital distraction, digital disorder and digital disarray (Hanin, 2021), adding a significant burden to workload and job satisfaction. However, despite its serious drawbacks, the negative influences of technology can be managed. The field of 'positive computing', for example, has a number of important insights into how we can raise our awareness of our own and others' practices and how we can work towards 'digital wellbeing'. In this practical talk I will share some of these insights and offer practical suggestions for how teachers can integrate notions of wellbeing into their own and their communities' digital lives.

PANEL DISCUSSION 2

Tuesday, 12 March 2024
4:30 PM – 5:10 PM
(Auditorium)

PANEL TOPIC: Future-Proofing Language Education: Human Values, Digital Tools, and Innovative Strategies

Panellists: Mina Patel, Hayo Reinders, Christoph Hafner, Tatsuya Nakata, David Gerlach
Moderator: Marie Yeo

PROGRAMME

WEDNESDAY, 13 MARCH

INVITED SPEAKERS

INVITED SPEAKER 11

Wednesday, 13 March 2024
9:00 AM – 9:50 AM
(Auditorium)

WITHER LANGUAGE TEACHING? REBALANCING WHAT MATTERS IN ELT IN THE AGE OF AI

[Research]

Csilla Weninger, National Institute of Education, Singapore

The rapid development of AI technology and the resulting array of ever-powerful consumer tools has simultaneously wowed, stunned, scared and energized language teachers over the past year. Understandably so: these new technologies seem to have called into question foundational concepts and values of our profession. When writing is largely automated, when beautifully designed multimodal webpages literally unroll based on a few prompts, when we can appear in a video speaking fluently in a language we don't know, what is the role of language teachers/teaching? This talk attempts to answer this question and provide suggestions for ELT practice in the age of AI. As a start, I argue that once and for all, we have to relinquish the idea of developing language skills in a social vacuum; classroom language learning must be situated in relation to things that matter to students, to the community, to the world. I then discuss three aspects of language education that can help us achieve this: imagination, ethics and futures-thinking. While these have historically received very little emphasis within language teaching, I argue that they must become cornerstones of our language classroom pedagogy as we learn to co-exist with AI-systems.

INVITED SPEAKER 12

Wednesday, 13 March 2024
9:00 AM – 9:50 AM
(Rooms 506/507/508)

THE TRANSFORMATIVE POTENTIAL OF DIALOGUE IN EDUCATION: HOW DOES ELT MEASURE UP?

[Research]

Jonathan Newton, Victoria University of Wellington, New Zealand

In these times of rapid technological change, we run the risk of overlooking a simple yet profoundly important ingredient in classroom learning; the teachers' discursive skills in fostering engagement and community in the classroom (in-person or on-line). In this talk I explore this topic, drawing from my research on task-based learning and that of my PhD students. I focus on themes of (dis)empowerment, feedback, agency, and shared responsibility, and provide illustrative cases of dialogic teaching from primary, secondary and tertiary English language classrooms in Asia. As I will argue, dialog has the potential to stimulate thinking, strengthen learning, increase engagement, and foster democratic participation. However, for this potential to be realized language teachers need strategies for helping learners use dialogue as a deep learning environment and not just for ritualistic practice of linguistic structures. More than ever, we need English language teachers who are skilled at using talk for learning.

PARALLEL SESSIONS

PARALLEL SPEAKER 85

Wednesday, 13 March 2024
10:30 AM – 11:00 AM
(Tanglin Room 1)

CO-CONSTRUCTED RUBRICS IN EFL PEER ASSESSMENT: IMPACT ON EMOTIONS AND PERFORMANCE

[Research]

April Zhang, Macau University of Science and Technology, Macau

The integration of co-constructed rubrics (CCR) and peer assessment (PA) is a significant focus within English as a Foreign Language (EFL) education, particularly in Chinese higher education. This study examines the interplay between these approaches and their impact on language learning performance, student perceptions, and co-regulation. Conducted over two 15-week terms with 57 first-year EFL students in Macau SAR, China, the mixed-method research reveals that CCR enhances EFL assessment performance and consistency. Students demonstrate increased comfort, confidence, and engagement in language learning through CCR involvement. Notably, relaxation, as new emerged low-arousal emotion, interpreted as Peace of Mind that attributed to Chinese culture, highlights its significance in future rubric and PA research. CCR augments co-regulation and strengthens student relationships, fostering ownership of not only language learning, but more importantly language assessment. The positive effects of CCR stem from meaningful engagement of rubric discussions and active use of it. This study contributes empirical data to academic performance enhancement, broadening the scope of rubric-related research in student-led assessment, and expanding understanding of rubric co-construction and peer assessment, previously under-researched areas.

PARALLEL SPEAKER 86

Wednesday, 13 March 2024
10:30 AM – 11:00 AM
(Tanglin Room 2)

COLLABOWRITE: THE SYNERGY OF AI AND EFL COLLABORATIVE WRITING

[Research]

Nicolas Emerson, Kyushu Sangyo University, Japan

In today's evolving educational landscape, the intersection of artificial intelligence (AI) and pedagogy is profoundly transforming traditional teaching methods. UNESCO (2019) underscores AI's potential to enhance personalization, elevate learning outcomes, and foster collaborative spaces. Yet there's a distinct lack of research on AI's efficacy in the English as a foreign language (EFL) context (Jiang, 2022). Collaborative writing, recognized for its pedagogical value in second language education (Storch, 2013), is a promising domain for AI-driven innovations. "Collabowrite," a custom web application tailored for EFL within Japanese higher education, invites students to engage with the platform on their personal devices, collaboratively crafting narratives in a chat-like interface, while receiving real-time grammatical guidance in their native Japanese. Utilizing Application Programming Interface (API) calls from select commercial AI providers, Collabowrite offers innovative features such as content moderation, story summarization, artwork generation, and voice synthesis, harmoniously aligning AI functionalities with pedagogical goals to enrich the learning experience. In this presentation, we will share preliminary findings from an ongoing design-based research project indicating elevated student engagement in writing tasks and a rise in grammatical complexity of sentences. We will discuss AI-mediated corrective feedback, its assessed accuracy, our rationale for prompt development, and optimization of AI responses. Additionally, participants will be immersed in a detailed walkthrough of Collabowrite's features, complemented by a preview of upcoming enhancements. Join us to explore the potential of AI in amplifying collaborative writing within EFL contexts. Note: Collabowrite is developed exclusively for academic research and is not intended for commercial use.

PARALLEL SPEAKER 87

**Wednesday, 13 March 2024
10:30 AM – 11:00 AM
(Room 501)**

RE-HUMANIZING LANGUAGE TEACHER EDUCATION THROUGH AN INTERNATIONAL PRACTICUM
[Research]

Betsy Gilliland, University of Hawaii Manoa, United States of America

Learning to teach challenges most novice educators, but learning to teach in a new context can challenge even experienced professionals. In the globalized post-pandemic world, language teachers need greater sensitivity to their students' cultural and educational backgrounds in order to determine appropriate approaches to shaping curriculum and assessment. This paper reports on teacher-learners (TLs) participating in a two-month teaching practicum at a Thai university. TLs were both experienced and novice language teachers of many different nationalities and language backgrounds in master's and doctoral study at a US university. During the elective teaching practicum (taught by the presenter), TLs designed and taught English for Academic Purposes curriculum for Thai undergraduate students. They also participated in graduate-level courses on reflective teaching and classroom action research. The author documented the TLs' experiences through observations of their teaching, audio recordings of course discussions and observation debriefs, TLs' coursework and teaching journals, and interviews with TLs during and after the practicum. Qualitative analyses reveal that all TLs regardless of prior teaching experience recognized contextual challenges of addressing their Thai students' learning needs; novice TLs found value in mentoring from their more experienced TL classmates; and non-native English speaking TLs discovered value in their own language-learning trajectories. I argue that Thailand as a new teaching context for these TLs pushed them to new reaches of creativity and innovation in their teaching, and the immersive nature of the practicum experience re-humanized their perspectives on what it means to be a language teacher in the 21st century.

PARALLEL SPEAKER 88

**Wednesday, 13 March 2024
10:30 AM – 11:00 AM
(Room 502)**

A VALIDITY ANALYSIS OF AN INSTRUMENT FOR MEASURING RETENTION IN AN EMI PROGRAM
[Research]

Sawako Matsugu, Meiji University, Japan
James Carpenter, Tsurumi University, Japan

English Medium Instruction (EMI) programs, where courses are offered in English, are increasing in Japanese universities (Hino, 2017). There are many benefits to such programs, however, the uneven quality of instruction and the relationship between domestic and international students (e.g., Hisang-Ning et al., 2017) create challenges for student retention. Preliminary evidence suggests that English proficiency and self-motivation are important predictors of success in an EMI program overall (e.g., Staub, 2022). Whereas student retention rates in EMI programs have not yet been systematically evaluated, there is evidence that a combination of factors are detrimental to university student retention in general; for example, gender, standardized test scores, conscientiousness, and affectivity have been shown to predict retention among American undergraduates (Alarcon & Edwards, 2013). Similarly, high school and first semester at university GPA have long been used as a predictor of retention (e.g., Mutaugh, et al., 1999). In this presentation, we will explain the results of a validity analysis of an instrument for measuring variables related to retention piloted at an EMI program in Japan. The variables are: (1) high school GPA, (2) first semester at university GPA, (3) gender, (4) TOEIC scores, (5) conscientiousness, (6) affectivity, and (7) self-motivation. We will present the results of two analyses: A factor analysis to identify sources of variance post hoc, that is, to confirm whether constructs such as affectivity vary independently from other constructs such as self-motivation; and a Rasch analysis using the Winsteps program to determine if these a priori subconstructs represent separate, latent traits.

