Southeast Asian Ministers of Education Organization
Regional Language Centre

60th RELC International Conference

Global Trends and Innovations in Language Education: Theory, Research, and Practice in Action

9 – 11 March 2026

at RELC International Hotel
30, Orange Grove Road
Singapore 258352

PROGRAMME & ABSTRACTS

Supported by:

BRITISH COUNCIL · CAMBRIDGE · KINSEIDO · REGIONAL ENGLISH LANGUAGE OFFICE

Conference Secretariat
SEAMEO Regional Language Centre
30 Orange Grove Road, Singapore 258352
Website: https://www.relc.org.sg/conferences-events/conference-2026-main/

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(SEAMEO RELC may at its discretion, revise the programme if the need arises.)

Our Philosophy

We believe that language education will lead to an improved quality of life for people in the region and to greater international cooperation.

Our Mission

We are dedicated to the development of language education in the region and the promotion of international cooperation among language professionals.

AIMS OF THE CONFERENCE

- Examine emerging global trends and their implications for language education, with a focus on the interplay of socio-political, technological, and socio-cultural factors influencing pedagogy and learner outcomes;
- Highlight cutting-edge methodologies, digital tools, and approaches that redefine language teaching and learning experiences, fostering creativity and adaptability in diverse educational contexts;
- Foster dialogue on the integration of theoretical insights, empirical research, and practical applications to address real-world challenges and enhance the effectiveness of language education.
- Provide a platform for educators, researchers, and practitioners to share best practices, innovative strategies, and actionable solutions that advance the field and promote regional and global collaboration.

TOPIC AREAS

- Global trends in language teaching and learning
- Innovations in second language acquisition (SLA) theories and practices
- Technology-enhanced language learning and AI in education
- Evidence-based practice in diverse ELT environments
- Language education for sustainable development and global citizenship
- Equity, diversity, and inclusion in language learning environments
- Multilingualism and translanguaging pedagogies
- Evolving teacher roles and professional development in language education
- Assessment and evaluation: Rethinking approaches for modern learners
- Cross-cultural communication and intercultural competence in global contexts

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SCHEDULE
(Singapore Time: GMT + 8; UTC: + 8:00)

Time / Date	07:45 – 08:40	09:00 – 09:45	09:50 – 10:10	10:20 – 11:10	11:20 – 12:10	12:15 – 13:10	13:20 – 13:50	14:00 – 14:30	14:40 – 15:10	15:15 – 15:35	15:45 – 16:15	16:25 – 16:55	17:05 – 17:55	18:30 – 20:30
Day 1 9 March	Registra-tion	Official Opening	Coffee Break	Invited Speakers Victor Lim (1) Betsy Gilliland (2)	Invited Speakers Neenaz Ichaporia (3) Carlise Wynne (4)	Lunch	Featured Speakers & Parallel Sessions (1-15)	Featured Speakers & Parallel Sessions (16-30)	Parallel Sessions (31-45)	Coffee Break	Parallel Sessions (46-60)	Parallel Sessions (61-75)	Invited Speakers Andrew Boon (5) Uyen Pham Laurin (6)	Welcome Reception

Time / Date		09:00 – 09:50	09:55 – 10:15	10:25 – 10:55	11:05 – 11:35	11:45 – 12:15	12:25– 13:15	13:25 – 14:25	14:35 – 15:05	15:15 – 15:45	15:55 – 16:15	16:25 – 17:10		
Day 2 10 March		Invited Speakers Dat Bao (7) Yoshida Shinsuke (8)	Coffee Break	Parallel Sessions (76-90)	Parallel Sessions (91-105)	Parallel Sessions (106-120)	Lunch	Core Poster Presenta-tions (P1-P14)	Parallel Sessions (121-135)	Parallel Sessions (136-150)	Coffee Break	Dialogues with Invited Speakers (D1-D4)		

Time / Date		09:00 – 09:50	09:55 – 10:15	10:25 – 10:55	11:05 – 11:35	11:45 – 12:15	12:20 – 13:10	13:20 – 14:10	14:20 – 15:10	15:20 – 16:10	16:15 – 16:25			
Day 3 11 March		Invited Speakers Gary Barkhuizen (9) Barry Bai (10)	Coffee Break	Parallel Sessions (151-165)	Parallel Sessions (166-180)	Parallel Sessions (181-192)	Lunch	Workshops (W1-W15)	Invited Speakers Rodney Jones (11) Oliver Ballance (12)	Invited Speaker May Yin Tay (13)	Conf. Round-up 16:25 Coffee			

PROGRAMME

SUNDAY, 8 MARCH

14:00 - 17:00 Registration and collection of conference materials by overseas/local speakers and participants

PROGRAMME

MONDAY, 9 MARCH

07:45 – 08:40 Registration and collection of conference materials by overseas/local speakers and participants

09:00 – 09:45 **OPENING CEREMONY** (Auditorium, Level 1)

Welcome and Opening Remarks by
Ms Susan Leong
Centre Director, SEAMEO Regional Language Centre

Opening Address from Guest-of-Honour
Her Excellency Datin Seri Setia Dr Hajah Romaizah binti Haji Md Salleh
Minister of Education, Brunei Darussalam, and
President of the SEAMEO Council

Housekeeping Matters

09:50 – 10:10 Reception (Level 1 Lobby)

---------- Click on the title for the abstract ----------

INVITED SPEAKERS

10:20 – 11:10

1 Designing for Literacy Learning in the Digital Age
Victor Lim
[Research]
Chair: Marie Yeo (Auditorium, Level 1)

2 Practice Informing Theory Through Language Teacher Action Research
Betsy Gilliland
[Research] (Room 503/504, Level 5)
Chair: Roby Marlina

INVITED SPEAKERS

11:20 – 12:10

3 Reimagining English Language Education: Ethical and Impactful Applications of AI in English Language Teaching
Neenaz Bomi Ichaporia
[Research]
Chair: Joel Meniado (Auditorium, Level 1)

PROGRAMME

MONDAY, 9 MARCH

INVITED SPEAKERS

11:20 – 12:10	4	Enabling Transformative Language Learning Experiences Through AI ***Carlise Womack Wynne*** [Research] Chair: Weiyu Zhang	(Room 503/504, Level 5)
12:15 – 13:10		Lunch	(Levels 1, 2 & 4)

FEATURED SPEAKERS & PARALLEL SESSIONS

13:20 – 13:50	1	The Application of GenAI in Translation Practices: Hong Kong University Students' Experiences, Challenges, and Recommendations ***Meixin Wu & Chenze Wu*** [Research]	(Tanglin Room 1, Level 1)
	2	Investigating Chinese Undergraduate Students' Perception of Creative Support in the EFL Classroom ***Zhewei Zha*** [Research]	(Tanglin Room 2, Level 1)
	3	A Teacher-Focused K-12 Vocabulary Resource for Morphological Instruction ***Clarence Green*** [Practice (Primary/Elementary)]	(Room 501, Level 5)
	4	Rewriting Language Learning with GenAI: A Dual Perspective from Students and Instructors ***Nattharath Leenakitti (Featured Speaker representing CULI)*** [Research]	(Room 502, Level 5)
	5	Bridging Policy and Practice: Teachers' Professional Growth Through TEFLIN Deep Learning Training and Workshop ***Maria Hidayati (Featured Speaker representing TEFLIN)*** [Research]	(Room 503, Level 5)
	6	Integrating Local Cosmology for Sustainable ELT Pedagogy ***Laxman Gnawali (Featured Speaker representing NELTA)*** [Research]	(Room 504, Level 5)

PROGRAMME

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FEATURED SPEAKERS & PARALLEL SESSIONS

13:20 – 13:50

7	EFL Developmental Education in a Pre-Service Teacher Training Course in Japan ***Chiaki Baba (Featured Speaker representing JACET)*** [Research]	(Room 506, Level 5)
8	Empowering EFL Writers: A Framework for AI-Supported Revision and Autonomy in Academic Writing ***John Liang (Featured Speaker representing 21st Century, China Daily)*** [Research]	(Room 507, Level 5)
9	Relooking Assessment: New Ways of Using Marked Work and Written Feedback ***Dorothy Chua*** [Practice (Secondary/High School)]	(Room 508, Level 5)
10	Investigating Changes in Self-Assessed Spoken English Proficiency in a Three-Week Study-Abroad Program ***Ken Urano*** [Practice (Tertiary)]	(Room 601, Level 6)
11	Teacher Reflection in Intercultural Collaborative Learning Through Thinking at the Edge (TAE): A Case Study ***Kanae Murayama*** [Practice (Tertiary)]	(Room 602, Level 6)
12	Cross-Cultural Narrative Framing in L2 English: From Theory to Pedagogy ***Yuko Nakahama & Xinyue Gao*** [Research]	(Room 603, Level 6)
13	Development of a Metacognitive Knowledge Scale in the Context of Self-Regulated Vocabulary Learning ***Shotaro Ueno & Osamu Takeuchi*** [Research]	(Room 604, Level 6)
14	AI-Assisted English Academic Writing from the Lens of L2 Motivational Self-System and Technology Acceptance Model ***Jiaozhi Liang*** [Research]	(Room 605, Level 6)

PROGRAMME

MONDAY, 9 MARCH

FEATURED SPEAKERS & PARALLEL SESSIONS
13:20 – 13:50

15 Exploring the Influence of Socioeconomic Status on Chinese EFL University Students' Emotions, Motivation and IDLE
Dongxia Pan (Learning Space Room 807, Level 8)
[Research]

FEATURED SPEAKERS & PARALLEL SESSIONS
14:00 – 14:30

16 Influence of the Method of Repetition on Speaking Performance and Speaking Skill Development in L2
Masaki Date (Tanglin Room 1, Level 1)
[Research]

17 Language Battle in Classrooms: Tensions Amid Monolingual, Bilingual, and Multilingual Policies in Nepal
Basanta Kandel (Tanglin Room 2, Level 1)
[Research]

18 AI-Enhanced Global Teacher Collaboration in Climate Education: Lessons from Singapore, Australia and Austria
Sea Fong Liang
[Practice (Secondary/High School)] (Room 501, Level 5)

19 Repositioning Primary English Teachers: Emotion, Resistance, and Professional Voice in a Globalising ELT Context
Su Yon Yim (Featured Speaker representing KATE)
[Research] (Room 502, Level 5)

20 Making Formulaic Language Visible: A Data-Driven Learning Approach to Lexical Chunks in Business English
Khamkhien Attapol (Featured Speaker representing ThaiTESOL)
[Research] (Room 503, Level 5)

21 Enhancing Participation Through Collaborative Teaching: An Investigation in Malaysian Teacher Education
Nurhezrin Anuar (Featured Speaker representing MELTA)
[Research] (Room 504, Level 5)

22 Teacher Credibility and Student Outcomes
Rosario Alonzo (Featured Speaker representing PALT)
[Research] (Room 506, Level 5)

PROGRAMME

MONDAY, 9 MARCH

FEATURED SPEAKERS & PARALLEL SESSIONS

14:00 – 14:30	23	Advancing Project-Based Language Learning, Assisted by AI-Driven Practices, at the Japanese Elementary Level ***Hide Takashima, Yuko Higashino, Mihoko Murakami, Koichi Okumura & Naoyuki Kiryu*** [Practice (Primary/Elementary)]	(Room 507, Level 5)
	24	Fostering Multimodal Communicative Competence in a CLIL Course with ThingLink ***Kuei-Ju Tsai*** [Practice (Tertiary)]	(Room 508, Level 5)
	25	Integrating Critical Thinking into EFL Classrooms: Practical Strategies for Enhancing Communicative Competence in Japanese Universities ***Fumi Takegami*** [Practice (Tertiary)]	(Room 601, Level 6)
	26	Influencing Factors of Digital Competence Among University Foreign Language Teachers: An fsQCA Approach ***Maojie Zhou*** [Research]	(Room 602, Level 6)
	27	Analysing the Roles of Multimodal Resources in Written CLIL Assessment ***Yuen Yi Lo & Bo Peng*** [Research]	(Room 603, Level 6)
	28	A Comparative Repertory Grid Analysis of Student and Teacher Perceptions of AI in Language Education ***Xiao Cui & Chong Wang*** [Research]	(Room 604, Level 6)
	29	Gendered Differences in Self-Promotion on Online Tutoring Platforms: A Corpus-Assisted Discourse Study ***Huahua Chen, Wenxi Zhu, Nate Ming Curran & Ziyue (Ivy) Wang*** [Research]	(Room 605, Level 6)
	30	Evidence-Based Design for AI-Assisted Pronunciation Practice: Connecting Structured Learning with Informal Chat Environments ***Xiaoming Ye*** [Practice (Tertiary)]	(Learning Space Room 807, Level 8)

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MONDAY, 9 MARCH

PARALLEL SESSIONS

14:40 – 15:10

31	Fostering Reflective English Teachers with J-POSTL in Japan ***Takane Yamaguchi, Sakiko Yoneda & Eri Osada*** [Practice (Tertiary)]	(Tanglin Room 1, Level 1)
32	How Do Activity-Oriented Japanese English Teachers Effectively Use English Textbooks? ***Etsuko Ota*** [Research]	(Tanglin Room 2, Level 1)
33	Enhancing Pragmatic and Grammatical Competence Through Video-Driven Instruction: Evidence from Taiwanese EFL Learners ***Fu-Yen Chiu*** [Practice (Tertiary)]	(Room 501, Level 5)
34	A Multiple-Perspective Co-Citation Analysis of Assessment for Learning (AfL) Research (1981 - 2025) ***Rachel Xuelian Zhu & Icy Lee*** [Research]	(Room 502, Level 5)
35	Pedagogical Framework for Enhancing University Students' Critical Engagement with GenAI in Academic Reading and Writing ***Natalie Fong*** [Practice (Tertiary)]	(Room 503, Level 5)
36	Innovating Teacher Professional Development: An Online Module for Genre-Based English Instruction in Thailand ***Wannaprapha Suksawas*** [Research]	(Room 504, Level 5)
37	Assessment Challenges in English-Medium Instruction (EMI) Programmes in Japanese Higher Education: Insights from Instructor Reflections ***Mizuka Tsukamoto*** [Research]	(Room 506, Level 5)
38	Many Meanings, Many Challenges: L2 Learners and Polysemous Phrasal Verbs ***Natsumi Okuwaki*** [Research]	(Room 507, Level 5)