PARALLEL SPEAKER 89**Wednesday, 13 March 2024
10:30 AM – 11:00 AM
(Room 503)****ENGLISH LANGUAGE TEACHING AND LEARNING IN THE AGE OF AI**

[Research]

Takako Inada, Japan University of Health Sciences, Japan

With the evolution of AI in recent years, methods of learning using AI have been adopted in education. This mixed-methods cross-sectional study examines what kind of students perform better in a student-centered language learning system in a university communicative English classroom, and how these students perceive the system. 108 EFL freshmen from four classes completed a 5-point Likert scale questionnaire measuring foreign language classroom anxiety (FLCA), foreign language enjoyment (FLE), motivation, and confidence. In addition, at the end of the semester, students wrote an essay about how they feel about this system in class. A multiple regression analysis of the questionnaire found that students who were highly motivated, confident, and enjoyed class performed better. A qualitative analysis of the essays showed that autonomy, zone of proximal development, FLCA, FLE, high proficiency, motivation, and individual differences were closely related to each other. Students believe AI-based active learning is effective in fostering creativity, autonomy, motivation and enjoyment. By exchanging opinions and learning about each other's thoughts through pair/group work, students can broaden their horizons and gain intellectual stimulation. Working with classmates reduces anxiety and improves concentration and class attendance. However, this system is not suitable for students who lack autonomy and motivation, and there are advantages and disadvantages depending on individual differences. Some teachers are worried that Chat GPT will answer all the questions students want to know, and that it won't lead to learning. However, that does not matter if it won't be used for testing or submitting reports.

PARALLEL SPEAKER 90**Wednesday, 13 March 2024
10:30 AM – 11:00 AM
(Room 504)****FORMATIVE ASSESSMENT FOR LEARNING HOW TO LEARN: A CASE STUDY OF VIETNAMESE TERTIARY STUDENTS**

[Research]

Phuong Cao, Hanoi National University of Education, Vietnam

Formative assessment has received global scholarly interests and policy endorsement (Leung & Mohan, 2004). In the Vietnamese context, formative assessment has not been widely implemented by educators (Cao, 2023), though it is considered a powerful learning tool for developing the learner's self-regulated learning skills (Xiao & Yang, 2019). This presentation first provides the findings of an exploratory study of the types of formative assessment practices that university first-year students in Vietnam had experienced. It then further discusses the degree of formative assessment practices currently being adopted from participants' perspectives and the extent to which students have developed their self-regulated learning skills. Data collected mainly through semi-structured interviews with participants to capture their experiences of formative assessment practices and their connection to the development of participants' self-regulated learning skills. The presentation also recommends that formative assessment tools be increasingly implemented more formative assessment practices and explicit instruction of self-regulated learning skills in this context.

PARALLEL SPEAKER 91**Wednesday, 13 March 2024
10:30 AM – 11:00 AM
(Rooms 506/507/508)****RELATIONSHIPS AMONG ENGAGEMENT, PRACTICE, AND MOTIVATION IN JUNIOR HIGH SCHOOL STUDENTS: AN ANALYSIS USING SEM**

[Research]

Shunsuke Kamemoto, Meiji University, Japan
Akiko Okunuki, Meiji University, Japan
Hinako Nakamura, Meiji University, Japan

Student engagement is considered as "the holy grail of learning (Sinatra et al., 2015, p. 1)". It has been recognized as a key concept for improving academic performance. Studies in this area have revealed that

student engagement is closely linked to its peripheral factors, such as language learning motivation and out-of-class self-directed learning. However, very few studies have investigated the causal relationships among those factors and engagement sub-components such as behavioral, cognitive, emotional, and social dimensions in the context of language learning. Therefore, we examined process models among engagement dimensions and some peripheral factors in student language learning. 390 Japanese junior high school students who studied English as a foreign language participated and completed a questionnaire designed to assess individual characteristics (i.e., engagement dimensions in language learning, out-of-class study time, and the ideal L2 self). As a result of examining multiple models using Structural Equation Modeling (SEM), a model showed the highest goodness of fit ($\chi^2 = 482.511$, $df = 162$, $CFI = .939$, $TLI = .920$, $RMSEA = .71$): The standardized coefficient from behavioral engagement to out-of-class learning was .63, and from cognitive and emotional engagement to ideal L2 self, they were .29 and .46, respectively, while social engagement had little impact on these outcomes. Although all engagement dimensions had high correlations with each other, they did not predict a single peripheral factor together. Our finding clarifies the role of dimensions of engagement that may form students' practice and motivation in the junior high school language learning context.

PARALLEL SPEAKER 92

**Wednesday, 13 March 2024
10:30 AM – 11:00 AM
(Room 601)**

**VARYING EFFECTS OF WRITTEN CORRECTIVE FEEDBACK ON ACCURACY DEVELOPMENT
ACCORDING TO TARGET GRAMMATICAL FEATURES**

[Research]

Akihiko Sumida, Nihon University, Japan

This study presents a synthesis of two research studies on written corrective feedback (WCF) conducted by the author. The research aimed to compare the impact of focused/targeted WCF and unfocused/comprehensive WCF on the accuracy development of learners with different proficiency and various target grammatical features. Participants were divided into groups by the WCF type: the focused WCF group, which received feedback only on errors related to the target grammatical features, and the comprehensive WCF group, which received feedback on all errors in their writing. The target grammatical features consist of two types: those that require learners to focus on both meaning and form while writing, such as sentence structure and prepositions, and those that only require learners to focus on forms, such as verb tense and noun endings. The first study involved beginner-level students and the second focused on lower-intermediate learners. Participants were enrolled in writing courses offered by universities in Japan during a 15-week semester. The findings showed that the impact of the feedback varied depending on the target grammatical features. Pretest-posttest comparisons revealed advantageous effects of focused WCF over comprehensive WCF for the grammatical features that require learners to consider the meaning of the word or phrase. In contrast, there were no WCF-type effects on the accuracy of the features concerned solely with their forms. This study contributes to the identification of grammar features that need specific corrective feedback to enhance accuracy development.

PARALLEL SPEAKER 93

**Wednesday, 13 March 2024
10:30 AM – 11:00 AM
(Room 602)**

FINDING A BALANCE: THE USE OF TECHNOLOGY IN STUDENT WRITING

[Practice (Tertiary)]

Christopher Valvona, Okinawa Christian University, Japan

The ever-increasing accuracy of online translation platforms as well as the availability and utility of AI software undoubtedly have considerable implications for language teaching, with educators now trying to find the correct balance between allowing students to make the most of available tools while avoiding total reliance on them to the detriment of actual language acquisition. This presentation will report on a collaborative email project undertaken among students at three universities in different parts of Japan. One goal of the project was to provide an opportunity for students to enjoy writing in English without the pressure of being assessed on their output. However, a post-project survey revealed data that have implications for future delivery of such projects and language teaching in general. In particular, the percentage of students who readily stated that they used a translation app or other online tool (though, encouragingly, not ChatGPT) to write their emails was noteworthy and particularly relevant for teachers in charge of writing classes or projects. This presentation will outline details of the email project and present the results of the post-project survey. Following this, the presenter will discuss whether the current generation of college students believes use of

AI and machine translation to be inappropriate or a form of 'cheating.' After considering the relative pros and cons of (forbidding) use of various online platforms, there will be discussion of implications for language education and future collaborative exchange projects.

PARALLEL SPEAKER 94

**Wednesday, 13 March 2024
10:30 AM – 11:00 AM
(Room 603)**

EXPLORING THE LANGUAGE INSTRUCTORS' EXPERIENCES AND THEIR PRACTICES

[Practice (Tertiary)]

Mizuka Tsukamoto, Ritsumeikan University, Japan

Not all instructors in Japanese Higher Education Institutions (HEI) that teach language have entered the field with aspirations, and some have "accidentally" landed in their positions. Therefore, they may have started their careers without academic background in language teaching, education, or relevant training. Hattie (2003) mentions the influence of teachers' practices on students' learning; hence, it is important to explore how such instructors teach their classes. The presenter will first introduce the two concepts that frame this study. It will be followed by the narratives shared by three participants collected through semi-structured interviews. These include stories of their experience as language learners and the journeys of language teaching, including challenges they have faced as well as how the participants found their non-language-teaching background might have helped them in the classrooms. How were their challenges mitigated? How could they have been avoided? Although the data were collected from EFL instructors in Japanese HEIs, the discussion will address a wider population of EFL instructors, including those who are new to teaching in ELT programmes, even with relevant academic backgrounds or training. It is hoped that exploring this field will provide insights into the overall improvement of ELT.

PARALLEL SPEAKER 95

**Wednesday, 13 March 2024
10:30 AM – 11:00 AM
(Room 604)**

RE-CONCEPTUALIZING TEST VALIDATION THROUGH RASCH ANALYSIS

[Practice (Tertiary)]

John Rylander, Kyoto University, Japan
Tim Stewart, Kyoto University, Japan

This presentation highlights how Rasch analysis led to a reconceptualization of test validation practices by a team of educators and informed their curriculum development. When designing curriculum-based assessments, educators must consider how best to account for instrument validity, reliability, and, ultimately, fairness in scoring learners. Though standardized scores are necessary to effectively measure learner performance, a reliance on raw score reporting remains commonplace. Rasch analytic methods provide an interval-level avenue for assessment designers to inspect item difficulty and person ability for a given trait. The presenters will describe the first-year university population ($n=2820$) involved in the research and explain the required academic writing-listening course in which they were enrolled. Next, we will provide a general description of the Rasch analytic methods (Winsteps) and report on the equating procedures employed to combine multiple test versions administered across an academic semester. Test security is a common concern when assessing sizable cohorts, and in the context reported classes received one of six versions of four listening tests, each composed of 12 questions ($k=216$). Follow-up Bayesian independent samples t -tests (JASP) were conducted to investigate item-type difficulty for questions measuring listening comprehension and knowledge of academic vocabulary. A summary of the results concludes the presentation. Firstly, results reveal significant differences in item difficulty for listening questions taken directly from learning materials when compared to questions presented only in test form. Secondly, there is evidence of significant differences in item difficulty for questions measuring learner productive and receptive knowledge of academic lexical items.