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PARALLEL SESSIONS

14:40 – 15:10	39	Visibility of Lip Movements and Gestures Equally Facilitates L2 Listening Comprehension ***Nobuhiro Kamiya*** [Research]	(Room 508, Level 5)
	40	An Analysis of English Language Errors in Classroom: A Case Study of Thai EFL Teachers ***Sita Yiemkuntitavorn*** [Research]	(Room 601, Level 6)
	41	Effects of GenAI-Enhanced Collaborative Writing on L2 Grammar Acquisition, Retention, and Learner Experience ***Tyler Mitchell, Davis Shum, Nicolas Emerson & Thomas Holland*** [Research]	(Room 602, Level 6)
	42	The Landscape of Verbal Interaction Dynamics in TETE Classrooms: Challenges and Opportunities for Bilingual Education ***Wen-hsien Yang*** [Research]	(Room 603, Level 6)
	43	Representation of Diverse Cultures in Japanese Elementary School English Textbooks: A Global Englishes Perspective ***Miu Kabayama, Yohei Nakanishi & Hiroko Nishimura*** [Research]	(Room 604, Level 6)
	44	Leveraging Generative AI to Transform English Medium Instruction (EMI): Trends, Pedagogical Innovations, and Classroom Practice ***Jack Pun*** [Research]	(Room 605, Level 6)
	45	L2 Mindsets, Achievement Emotions, Engagement, and Accomplishment in English Learning: A PERMA+4 Perspective on Well-Being ***Mu-Hsuan Chou*** [Practice (Tertiary)]	(Learning Space Room 807, Level 8)
15:15 – 15:35		Coffee Break	(Levels 1 & 2)

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PARALLEL SESSIONS

15:45 – 16:15

46 Changes and Growth Observed in Japanese University Students Through COIL with U.S. Fifth Graders
Sakiko Yoneda & Hiroyuki Takagi
[Research]
(Tanglin Room 1, Level 1)

47 The Book Film Festival as Pedagogical Innovation: Building Creativity, Inclusion, and Language Learning Communities
Kaori Hakone
[Practice (Secondary/High School)]
(Tanglin Room 2, Level 1)

48 Pedagogical Translanguaging for Tamil-English Bilinguals
Shaquille Ahmad
[Practice (Primary/Elementary)]
(Room 501, Level 5)

49 Culture in the Eyes of Sojourning Teachers
Chiou-lan Chern, Angela Wu & Mei-Lan Lo
[Research]
(Room 502, Level 5)

50 Integrating Prosody into Reading Comprehension: A High School Classroom Practice
Kazuhito Yamato, Takamichi Isoda & Shusaku Kida
[Practice (Secondary/High School)]
(Room 503, Level 5)

51 Fostering Generative AI Literacy in a Genre-Based Writing Across the Disciplines Course
Gusztav Demeter
[Practice (Tertiary)]
(Room 504, Level 5)

52 VocQGen: Scalable Vocabulary Assessment Using AI-Generated Multiple-Choice Cloze Questions
Ralph Rose
[Practice (Tertiary)]
(Room 506, Level 5)

53 Unlocking Feedback for Digital Multimodal Composing: A Multimodal Rubric-Referenced Framework
Hong Cheng
[Practice (Tertiary)]
(Room 507, Level 5)

54 ***WITHDRAWN***
(Room 508, Level 5)

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PARALLEL SESSIONS
15:45 – 16:15

55 Influence of Having a Clear Image of Future Career on Possible L2 Self and Motivation
Noriko Iwamoto
[Research] (Room 601, Level 6)

56 Novice English Teachers' Identity Formation in Japan's Secondary Education: A Case Study Approach
Chitose Asaoka
[Research] (Room 602, Level 6)

57 Transliteracy in Action: Bridging Print, Digital, and Critical Literacies in the Philippine Intermediate Classroom
Jerome Hilario, Darren Rey Javier & Giovanni Duran
[Practice (Secondary/High School)] (Room 603, Level 6)

58 Beyond a Simple Research Limitation: Validity Issues in Questionnaire-Based Research on Young Language Learners
Yohei Nakanishi & Osamu Takeuchi
[Research] (Room 604, Level 6)

59 AI-Assisted Writing: Measuring Gains in Complexity from an AI Tutor in Student Writing
Trevor Sitler & Jerry Huang
[Research] (Room 605, Level 6)

60 Learners' Affective and Cognitive Perceptions of English Academic Writing Through Narrative Inquiry
Akiko Takagi & Kana Matsumura (Learning Space Room 807, Level 8)
[Research]

PARALLEL SESSIONS
16:25 – 16:55

61 English Users and Use in Japanese Junior High School Textbooks: Diversity, Equality, and Fluidity
Shizuko Tomioka (Tanglin Room 1, Level 1)
[Research]

62 GenAI-Assisted Growth-Oriented Feedback: Enhancing Students' Growth Mindset, Task Emotions and Performance in L2 Writing
Yi Guan (Tanglin Room 2, Level 1)
[Research]

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PARALLEL SESSIONS
16:25 – 16:55

63 WITHDRAWN (Room 501, Level 5)

64 Bridging the Self-Other Pronunciation Perception Gap: Sociolinguistic Awareness Among L3 English Learners in China
Hsueh Chu Chen & Xiaona Zhou
[Research] (Room 502, Level 5)

65 Segmental and Suprasegmental Knowledge, Skills, and the Attitudes Toward English Phonetics Among Students in a Japanese University Teacher Training Program
Masanori Tokeshi
[Practice (Tertiary)] (Room 503, Level 5)

66 Viewing and Reflecting: Ipsative Assessment in Developing Metacognitive Learners
Shoo Soon Wee & Yuanting Desiree Fu
[Practice (Secondary/High School)] (Room 504, Level 5)

67 Do Teachers' AI Mindsets Influence Their AI Self-Efficacy and AI Use in the Classroom?
Michiko Ueki & Maiko Ikeda
[Research] (Room 506, Level 5)

68 Redefining Formative Assessment: A Holistic Framework for 21st-Century Competencies in the Malaysian Context
Kalminderjit Kaur Gurcharan Singh
[Practice (Secondary/High School)] (Room 507, Level 5)

69 Metacognitive Practices and ELF Awareness in English as a Lingua Franca Classrooms in Japan
Rasami Chaikul
[Practice (Tertiary)] (Room 508, Level 5)

70 Navigating Plagiarism in the Age of AI: Student Perceptions, Behaviors, and Influencing Factors
Li-Ju Julie Shiu
[Research] (Room 601, Level 6)

71 Navigating the River: Implementing 3MT Style Videos and Mini-Vivas as Authentic Assessment in Teacher Education
Tanya Kempston
[Practice (Tertiary)] (Room 602, Level 6)

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PARALLEL SESSIONS

16:25 – 16:55

72 Developing an Awareness, Attitude, and Action (AAA) Framework for SDG Embedment in English Language Classrooms
Giovanni Duran, Jerome Hilario & Darren Rey Javier
[Practice (Secondary/High School)] (Room 603, Level 6)

73 Six-Year Motivational Trajectory of an EFL Learner in Japan Through Literacy Autobiography
Hinako Kuwata
[Research] (Room 604, Level 6)

74 Global Citizens and Authentic Locals: Constructions of Identity by Online Japanese Language Tutors
Ayaka Shimizu, Sum Yuet (Carly) Tai & Nate Ming Curran
[Research] (Room 605, Level 6)

75 Scaffolding thinking for deeper learning in Australia's new arrivals setting
Dannie Wang (Learning Space
[Research] Room 807, Level 8)

INVITED SPEAKERS

17:05 – 17:55

5 Thinking Globally, Teaching Critically: Innovation in Language Education for the 21st Century
Andrew Peter Boon
[Research]
Chair: Alvin Pang (Auditorium, Level 1)

6 From Chalk to Chatbots: ELT Trends Teachers Need to Know
Uyen Pham Laurin
[Research] (Room 503/504,
Chair: Pearl Wong Level 5)

PROGRAMME

TUESDAY, 10 MARCH

INVITED SPEAKERS

09:00 – 09:50	7	The Sound of Learning: What Silence Tells Us ***Dat Bao*** [Research] Chair: Weiyu Zhang	(Auditorium, Level 1)
	8	Clarifying AI Dialogue Generation: Imitative Intelligence or Structurally Human-Like Linguistic Processes? ***Shinsuke Yoshida*** [Research] Chair: Joel Meniado	(Room 503/504, Level 5)
09:55 – 10:15		Coffee Break	(Levels 1 & 2)

PARALLEL SESSIONS

10:25 – 10:55	76	Generative AI in Action: Enhancing Public Speaking Pedagogy in Tertiary EFL Education ***Joanna Zhuoan Chen & Yanlin Li*** [Research]	(Tanglin Room 1, Level 1)
	77	Stakeholders' Perspectives on EMI under the Bilingual Policy in Taiwan ***Chih-hui Chang & Jui-Chi Lin*** [Research]	(Tanglin Room 2, Level 1)
	78	Insights from a Study of Japanese University Students' Citation Practices in Academic Essays ***Sayako Maswana*** [Research]	(Room 501, Level 5)
	79	Differentiated Instruction: The Proactive Approach to Enhancing Students' Diverse Needs, Deep Learning, and Motivation ***Sunheng Sok & Soviphea Chenda*** [Research]	(Room 502, Level 5)
	80	Positioning and Inequitable Meaning Making in Transnational Communication Among Language Learners ***Gordon Blaine West*** [Research]	(Room 503, Level 5)
	81	Scoping Review: Academic Literacy Development in the Transition to Higher Education in the Outer Circle ***Khanh-Duc Kuttig, Yi-Chin Hsieh & Punchalee Wasanasomsithi*** [Research]	(Room 504, Level 5)

PROGRAMME

TUESDAY, 10 MARCH

PARALLEL SESSIONS

10:25 – 10:55

82 E-Portfolio Development Literacy: A Future-Proof Approach to Language Assessment
Ricky Lam
[Research] (Room 506, Level 5)

83 The Impact of Reflective Learning on ESL Undergraduates' Belief Development in Academic Vocabulary Learning
Edsoulla Chung, Daniel Fung & Aaron Wan
[Research] (Room 507, Level 5)

84 Exploring Emerging Practices of Scholarly Podcasting: Insights from Japanese Academia
Matthew Turner, Robert Lowe & Matthew Schaefer
[Research] (Room 508, Level 5)

85 Enhancing English Speaking and Intercultural Sensitivity Through AI Agents and Native Interaction
Hiroyuki Obari
[Research] (Room 601, Level 6)

86 Refining and Evaluating GenAI-Enhanced Learning Tools: A Self-Determination Theory Approach
Nicolas Emerson & Nicholas Bovee
[Research] (Room 602, Level 6)

87 (Re)humanizing the ELT Classroom: Practical Principles for Embracing Messiness in an AI-Powered World
Kristof Savski & Csilla Weninger
[Research] (Room 603, Level 6)

88 From Structure to Meaning: Analyzing Cohesion and Coherence in Student Writing
Banani Roy Chowdhury
[Research] (Room 604, Level 6)

89 Investigating the Impact of Presentation Skills Training on Adult Learners' Workplace Communication
Raslinda Ahmad Rasidir & Grace Ng
[Research] (Room 605, Level 6)

90 The Alignment Between Learning Outcomes and Assessment Activities of a University's Teacher Professional Development Subject
Khanh Le
[Research] (Learning Space Room 807, Level 8)

PROGRAMME

TUESDAY, 10 MARCH

PARALLEL SESSIONS

11:05 – 11:35

91 Developing Multimodal Assessment Literacy in Primary English Teachers: Facilitators, Barriers, and Lessons from Practice
Po Ki Young & Yuen Yi Lo (Tanglin Room 1, Level 1)
[Practice (Primary/Elementary)]

92 What Matters in the Process of Second Language Poetry Writing: From Multilingual Writers' Perspectives
Atsushi Iida (Tanglin Room 2, Level 1)
[Research]

93 The Instructional Practices of Foundation English Language (FEL) Teachers in Singapore - A Case Study
Kalthom Ahmad
[Research] (Room 501, Level 5)

94 Enhancing EFL Professional Development Through Communities of Practice at a Tertiary Institution
Chan Narith Keuk & Tith Mab
[Research] (Room 502, Level 5)

95 L2 English Learners' Perceptions of Educational Technologies: Implications for TESOL Pedagogy at the Tertiary Level
Andrew Leichsenring
[Practice (Tertiary)] (Room 503, Level 5)

96 Effects of a Debate Task on L2 Learners' Speaking Skills and Attitudes Toward Critical Thinking
Atsushi Iino & Brian Wistner
[Practice (Tertiary)] (Room 504, Level 5)

97 Developing Rubric-Based Assessment of Pragmatic Competence in ELF
Paul McBride
[Practice (Tertiary)] (Room 506, Level 5)

98 Strategic Engagement in English-Medium Instruction: Exploring Learning Strategies in a Flipped Content Course
Hui-Ju Lin
[Research] (Room 507, Level 5)

99 Textbook Translanguaging Practices and Global Implications for Multilingual Higher Education
Benjamin Bailey, Peter Chu & Jerry Huang
[Research] (Room 508, Level 5)

PROGRAMME

TUESDAY, 10 MARCH

PARALLEL SESSIONS

11:05 – 11:35	100	L2 Learners' Perezhivaniya and Ecological Affordance Realization in GenAI-Mediated Continuation Writing Revisions ***Jingjing Dong*** [Research]	(Room 601, Level 6)
	101	Why AI is Not an Epistemology: Critical Thinking as an Ecological, Relational Practice ***Dennis Koyama*** [Research]	(Room 602, Level 6)
	102	Negotiating Teacher Identity: Cross-Border Visits and Hong Kong English Teachers ***Siwei Wang*** [Practice (Secondary/High School)]	(Room 603, Level 6)
	103	Guiding LLMs for Automatic Item Generation for L2 Listening Assessment via Fine-Tuning and Prompting ***Vahid Aryadoust & Joann Wong*** [Research]	(Room 604, Level 6)
	104	The Effect of AI-Assisted Shadowing on Pronunciation for EFL Students ***Fergus Hann*** [Research]	(Room 605, Level 6)
	105	From Traditional Slides to Interaction: Cupoid AI as a Teaching Innovation ***Bibas Thapa*** [Practice (Secondary/High School)]	(Learning Space Room 807, Level 8)

PARALLEL SESSIONS

11:45 – 12:15	106	Developing Pre-Service Language Teachers' GenAI Literacy: An Intervention Study in an English Teacher Education Course ***Chenze Wu & Meixin Wu*** [Research]	(Tanglin Room 1, Level 1)
	107	Investigating the Intersection of Identity, Beliefs, and Emotions in Navigating Native-Speakerism ***Zhewei Zha*** [Research]	(Tanglin Room 2, Level 1)
	108	Providing Ideal Audio Materials for Primary Education in Expanding-Circle Countries ***Nobuo Yuzawa*** [Practice (Primary/Elementary)]	(Room 501, Level 5)

PROGRAMME

TUESDAY, 10 MARCH

PARALLEL SESSIONS

11:45 – 12:15

109 Global Citizenship in Textbooks: A Comparative Study of Chinese and German ESL Textbooks
Nannan Ge & Jin Hou
[Practice (Secondary/High School)] (Room 502, Level 5)

110 Post-Native-Speakerist EIL for Young Learners: Insights from a Children's English School in Japan
Nobuyuki Hino & Setsuko Oda
[Practice (Primary/Elementary)] (Room 503, Level 5)

111 GenAI-Empowered Lesson Study for Teacher Professional Development in Foreign Language Education
Guojun Lu
[Practice (Tertiary)] (Room 504, Level 5)

112 Conversational vs Command-Driven AI Tools: Students' Perception, Engagement and Effectiveness
Rosmawati Rosmawati
[Practice (Tertiary)] (Room 506, Level 5)

113 "I See More What Kind of Teacher I Am": An Autoethnography of AI-Supported Reflective Practice
Hao Zhou
[Practice (Tertiary)] (Room 507, Level 5)

114 Negotiating Legitimacy: Professional Identity of Indonesian Non-Specialist Primary School EFL Teachers
Fatiha Senom
[Research] (Room 508, Level 5)

115 The Resilience Loop: How L2 Enjoyment Sustains L2 Grit in Chinese EFL Learners
Zehui Tang
[Research] (Room 601, Level 6)

116 An Exploratory Study of Augmented Reality-Enhanced Portfolio Assessment in Primary-Secondary School Transition Language Learning
Yue Ni & Ricky Lam
[Research] (Room 602, Level 6)

PROGRAMME

TUESDAY, 10 MARCH

PARALLEL SESSIONS

11:45 – 12:15	117	Literacy Reforms Apropos of Literacy Difficulties: 25 Years of Educational Policy Foci in the Philippines ***Jude Bautista, Agapito Mercades & John Kenneth Santos*** [Research]	(Room 603, Level 6)
	118	The Use of Artificial Intelligence in the Pre-Writing Process ***Lilin Khoo, Swee Ying Ng, Alvin Soh & Alethea Chiam*** [Practice (Secondary/High School)]	(Room 604, Level 6)
	119	Exploring Student Engagement with GenAI-Enhanced Peer Feedback in EFL Writing ***Kai Guo*** [Research]	(Room 605, Level 6)
	120	Multilingualism among Malaysian Multilingual Undergraduates ***Manjet Kaur Mehar Singh*** [Research]	(Learning Space Room 807, Level 8)
12:25 – 13:15		Lunch	(Levels 1, 2 & 4)

CORE POSTER PRESENTATIONS

13:25 – 14:25	P1	Navigating the Digital Shift: Reflections and Insights from Implementing Mother Tongue Languages E-Exams in Singapore ***Ivonne Muliana Awyong & Shuzhen Hon*** [Research]	(Library, Level 4)
	P2	AI-Supported Reflective Assessment: Enhancing Engagement in a CLIL Medical English Course ***Marcellus Nealy*** [Practice (Tertiary)]	(Library, Level 4)
	P3	Integrating Language, Beliefs, and Healthcare: A Content-Based English Program for Cultural Competence in General Education ***Sachiko Takahashi*** [Practice (Tertiary)]	(Library, Level 4)
	P4	Igniting Engagement: AI-Powered Assessment for Learning in Process Writing ***Kelvin Chaojian Chen & Dian Khairyani Mondzi*** [Practice (Secondary/High School)]	(Library, Level 4)

PROGRAMME

TUESDAY, 10 MARCH

CORE POSTER PRESENTATIONS
13:25 – 14:25

P5 Using the MUSIC Model for Professional Growth Through Reflective Practice
Takako Moroi
[Research] (Library, Level 4)

P6 A Case Study of Chinese EFL Teachers' Self-Efficacy Development in a Virtual Professional Learning Community
Xinyue Wu
[Practice (Tertiary)] (Library, Level 4)

P7 The Classroom Image of an Immigrant Chinese Language Teacher in a Singapore Mainstream Secondary School
Ying Chen
[Research] (Library, Level 4)

P8 Politeness Strategies in English Audio and Japanese Subtitles in Film: Implications for English Education
Yuri Ueda & Fuka Suga
[Research] (Library, Level 4)

P9 Rebooting Teacher Collaboration: Building Networks for Shared Challenges and Innovative Practices
Awateef Khweangbu & Yusrina Uma
[Practice (Primary/Elementary)] (Library, Level 4)

P10 From Personal Narratives to Professional Texts: Exploring AI-Supported Workplace English Learning
Ming Chang
[Practice (Tertiary)] (Library, Level 4)

P11 "Even I Had Fun Doing This!" Multilingual Learners' Experiences of Constructing Plurilingual Literary Texts
Grace Jia Wei Lim
[Practice (Tertiary)] (Library, Level 4)

P12 ASEAN Tapestry: Stories Woven Through Time
Heng Mui Woon Angeline, Alice Shiao Yu Lim & Christopher Chee Keong Ow
[Practice (Secondary/High School)] (Library, Level 4)

P13 The Role and Impact of Digital Textbooks in Japanese Elementary Schools
Miyuki Takahashi
[Practice (Primary/Elementary)] (Library, Level 4)

PROGRAMME

TUESDAY, 10 MARCH

CORE POSTER PRESENTATIONS

13:25 – 14:25

P14 Assessing Writing in English for Academic Purposes in Higher Education: A Conceptual Test Design Model
Shangwen Chen
[Research] (Library, Level 4)

PARALLEL SESSIONS

14:35 – 15:05

121 Exploring EMI Teachers' Language Awareness and Perceptions of Teacher-GenAI Collaboration: A Cross-Disciplinary Case Study
Bo Peng & Yuen Yi Lo
[Research] (Tanglin Room 1, Level 1)

122 Exploring Students' Engagement in AI-Mediated English Learning Through the Lens of Perezhivanie
Jiajia Lü
[Practice (Tertiary)] (Tanglin Room 2, Level 1)

123 Glocal Citizenship Through Graduate Attributes in a Transnational Higher Education
Wenwen Zhang & Candace Veecock
[Research] (Room 501, Level 5)

124 Polishing University Students' Presentation Skills: Creative and Innovative Strategies for Improving Confidence, Delivery, and Performance
Rab Paterson
[Practice (Tertiary)] (Room 502, Level 5)

125 Analyzing Communicative Orientation in Japanese English Classrooms Using COLT Observation Scheme
Kingo Shiratori & Akinobu Shimura
[Research] (Room 503, Level 5)

126 Breaking New Grounds in Language Learning with Inquiry Through Dialogue
Jayletchimi d/o Ramasamy
[Practice (Secondary/High School)] (Room 504, Level 5)

127 Collaboration of Language and Engineering Lecturers: A Genre-Based Approach to the Development of Disciplinary Literacies
Yen-liang Lin
[Research]
(Room 506, Level 5)

PROGRAMME

TUESDAY, 10 MARCH

PARALLEL SESSIONS

14:35 – 15:05

128 Exploring Listening Strategy Literacy: What Teachers Should Know About the Teaching of Listening
Daniel Fung
[Research] (Room 507, Level 5)

129 Current Pronunciation Issues of Japanese English Learners: An Analysis of Segmental and Suprasegmental Features
Masami Kimura
[Practice (Tertiary)] (Room 508, Level 5)

130 Promoting Communication Strategies in Task-Based Interaction: Toward an ELF-Aware Pedagogy
Yingruo Hu
[Research] (Room 601, Level 6)

131 L2 Interactional Competence and Task-Based Interaction: A Conversation-Analytic Study of Learners at Two Proficiency Levels
Minh Thi Thuy Nguyen
[Research] (Room 602, Level 6)

132 Developing AI Literacy Through the Use of Customized Bots: Students' Perceptions and Practices
Christoph Hafner, Csilla Weninger & Youping Zhang
[Research] (Room 603, Level 6)

133 Mapping the Generative AI Revolution in Language Education (2018–2025): A Scientometric Review
Yining Han, Joann Wong & Vahid Aryadoust
[Research] (Room 604, Level 6)

134 Designing for Inquiry: Scaffolding Question-Asking in Multilingual EMI Settings
Dennis Koyama & Sayaka Sugimoto
[Research] (Room 605, Level 6)

135 Enacting Critical Reflection for Navigating Translingual Competence
Andrew Pollard (Learning Space Room 807, Level 8)
[Practice (Tertiary)]

PROGRAMME

TUESDAY, 10 MARCH

PARALLEL SESSIONS

15:15 – 15:45

136 Internationalising English Language Teacher Education via Collaborative Online International Learning (COIL): Developing Future-Ready, Globally-Prepared Educators
Nicole Judith Tavares & Jim Yee Him Chan
[Practice (Tertiary)] (Tanglin Room 1, Level 1)

137 Reflecting University Students' Intercultural Experiences Through a Portfolio of Competences for Democratic Culture
Hongtao Jing
[Research] (Tanglin Room 2, Level 1)

138 EDI in EMI: Equity, Diversity, and Inclusion in English-Medium Instruction Transnational Higher Education
Candace Veecock & Wenwen Zhang
[Research] (Room 501, Level 5)

139 Understanding Foundational Learning in ASEAN: Insights from the Southeast Asia Primary Learning Metrics 2024 Programme
Alejandro S Ibañez, Linda Jönsson & Datuk Dr Habibah Abdul Rahim
[Research] (Room 502, Level 5)

140 A CLIL-Based STEAM Seminar in a Japanese Senior High School: Students' Perceived Outcomes
Mayumi Tanaka, Fuka Suga, Yoshie Nagasaka & Yuri Ueda
[Practice (Secondary/High School)] (Room 503, Level 5)

141 More Than a Checkbox: Redesigning Self-Evaluation to Foster Engagement in a University EFL Course
Yusa Koizumi
[Practice (Tertiary)] (Room 504, Level 5)

142 English Oral Practice Supported by AI Agents
Yoko Suganuma Oi
[Practice (Tertiary)] (Room 506, Level 5)

143 Blending Linguistic and Social Entrepreneurship on Online English Tutors' Facebook Profiles
Kristof Savski
[Research] (Room 507, Level 5)

PROGRAMME

TUESDAY, 10 MARCH

PARALLEL SESSIONS

15:15 – 15:45	144	Teaching Beyond Borders: Redefining Online ESAP Practice and Professional Growth ***Sharon Leslie*** [Research]	(Room 508, Level 5)
	145	Integrating Intercultural Citizenship into Foreign Language Education as CLIL in Japan ***Rie Adachi*** [Research]	(Room 601, Level 6)
	146	Enhancing Teacher Metacognition and Student Writing Through Participatory Action Research in Grade 4 EAL ***Fleur Serriere*** [Research]	(Room 602, Level 6)
	147	GenAI-Assisted Digital Multimodal Composing in Language Teacher Education: The Influence of Autonomy on GenAI Use ***Benjamin Luke Moorhouse & Christoph Hafner*** [Research]	(Room 603, Level 6)
	148	What I Learnt While Getting My Foundation EL Students Ready to Learn ***Kalthom Ahmad & Stephanie Sher-Lin Mak*** [Practice (Primary/Elementary)]	(Room 604, Level 6)
	149	Leveraging Generative AI to Revitalize Non-Player Characters in Game-Based Writing Education ***Ya Xiao & Kai Guo*** [Research]	(Room 605, Level 6)
	150	Beyond Equations: Productive Failure in Language Classrooms ***Yvonne Feng Ying Koh*** [Practice (Secondary/High School)]	(Learning Space Room 807, Level 8)
15:55 – 16:15		Coffee Break	(Levels 1 & 2)

DIALOGUES WITH INVITED SPEAKERS

16:25 – 17:10	D1	Language Education and Literacy Learning: Global Trends & Innovation ***Andrew Boon; Neenaz Ichaporia & Victor Lim Fei*** Moderator: Alvin Pang	(Tanglin Rooms 1 & 2, Level 1)