PARALLEL SPEAKER 96**Wednesday, 13 March 2024
10:30 AM – 11:00 AM
(Room 605)****STUDENT TEACHERS' ATTITUDES TOWARD AND PERCEPTIONS OF LEARNER ENGAGEMENT IN VIRTUAL REALITY ORAL TASKS**

[Practice (Tertiary)]

Xuyan Qiu, The Hong Kong Polytechnic University, Hong Kong

Learner engagement is vital for successful second language (L2) learning, but its role in interactive oral tasks has been underexplored. In this study, student teachers' knowledge of learner engagement in interactive oral tasks and their attitudes toward and perceptions of L2 learner engagement in immersive and non-immersive virtual reality (VR) oral tasks were explored. Twenty-six student teachers from a master's programme in English language teaching at a Hong Kong university were interviewed. They were asked to define learner engagement in task performance, comment on the engagement levels of two L2 learners performing three tasks, share their attitudes toward and perceptions of VR tasks, design their own VR tasks, and critically reflect on their task design. The findings indicated that teacher students' own theories of learner engagement mainly focused on the behavioural, cognitive, and emotional aspects of engagement, whereas the social dimension was neglected. They also perceived that an engaging task should include a familiar and relevant topic, provide attractive visual aids catering to learners' different learning styles, and fit in with learners' language proficiency and cognitive development. Game-like VR tasks with convergent outcomes can trigger learners' interest and engage them in task performance. Though holding positive attitudes toward engaging L2 learners with immersive VR tasks, the participants had insufficient knowledge to design engaging VR tasks and lacked confidence in their abilities to implement VR tasks. The findings reveal teacher students' needs to expand their knowledge about learner engagement and develop digital literacy to integrate VR into their L2 teaching.

PARALLEL SPEAKER 98**Wednesday, 13 March 2024
10:30 AM – 11:00 AM
(Level 4 Makerspace)****CONVENTIONAL LANGUAGE PROFICIENCY ASSESSMENT VERSUS BRAIN ACTIVATION AND EYE-TRACKING MEASURES**

[Research]

Hideyuki Taura, Ritsumeikan University, Japan

Language proficiency assessment has conventionally targeted language learners' performance based on such aspects as complexity, accuracy, fluency, and vocabulary. Meanwhile, the last 2 decades have witnessed a rapid advancement in technology, which enables linguists to obtain psycho-physiological data using fMRI, ERP, and eye-tracking data alongside linguistic data. To date, however, there has been scant research reporting on both aspects of a language learners' performance, that is, the inclusion of linguistic and psycho-physiological data. The present study attempts to fill the gap by collecting both linguistic and psycho-physiological data and examining the correlation between them. Two early Japanese-English bilinguals participated in this study. For linguistic analysis, spontaneous narrative and written data were collected, by using 'Frog, where are you?' (Mayer, 1969) and the Test of Written Languages III (Hammill and Larsen, 1996), respectively. For the psycho-physiological analysis, fNIRS, ERP, and eye-tracking data were collected while the participants engaged in four tasks: i) oral and written consecutive interpretation ii) Garden Path sentence comprehension iii) a verbal fluency task and iv) a bilingual Stroop test. The preliminary analysis revealed the possibility of brain activation data being a precursor to linguistic changes in either language progression or regression. The full results are discussed in terms of similarities and differences between the two types of data measurements.

PARALLEL SESSIONS

PARALLEL SPEAKER 99

Wednesday, 13 March 2024

11:10 AM – 11:40 AM

(Tanglin Room 1)

ON THE PROMISE OF USING ARTIFICIAL INTELLIGENCE IN TEACHING ENGLISH AS A GLOBAL LANGUAGE

[Research]

Alfred Weng Tat Lo, University of Oxford, United Kingdom

With the exponential growth of artificial intelligence (AI) capabilities, there has been enthusiastic discussion of leveraging these technologies for innovations in English language teaching and learning. In particular, natural language processing (NLP) advances have enabled AI to generate synthesised speech mimicking global accents. As English continues growing internationally, developing students' awareness of diverse Englishes has become an educational priority. However, current teaching materials and activities often focus on native-speaking English and lack sufficient inclusion of varied accents and varieties. Additionally, teachers face challenges finding abundant authentic audio representing global Englishes. This study investigates using AI-generated speech to raise students' accent awareness of Global Englishes. Classroom observations, reflective journals, and interviews examined Chinese high school students' learning experiences by listening and interacting with the AI-produced global accent samples during English lessons. Findings revealed students gained appreciation that English has diverse voices, but still viewed AI as insufficiently replicating nuanced human speech. Students identified limitations and biases in AI samples potentially reinforcing accent discrimination. However, they believe AI's potential to gradually improve and positively shift attitudes through repeated exposure. This study provides implications for enhancing AI speech synthesis quality and representativeness for teaching English internationally. Guidance is offered for educators in thoughtfully incorporating AI while mitigating bias risks. Priorities are proposed for stakeholders to collaborate in realising AI's potential while overcoming challenges on the journey towards preparing learners for global English communication.

PARALLEL SPEAKER 100

Wednesday, 13 March 2024

11:10 AM – 11:40 AM

(Tanglin Room 2)

COLLEGE EFL INSTRUCTORS' PERCEPTION OF SELF-DIRECTED LEARNING: INDIVIDUAL LEARNING OR COLLABORATIVE LEARNING?

[Research]

Yingxuan Li, Guangxi Normal University, China
John Liang, New York University Shanghai, China

As a field of inquiry, self-directed learning (SDL) or autonomous learning has received substantial instructional attention in higher education. During the pandemic, when traditional classroom learning had to give way to blended and online learning, many college EFL instructors naturally emphasized the importance of SDL and implemented what they believed to be autonomous learning. This study investigates how Chinese college EFL instructors define SDL in blended, online learning, specifically, what they believe about SDL and how it is implemented in the classroom. Fifteen college EFL instructors from a public university in southern China who have taught blended, online classes participated in semi-structured interviews with the presenters. Their verbal reports were then analyzed using the Ground Theory method. The findings reveal that although most EFL instructors emphasized free action, authenticity, deliberation, and reflection as part of their perception of SDL, few recognized collaboration as an essential element of successful autonomous learning, equating SDL as self-study entirely on the individual basis or in separation from others. In discussing current literature on learner autonomy, the presenters contend that both independent and networked, collaborative learning should be emphasized in the conception of self-directed learning. Pedagogical implications for blended, online classrooms will also be discussed.

PARALLEL SPEAKER 101**Wednesday, 13 March 2024
11:10 AM – 11:40 AM
(Room 501)****DECIPHERING SPOKEN EMOTIONAL CUES IN MASKED COMMUNICATION: AN EYE-TRACKING STUDY ON JAPANESE MEDICAL STUDENTS**

[Research]

Marcellus Nealy, Juntendo University, Japan

During the coronavirus pandemic, the ubiquity of face masks presented a unique challenge to oral communication, particularly regarding the interpretation of emotional cues typically gleaned from facial expressions. Given the crucial role of emotion perception in medical settings, this research project aims to understand how Japanese medical students, as second language learners, gather information to comprehend spoken emotional cues when the speaker's mouth is covered. Using a virtual reality (VR) headset combined with eye-tracking technology, this study tracks the visual focal points of participants when exposed to spoken emotional cues in their second language. This approach provides real-time data on which facial features or areas participants prioritize when attempting to interpret emotion. Supplementing this data, participants also completed questionnaires to gather insights into their conscious strategies and perceived challenges in this context. The implications of this research are significant. As face masks continue to be a staple in healthcare settings, there's a pressing need for training methodologies that address these newfound challenges. By understanding how second language learners, specifically medical students, navigate this landscape, we can develop targeted training programs. These can emphasize alternative strategies for emotion perception, ensuring clear communication and empathy in patient interactions, even when facial cues are partially obscured.

PARALLEL SPEAKER 102**Wednesday, 13 March 2024
11:10 AM – 11:40 AM
(Room 502)****LINEAR DISTANCE, AGREEMENT ATTRACTION, AND WORKING MEMORY EFFECTS ON L2 ENGLISH SUBJECT-VERB AGREEMENT PROCESSING**

[Research]

Montira Berteau, Chulalongkorn University, Thailand
Nattama Pongpairoj, Chulalongkorn University, Thailand

This study reports a reading-time experiment examining the effects of linear distance, agreement attraction, and working memory (WM) on the online processing of English third-person singular subject-verb agreement by second language (L2) learners whose first language (L1) is Thai. Following the Linear Distance Hypothesis (Gibson, 1998, 2000), the study predicted that longer reading times (RTs) will be observed in the longer distance and the number feature mismatch contexts by low WM capacity L1 Thai learners. Sixty native speakers of English and 60 Thai-speaking L2 learners whose WM capacity will be determined by a reading span task will be recruited to participate in the study. The results of the pilot study with five low WM and three high WM capacity learners showed longer RTs at the critical regions, i.e., the main verb, and the spillover regions, i.e., the following adverb, in the complex subject noun phrase context (e.g., 'the tailor that made the suits'). The effects of agreement attraction were also observed as longer RTs were found in both the head-preverbal noun number mismatch conditions, i.e., the singular-plural condition (e.g., 'the puppy in the flowers') and the plural-singular condition (e.g., 'the butlers at the hotel'), in experimental items with the embedded prepositional phrases. WM capacity also appeared to play a role as low WM capacity learners displayed longer RTs than their high WM capacity counterparts. The preliminary results seemed to be in accordance with the prediction of the study.

PARALLEL SPEAKER 103

**Wednesday, 13 March 2024
11:10 AM – 11:40 AM
(Room 503)**

EXPLORING INTERACTIONAL COMPETENCE DEVELOPMENT THROUGH ENGLISH-MEDIUM INSTRUCTION: A TWO-YEAR LONGITUDINAL CASE STUDY IN JAPANESE CONTEXT

[Research]

Akiko Kiyota, Waseda University, Japan

This single-case study (Duff, 2008) spans over two years and six months, delving into the development of interactional competence in one focal participant through her involvement in a seminar class community at a leading university in Japan. The selection of this participant as a case stemmed from her initial struggles in engaging in group discussions during her second year in EMI courses. However, by the time of her graduation, she had progressed to a point where she felt content with her ability to partake in discussions. The study collected the participant's classroom interaction data, weekly reflective journals (e.g., Barkhuizen, 2013), interview data every six months (Brinkmann & Kvale, 2015), and the researcher's participant observation notes (Emerson et al., 2011). The interaction data reveals her development of interactional competence, marked by structural and qualitative changes at various stages: her struggle in other classes before joining the seminar, her utterances being scaffolded by senior members in her first year, and eventually her taking the lead in group discussions during her final year. The reflective journals and interviews provide insights into the participant's self-positioning and emotions, her content familiarity, and learning experiences. Crucial to her development was the supportive seminar community, as depicted in the ethnographic fieldnotes. This study enhances our understanding of second language (L2) interactional competence development in an English-as-a-foreign-language context, shedding light on the significance of a supportive L2-use community and the presence of role-models with effective interactional skills, accommodating less-proficient members.