PROGRAMME

TUESDAY, 10 MARCH

DIALOGUES WITH INVITED SPEAKERS

16:25 – 17:10	D2	Being Reflective in an Ever-evolving Field of ELT ***Betsy Gilliland; Gary Barkhuizen & Uyen Pham Laurin*** Moderator: Roby Marlina	(Room 503/504, Level 5)
	D3	AI in Language Education and Practices ***Carlise Wynne; Oliver Ballance; Rodney Jones & Yoshida Shinsuke*** Moderator: Joel Meniado	(Room 506/507, Level 5)
	D4	Teaching English with Care, Criticality, and Consciousness ***Barry Bai; Dat Bao & May Yin Tay*** Moderator: Marie Yeo	(Room 603/604, Level 6)

PROGRAMME

WEDNESDAY, 11 MARCH

INVITED SPEAKER

09:00 – 09:50	9	From Narrative Inquiry to Case-Based Pedagogy in Language Teacher Education: My Story ***Gary Barkhuizen*** [Research] Chair: Roby Marlina	(Auditorium, Level 1)
	10	Fostering Self-Regulated Learning and Critical Thinking Through Students' Questioning ***Barry Bai*** [Research] Chair: Marie Yeo	(Room 503/504, Level 5)
09:55 – 10:15		Coffee Break	(Level 1 & 2)

PARALLEL SESSIONS

10:25 – 10:55	151	Moving Beyond Native-Speakerism: A Framework for Developing Pronunciation Teaching for International Intelligibility ***Jim Yee Him Chan*** [Practice (Secondary/High School)]	(Tanglin Room 1, Level 1)
	152	Integrating ChatGPT into Speaking Practice: Is It a Good Partner for Anxious EFL Learners? ***Wenzheng Huang*** [Research]	(Tanglin Room 2, Level 1)
	153	Leveraging Additive Bilingualism: Insights from Early English Learning in Brunei ***Alisa Gin*** [Practice (Primary/Elementary)]	(Room 501, Level 5)
	154	A One-Semester Mixed-Methods Study of Emergent Leadership and Small Group Task-Engagement in the Language Classroom ***Paul Leeming*** [Research]	(Room 502, Level 5)
	155	Rethinking Receptive Vocabulary Assessment for Japanese EFL Learners ***Hosam Elmetaher*** [Research]	(Room 503, Level 5)
	156	Profiles of Linguistic Complexity in Japanese University EFL Learners ***Saeko Toyoshima*** [Practice (Tertiary)]	(Room 504, Level 5)

PROGRAMME

WEDNESDAY, 11 MARCH

PARALLEL SESSIONS

10:25 – 10:55

157 Genre Matters: Exploring the Impact of Non-Fiction Extensive Reading on Standardized Test Performance
Catherine Cheetham & Melody Elliott
[Practice (Tertiary)] (Room 506, Level 5)

158 Tracing the Origins of Disagreement in Assessing EFL Interactive Spoken Performance: Insights for Rubric Development
Hamish Smith, Joshua Matthews & Daniel Newbury
[Practice (Tertiary)] (Room 507, Level 5)

159 Beyond Self-Efficacy: How Teacher Support and Student Emotions Shape English Achievement in the E-Learning Era
Aohua Ni
[Research] (Room 508, Level 5)

160 Factors Influencing Agency of Newly Recruited Rural EFL Teachers in China
Linmei Wu
[Research] (Room 601, Level 6)

161 World Englishes in Name Only? Analyzing English Diversity in Japanese Teacher Education Syllabi
Saran Shiroza & Yasuhiro Fujiwara
[Research] (Room 602, Level 6)

162 Developing Video-Based Materials for ELT: Voices from Social Media Language Teachers
Jenifer Ho
[Research] (Room 603, Level 6)

163 Exploring the Effectiveness of the PICRAT Model in Preservice Language Teachers' Development of Technology Integration
Eleni Petraki
[Research] (Room 604, Level 6)

164 Learner Reflection and Improvement in AI-Based Speaking Practice
Megumi Nishikawa & Fergus Hann
[Research] (Room 605, Level 6)

165 Recalibrating Language Learning Strategies: The Impact of Generative AI Use Across Learners' Proficiencies
Rino Shafierul Azizie Bin Shahrir Raghbir & Lee Luan Ng
[Practice (Tertiary)] (Learning Space Room 807, Level 8)

PROGRAMME

WEDNESDAY, 11 MARCH

PARALLEL SESSIONS

11:05 – 11:35

166 Effects of Short-Term Study Abroad on English Proficiency and Self-Perceptions
Yasunori Matsuzono (Tanglin Room 1, Level 1)
[Research]

167 Strategy Use for L2 Reading: Evidence from Japanese EFL learners
Toshihiko Shiotsu (Tanglin Room 2, Level 1)
[Research]

168 Multicultural Experiences Beyond Borders: A Journey of Learning and Discovery
Yang Roziah Mohamed Yaacob
[Practice (Secondary/High School)] (Room 501, Level 5)

169 Promoting Content and Language Integrated Learning (CLIL) in Content Subjects in Hong Kong Secondary Schools
Simon Shiu Yip Chan
[Practice (Secondary/High School)] (Room 502, Level 5)

170 L1 English-Speaking Migrant Learners in Japan: The Influence of Environments on Motivation
Steven Lim
[Research] (Room 503, Level 5)

171 Postgraduate Students' Perception and Engagement with Grammarly: A Case Study from Hong Kong
Derek Chan
[Research] (Room 504, Level 5)

172 GenAI for Reading Comprehension and Learner Autonomy: A Study with Noodle Factory at NYP
Mariia Shchedrina & So Yeon Lee
[Practice (Tertiary)] (Room 506, Level 5)

173 Duoethnography for Teachers and Students: Power of Peer Learning for Classroom Application
Sanae Oda-Sheehan & Yukako Hatakeyama
[Practice (Tertiary)] (Room 507, Level 5)

174 Intercultural Communicative Competence of Japanese First-Year University Students: Insights for EFL Course Design
Mutsuko Nagasaki & Ikuyo Kaneko
[Practice (Tertiary)] (Room 508, Level 5)

PROGRAMME

WEDNESDAY, 11 MARCH

PARALLEL SESSIONS
11:05 – 11:35

175 Navigating Asymmetry in ELF: Insights from the ELFJ-Corpus on Japanese and Non-Japanese Dyadic Interactions
Blagoja Dimoski
[Practice (Tertiary)] (Room 601, Level 6)

176 To What Extent Can Learning Japanese Function as Pedagogical Safe Houses?
Kazuyuki Nomura
[Research] (Room 602, Level 6)

177 Re-Examining L2 Engagement from the Teachers' Perspectives: Towards Ecologically-Valid Conceptualization of L2 Learner Engagement
Takumi Aoyama
[Research] (Room 603, Level 6)

178 Chinese EMI Students Attitudes Towards Multilingualism, Global Citizenship, and Intercultural Citizenship
Andrew Jocuns
[Research] (Room 604, Level 6)

PRE-RECORDED

179 Measuring VR Literacy: Development and Validation of a Scale for Chinese Prospective English Teachers
Jun Lei & Jiahao Zheng
[Research] (Room 605, Level 6)

180 Mind the Gap: A Pedagogical Approach to the Teaching of Metadiscourse in Academic Writing
Robert MacIntyre (Learning Space Room 807, Level 8)
[Practice (Tertiary)]

PARALLEL SESSIONS
11:45 – 12:15

181 Guided Self-Discovery: Enhancing ESL Learners' Journey in Writing and Error-Correction with a Chatbot Writing Buddy
Holly Ho & Nicole Judith Tavares (Tanglin Room 1, Level 1)
[Practice (Secondary/High School)]

182 Letter Translation Project: Fostering Global Citizenship Through English as International Language
Makiko Shimizu (Tanglin Room 2, Level 1)
[Practice (Secondary/High School)]

PROGRAMME

WEDNESDAY, 11 MARCH

PARALLEL SESSIONS

11:45 – 12:15

183 Enhancing EFL College Students' Engagement Through Reciprocal Teaching and Online Annotation Using Google Docs
Christine Chifen Tseng
[Practice (Tertiary)] (Room 501, Level 5)

184 Preparing the Next Generation: Professional Development for Future English Teachers
Tony Cripps
[Research] (Room 502, Level 5)

185 Making Arguments Visible in Second Language Writing with ChatGPT-Generated Automated Written Corrective Feedback
Koji Osawa
[Practice (Tertiary)] (Room 503, Level 5)

186 From Teacher Self-Efficacy to Practice: Teachers Implementing Higher Order Thinking Skills Pedagogy
Pearl Pei Jun Wong
[Research] (Room 504, Level 5)

187 Struggling with Double 'Debuffs': A Novice Mainland Chinese Teacher's Cross-Border Challenges in Hong Kong School
Xi Lin
[Research] (Room 506, Level 5)

188 Cultural Content Analysis in Vietnamese English Textbooks: A Case Study of Global Success Grade 9
Phong Vo Hoai Truong
[Research] (Room 507, Level 5)

189 Expertise Matters More Than Nativeness: Student Attitudes toward Multilingual English Teachers
Siying Lyu & Eun Sung Park
[Research] (Room 508, Level 5)

190 Textbook Discourse: A Diachronic Assessment of How Japanese EFL Textbooks Represent Gender
Malainine Ebnou
[Research] (Room 601, Level 6)

191 The Systematic Review and Prospect of Metalinguistic Awareness in Bi-/Multilingualism (2000-2024)
Yukun Chen
[Research] (Room 602, Level 6)

PROGRAMME

WEDNESDAY, 11 MARCH

PARALLEL SESSIONS

11:45 – 12:15	192	Teacher Well-Being and Pedagogical Autonomy: Lessons from Finland and Japan for Global English Education ***Hiromasa Ohba*** [Research]	(Room 603, Level 6)
12:20 – 13:10		Lunch	(Level 1, 2 & 4)

WORKSHOPS

13:20 – 14:10	W1	"Embodiment is the Future": Promoting English/Literature Students' Engagement Through Movement and Collaboration ***Wai Kit Ow Yeong & Elizabeth Ow Yeong*** [Practice (Secondary/High School)]	(Tanglin Room 1, Level 1)
	W2	Inquiry Through Dialogue: Using Exploratory Talk to Build Oracy Skills ***Faith Kaylie Ong*** [Practice (Secondary/High School)]	(Tanglin Room 2, Level 1)
	W3	Teacher-Student Rubric Co-Construction as an innovative Metacognitive Approach to Enhance EAP Writing Instruction ***Tong Zhang*** [Practice (Tertiary)]	(Room 501, Level 5)
	W4	Strategies for Success: Enhancing Adult Learners' Confidence in Academic Language Environments ***Winny Wilson & Chia Mien Tan*** [Practice (Tertiary)]	(Room 502, Level 5)
	W5	Boosting L2 Communication: Hands-on Practice with the CELP-Com Test ***Shuhei Kadota, Naoya Hase & Kohei Miki*** [Practice (Tertiary)]	(Room 503, Level 5)
	W6	Cultivating Critical Digital Literacy via the Student Learning Space (SLS) ***Shynn Lim, Norlinda Omar & Nur Shakirrah*** [Practice (Secondary/High School)]	(Room 504, Level 5)
	W7	Building Reading Communities: Fostering Autonomy Through Extensive Reading ***Melody Elliott & Catherine Cheetham*** [Practice (Tertiary)]	(Room 506, Level 5)
	W8	Rethinking Speaking Assessment: An Innovative Approach Using Peer Feedback ***Simon Wilkins & Peter Collins*** [Practice (Tertiary)]	(Room 507, Level 5)

PROGRAMME

WEDNESDAY, 11 MARCH

WORKSHOPS

13:20 – 14:10

W9 Learning to Listen, Listening to Learn: A Framework for Academic Listening in Tertiary EMI Settings
John Liang
[Practice (Tertiary)] (Room 508, Level 5)

W10 Harnessing AI for Writing Feedback: A Practical Approach Using Brisk Teaching
Ee Wee Daniel Teo
[Practice (Primary/Elementary)] (Room 601, Level 6)

W11 Talk. Tweak. Thrive: Empowering Oracy with GenAI, PEEL and AfL
Ivy Leow & Elaine Yeo
[Practice (Primary/Elementary)] (Room 602, Level 6)

W12 Shaping a GenAI Framework for Research and Writing in Applied Linguistics: A Collaborative Workshop
Benjamin Luke Moorhouse, Hassan Nejadghanbar & Marie Yeo
[Research] (Room 603, Level 6)

W13 Hands-on, Hearts-on: Motivating Students Through Play-Based Learning
Naziathul Suhailah & Noraini Niat
[Practice (Primary/Elementary)] (Room 604, Level 6)

W14 Creating Dialogic English Language Classrooms
Nagina Sawant, Swan Lynn Chua, Jasmine Yuen Har Tang, Murni Alidawati Mohd Amin & Nur Shafiqah Rosland
[Practice (Primary/Elementary)] (Room 605, Level 6)

W15 'Shh!' Rethinking Silence in Wordless Picturebooks
Sou Kuin Hui (Learning Space Room 807, Level 8)
[Practice (Primary/Elementary)]

INVITED SPEAKER

14:20 – 15:10

11 Beyond Centaurs and Cyborgs: Modes of Collaborative Writing with AI
Rodney Jones
[Research]
Chair: Pearl Wong (Auditorium, Level 1)

PROGRAMME

WEDNESDAY, 11 MARCH

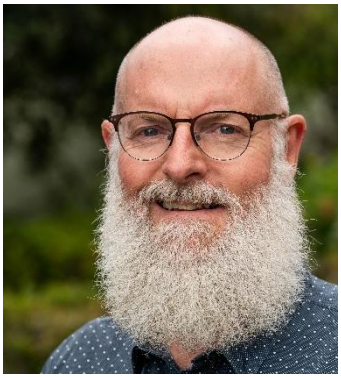
INVITED SPEAKER

14:20 – 15:10	12	Disruption in Language Practices from Emerging Technologies: Challenging Research Paradigms and Insights from Rich Data ***Oliver Ballance*** [Research] Chair: Weiyu Zhang	(Room 503/504, Level 5)

INVITED SPEAKER

15:20 – 16:10	13	Reclaiming Sanity: Teaching, Learning and Assessing English Language in an AI-Obsessed World ***May Yin Tay*** [Research] Chair: Joel Meniado	(Auditorium, Level 1)
16:15 – 16:25		Conference Round-up Alvin Pang	(Auditorium, Level 1)
16:25		Coffee and tea	(Level 1)

PROFILE OF INVITED SPEAKERS

	Assoc Prof Barry Bai is an Associate Professor at the Chinese University of Hong Kong. His research explores the relationships between motivation and self-regulated learning for English language learners. He currently serves as an associate editor of The European Journal of Education and Asia Pacific Journal of Education. His work appears in leading education journals, including Computer Assisted Language Learning and Language Teaching Research.
	Dr Oliver Ballance is Senior Lecturer in Applied Linguistics, School of Linguistics and Applied Language Studies, Victoria University of Wellington, New Zealand. His research interests include vocabulary studies, computer-assisted language learning, language for specific purposes, and corpus linguistics.
	Dr Dat Bao is senior lecturer at Monash University and editor-in-chief of the Journal for Silence Studies in Education (JSSE). His expertise includes creative pedagogy, silence and speech, and curriculum development. His single-authored books on silence include Understanding Silence and Reticence (Bloomsbury, 2014) and Silence in English language pedagogy (CUP, 2023).
	Prof Gary Barkhuizen is professor of Applied Linguistics at the University of Auckland, New Zealand. His teaching and research interests are in the areas of language teacher education, teacher and learner identity, study abroad, and narrative inquiry. His most recent book is The Language Teacher Education Casebook (2025, Cambridge).