PARALLEL SPEAKER 104

**Wednesday, 13 March 2024
11:10 AM – 11:40 AM
(Room 504)**

MEDIATING THEORY INTO PRACTICE IN EDUCATION 5.0: RESEARCHERS AND PRACTITIONERS AS COLLABORATING EPISTEMIC ARBITERS

[Research]

Denchai Prabjandee, Burapha University, Thailand
Kristof Savski, Prince of Songkla University, Thailand

A significant challenge for initiatives to strengthen the links between academic research and educational practice is the past-paced, competitive nature of contemporary neoliberal academia, where researchers are driven to produce widely relevant novel ideas at a fast pace in order to complete effectively against others. This poses significant challenges for practitioners, particularly teachers, whose workplace practices may appear to rapidly fall out of touch with 'cutting-edge' scholarship, and whose situated knowledge may by extension become devalued. In this article, we will propose the notion of epistemic arbitership as a collaborative subject position for applied linguists and practitioners, seeing the dialogue between them as one through which new ideas proposed in scholarship are mediated into professional practices in specific settings. Such mediation is, by necessity, a critical and reflective process in which knowledge is up- and down-scaled, re-interpreted and transformed, and in which the voices of practitioners are amplified vis-à-vis 'cutting-edge' scholarly research. This presentation will draw on data obtained through an ongoing project to develop practitioner-friendly materials for Global Englishes Language Teaching (GELT) in dialogue with secondary-level teachers in a district of central Thailand. Through analysis of interviews, meetings and classroom observation, we will discuss how GELT, a scholarly stream aimed at achieving practical transformation but thus far with limited impact beyond academia, was mediated into classroom practices through collaborative epistemic arbitership around the development of the materials.

PARALLEL SPEAKER 105

**Wednesday, 13 March 2024
11:10 AM – 11:40 AM
(Rooms 506/507/508)**

THE EFFECTS OF MOTIVATION TYPES ON L2 SHADOWING PERFORMANCES AND OVERALL PROFICIENCY

[Research]

Alfonsius Andre Novena, Soka University, Japan
Yutaka Yamauchi, Soka University, Japan

Shadowing is regarded as an effective practice to help L2 learners to improve listening and speaking skills and overall proficiency. Motivation types such as intrinsic and extrinsic motivation are reported to influence language activities such as shadowing. However, few studies have been conducted regarding which motivation type is more influential on overall proficiencies and shadowing performances. In this study, an experiment was conducted to clarify the relationship between motivation types, shadowing performances, and overall proficiency. A total of 42 EFL learners took two tests: a shadowing test and TOEIC. In the shadowing test, participants listened to and orally reproduced English passages simultaneously. Shadowed utterances were recorded and evaluated based on the ratio of words correctly reproduced. In addition, the participants answered five-point Likert scale questionnaires designed to identify their motivation types. The results showed that learners with intrinsic motivation had a higher mean TOEIC score ($M=554.5$) than those with extrinsic motivation ($M=404.2$). This supported the prior study (Pae, 2008) reporting that learners with intrinsic motivation tend to possess higher proficiency. In the experimental result of this study, the correlation coefficient of shadowing scores with the degree of tendency of learners having intrinsic motivation ($r=.394$, $p=.01$) was found significantly higher than that with the degree of tendency of learners having extrinsic motivation ($r=.342$, $p=.027$). This suggests that fostering learners to have more intrinsic motivation should be emphasized, so that they can enhance L2 proficiency as well as immediate responding oral skills such as shadowing.

PARALLEL SPEAKER 106

**Wednesday, 13 March 2024
11:10 AM – 11:40 AM
(Room 601)**

L2 TEACHERS' BLENDED ASSESSMENT LITERACY: WHY, WHAT, AND HOW?

[Research]

Xiaoli Su, Sichuan International Studies University, China

Blended assessment has become the new normal in second language (L2) education, posing unique opportunities and challenges for L2 teachers. Teachers need to equip themselves with assessment literacy tailored to blended learning environments. Despite the prevalence and significance of blended assessment, there remains a dearth of research exploring L2 teachers' blended assessment literacy (L2 TBAL). Employing a synthesis approach (Jaakkola, 2020), this conceptual paper bridges this research gap by delving comprehensively into the "why," "what," and "how" aspects of L2 TBAL. In this synthesis, we adopted a scoping review of relevant studies, and Chan and Luk's (2022) four-dimensional framework was chosen as a guiding structure to categorize aspects into a framework, encompassing knowledge, attitude, practice, and socio-emotional management dimensions. This model can potentially serve as the basis for developing a scale, that could function both as a self-assessment tool for L2 teachers and as an evaluative instrument for L2 teacher training programs. It may enhance educators' competencies in effectively navigating the demands of blended assessment practices. In conclusion, the intricate landscape where blended assessment and technology converge, both presently and in the future, may be a blessing in disguise. The challenges for L2 teachers, though significant, act as catalysts for progress, innovation, and enhanced assessment approaches. With dedication, collaboration, and a forward-looking perspective, L2 teachers can harness the potential of digital technologies to amplify the benefits of blended assessment, ultimately fostering enriched language learning experiences and empowering learners for the future.

PARALLEL SPEAKER 107

**Wednesday, 13 March 2024
11:10 AM – 11:40 AM
(Room 602)**

A LEARNING DESIGN BASED ON MULTILITERACIES AND TRANSLANGUAGING FOR STUDENT AGENCY IN EFL CLASSES

[Practice (Tertiary)]

Sze Seau Lee Jill, Jiliang University, China
Jie Zhou, UCSI University, Malaysia

As a response to recent literature insights into student agency in the learning context of English as a foreign language (EFL), this paper proposes a learning design that is applicable and adaptable in EFL classes to support the development of student agency. Although empirical data indicates convincing benefits of student agency for academic achievement, cognitive development and socio-emotional experiences, there needs to be more systematic explorations of pedagogical designs for student agency as formal education has not attended to scaffolding student agency in class. We propose Learning Design as a methodological approach to guide teachers in exploring effective practices for facilitating the development of student agency in formal classes continuously and consistently. To address the practice and research gaps, we describe a learning design for student agency (LDTMP) in the EFL context which is based on pedagogy of multiliteracies and pedagogical translanguaging. Within the scope of Education 5.0, multiliteracies provides scaffolding in understanding and creating multimodal texts which are often technologically enhanced, while pedagogical translanguaging re-humanizes language teaching and learning by including multilingual resources of students. Although the context of study for developing LDTMP is situated among EFL students in Chinese higher education, by the end of this paper, a specific and adaptable learning design for student agency will be presented with a discussion of potential iterations in EFL classes.

PARALLEL SPEAKER 108

**Wednesday, 13 March 2024
11:10 AM – 11:40 AM
(Room 603)**

AN INVESTIGATION INTO LEARNER AUTONOMY AMONG ENGLISH MAJOR FRESHMEN

[Practice (Tertiary)]

Thach Thi Quyen, University of Science, Vietnam

Learner autonomy has been discussed in English language learning and teaching for four decades because it is commonly believed to yield positive outcomes for both teaching and learning. Hence, learner autonomy has become a long-term educational goal in many countries, including Vietnam. It is undeniable that a wide range of research on learner autonomy has been conducted in the Vietnamese context. However, the existing research primarily focuses on learners' perceptions and practices in classrooms as key influential factors for learner autonomy. Therefore, other aspects behind learner autonomy should be delved into. To address such a knowledge gap, the present study examines associations between external factors (i.e., teacher autonomy support, peer autonomy support, and social media) as well as internal factors (i.e., sense of responsibility and self-efficacy) and learner autonomy. Quantitative data were collected from a survey with the participation of 281 English major freshmen at the University of Social Sciences and Humanities (USSH). Results revealed that all factors had positive associations with learner autonomy. However, external factors had a greater influence on learner autonomy compared to their internal counterparts. There was no difference in learner autonomy among participants in terms of demographic attributes (i.e., gender, years of studying English, locations of high schools). Based on its findings, the present study recommends several pedagogical implications for different entities, including learners, teachers in English as a foreign language (EFL) classrooms, and associated stakeholders (e.g., educational policymakers and syllabus designers).

PARALLEL SPEAKER 109

**Wednesday, 13 March 2024
11:10 AM – 11:40 AM
(Room 604)**

**GENRE-BASED APPROACH TO ENHANCING SECONDARY STUDENTS' ENGLISH WRITING ABILITY
IN SCIENCE SUBJECTS**

[Practice (Secondary/High School)]

Jiaqi Xu, City University of Hong Kong, Hong Kong
Jack Pun, City University of Hong Kong, Hong Kong

Recent years have witnessed increasing attention toward science, technology, engineering, and mathematics (STEM) education in Hong Kong where many secondary-level schools adopt English medium instruction (EMI). However, it is questionable whether Hong Kong students can effectively integrate and apply their knowledge and skills through English in STEM writing. To address this research gap, this study conducts a genre-based approach to investigate and motivate Hong Kong secondary students' English writing ability in science-related subjects through the intervention of workshops and surveys. Specifically, this research project designed a genre-based STEM curriculum with teaching manuals, student handouts, and in-class PowerPoints, and organised a 12-week writing workshop, inviting approximately 600 participants from Grade 7 to 9 from nine governmental secondary schools in Hong Kong to complete a pre-workshop survey and a post-workshop survey to explore participants' changes in the self-evaluations of their science writing knowledge and strategies after the workshops. The results of pre-workshop and post-workshop surveys evidenced significantly positive changes in participants' English writing knowledge and skills in the context of science. Therefore, this study concludes that the genre-based learning approach can effectively facilitate secondary students' acquisition and development in scientific writing. In addition, students' and teachers' sense of achievement and confidence can also be increased through the genre-based learning process. Pedagogical implications on the strategies of science writing are also provided in this study for STEM educators and students.