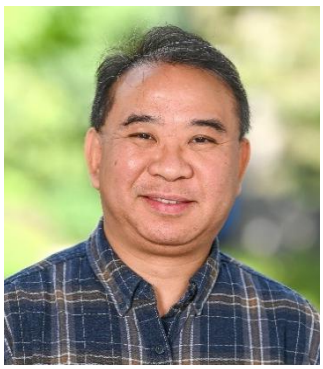
	Assoc Prof Betsy Gilliland is Professor and Chair of Second Language Studies at the University of Hawai‘i Mānoa, where she teaches about second language writing and language teaching. Her research examines language teacher learning and classroom research. She co-edits the open-access Journal of Response to Writing.
	Dr Rodney H. Jones is Professor of Sociolinguistics at the University of Reading and Fellow of the UK Academy of Social Sciences. His research interests include language and digital media, health communication, and language and creativity. His most recent book is Innovations and Challenges in Digital Literacies: Literacies of repair (Routledge).
	Assoc Prof Victor Lim Fei is Associate Professor and Deputy Head (Research), English Language and Literature, at the National Institute of Education, Nanyang Technological University, Singapore. He researches and teaches on multiliteracies, multimodal discourse analyses, and digital learning. He has received awards for his excellence in research, teaching and service.
	Dr May Yin Tay is Principal Master Teacher at the English Language Institute of Singapore. She was Senior Lecturer, English Language at the National Institute of Education. A Fulbright Research Scholar at Teachers College, Columbia University, her research interests include language pedagogy, school-based curriculum development and teacher cognition.

	Dr Andrew Boon is Professor at Toyo Gakuen University, Tokyo. His publications include Reason & Respond (Kinseido Publishing, 2026), the co-authored Critical Thinking (Routledge, 2023), and over 50 graded readers. He writes frequently for Modern English Teacher and presents internationally on classroom practice, critical thinking, teacher research, and AI in ELT.
	Ms Neenaz Ichaporia is EdTech Lead, British Council. Her research interests include digital education, teacher development and AI in English Language Teaching. She co-authored a widely cited research report on AI and ELT. With an MSc in Digital Education, she brings 15+ years of experience in teaching, training, and educational innovation.
	Ms Uyen Pham Laurin is Professional Learning & Development and Assessment Lead at Cambridge University Press and Assessment. Within 20 years at Cambridge, Uyen has supported ASEAN countries on ELT innovation, language benchmarking, and has delivered extensive teacher training, empowering teachers with skills needed to succeed in modern ELT environments.
	Prof Yoshida Shinsuke is Professor Emeritus at Kansai University. The research interest is to present a framework that reinterprets AI language generation not as a product of statistical manipulation, but as an expressive process structurally analogous to human linguistic intelligence. Recent publication is “A Writing Instruction Emphasizing Awareness Through the Use of Generative AI”.

	Dr Wynne is a tenured professor of Education and Associate Dean of Accreditation and Assessment at the University of North Georgia. She works extensively abroad and enjoys research on ethical inclusion of AI in educational settings. Her most recent book “Preparing Students for a Global World” will release in 2026.

PROFILE OF FEATURED SPEAKERS

	Dr Rosario Alonzo was the former Dean of the University of the Philippines (UP), the country's state university. She continues to train new faculty members of this university. Currently, she is a member of the Board of Trustees of the Philippine Association of Language Teaching (PALT), a professional association that is the official country affiliate of TESOL, and a member of the Pan-Asia Consortium (PAC) of language associations. She is also with the Foundation for Upgrading the Standard of Education (FUSE), an accredited non-government organization. Her research interests include language learning, developmental reading, and assessment of teaching and learning.
	Ms Nurhezrin Anuar is a senior lecturer at the Institute of Teacher Education, International Languages Campus in Kuala Lumpur. She currently serves as a committee member of the MELTA Bureau of Publications. Throughout her career, she has played an active role and contributed significantly to both local and international organisations. Her research interests include curriculum development, applied linguistics, and English as a Medium of Instruction (EMI).
	Prof Chiaki Baba, Ph.D., is a professor at Teikyo University of Science, Japan. Her research interests include English teacher training, EFL developmental education, EFL writing, and its assessment system. She is currently a Vice-President and Chief Director of General Affairs of the Japan Association of College English Teachers (JACET).
	Dr Laxman Gnawali, Professor at Kathmandu University, led the launching of graduate programs in English language education. He has published research papers, books, and book chapters on teacher professional development, language pedagogy, and the use of ICT in education, among others. Currently, he serves as President of NELTA.

	Dr Maria Hidayati is a faculty member of the Department of English, Universitas Negeri Malang (UM). Currently, she is the General Secretary of TEFLIN, the Association for the Teaching of English as a Foreign Language in Indonesia. She earned her undergraduate degree from UM majoring in English Literature and her Magister Pendidikan from the same university. Her doctoral degree was from National Institute of Education, Nanyang Technological University, Singapore. Her areas of interests include teaching language skills, extensive learning programmes, pragmatics, and sociolinguistics.
	Dr Attapol Khamkhien is an Assistant Professor at the Language Institute, Thammasat University, Thailand. He received his Ph.D. in English Language Teaching and Applied Linguistics from the University of Warwick, UK. His research interests and publications focus on English for Academic Purposes, English for Specific Purposes, corpus linguistics, genre analysis, and vocabulary instruction. He currently serves as Secretary of the Thailand TESOL Association.
	Dr Nattharath Leenakitti is an instructor at the Chulalongkorn University Language Institute, Thailand. She received her B.B.A. in International Business Management, M.A. in Translation, and Ph.D. in English as an International Language from Chulalongkorn University. Her research interests include English language teaching, AI-assisted language learning, second language writing, and corpus linguistics.
	Dr John Liang is Clinical Professor and Director of the TESOL Program at NYU Shanghai. His scholarly and professional work spans grammar pedagogy, second language literacy, language assessment, curriculum development, and technology-enhanced language learning. His current focus explores innovative approaches to instructional design, bridging global research trends with classroom practice.

	Prof Su Yon Yim (PhD, University of Leeds) is Professor of English Education at the Chinju National University of Education in South Korea. She has been involved in diverse academic research that links real-world educational issues with theoretical insights. Her research interests are in the psychological aspects of language learning and teaching, focusing on language learning anxiety, motivation, and the emotions teachers experience. She has presented her work at major international conferences such as Asia TEFL and AILA, and contributes actively as a journal reviewer. Her recent projects examine the English learning experiences of North Korean defectors, the sociopragmatic challenges faced by pre-service teachers in situational writing, and how native-speakerism continues to shape teacher identity and self-efficacy. Drawing on both qualitative and mixed-methods approaches, she explores how language ideologies and teacher beliefs shape classroom practices. Her work reflects a sustained commitment to advancing English education through research that is both theoretically grounded and attuned to contextual realities.

CONFERENCE HIGHLIGHTS

INVITED SPEAKERS

As in previous years, a select group of distinguished scholars in the field of language education will present plenary papers at the RELC International Conference. This year, the internationally acknowledged speakers are **Barry Bai, Oliver Ballance, Dat Bao, Gary Barkhuizen, Betsy Gilliland, Rodney Jones, Victor Lim Fei, May Yin Tay, Andrew Boon, Neenaz Bomi Ichaporia, Uyen Pham Laurin, Yoshida Shinsuke, and Carlise Womack-Wynne.**

FEATURED SPEAKERS

The Featured Speakers representing our international conference partners will present parallel papers at the RELC International Conference. The speakers to be acknowledged are **John Liang, Nattharath Leenakitti, Chiaki Baba, Su Yon Yim, Nurhezrin Binti Anuar, Laxman Gnawali, Rosario Alonzo, Maria Hidayati, and Khamkhien Attapol.**

PARALLEL AND WORKSHOP SESSIONS

There are 192 Parallel Sessions, 15 Workshop Sessions, and 14 Poster Presentations to be given by speakers from within the Southeast Asian region and beyond. Attendance at the workshop sessions will be on a *'First-Come-First-Served'* basis.

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ACKNOWLEDGEMENTS

SEAMEO Regional Language Centre would like to express its appreciation to the Guest-of-Honour, Her Excellency Datin Seri Setia Dr Hajah Romaizah binti Haji Md Salleh, Minister of Education, Brunei Darussalam, and President of the SEAMEO Council, for the Opening Address of the 60th RELC International Conference.

The Centre acknowledges with sincere gratitude the continued goodwill and support of member countries, associate member countries, institutions, organizations and professionals around the world. The Centre expresses its deepest appreciation to the following sponsors:

- British Council
- Cambridge University Press & Assessment
- Kinseido Publishing
- Regional English Language Office – U.S. Embassy

The Centre values the continued support of its international conference partners: CULI, JACET, KATE, MELTA, NELTA, PALT, TEFLIN, ThaiTESOL, and 21st Century English Media Education, China Daily.

The Centre also wishes to thank the Invited Speakers, Featured Speakers, Speakers of Parallel, Workshop, and Poster Presentation Sessions and all others who, in one way or another, have contributed to the success of the 60th RELC International Conference.

RELC Journal

The RELC Journal, established in 1970, is a triannual peer reviewed international publication of the Southeast Asian Ministers of Education Organisation (SEAMEO) Regional Language Centre (RELC), located in Singapore. The journal focuses on studies that adv ance theoretical and practical knowledge and report findings with clear pedagogical implications for language teaching and learning, especially, although not exclusively, in the Southeast Asian context.

It welcomes contributions in the following areas where practical implications and applications are evident.

- Language teaching and learning
- Language testing and assessment
- Language curriculum and materials development
- Technology-enabled language teaching and learning
- Language teacher professional development
- Language policy and planning
- Global Englishes and intercultural language education

Editors:
Roby Marlina, SEAMEO RELC, Singapore
Joel Meniado, SEAMEO RELC, Singapore
Alvin Pang, SEAMEO RELC, Singapore
Marie Yeo, SEAMEO RELC, Singapore
Zhang Weiyu, SEAMEO RELC, Singapore

RELC Journal is indexed in:

Web of Science, in the Social Sciences Citation Index (SSCI), Linguistics JCR. The 2024 Impact Factor is 6.2. The journal is ranked 3 out of 306 titles (Q1) in the Linguistics JCR.

SCOPUS with a SCImago Journal Rank (SJR) of 2.478 and ranking in the following categories:

- *Education: Q1 (27 out of 1620)*
- *Language and Linguistics: Q1 (7 out of 1126)*
- *Linguistics and Language: Q1 (8 out of 1212)*

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RELC

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SAGE

GUIDELINES FOR SUBMISSION OF ARTICLES FOR PUBLICATION IN RELC CONFERENCE NEW ANTHOLOGY SERIES

RELC Conference New Anthology Series is published on behalf of the Southeast Asian Ministers of Education Organization (SEAMEO) Regional Language Centre (RELC), located in Singapore. It presents information and ideas on best practices, theories, research, methods, and materials related to language learning and teaching based on the conference theme of the year. The Anthology also welcomes contributions that have in mind the common professional concerns of both the practitioner and the researcher, providing a bridge between theory and practice.

1. Review policy

All papers submitted to the RELC Conference New Anthology are subject to a blind review by members of the editorial board and external reviewers. Only selected articles will be published in the anthology.

2. Article types

The RELC Conference Anthology publishes papers presented at the RELC conference. The papers should be between 4,000 and 5,000 words.

3. How and when to submit your manuscript

Before submitting your manuscript, please carefully read and adhere to all the guidelines and instructions for authors provided below.

Manuscripts should be submitted and emailed to joel.meniado@relc.org.sg. They should be submitted in electronic form in accordance with the guidelines below.

For papers presented at the 60th RELC International Conference held on 9-11 March 2026, please submit the full paper or manuscript to us for consideration of being accepted for publication by 31 May 2026.

4. Permissions

Authors are responsible for obtaining permission from copyright holders for reproducing any illustrations, tables, figures, or lengthy quotations previously published elsewhere.

5. Manuscript style

5.1 File types

Only electronic files conforming to the Anthology's guidelines will be accepted. The preferred format for the text and tables of your manuscript is Word DOC. Please also refer to the additional guideline referencing style and Manuscript Preparation listed below.

5.2 Reference Style

The anthology uses the SAGE Harvard reference style. Click here to review the guidelines on SAGE Harvard to ensure your manuscript conforms to this reference style. [link to: https://uk.sagepub.com/sites/default/files/sage_harvard_reference_style_0.pdf]

5.3. Manuscript Preparation

1. Page Layout: A5
2. Margins: Top, Bottom, Left, and Right – 0.5”
3. Font: Times New Roman Size 10
4. Line Spacing: Single
5. Referencing: Harvard Referencing System
6. Title: Times New Roman Font 10, Bold
7. Name of author(s): Title: Times New Roman Font 10, Bold, Italics (Please supply only name without title and institutional affiliation)
8. Headings: Times New Roman Font 10, Bold
9. Sub-headings: Times New Roman Font 10, Italics
10. Text alignment: Justified
11. Table and figure titles: Above item in Times New Roman Font 10, Bold
12. Tables: As far as possible, please integrate them within the text rather than at the end of the article.
13. Appendices: Place at the end of the article after the references.

5.4 Corresponding Author Contact details

Provide full contact details for the corresponding author, including email and mailing address. Academic affiliations are required for all co-authors. These details should be presented separately from the main text of the article to facilitate anonymous peer review.

5.5 Guidelines for submitting artwork, figures and other graphics

We ask that all figures and graphics be labeled clearly and be included as part of the article that is submitted for publication.

5.6. Manuscripts that do not conform to the guidelines will be returned to the author for rectification. Your cooperation in adhering to the guidelines is much appreciated.

A QUICK Reminder

1. **Conference Name Tag/Badge**
   Please wear your name tag with the lanyard at all times during the Conference for identification purposes.

2. **Opening Ceremony**
   Please be seated in the Auditorium by 8:45 a.m. on Monday, 9 March 2026. For security reasons, participants without name tags or confirmation email of registration will not be allowed entry into the Auditorium. Bags may also be checked before admittance to the Auditorium. We seek your cooperation with the security staff and ushers on duty that morning.

3. **Conference Lunches**
   Halal international buffet lunches will be served at Level 1 (no table service), Level 2 (lift lobby dining area) and Level 4 (Zaffron Kitchen). Please wear your name tags with the lanyard so that the staff on duty can direct you to the lunch venue.

   On Day 1, in lieu of conference lunch, Muslim presenters/participants who have indicated a preference for the packed food option in the conference registration portal, may collect packed pastries from the staff on duty at Level 1 after 5:30 p.m. before breaking fast.

   For Day 2, please collect packed hot meals from the staff on duty at Level 1 after 5:00 p.m.

   For Day 3, please collect packed pastries from the staff on duty at Level 1 after 4:15 p.m.

   During your free time, do visit the exhibition booths at Level 1, and the posters for the Poster Presentations at the RELC Library and MakerSpace at Level 4.

4. **Prayer Rooms**
   Two designated prayer rooms are available for Muslim presenters/participants. Please approach the Conference Registration Counter for the room key.

5. **Nursing Room**
   A nursing room that comes with a fridge that has a freezer compartment is available. Please approach the Conference Registration Counter for the room key.

6. **Drinking Water**
Water dispensing machines are located on Levels 5 and 6. You may also refill water, hot coffee or tea at Level 1. A stainless-steel vacuum coffee mug will be provided for you during onsite registration.

7. **Seating Capacity**
Due to fire regulations, the number of participants for the respective rooms is strictly limited and under no circumstances can we allow an 'overflow' in the rooms. We appreciate your understanding and cooperation. Staff on duty have been instructed to turn away participants once the rooms are full.

8. **Conference Updates**
Please check the digital signboards or the notice board at Level 1 for updates or for notices placed in conference rooms for any unforeseen cancellations.

9. **Conference Evaluation and Certificates of Attendance**
Presenters/Participants will receive an email to complete the online Conference Evaluation Form after the conference event. Thereafter, they will receive a soft copy of Certificate of Attendance through the Conference portal.

10. **Wireless Internet Access (WIFI)**
Free wireless internet access will be available throughout the conference. Login details will be provided to all registered delegates at the venue.

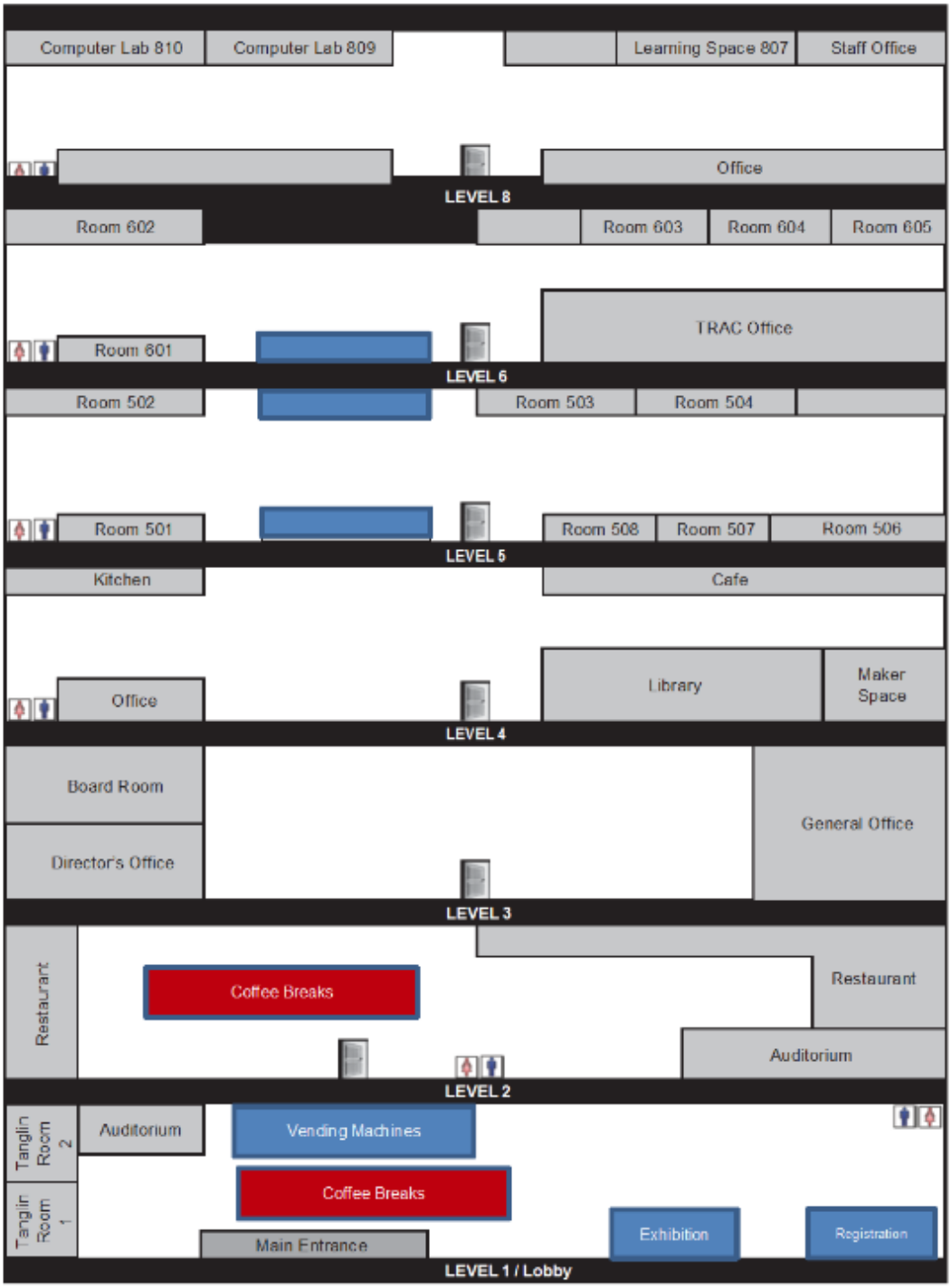
11. **HDMI Cable for Projector**
All conference rooms will have HDMI connection to the projector. Presenters who intend to use their own device are reminded to have the required conversion adapter.

12. **Mobile Phones**
Please remember to turn all mobile phones to silent mode during all ceremonies and presentations, so as not to disturb the speakers and other participants.

13. **Emergencies**
In the event of any health emergency, please contact the Conference Registration Counter at Level 1, or the Front Desk of the RELC International Hotel at Level 1, for assistance.

14. **RELC Car Park Coupons**
Single-entry RELC car park coupons are available at a special flat rate of $8 per entry to conference presenters/participants for the duration of the conference. They can be purchased at the Front Desk, RELC International Hotel, Level 1.

CONFERENCE DIRECTORY



RELC BUILDING

61st RELC International Conference
15 – 17 March 2027

Shaping the Futures of Language Education: Inspirations, Innovations, and Impacts

Language education has entered an era of unprecedented transitions and will continue to undergo more significant transformations in the years ahead. To prepare for these future transformations, we must critically examine our current beliefs and approaches. Only by understanding where we stand can we purposefully chart our future directions and re-imagine and shape more just, sustainable, and humane futures for language education.

Centered on the theme ***"Shaping the Futures of Language Education: Inspirations, Innovations, and Impacts,"*** the 61st RELC International Conference highlights the need to draw inspiration from evidence and experience, to design innovations with intentionality, and to create lasting impacts. Together, we will explore how the knowledge we choose to impart, the voices we amplify, the discourses we engage in, the tools we adopt, and the collaborations we foster actively construct the possible and "alternative" futures of language education.

This conference brings together language education leaders, academics, classroom teachers, and practitioners to chart the future of language education with inspiring narratives, innovative ideas and practices, and impactful research. It empowers participants with the mindsets, skillsets, and toolsets needed to lead with agency, creativity, and responsibility in this dynamic landscape.

Aims

The 61st RELC Internal Conference aims to:

- Provide a platform for scholars and practitioners to disseminate inspiring discoveries and innovations that will define the next generation of language education
- Advance scholarly dialogue on the multiple possible futures of language education
- Showcase best practices and emerging technologies that are transforming language teaching, learning, assessment, and research
- Promote intercultural understanding and professional networking among policymakers, scholars, and practitioners from around the world

Strands of Topics

Language Teaching and Learning

- The future-ready language classroom
- Evolving competencies: new literacy and communication skills for tomorrow
- Innovative approaches to teaching language skills
- Inclusive and sustainable language education

- Evidence-based and data-driven teaching and learning practices

Technology in Language Education

- Emerging digital tools and platforms for language education
- Frameworks for ethical and effective technology integration
- Human-AI collaboration in language teaching, learning, assessment, and research
- The impact of technology on language acquisition and literacy development

Language Assessment

- Future-oriented assessment policies and frameworks
- Digital assessment: practices, potentials, and ethical considerations
- Integrity, equity, and accountability in assessment
- Alternative assessments

Language Teacher Professional Development

- The language teacher of the future: new skills and competencies
- Innovative models and platforms for teacher learning and growth
- Teacher wellbeing, resilience, and agency

Research in Language Education

- Research agendas/priorities for diverse ELT and multilingual contexts
- Developments in the science of language acquisition and learning
- The future of language use in the age of AI
- Innovative, ethical, and inclusive research methodologies

ABSTRACTS

MONDAY, 9 MARCH

INVITED SPEAKERS

INVITED SPEAKER 1

Monday, 9 March 2026
10:20 AM – 11:10 AM
(Auditorium, Level 1)

DESIGNING FOR LITERACY LEARNING IN THE DIGITAL AGE
[Research]

Victor Lim, National Institute of Education, Singapore

In today's digital age, defined by the ubiquity of social media and the growing use of increasingly powerful generative artificial intelligence tools, language and literacy education stands at an inflection point. In this keynote, I lay out the ideas and arguments for a reorientation toward process-oriented paradigm to teaching, learning, and assessment through the paradigms of designing learning and learning as design. I discuss the role of teachers as designers of learning experiences where teachers engage in multimodal pedagogy for the cultivation of students' multimodal literacy towards building up their semiotic capital. Instructional materials and tools are viewed from the lens of pedagogical semiotic technologies that mediate knowledge representation, shape pedagogic relations, and organise the learning experience. I then discuss the paradigm of learning as design, positioning students as agentive meaning-makers who draw upon diverse semiotic repertoires to construe and construct meanings. Learning as design emphasises the importance of valuing the lifeworld literacies of students as well as foregrounds the value of learning as a process and the need for process-oriented approaches to assessment. I advance the argument that we must move beyond the paradigm of learning as solely developing competence toward the paradigms of designing learning and learning as design in response to the literacy demands on our students in the contemporary communication environment.

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INVITED SPEAKER 2

Monday, 9 March 2026
10:20 AM – 11:10 AM
(Room 503/504, Level 5)

PRACTICE INFORMING THEORY THROUGH LANGUAGE TEACHER ACTION RESEARCH
[Research]

Betsy Gilliland, University of Hawai'i Mānoa, United States

Action research has long been associated with teacher education and professional development. The method is flexible and responsive to the ever-changing realities of the classroom, allowing teacher-researchers to investigate a pedagogical problem through cycles of intervention implementation, data collection, and analysis. Language teacher-researchers can investigate any aspect of their practice, from novel approaches to teaching writing or listening to strategies for developing learner autonomy or engagement. They collect qualitative and quantitative data, analyzing it to answer questions about their teaching and their students' learning. Though sometimes critiqued for being biased due to the teacher's dual role as both teacher and researcher, well-designed, systematically conducted action research studies can produce strong findings that provide evidence for the effectiveness of approaches and innovations.