PARALLEL SPEAKER 110

**Wednesday, 13 March 2024
11:10 AM – 11:40 AM
(Room 605)**

**RE-IMAGINING ONLINE LEARNING VIA MOOCS: CHALLENGES AND OPPORTUNITIES IN RE-
HUMANIZING LANGUAGE EDUCATION**

[Practice (Tertiary)]

Peter Mitchell, Majan University College, Oman

Within the last five years, higher education has seen a rapid expansion in the use of massive open online courses (MOOCs), creating previously unimaginable scalability and access to quality educational content, which many higher education institutions worldwide have elected to harness for various reasons ranging from the educational to the financial. The great shift to online education accelerated by Covid-19 led simultaneously to the rapid development of technology for online learning along with its greater acceptance, but also to a decrease in human interaction in the educational process. For language learning and teaching, in particular, this presents serious challenges for learners' acquisition of intercultural communicative competence yet also opportunities for re-imagining the learning and teaching process. Based on his Coursera experience of developing online courses in intercultural professional communication with an audience of 70,000 learners from 190 countries and territories, the author - a leader in ELT and Coursera Top Instructor - explores prospects for re-humanizing language education with an emphasis on intercultural communicative competence while ensuring scalability and access to quality educational content.

PARALLEL SPEAKER 112

**Wednesday, 13 March 2024
11:10 AM – 11:40 AM
(Level 4 Makerspace)**

**THE IMPLICATIONS OF STUDENTS USING AI APPS IN WRITING CLASS: A STUDY AT ONE ENGLISH
DEPARTMENT**

[Research]

Lim Chantha, Institute of Foreign Languages, RUPP, Cambodia

Technology-assisted language learning has become more popular since the outbreak of COVID-19. With the current surge in the usage of artificial intelligence (AI), the majority of novice English language teachers who

were exposed to online teaching have been able to search for beneficial AI apps to improve their interaction, and so have English language learners. It was found that a group of second year students discovered some AI apps function better and faster in facilitating and boosting their academic performance and, consequently, decided to use them to help them complete writing tasks. Therefore, this study aims to find out the effects of AI apps on year-two students in their writing class at one English department in Phnom Penh. Nine year-two students were purposively selected to participate in a semi-structured interview to share their perceptions and experiences in using those apps. The data collected was thematically analyzed. The findings of the study highlighted the impacts of adopting AI apps in writing classes. Also, the research will send an alarming message to English language instructors to be more cautious about the emergence of AI apps in their classrooms notwithstanding the benefits and drawbacks.

PARALLEL SESSIONS

PARALLEL SPEAKER 113

**Wednesday, 13 March 2024
1:20 PM – 1:50 PM
(Tanglin Room 1)**

GETTING TO THE HEART OF TEXTS: DEVELOPING STUDENTS AS CRITICAL READERS

[Research]

Christine Lam Lai Hwa, School of Science and Technology, Singapore, Singapore
Caroline Ho, English Language Institute of Singapore, Singapore
Siu Yin Han, School of Science and Technology, Singapore, Singapore
Jasvinder Pal Kaur, School of Science and Technology, Singapore, Singapore

This paper focuses on developing Lower Secondary English Language (EL) students as critical readers in 'processing and evaluating information closely, critically and with discernment' as stated in the EL syllabus 2020 (Curriculum Planning and Development Division, 2020, p.8) in a study supported by the English Language Institute of Singapore. The study centred on learners engaged in reader roles entailing 'code breaking, participation with the knowledge of the text, and analysis/critique of the text' (Freebody & Luke, 1990, p.15) to make sense of texts with literacy viewed as a social practice (Freebody, 1992; Freebody & Luke, 1999). Of specific interest was how these reader roles adopted by students affected their critical reading skills. Attention was given to students taking ownership of their learning as they build up learner autonomy (Holec, 1981; Little et al., 2017) facilitated by the teacher in text analysis and interpretation. Data sources included students' written artefacts and surveys on students' perspectives of their learning, classroom practice observation records and the teacher's perspectives of the students' gains and challenges encountered. Adopting a grounded (Glaser & Strauss, 1967) orientation in thematic coding, findings indicated that students' reader roles facilitated their critical evaluation and inferencing skills in their engagement with texts and justification of responses with evidence from given texts. The students posed increasingly more questions at the inferential level, and were able to identify the writer's intention in language use. The paper highlights the pedagogical implications of developing students' competencies as critical readers and proposes future directions for research.

PARALLEL SPEAKER 114

**Wednesday, 13 March 2024
1:20 PM – 1:50 PM
(Tanglin Room 2)**

TECHNOLOGY INTEGRATION AND LANGUAGE TEACHER COGNITION IN JAPAN

[Research]

Daniel Paller, Kinjo Gakuin University, Japan
John Molnar, Kinjo Gakuin University, Japan
Lee Alexander, Kinjo Gakuin University, Japan

Language teachers' decisions rely on context-specific elements, classroom procedures, beliefs, knowledge, and attitudes they have developed via education (Borg, 2015). The Language Teacher Cognition (LTC) field has seen a significant increase in research during the past 20 years. This study examines language teachers' attitudes, knowledge, and beliefs on integrating technology into their teaching practice in the Japanese tertiary context. With teachers using various technologies extensively due to the COVID-19 pandemic, this research investigates how instructors integrated prior methods and new technology in online teaching and then adapted some of these technological practices after returning to the in-person classroom. Data was collected using both Likert scale surveys and individual interviews. Our research shows that instructors firmly believe that digital literacy is an important tool for teachers in the classroom. Although technology deployment was generally viewed favorably, perspectives on how it would affect teachers' abilities differed. Teachers

acknowledged the advantages of technology for communication and producing educational materials. However, there were a variety of opinions on how students should use technology. The results highlighted how a teacher's background and attitude can affect technology use. This has implications for teacher professional development and the efficient integration of technology into educational practices.

PARALLEL SPEAKER 115

**Wednesday, 13 March 2024
1:20 PM – 1:50 PM
(Room 501)**

**PROMOTING SUSTAINABILITY IN PRE-SERVICE EFL TEACHER EDUCATION IN GERMANY:
FINDINGS FROM A MULTIPLE CASE STUDY**

[Research]

Juergen Kurtz, Justus Liebig University, Giessen, Germany

In the 21st century, the concept of sustainability has become crucial for environmental and economic rethinking and reorientation. However, it has also emerged as a popular green marketing strategy that may have already contributed to narrowing or distorting sustainability thinking, primarily for the purpose of influencing consumer behavior and maximizing profits. The commercialization of sustainability, as seen in the widespread promotion of unsustainable products and services (greenwashing), poses a number of challenges for the education sector, which has already adopted neoliberal market or business principles itself. In light of this, the presentation will review the findings of an ongoing multiple case study (n=3 up to now) conducted in pre-service EFL teacher education to examine the potentials and constraints of Education for Sustainable Development (ESD) in hybrid, transformative, and Content and Language Integrated (CLIL) university course settings. The preliminary findings are intriguing because they point to the complexity and challenges of developing future EFL teachers' professional knowledge, skills, values and agency necessary to promote ESD and sustainable EFL communicative competence in schools within a neoliberal, modularized university teacher education program. For detailed information on our concept of hybrid learning in the TEFL section of the English Department at Justus Liebig University Giessen (TEFLhybrid@JLU), see: <https://www.uni-giessen.de/en/faculties/f05/engl/tefl/teflhybrid>.

PARALLEL SPEAKER 116

**Wednesday, 13 March 2024
1:20 PM – 1:50 PM
(Room 502)**

THE USE OF SOCIAL MEDIA FOR CREATING AUTHENTIC LANGUAGE COMMUNICATION

[Research]

Eleni Petraki, University of Canberra, Australia

Social media are considered effective platforms for enhancing communication and for offering a wide range of opportunities for learning, interacting and practicing foreign languages. This field has experienced exponential research growth, unveiling the benefits and affordances of social media on language learning, such as building rapport between teachers and students and enhanced student motivation and engagement. Despite the advancements of social media and language learning research, language teachers have been apprehensive about the application of social media platforms in formal learning systems. In the contemporary digital landscape, researchers and practitioners have advocated the necessity for cultivating digital literacy skills and new technology mediated approaches to learning. The present study adds to this call by discussing social media as a locus of fruitful interaction among language learners and a platform for sharpening their communicative competence. By analysing interactions on public international language learning Facebook sites, this research employed Computer Mediated Discourse Analysis (CMDA) to examine the spectrum of communicative practices displayed by multilingual and international language learners. Such practices included extended conversations, turn taking practices such as agreeing/disagreeing, complaining, advertising that display richness in language learners' repertoire. The paper discusses the pedagogical implications of social media communication for the design of language learning materials, tasks and assessment and for developing learners' creativity in interaction and their oral and written language competencies. This research adds to the collective endeavour to improve teachers' and learners' digital literacy skills while also identifying novel methods for diversifying language learning.

PARALLEL SPEAKER 119

**Wednesday, 13 March 2024
1:20 PM – 1:50 PM
(Rooms 506/507/508)**

HOW MUCH DOES GRAMMATICAL KNOWLEDGE CONTRIBUTE TO L2 SHADOWING PERFORMANCES AND OVERALL PROFICIENCY?

[Research]

Koichi Yamazaki, Soka University, Japan
Yutaka Yamauchi, Soka University, Japan

Shadowing is closely related to overall language proficiency because it requires learners to use various linguistic skills, including grammatical knowledge (GK). GK plays an important role in shadowing because learners often use their GK to compensate some parts of the model speech they could not catch. However, few studies have explored the relationship between GK, shadowing performances, and overall proficiency. In an experiment of this study, a total of 60 Japanese EFL learners completed three types of tests: a timed auditory grammaticality judgement test (GJT), a shadowing test, and the TOEIC. An original GJT was created in order to include vocabulary, sentence length and grammatical items suitable for Japanese EFL learners. The GJT consists of 18 grammatical sentences and 18 ungrammatical sentences recorded at a normal speed. The participants listened to each sentence once and immediately judged if each sentence was grammatically correct. In the shadowing test, the participants' shadowed utterances were recorded and evaluated based on the ratio of words correctly reproduced compared to the model speech. The results revealed that significant correlation coefficients were found between the GJT and shadowing scores ($r=.34$, $p=0.008$), the GJT and TOEIC scores ($r=.55$, $p<0.001$) and the shadowing and TOEIC scores ($r=.49$, $p<0.001$). These results suggest that (1) advanced learners could effectively use their grammatical knowledge during shadowing, (2) shadowing could be an effective practice for improving auditory grammatical knowledge and overall proficiency, (3) the GJT originally developed for this study was useful to measure auditory grammatical knowledge.

PARALLEL SPEAKER 120

**Wednesday, 13 March 2024
1:20 PM – 1:50 PM
(Room 601)**

HEDGING IN ACADEMIC WRITING: AN INVESTIGATION OF JAPANESE UNIVERSITY STUDENTS' USE OF MODAL VERBS

[Practice (Tertiary)]

Matthew Coomber, Ritsumeikan University, Japan

Academic writing, in whatever language, constitutes a specific genre of discourse with its own conventions and expectations, and becoming a proficient academic writer in a second language thus requires more than simply a mastery of language forms. In English, one key feature of academic prose is the practice of moderating claims through the use of various hedging devices. Yet second language learners, even those who may have an adequate grasp of the grammatical functions of such words and phrases, often lack the pragmatic competence to deploy them suitably in their academic writing. This presentation looks at Japanese university students' usage of modal verbs as hedging devices in their academic writing in English. In order to do this, a learner corpus comprising 253 essays written by first-year students was created. Using the Sketch Engine corpus tool, first and final drafts of these essays were analyzed, and compared to a reference corpus of essays written by native English-speaking students. It was found that the Japanese students overused certain modal verbs in their writing, and underused others, and that compared to the native speakers they were less likely to hedge their opinions. This pattern persisted in the final drafts of the learner essays, indicating that the corrective feedback they had received had not been effective in addressing this issue of pragmatic competence, and suggesting that more specifically targeted feedback may be beneficial.

PARALLEL SPEAKER 121**Wednesday, 13 March 2024
1:20 PM – 1:50 PM
(Room 602)****DIGITAL LITERACY IN ACADEMIC ENGLISH COURSE**

[Practice (Tertiary)]

Nivedita Kumari, Tokyo University of Foreign Studies, Japan

In a recent needs analysis for the course 'Interactive English: reception skills', the students emphasized learning to use English in real-life contexts. As this Academic English course is taught online and with the present digital innovations in technology, the students need to learn to choose their resources, avoid plagiarism and still use their language to improve on their skills. Their role as a student has become a real-life context for a learner. This study focuses on how 15 undergraduate Japanese EFL learners create their PLN (Personal Learning Network) and customize their online learning space in form of a PLE (Personal Learning Environment) and also on what is the role of a teacher to facilitate autonomous learners who are also digitally literate. The following research questions for this action research helped improve the lesson plan as per the needs of the students.

1. How do learners create their PLN and PLE?
2. What will help them understand and practice digital literacy?
3. How can the lesson plans be updated accordingly?

The current course design includes use of English between university staff, academic staff, learners and peers. Academic lectures' videos/audios and written academic texts are used as a resource for this reception skills' course. The results of this action research would help update the lessons' plan and course design in general for such courses.

PARALLEL SPEAKER 122**Wednesday, 13 March 2024
1:20 PM – 1:50 PM
(Room 603)****ENHANCING LANGUAGE LEARNING THROUGH A HYBRID TEACHING APPROACH: A COL
FRAMEWORK STUDY**

[Research]

Mariia Shchedrina, Nanyang Polytechnic, Singapore

This paper presents a two-stage survey study conducted with Optional Elective 3 (OE3) students in Nanyang Polytechnic to investigate the effectiveness of a hybrid learning mode, guided by the Community of Inquiry (CoI) framework. The first survey was administered before the start of the semester, aiming to propose an optimal learning mode and identify students' concerns during online lessons. The second survey, conducted at the end of the semester, focused on evaluating the implemented hybrid learning approach and exploring areas for improvement. The study's findings shed light on students' preferences and perceptions within the hybrid teaching environment.

PARALLEL SPEAKER 123**Wednesday, 13 March 2024
1:20 PM – 1:50 PM
(Room 604)****TEACHERS INITIATE AN EFL MATERIALS PROJECT AT A LARGE RESEARCH UNIVERSITY**

[Practice (Tertiary)]

Tim Stewart, Kyoto University, Japan

The presenter introduces a case study intended to provide guidance to ELT practitioners interested in collaborating on course materials development. It begins with a description of the English as a foreign language (EFL) context and outlines reasons for the materials project. The framework used to describe this case is the Teacher Design Team (TDT) which is theorized as collaboration on materials production for professional development. The TDT initiated the creation of two academic writing textbooks and teacher's guides for a required first-year English course. This bottom-up approach to developing course materials at a large research university was fraught with risks as approval was far from certain. The presentation describes the process followed by the TDT as they negotiated various obstacles. Lessons learnt by the group of EFL colleagues close out the presentation. Participants will be invited to react to the case study.

PARALLEL SPEAKER 124

**Wednesday, 13 March 2024
1:20 PM – 1:50 PM
(Room 605)**

THE IMPACT OF COOPERATIVE ENGLISH COMMUNICATION ACTIVITIES ON WTC IN ENGLISH
[Practice (Tertiary)]

Hiromasa Ohba, Joetsu University of Education, Japan

This study examines the impact of cooperative English communication activities on Willingness to Communicate (WTC). The study was conducted using quantitative and qualitative analyses of a questionnaire survey. It involved 43 first-year undergraduate students. The students had an intermediate level of English and had just enrolled on a teacher training course. The final performance task in the English communication class was given by groups of three students. It was a presentation intended to promote their new town of residence's attractions to their audience, so it would entice others to go there. The cooperative English communication activities in each lesson had three primary goals. Firstly, to reduce anxiety by incorporating facilitation techniques. Secondly, to ensure psychological safety through cooperative activities based on good human relationships and trust. Thirdly, to improve motivation to communicate in English through positive evaluation of students' own English skills. The students repeatedly communicated in pairs on a variety of topics using open questions and responses. This deepens the speaker's thinking and promotes information sharing. International students also participated in the activities as partners. The students had seven weeks of practice prior to giving presentations. At the commencement of their practice, they completed a WTC questionnaire survey, which was then repeated at the conclusion of their seven-week practice period. The results of quantitative and qualitative analyses showed that WTC had increased. This suggests that cooperative English communication activities in a good classroom environment cultivate good human relationships, and contribute to an improved WTC.

PARALLEL SPEAKER 125

**Wednesday, 13 March 2024
1:20 PM – 1:50 PM
(Room 807 Learning Space)**

IMPERSONALITY, LOGIC AND SIMPLICITY IN SCIENCE AND ENGINEERING UNDERGRADUATES' PRESENTATIONS: A MULTIMODAL PERSPECTIVE
[Research]

Wenhao Zhang, Wuyi University, Jiangmen, China

In scientific writing, pivotal are use of passive voice, nominalization, and hedging to address science and engineering practices such as impersonality, simplicity, and logic. As recent studies indicate an interpersonal nature of scientific presentations, how mentioned linguistic utterances should be effectively re-mediated with other multimodal and kinesic resources in scientific presentations has become increasingly debatable but remains under-researched, especially from the scope of novice learners in Asian context. In this paper presentation, I depart from a mixed-methods case study project conducted at a Hong Kong university to inquire what science and engineering undergraduates' perceptions were upon their disciplinary presentations, and how they managed to address persuasion and clarity throughout their preparation and delivery of an engineering presentation. Drawing on a multimodal and ethnographic perspective, I examine recurrent patterns of my student participants' linguistic devices and their maneuvers in orchestrating PowerPoint slide design and presentation with assorted semiotic resources. Major findings show that unsystematic spatial and temporal arrangement with visuals and texts characterize my student participants' slide design, while their developing linguistic repertoire confines their attempt to inform audiences' understanding of technical designs, and that frequent use of individual and collective pronoun I and we play a role in bringing forth themselves as 'technical engineers', whereas oral reference to long sentences indicate their confusion about boundaries between academic and social convention in communication. Based on major findings, I argue for a systematic and sociocultural approach that legitimizes learners' past knowledge and multimodal literacy in academic socialization.

PARALLEL SPEAKER 126**Wednesday, 13 March 2024****1:20 PM – 1:50 PM****(Level 4 Makerspace)****PROMOTING MEANINGFUL LEARNING OUTCOMES BY FOREGROUNDING A STAKEHOLDER ACCOUNT OF L2 EDUCATIONAL SPACES**

[Research]

Gary Fogal, Sophia University, Japan

The claim that educational contexts are dynamic, complex spaces is hardly a novel one. Yet, to date limited explicit treatment in the literature engages L2 environments as such (Byrnes, 2019). While various reasons explain this paucity, no single method can serve to mitigate this concern. However, system mapping—a new research tool in the L2 context—may help researchers with this endeavor (van Geert & Steenbeek, 2014). System mapping aims at improving learner outcomes and “re-humanizing” the research landscape by moving beyond the instructor and learner and foregrounding a wider set of educational stakeholders than conventional methods account for. Using these wide-ranging perspectives, system mapping uses visual heuristics (e.g., diagramming and concept maps) to explore how variables associated with an L2 learning environment interact to facilitate (or impede) learning. After describing system mapping, this presentation reviews recent studies that have successfully employed this analytic technique to guide change across a series of L2 educational contexts in Thailand, Japan, and Canada. The contexts each showcase how system mapping can facilitate meaningful change that is stakeholder derived, addressing growing calls in the literature for research that humanizes and foregrounds local learning needs. The presentation will conclude with suggestions for how best to operationalize system mapping.