In this talk I make a case for action research being aligned with global trends in language teaching research. Action research can be used to test theoretical concepts in practice, but equally can use practice to inform theory. In this way, teachers' research findings support situated scholarship, showing

how abstract concepts work (or do not work) in specific contexts with specific learner populations. After an overview of current trends in language teacher action research, I will engage participants in reflection on how they could develop an action research project in their own teaching to contribute to cutting-edge research. Participants will identify areas they might investigate and consider possible interventions and data they could collect.

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INVITED SPEAKER 3

Monday, 9 March 2026
11:20 AM – 12:10 PM
(Auditorium, Level 1)

REIMAGINING ENGLISH LANGUAGE EDUCATION: ETHICAL AND IMPACTFUL APPLICATIONS OF AI IN ENGLISH LANGUAGE TEACHING
[Research]

Neenaz Bomi Ichaporia, British Council, Nepal

Artificial Intelligence is reshaping how we teach, learn, and assess English, offering exciting possibilities alongside ethical and practical challenges. How can we tap into its potential while ensuring responsible and equitable use?

This plenary explores the role of AI in ELT, drawing on the British Council's pioneering research and global initiatives. It opens with insights from the landmark report Artificial Intelligence and English Language Teaching which presents global trends, practitioner perspectives, and key implications for educators and learners.

The session then moves from theory to practice, showcasing ethical and impactful applications of AI across language teaching and learning. It spotlights AiBC, the British Council's AI-powered tool that enables learners to practise spoken English in real-world contexts. This project integrates a systematic, ethics-based approach — devised in partnership with university College London — from the outset to build interactive speaking tasks. It has yielded significant advances in personalised formative feedback as well as AI assisted task generation.

A case study from Colombia demonstrates how AI integration in education can be both locally responsive and globally informed. It features Shaia, an AI-powered ecosystem designed to support the continuous improvement of English language teaching including lesson planning, learning assessment, and access to relevant materials.

The plenary also presents AI in Language Teaching, a professional development pathway offering structured, free resources to help educators engage critically and creatively with AI tools.

Join us to reflect, engage, and consider AI's impacts on ELT and possible future directions for ethical and effective AI use.

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INVITED SPEAKER 4

Monday, 9 March 2026
11:20 AM – 12:10 PM
(Room 503/504, Level 5)

ENABLING TRANSFORMATIVE LANGUAGE LEARNING EXPERIENCES THROUGH AI
[Research]

Carlise Womack Wynne, University of North Georgia, United States

In an era where artificial intelligence is reshaping every aspect of education, language learning stands at the forefront of this transformation. Enabling Transformative Language Learning Experiences Through AI explores how educators can harness AI tools to create more personalized, engaging, and inclusive learning environments. This session examines practical ways to integrate AI-driven platforms. Examples

include adaptive tutoring systems, conversational chatbots, and intelligent writing assistants which can enhance language instruction to support students' communication skills, cultural understanding, and creative expression.

Participants will gain insights into how AI can enhance both teaching and learning by providing real-time feedback, facilitating authentic language interactions, and supporting differentiation across proficiency levels. The presentation also highlights ethical considerations, emphasizing the importance of maintaining human-centered pedagogy while leveraging AI's capabilities responsibly. Through examples, demonstrations, and discussion, attendees will discover how AI can serve as a powerful partner in designing transformative experiences that foster curiosity, autonomy, and global competence in language learners.

By the end of the session, participants will leave with concrete strategies, recommended tools, and an inspired vision for integrating AI meaningfully into their classrooms to empower students as confident, capable communicators in an increasingly connected world.

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FEATURED SPEAKERS AND PARALLEL SESSIONS

PARALLEL SESSION 1

Monday, 9 March 2026
1:20 PM – 1:50 PM
(Tanglin Room 1, Level 1)

THE APPLICATION OF GENAI IN TRANSLATION PRACTICES: HONG KONG UNIVERSITY STUDENTS' EXPERIENCES, CHALLENGES, AND RECOMMENDATIONS
[Research]

Meixin Wu, Hong Kong Baptist University, Hong Kong
Chenze Wu, Hong Kong Baptist University, Hong Kong

Despite the increasing integration of Generative Artificial Intelligence (GenAI) in language education, limited research has investigated students' experiences and perceptions regarding its application in translation—a pivotal area for digital tool utilisation in language learning. The present study employed in-depth interviews with university students in Hong Kong to investigate their experiences with GenAI-assisted translation, the challenges they faced, and their recommendations for future curriculum design. The findings revealed that GenAI-enhanced translation offered notable benefits, including increased efficiency, enhanced domain-specific accuracy, supplementary support for complex tasks, and emotional reassurance during the translation process. Nevertheless, participants also identified difficulties and limitations, such as inconsistent translation quality in specialised fields, concerns over data privacy, and the necessity to develop prompt literacy to optimise GenAI outputs. The study contributes to a context-specific understanding of how translation programs can better support student learning and promote the effective use of GenAI tools. The study underscores the importance for school leaders and curriculum designers to recognise both the potential and the limitations of GenAI in translation instruction and practices, thereby refining institutional policies and instructional practices to maximise the pedagogical value of these emerging technologies.

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PARALLEL SESSION 2

Monday, 9 March 2026
1:20 PM – 1:50 PM
(Tanglin Room 2, Level 1)

INVESTIGATING CHINESE UNDERGRADUATE STUDENTS' PERCEPTION OF CREATIVE SUPPORT IN THE EFL CLASSROOM
[Research]

Zhewei Zha, University of Aberdeen, United Kingdom

Guided by the process dimension of Rhodes' 4P model of creativity as the analytical framework, this study explores how undergraduate students perceive creativity in their experience in EFL classrooms. The participants, 240 Chinese EFL students at various universities throughout China, completed a questionnaire. Following the questionnaire, six students agreed to interview to provide insight into their perceptions. The quantitative results suggest that students generally perceive their experience in EFL classrooms as supportive of creativity. EFL teachers were perceived as knowledgeable, passionate, and effective in teaching, and implemented a wide range of student-centred strategies in classrooms with a mostly relaxed and interactive classroom climate. The interview data further support the questionnaire results but demonstrate that external factors, including disparity between schools and exam-oriented culture, influence students' creative engagement. In addition, this research also highlights the importance of balancing exam preparation and creative teaching which suggests that under the exam-oriented education system, incorporating creative elements within exam-focused teaching can be a viable way for promoting creativity in teaching practices. This study contributes to the current literature by incorporating learners' perspectives into the research on creativity in EFL classrooms, particularly in non-Western contexts. Based on the results, practical implications shed light on how to construct more creatively supportive learning environments.

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PARALLEL SESSION 3

Monday, 9 March 2026
1:20 PM – 1:50 PM
(Room 501, Level 5)

A TEACHER-FOCUSED K-12 VOCABULARY RESOURCE FOR MORPHOLOGICAL INSTRUCTION
[Practice (Primary/Elementary)]

Clarence Green, University of Hong Kong, Hong Kong

In K-12, explicit instruction in morphology (Colenbrander et al., 2024) has gained increasing attention and recommendations for integration into literacy instruction, increasingly at earlier stages of schooling (Hebert, 2020). As part of rich vocabulary instruction, morphology serves as a generative strategy for learning new words and connecting words that share patterns of affixes and/or roots (Beck et al., 2013; Nation & Bauer, 2023). The resource presented is a lexical syllabus of words that enables quick identification of words related by the same base word, root, or affixation patterns. This resource is a frequency-informed wordlist derived from the British National Corpus (2024) and the Corpus of Contemporary American English. Morphological relationships between words in these data sources were identified by fine-tuning GPT-4.1 Mini on 2,000 examples from MorphoLex (Sánchez-Gutiérrez et al., 2018), a database of words morphologically segmented and coded. The trained AI deployed to code the morphology of 250,000 unique wordforms in the BNC/ COCA. Accuracy with the training data coding exceeded 73% agreement, deemed fit for purpose quantitatively and via qualitative examination of the model output within the context of constructing a resource of word relationships. Using the suggested parses, the database can be sorted to quickly arrange all words with a shared base, root, or specific affix together, which is useful when teachers want to use a pool of morphologically related words in their literacy instruction, e.g., to illustrate the meanings contributed by roots or certain affixes. The resource also provides estimated word family sizes.

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PARALLEL SESSION 4
(FEATURED SPEAKER 1)

Monday, 9 March 2026
1:20 PM – 1:50 PM
(Room 502, Level 5)

REWRITING LANGUAGE LEARNING WITH GENAI: A DUAL PERSPECTIVE FROM STUDENTS AND INSTRUCTORS
[Research]

Nattharath Leenakitti, Chulalongkorn University Language Institute, Thailand

This study investigated the effectiveness of Artificial Intelligence–Assisted Language Learning (AIALL), specifically ChatGPT, as a GenAI-assisted writing feedback tool for English paragraph writing. The research was conducted in an academic writing course for second-year English as a Foreign Language (EFL) business undergraduate students at a university in Bangkok, Thailand, at the early stage of integrating GenAI in the classroom. A qualitative approach was employed to gain insights from students and course instructors regarding how GenAI could assist them. Data were collected from 118 written reflection worksheets from a required writing assessment task, which captured students' opinions on their use of ChatGPT for writing feedback. Students were instructed to write reflections based on ChatGPT's feedback to evaluate their overall improvement in paragraph writing, grammar, and vocabulary. This task encouraged metacognitive awareness of their writing performance as part of self-regulated learning (SRL). The reflections were subsequently analyzed using thematic analysis, which focused primarily on overall writing improvement. Instructors' perspectives were further explored through a semi-structured focus group interview with seven course instructors regarding the incorporation of ChatGPT as a GenAI-assisted writing feedback tool. Thematic analysis was also utilized for the instructors' interview. The findings of this study are expected to highlight the benefits students gained from ChatGPT's feedback in writing an English paragraph and fostering learner autonomy and metacognition, as well as instructors' views on the actual integration of the tool. These insights may prove useful and practical for future adaptation and implementation of GenAI in English language learning and teaching.

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PARALLEL SESSION 5
(FEATURED SPEAKER 2)

Monday, 9 March 2026
1:20 PM – 1:50 PM
(Room 503, Level 5)

BRIDGING POLICY AND PRACTICE: TEACHERS' PROFESSIONAL GROWTH THROUGH TEFLIN DEEP LEARNING TRAINING AND WORKSHOP
[Research]

Maria Hidayati, Universitas Negeri Malang, Indonesia

The implementation of Deep Learning (Pembelajaran Mendalam) as a national educational policy emphasizes the need for Indonesian teachers to move beyond surface-level instruction toward conceptually grounded and reflective pedagogy. Responding to this policy direction, TEFLIN (The Association for the Teaching of English as a Foreign Language in Indonesia) facilitated teachers' pedagogical competence and professional awareness through DLTW (Deep Learning Training and Workshop) to support the implementation of Deep Learning principles in classroom practice. This study explores how participation in DLTW contributes to teachers' professional growth and readiness to bridge national policy with practical teaching realities.

The training involved 110 teacher trainers and 1205 teachers across 20 TEFLIN chapters. Data were collected through post-workshop questionnaires and reflective feedback from 604 participants. The findings reveal notable improvement in teachers' understanding of Deep Learning concepts, lesson design skills, and the use of classroom English for communicative and student-centered instruction. The results of the questionnaire show a high satisfaction level with the overall mean of 4.2 out of 5 scale in the areas of content relevance, facilitation quality and workshop organization. Teachers also reported increased motivation, professional confidence, and awareness of their transformative role in implementing deep learning. However, several participants highlighted the need for longer duration, more practice session, and sustained mentoring.

The study concludes that DLTW has effectively bridged policy and practice by fostering pedagogical competence and professional identity among English teachers. It recommends establishing Professional Learning Communities (PLCs) to sustain post-training collaboration and continuous professional development.

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PARALLEL SESSION 6
(FEATURED SPEAKER 3)

Monday, 9 March 2026
1:20 PM – 1:50 PM
(Room 504, Level 5)

INTEGRATING LOCAL COSMOLOGY FOR SUSTAINABLE ELT PEDAGOGY
[Research]

Laxman Gnawali, Kathmandu University, Nepal

Though ELT literature (e.g., McDonald, 2007) stresses that pedagogic practices need to be guided by local cultural contexts, mainstream ELT in South Asia operates otherwise. English language teacher education courses in this subcontinent … "particularly dealing with the methods and materials … include the BANA-centric pedagogical elements, and are silent on the culture concepts, local or otherwise." (Gnawali, 2023). This talk addresses this situatedness and contends that learners' deeper cultural and cosmological roots meaningfully contextualize the learning experiences. It further explores how Eastern cosmology, with its holistic view of life and local cosmologies grounded in local traditions and the Pancha Maha Bhuta (five elements: earth, water, fire, air, and space) also known as Pancha Tatva can together inform the pedagogy that connects learners to the roots. Taking the Pancha Maha Bhuta as the metaphorical referents to conceptualize the classroom, the talk analyses the classroom from the lens of the five elements. If we embed the perspective of these elements in the design and the delivery of our lessons, we will be able to not only deepen learners' engagement in the learning of English but also help them to better understand their own local cosmology leading to sustainable pedagogical practices in ELT.

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PARALLEL SESSION 7
(FEATURED SPEAKER 4)

Monday, 9 March 2026
1:20 PM – 1:50 PM
(Room 506, Level 5)

EFL DEVELOPMENTAL EDUCATION IN A PRE-SERVICE TEACHER TRAINING COURSE IN JAPAN
[Research]

Chiaki Baba, Teikyo University of Science, Japan

In recent years, the English proficiency of college students has been declining, and the gap in proficiency levels has widened. Consequently, in teacher training programs at mid-tier and lower-tier universities, many students remain at low levels of English proficiency. Educators struggle to improve students' English skills.