PARALLEL SESSIONS**PARALLEL SPEAKER 127****Wednesday, 13 March 2024****2:00 PM – 2:30 PM****(Tanglin Room 1)****CHAT GPT'S IMPACT ON MOTIVATION AND SPEAKING PROFICIENCY AMONG JAPANESE L2 LEARNERS**

[Research]

Shizuko Tomioka, SANNO University, Japan

In the dynamic landscape of language education, technology has been an influential force in reshaping how individuals learn and engage with language learning. This ongoing study seeks to investigate the multifaceted effects of Chat GPT on English language learners, with a particular focus on motivation and speaking fluency of Japanese L2 learners of English. A series of four Zoom seminars were conducted in Japan from September to October 2023. These seminars were structured to include practical conversational exercises and instructions on how to effectively utilise Chat GPT as a conversation companion. The study involved eight Japanese individuals between ages of 18 and 61 who share a strong interest in English but possess low level of confidence. By utilising qualitative data obtained from questionnaires administered before and after the course, along with speaking tests and interviews, this study addresses two key questions: (i) To what extent does Chat GPT contribute to motivation in the process of learning English for Japanese L2 learners? (ii) To what degree does Chat GPT enhance speaking fluency within this group? The expected results include a positive impact of Chat GPT on motivation and proficiency in spoken English. Although preliminary findings are promising, it is essential to emphasise the need for future research involving larger participant groups to enhance the generalisability of the results. In conclusion, despite inherent limitations, this research provides a significant contribution to the field of English education by shedding light on the transformative role that Chat GPT can play in empowering language learners.

PARALLEL SPEAKER 128

**Wednesday, 13 March 2024
2:00 PM – 2:30 PM
(Tanglin Room 2)**

ONLINE ENGLISH TEACHERS OR INFLUENCERS: A QUALITATIVE INVESTIGATION OF ONLINE ENGLISH TEACHERS' IDENTITY CONSTRUCTION

[Research]

Jenifer Ho, The Hong Kong Polytechnic University, Hong Kong, Hong Kong

The popularity of social media and technological affordances have given rise to the digital teaching profession, including the rise in online English Language Teaching (ELT). In this context, online English teachers deliver their lessons on social media platforms, such as YouTube and Instagram where it is crucial for them to appeal to a global audience with different linguacultural backgrounds. A number of studies on online ELT focuses on the multimodal design of video lesson content, and online teachers' self-branding strategies in the increasingly competitive online teaching landscape. There is, however, a lack of attention in the identity construction of online teachers, in particular, how they negotiate between being an English teacher and an influencer. In order to fill this gap, this presentation employs qualitative content analysis to uncover how four online English teachers construct their multi-faceted identities through their self-introductory texts and introductory videos. Data collected from semi-structured interviews are also used to understand how they negotiate between the different (conflicting) identities. The analysis reveals that these multilingual online English teachers appear to prioritize their professional identity as English teachers over their other identities, such as influencers. This presentation aims to highlight the opportunities and challenges faced by online English teachers who teach outside of 'traditional' educational contexts.

PARALLEL SPEAKER 129

**Wednesday, 13 March 2024
2:00 PM – 2:30 PM
(Room 501)**

INFLUENCE OF DIGITAL TECHNOLOGIES ON LANGUAGE LEARNING MOTIVATION AND LEARNERS' MINDSETS

[Research]

Saeko Toyoshima, Tsuda University, Japan

This study examines how attitudes towards learning English with digital technologies affect motivation to learn, and how these attitudes develop within an English language course. In Japan, the use of digital technologies in primary and secondary education was limited prior to the COVID-19 pandemic. This raised the question of how university students, accustomed to an 'analogue' English learning environment, would respond to a 'digital' learning experience and how this would affect their motivation. The study used a questionnaire with Likert scale and open-ended questions to assess language learning motivation and the use of digital technologies in English learning. Statistical analysis was applied to numerical data, while content analysis was used to examine descriptive responses. The results showed that attitudes towards learning English with digital technologies significantly influenced various aspects of motivation and the learning process. This implies that learners with positive attitudes towards digital English learning are more likely to develop sustained motivation. Interestingly, many students who initially expressed negative attitudes later embraced digital learning, mainly because they experienced its benefits, such as improved English proficiency. In practice, English teachers should be skillful in incorporating digital technologies into their teaching and keep abreast of developments. Students with initial reservations about digital learning may need time to recognise its positive effects. Teachers should therefore acknowledge these reservations and anticipate possible changes in mindsets.

PARALLEL SPEAKER 130

**Wednesday, 13 March 2024
2:00 PM – 2:30 PM
(Room 502)**

EFL STUDENTS' WELLBEING LITERACY: WHAT THEY KNOW AND WHAT TEACHERS NEED TO KNOW

[Research]

Sarah Mercer, University of Graz, Austria

Miri Tashma Baum, Givat-Washington Academic College of Education, Israel

Wellbeing has been recognized as a basic human right (WHO), a core determinant of success in education (Adler, 2017; Cárdenas et al., 2022), and a skill that can be developed (Seligman et al., 2009). In language education, the evidence suggests that higher wellbeing is likely to lead to more classroom engagement and ultimately greater success for learners (Botes et al., 2022; Jin et al., 2021; Sucaromana, 2012). For English language teachers, there is a need to understand what learners know about wellbeing, what kinds of support they need, and how best to integrate such support into their regular practice to maintain the 'human' connection. In this talk, we report on a qualitative study which set out to understand the wellbeing literacy of a group of EFL learners in Austria. Focus group data were collected with 45 EFL learners in their final year of secondary school. The findings reveal five categories of wellbeing literacy: conceptualizations of wellbeing, causes of stress, coping strategies, the role of systemic factors in determining wellbeing, and issues related to the ELT context specifically. Based on the analysis of these data, we present a practical framework for understanding EFL student wellbeing literacy. The framework can be used by teachers to help learners evaluate their current wellbeing needs, and it can form the basis for a series of teaching interventions. The presentation illustrates a practical application of the framework with accompanying activities for ELT classrooms and concludes with a critical reflection on possible cultural appropriacy issues.

PARALLEL SPEAKER 131

**Wednesday, 13 March 2024
2:00 PM – 2:30 PM
(Room 503)**

REHUMANIZING THE TASKS IN JAPANESE HIGH SCHOOL ENGLISH TEXTBOOKS

[Research]

Aya Yanagida, Ohkagakuen University, Japan

Fukuda, Tamura, and Kurita (2017) analyzed three Japanese junior high school English textbooks using task criteria designed to promote authentic and significant language activities (Ellis & Shintani, 2014). The results revealed that more than half of the overall activities deviated from all of the task criteria. In addition, the largest number of tasks met the "some gap exists" criterion. It was also found that the criterion "task is done by one's own resources" was the hardest to meet among the four criteria. In this study, we analyze nine Japanese high school English textbooks, "Logic & Expressions" using five criteria: the four criteria used by Fukuda, Tamura, and Kurita (2017) plus "the task involves human development." In addition, specific suggestions will be offered as to how existing textbook tasks can be more authentic and humanistic.

PARALLEL SPEAKER 132

**Wednesday, 13 March 2024
2:00 PM – 2:30 PM
(Room 504)**

USING AUTOMATED TRANSCRIBERS TO ASSESS AND IMPROVE STUDENTS' SPEAKING SKILLS

[Research]

Duangjaichanok Pansa, King Mongkut's University of Technology Thonburi, Thailand

This study aims to investigate the use of technology, specifically Artificial Intelligence (AI) and free online programs, to develop students' English-speaking skills. This study will focus on a group of 10 students who utilize AI technology to transcribe their spoken English into text, and then employ an online program to compare the original text with the transcriptions. The methodology involves assigning speaking homework to the students, who are asked to upload their speeches to the AI transcriber, and then identify the differences between the original text and the transcriptions. The number of each type of mistake committed by all students will be counted and calculated as percentages. In addition, the students will be requested to record their learning strategies and steps in overcoming their mistakes and practicing speaking skills as a short learning note. The notes will be thematized and reported as strategies and procedures students implemented to address their mistakes. Types of mistakes, students' learning paths and strategies to overcome mistakes

as well as their perceptions towards this activity facilitating autonomous learning will be illustrated. This study emphasizes the potential of technology in facilitating students' language learning and promoting autonomy in the learning process. By leveraging AI and online programs, students will be able to effectively identify and enhance their speaking abilities and English proficiency.

PARALLEL SPEAKER 133

**Wednesday, 13 March 2024
2:00 PM – 2:30 PM
(Rooms 506/507/508)**

THE ROLE OF ENGLISH EXPOSURE LEVELS ON STUDENTS' EXPERIENCES IN ENGLISH-MEDIUM LEARNING: A CASE STUDY OF SCIENCE STUDENTS IN HONG KONG EMI CLASSROOMS

[Research]

Jack Pun, Department of English, City University of Hong Kong, Hong Kong

One of the driving forces for a wider adoption of English as a Medium of Instruction (EMI) in higher education is that students may demonstrate improvements in English language proficiency through an increased English exposure from content learning. However, to what extent previous English exposure has an impact on students' learning experiences remains unanswered. This paper contributes to filling this gap by analysing quantitative data of 73 undergraduate science students from Hong Kong, classified by their prior English language exposure. Students completed a survey exploring their perceptions of their (1) exposure to EMI prior to university admission and the actual language use in classrooms; (2) English abilities in different learning activities; (3) English language challenges; and (4) learning strategies. Results showed that students' perceptions of EMI learning varied with their levels of English exposure prior to university admission. Despite encountering more difficulties in using English among first-year students with lower-level English exposure, all students perceived the importance of English skills in science education and adopted different learning strategies to overcome the EMI study challenges.

PARALLEL SPEAKER 134

**Wednesday, 13 March 2024
2:00 PM – 2:30 PM
(Room 601)**

A NARRATIVE INQUIRY OF A CHINESE INTERNATIONAL STUDENT'S LANGUAGE EXPERIENCES AND IDENTITIES IN A MULTILINGUAL UNIVERSITY IN GERMANY

[Practice (Tertiary)]

Xiao Zhang, Ludwig Maximilian University of Munich, Germany

This study employs a narrative inquiry approach to explore the language experiences and identity formation of an international student from China within a multilingual university in Germany. Drawing on the poststructuralist theory of identity, critical ethnographic sociolinguistic (CES) studies, and language ideologies, the study reveals that her language practices and identity construction evolve across diverse contexts and tend to be shaped by different spaces. Her narratives also highlight the significant mediating role of language ideologies in shaping her situated identity construction and language practices, including the relationship between English proficiency and L1 speakers of English, English as a lingua franca (ELF), the association between language and ethnicity, the relationship between German proficiency and the local/foreign student separation. This study advances our comprehension of the intricate interplay between identity formation, language practices and language ideologies as they manifest in the lived experiences of international students amidst the backdrop of multilingualism.

PARALLEL SPEAKER 135

**Wednesday, 13 March 2024
2:00 PM – 2:30 PM
(Room 602)**

RE-HUMANIZING HIGHER EDUCATION CLASSROOM TEACHING: CONNECTING THE HUMANS BEHIND THE IDENTITY OF TEACHERS AND STUDENTS

[Practice (Tertiary)]

Erick Tan, Singapore Institute of Technology, Singapore
Rosmawati Rosmawati, Singapore Institute of Technology, Singapore

Students' engagement has always been an area of great interest to educators and researchers alike. In their systematic review on a multitude of student engagement indicators, Quin (2017) reported that Teacher-Student Relationship (TSR) is an important factor associated with student engagement and that better TSR

translates into enhanced engagement in the classroom. In this presentation we will showcase how we leverage on an aspect of TSR that is important but yet frequently overlooked: the humans behind the social identities of the teacher and student. Social norms and expectations are often attached to the professional identities of teachers and students, creating an invisible boundary that divides the space and distances the humans behind these roles. Studies have shown that students are more likely to be receptive to learning if the teacher is viewed upon as a person whom they can trust (e.g., Sklar & McMahon, 2019). Consequently, teachers who want to reach their students may ultimately have to reconsider how they can connect with their students beyond the conventional teacher-student identities. In this presentation, we share how we re-establish the human connection between the teacher and the student by employing specific engagement strategies – namely, physical steps and emotional moves. Physical steps include exiting the podium and entering the learners’ space – we discuss how horizontal, vertical, and circular steps achieve different effects. Emotional moves include relating anecdotes of personal failures and limitations, the purposeful act of seeking assistance from students, and making meaningful use of in-session break time for informal small talks.

PARALLEL SPEAKER 136

**Wednesday, 13 March 2024
2:00 PM – 2:30 PM
(Room 603)**

A CASE STUDY OF PBL-BASED ENGLISH CLASS FOR PRE-SERVICE TEACHERS

[Practice (Tertiary)]

Eun Hye Lee, PuKyong National University, South Korea

There are various virtues required of pre-service teachers living in the 21st century and the era of the 4th industrial revolution. Because learners are digital native, teachers need the ability to utilize the latest technologies and the ability to utilize digital literacy and online education platforms. In addition, direct and practical classes should be strongly accompanied to develop learners' creative thinking and problem-solving skills. It is useful to implement Project-Based Learning (PBL) as a teaching method that enables such learning. PBL refers to a systematic teaching method in which learners can directly participate and learn through an extended exploration process of complex and practical problems, and this method produces outputs through careful design and execution for problem solving (Stoller, 2006). Therefore, this study aims to conduct PBL classes in convergence with English subject using various topics for pre-service teachers and discuss the results. In particular, it is meaningful because it can develop the ability to solve problems and situations that students face in the real world, focusing on real problems. It has the advantage that in-depth learning can be achieved by emphasizing the process of problem solving, not just presenting immediate answers. The topics include 'Animals, Environment, Transportation, Economy, Health & Fitness, Discovery & Invention, and Fashion'.

PARALLEL SPEAKER 137

**Wednesday, 13 March 2024
2:00 PM – 2:30 PM
(Room 604)**

LEARNERS GENERATING QUESTIONS: REVISITING THE TEACHING AND LEARNING OF VISUAL TEXT

[Practice (Secondary/High School)]

Shoo Soon Wee, Dunman High School, Singapore, Singapore

Multimodal literacy, at its core, is about reading, viewing and comprehending the different ways in which knowledge is represented (Jewitt & Kress, 2003). In making sense of meanings, learners not only have to learn and apply skills and knowledge to deconstruct and decode the messages in multimodal texts, they also have to discern these messages in context. The explicit teaching of features and strategies, under the Systemic Approach, points the way for learners to know what to look out for and where to find them in a visual text (Lim-Fei and Tan, 2017). However, given the complex interaction between the visual text and the context in which the text is situated, learners often find it difficult to apply the skills and knowledge that they have with confidence. Challenging too is the process of getting the learners to express the difficulties they may have encountered. Drawing on the findings from a lower secondary classroom, this session will examine the strategy of harnessing learner-generated questions as a way for teachers to gain insights into the learning gaps of learners (Tovanni, 2015) in the teaching of visual text.

PARALLEL SPEAKER 138

**Wednesday, 13 March 2024
2:00 PM – 2:30 PM
(Room 605)**

LEARNERS' PERCEPTIONS AND NEEDS TO DRIVE PEDAGOGICAL EFFORTS IN L2 PRAGMATICS
[Practice (Tertiary)]

Sanae Oda-Sheehan, Ochanomizu University, Japan

Despite its importance in developing communicative competence, pragmatic awareness is less likely to be addressed in EFL classrooms. This lack of pedagogical emphasis, which appears to be mainly due to low pragmatic awareness among teachers, may lead learners to communication breakdowns and serious problems in various sociocultural contexts, particularly in the workplace environment. The purpose of this study is to explore ways to promote teaching/learning of L2 pragmatics by changing teachers' perceptions and practices. For that goal, guiding them to realize the importance of pragmatics through the voices and needs of learners may be the most effective approach. Thus, to fully investigate learners' perceptions, reality, and needs of pragmatic and communicative efforts, the presenter conducted questionnaire surveys among university students who are about to face the challenge of job-hunting to embark on their professional paths. The results clearly indicate that many learners, generally with low pragmatic awareness, have strong wishes and intentions to learn more about pragmatic features for their communicative endeavors and future careers. Highlighting these needs may drive teachers to raise their pragmatic awareness and start teaching pragmatic features more explicitly than what may have already been incorporated in textbooks in an implicit form. It is time to start focusing on what students need to learn and what they really want to learn for their future, and teachers, being accountable for their learning consequences, should become a solid bridge between school and society.

PARALLEL SPEAKER 139

**Wednesday, 13 March 2024
2:00 PM – 2:30 PM
(Room 807 Learning Space)**

**HOW DOES FEEDBACK TYPE AFFECT THE QUALITY OF L2 WRITERS' REVISED ESSAYS?
COMPARISON OF PEER FEEDBACK, AWE, AND THE TWO COMBINED**
[Research]

Yukako Hatakeyama, Ochanomizu University, Japan

This presentation reports the effect of different feedback types on the quality improvement of L2 writers' revised essays and whether the number of revisions correlates with essay quality improvement. The participants were 61 female university students of intermediate English proficiency. They took one of the three online essay-writing classes in the academic year 2021, and each class received the same lessons but different feedback. Of the five essay assignments, the first (descriptive), third (comparison-contrast), and fourth (cause-effect) essays were used for analysis. On the first essays, Class 1 received only AWE feedback, and Classes 2 and 3 received only peer feedback. On the third and fourth essays, Class 1 received AWE and then peer feedback, Class 2 peer feedback only, and Class 3 peer feedback and then AWE feedback. The essays were evaluated by two experienced instructors in terms of "content," "organization," "language," and "format," following Allen and Katayama (2016). AWE-only feedback brought about quality improvement in fewer aspects of writing than peer-only feedback. Adding peer feedback to AWE has led to significant improvement in the "content" and "language" aspects (Class 1), and adding AWE to peer feedback has led to significant improvement in the "language" and "format" aspects of writing (Class 3). The number of revisions had a medium to high correlation with essay improvement in many feedback types in many essays. Still, the correlation between revisions and improvement in essay quality was low and without statistical significance in the aspects that did not show significant improvement.

PARALLEL SPEAKER 140

**Wednesday, 13 March 2024
2:00 PM – 2:30 PM
(Level 4 Makerspace)**

INVESTIGATING CRITICAL-THINKING IN THE INTERACTIVE LEARNING ENVIRONMENT FOR EFL LEARNERS

[Research]

Pranee Seenak, Nakhon Pathom Rajabhat University, Thailand
Nareema Sangwiman, Nakhon Pathom Rajabhat University, Thailand

Promoting critical skills among learners can be facilitated through an integrated learning environment. Teachers need to engage the students in collaborative activities and students involve in each of those environments and learn how to apply for their lifelong learning. The main purpose of this paper is to investigate and discuss the main characteristics of project-based learning (PBL) to promote learners' critical learning skills after reading business texts in a course on Critical Reading in Business. Third year students majoring in Business English will be trained the critical thinking skills by writing a comment on a reading text and making group discussion. All of them have to read and analyze business news and texts according to their interests and then they will be asked to write their own comments with guided of critical thinking skills. The students, after that, a group discussion will be done three time in order to share their ideas and opinions towards the news and texts. Their reflections discussion and final project were analyzed by following a content analysis approach. Results of the study will be provided and discussed both in qualitative and quantitative. Pedagogical implications and findings will be discussed.

INVITED SPEAKER**INVITED SPEAKER 13**

**Wednesday, 13 March 2024
2:40 PM – 3:20 PM
(Auditorium)**

ARE YOUR STUDENTS ENGAGED?

[Research]

Willy Renandya, National Institute of Education, Singapore

One of the buzz words in language education today is engagement. Research shows that students learn more, both quantitatively and qualitatively, when teachers use learning materials and teaching methods that engage their minds, emotions, actions and social interactions. On the flip side, when teachers employ pedagogical practices that fail to engage students, only superficial learning can be expected. The aim of this presentation is to explore the notion of engagement from a second language acquisition perspective, present some of the key elements that are normally associated with it (e.g., curiosity, choice, challenge and creativity) and offer practical suggestions of how language teachers could use pedagogical approaches that fully engage L2 learners in and out of the classroom.

PANEL DISCUSSION 3

**Wednesday, 13 March 2024
3:30 PM – 4:10 PM
(Auditorium)**

PANEL TOPIC: Re-humanizing, Re-conceptualizing and Re-imagining Language Teacher Education and Professional Development

Panelists: Willy Renandya, Csilla Wening, Jonathan Newton, Julio Rodriguez
Moderator: Alvin Pang

CONFERENCE ROUND UP

**Wednesday, 13 March, 2024
4:15 PM – 4:20 PM
(Auditorium)**