The purpose of this study is to examine methods to enhance students' English proficiency and English teaching skills within the context of teacher training programs in these circumstances. The research questions are as follows: (1) Is student-led English grammar explanation effective for improving English proficiency? (2) Do peer feedback and self-reflection contribute to improving English teaching skills? The procedure is as follows: The research participants were five university students in Tokyo. Before and after these cycles, pre- and post-English proficiency tests as well as pre- and post-questionnaires were administered at the start of the semester and after all mock lessons were completed. During the semester, students (1) explained English grammar points to each other weekly, (2) took weekly English grammar quizzes, (3) provided peer feedback on each other's mock lessons, and (4) reflected on their mock lessons after receiving peer feedback and feedback from the presenter.

Results from the pre- and post-tests showed improvement in students' English abilities, confirming their active engagement in preparing grammar explanations and quizzes. Through peer feedback, self-reflection, and the responses of pre- and post-questionnaires, it became clear that their English teaching skills were gradually improving in visible ways, and their motivation for English mock lessons was greatly fostered.

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PARALLEL SESSION 8
(FEATURED SPEAKER 5)

Monday, 9 March 2026
1:20 PM – 1:50 PM
(Room 507, Level 5)

EMPOWERING EFL WRITERS: A FRAMEWORK FOR AI-SUPPORTED REVISION AND AUTONOMY IN ACADEMIC WRITING
[Research]

John Liang, NYU Shanghai, China

With the proliferation of AI tools such as Grammarly and ChatGPT, college-level EFL writers are increasingly reliant on these technologies for academic writing. In the absence of structured instructional guidance, overuse of AI can weaken learner agency and hinder the development of academic writing proficiency. This presentation demonstrates how college EFL instructors can implement structured learner training to promote principled AI use and cultivate students' autonomy in revising and editing their own writing.

The presentation begins with a concise review of current research on learner training, feedback practices, and AI integration in writing instruction. Building on this foundation, it introduces a research-informed, classroom-tested three-stage framework to guide AI-integrated learner training. In Stage 1, "Awareness Development," instruction emphasizes comprehensive, rubric-based teacher feedback and demonstrates how students can elicit focused, criteria-referenced feedback from AI to heighten their awareness of academic expectations in college writing. In Stage 2, "Guided Practice," students review peer essays using assessment criteria, AI-generated feedback, and instructor input. This process deepens students' understanding of writing expectations, cultivates the "writer as reader/editor" mindset, and strengthens revision skills. In Stage 3, "Autonomy Building," students engage with AI tools independently, self-regulating AI use during revision with minimal instructor intervention and enhancing their revising and editing skills.

The presentation concludes by outlining key principles for implementing AI-integrated revision pedagogy in the EAP writing classroom, emphasizing the balance between technological support and learner agency.

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PARALLEL SESSION 9

Monday, 9 March 2026
1:20 PM – 1:50 PM
(Room 508, Level 5)

RELOOKING ASSESSMENT: NEW WAYS OF USING MARKED WORK AND WRITTEN FEEDBACK
[Practice (Secondary/High School)]

Dorothy Chua, Catholic Junior College, Singapore

Many language teachers put much effort into providing students with written feedback at the end of an assignment or test. However, students do not attend sufficiently to the painstakingly written feedback.

Designed with fellow teachers in mind, this session will focus on the presenter's exploration of innovative and practical strategies to help students make use of their marked work, in particular, written feedback from the teacher, to raise their metacognitive awareness about their writing. Are students capable of reflecting on teacher feedback on their own? Can online platforms be used to help students process the feedback they receive? Can we teach students to use their marked work to inform them about their persistent writing characteristics? Can teachers use student reflections to inform them about common issues? The answer to these questions is a resounding "yes!". When teachers teach students how to use feedback and students are open to doing so, feedback becomes effective (Brooks, Carroll, Gillies & Hattie, 2019).

Based on classroom experience, this session will also show how these feedback strategies fit into a larger feedback loop which enables students and teachers to get into the momentum of using feedback

as an important source of data to improve teaching and learning (Fisher & Frey, 2009; Hattie, 2007 and 2009; Wiliam, 2011).

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PARALLEL SESSION 10

Monday, 9 March 2026
1:20 PM – 1:50 PM
(Room 601, Level 6)

INVESTIGATING CHANGES IN SELF-ASSESSED SPOKEN ENGLISH PROFICIENCY IN A THREE-WEEK STUDY-ABROAD PROGRAM
[Practice (Tertiary)]

Ken Urano, Hokkai-Gakuen University, Japan

This study forms part of a larger project investigating the multifaceted effects of a three-week study-abroad program on Japanese university students' English learning outcomes. The program integrates an intensive English course, company visits with English presentations designed within an English for Business Purposes (EBP) framework, and homestays with local families. The present study focuses on oral English proficiency, examining how participants' perceptions of their spoken ability changed over the course of the program. Twelve participants in the study-abroad group completed a self-assessment survey based on the CEFR-J framework, focusing on three skill domains—Listening, Interaction, and Presentation (Production)—administered before and after the program. A comparison group of nine students who remained in Japan completed the same survey. Each item was weighted according to its CEFR-J level to reflect increasing linguistic difficulty, and weighted scores were compared based on changes over time and between groups. The results indicated clear pre–post improvements in the study-abroad group, particularly in interaction and presentation, while the comparison group showed minimal change. This weighted self-assessment procedure provides a practical model for monitoring perceived proficiency development in short-term programs where standardized testing may not capture subtle communicative growth. The findings suggest that even a short-term, intensively structured program integrating focused language instruction, business-related communication tasks, and immersive living experiences can foster measurable self-perceived gains in spoken English proficiency, with appropriate design and preparation.

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PARALLEL SESSION 11

Monday, 9 March 2026
1:20 PM – 1:50 PM
(Room 602, Level 6)

TEACHER REFLECTION IN INTERCULTURAL COLLABORATIVE LEARNING THROUGH THINKING AT THE EDGE (TAE): A CASE STUDY
[Practice (Tertiary)]

Kanae Murayama, Kobe University, Japan

Since the 1990s, national policies and projects have been developing for the internationalisation of education at the tertiary education level in Japan. With an increase in inbound and outbound student mobility, universities in Japan have been conducting a variety of courses in intercultural collaborative learning to provide students with opportunities in multinational, multilingual, and multicultural contexts.

In most research, student performance and learning outcomes in the internationalisation of education are the focus. However, to enhance the quality of internationalisation of education, it is valuable to examine how teaching and non-teaching staff members learn and develop themselves from their work experience to strengthen internationalisation in Japan. How do they learn from their work experience? What can be practical and feasible for teaching and non-teaching staff members to realise their learning and development through their work?

The presenter will explain a case study of self-reflective work by an instructor for plurilingual courses in intercultural collaborative learning at a comprehensive university in Japan. This presentation focuses

on a self-reflection by the instructor on course reflection surveys submitted by the students (N=209) of the courses in the first semester of AY2025 using Thinkng At the Edge (TAE) by Tokumaru (2010) and Tokumaru (2016), and how the instructor reflected on educational practices in the courses. The presenter will further discuss the implications, possibilities, and challenges of faculty development in multilingual and intercultural settings within international education at the tertiary level.

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PARALLEL SESSION 12

Monday, 9 March 2026
1:20 PM – 1:50 PM
(Room 603, Level 6)

CROSS-CULTURAL NARRATIVE FRAMING IN L2 ENGLISH: FROM THEORY TO PEDAGOGY
[Research]

Yuko Nakahama, Keio University, Japan
Xinyue Gao, Keio University, Japan

This study investigates how speakers of fact-centred (Chinese) and position-centred (Japanese) languages construct narratives in L2 English, a fact-centred language, with a focus on viewpoint-setting strategies. Building on our previous research, we expand the participant pool to include lower-proficiency Chinese learners of English, enabling a developmental comparison across proficiency levels.

Participants (N=89) included native speakers of English, Chinese, and Japanese, as well as intermediate and high-intermediate L2 English learners from Chinese and Japanese L1 backgrounds. Using a six-panel comic strip as a narrative prompt, we analyzed written stories for linguistic indicators of viewpoint, including benefactive constructions and emotion-related expressions.

Findings reveal that while native English and Chinese speakers tend to foreground events and actions, Japanese speakers and learners exhibit a stronger tendency to align with protagonists' perspectives, often employing emotion-laden language. Notably, Japanese learners demonstrated a developmental shift toward English-like discourse as proficiency increased, whereas Chinese learners—regardless of proficiency—demonstrated narrative strategies more closely aligned with English norms than their Japanese counterparts.

These findings underscore the role of cultural narrative frameworks in shaping L2 discourse and highlight the need for pedagogical interventions that raise learners' awareness of viewpoint-setting conventions in English. We propose classroom strategies that incorporate contrastive narrative analysis and guided rewriting tasks to foster intercultural narrative competence. This study contributes to the growing body of research on conceptual transfer and offers practical insights for multilingual language education in global contexts.

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PARALLEL SESSION 13

Monday, 9 March 2026
1:20 PM – 1:50 PM
(Room 604, Level 6)

DEVELOPMENT OF A METACOGNITIVE KNOWLEDGE SCALE IN THE CONTEXT OF SELF-REGULATED VOCABULARY LEARNING
[Research]

Shotaro Ueno, Kanda University of International Studies, Japan
Osamu Takeuchi, Kansai University, Japan

The current study aimed to (a) develop a scale for measuring metacognitive knowledge in the context of vocabulary learning and (b) examine how this metacognitive knowledge relates to other variables of self-regulated learning (SRL) (i.e., variables from the behavioral, motivational, and metacognitive aspects of SRL). To operationalize these SRL aspects, vocabulary learning strategies (VLS) were used for the behavioral aspect, self-efficacy and intrinsic motivation for the motivational aspect, and self-regulation

for the metacognitive aspect. Data were collected from university students in Japan (n = 230) and analyzed using factor analysis and structural equation modeling (SEM). The results of factor analysis identified a five-factor model of metacognitive knowledge in vocabulary learning: strategy knowledge, environment knowledge, person knowledge, self-awareness knowledge, and task knowledge. The SEM results further revealed that metacognitive knowledge, as measured by the developed scale, served as a key mediator between motivational factors (i.e., self-efficacy and intrinsic motivation) and self-regulation in predicting VLS use. While these findings support several aspects of previous research and theoretical frameworks on metacognitive knowledge and SRL in second language and foreign language learning, some results, such as the lack of a significant direct effect of self-regulation and motivational variables on VLS use, contradict earlier studies. Based on these findings, future research directions are discussed and proposed.

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PARALLEL SESSION 14

Monday, 9 March 2026
1:20 PM – 1:50 PM
(Room 605, Level 6)

AI-ASSISTED ENGLISH ACADEMIC WRITING FROM THE LENS OF L2 MOTIVATIONAL SELF-SYSTEM AND TECHNOLOGY ACCEPTANCE MODEL
[Research]

Jiaozhi Liang, Zhejiang University, China

Understanding students' self-concepts and their perceptions of the technology is crucial for improving human-AI interactions. Grounded in the L2 motivational self-system and the technology acceptance model, this study employed an explanatory sequential mixed-methods approach to explore: (1) To what extent do L2 writing selves predict EFL learners' autonomous use of AI in English academic writing? (2) Do English academic writing enjoyment and education level moderate the relationships in the proposed research model?

Quantitative data were collected via an online questionnaire administered to 316 EFL learners (166 undergraduates and 150 postgraduates with CEFR English level C1 from four Chinese universities) and analyzed using structural equation modeling. Qualitative data were gathered through post-survey interviews with seven participants.

Quantitative results indicated that the ideal L2 writing self significantly predicted perceived usefulness and perceived ease of use, whereas the ought-to L2 writing self predicted perceived usefulness only. Neither self construct significantly predicted behavioral intention through a direct path. Additionally, writing enjoyment and education level were found to moderate the relationship between perceived usefulness and behavioral intention. The model explained 74.9% of the variance in behavioral intention. Qualitative findings complemented these results, identifying self-improvement desires, teacher expectations, a sense of achievement, and disciplinary requirements as key drivers of AI adoption.

The study offered pedagogical implications for integrating AI tools in English academic writing. Furthermore, it deepened our understanding of how L2 writing motivation, enjoyment, and education level could influence students' autonomous use of AI in this context.

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PARALLEL SESSION 15

Monday, 9 March 2026
1:20 PM – 1:50 PM
(Learning Space Room 807, Level 8)

EXPLORING THE INFLUENCE OF SOCIOECONOMIC STATUS ON CHINESE EFL UNIVERSITY STUDENTS' EMOTIONS, MOTIVATION AND IDLE
[Research]

Dongxia Pan, University of Bath, United Kingdom

The importance of socioeconomic status (SES) in English as a foreign language (EFL) learning has received growing attention, particularly regarding its influence on language learning outcomes (e.g., Butler, 2015; Sabri and Hamid, 2023). However, how SES shapes individual differences among EFL learners remains underexplored (Vonkova et al., 2024). Moreover, most existing studies have focused on secondary school students (e.g., Butler, 2015; Iwaniec, 2020; Ma et al., 2024), with limited understanding of how SES affects university students. This study addresses this gap by investigating how SES differences among Chinese university students, conceptualized through Bourdieu's (1986) capitals, relate to their language learning emotions, motivation and engagement in Informal Digital Learning of English (IDLE). A sequential explanatory mixed-methods design (Creswell and Plano, 2018) was employed. Quantitative data were collected from 340 undergraduate students via a questionnaire, while follow-up semi-structured interviews with a subset of participants are being prepared to provide deeper insights. Preliminary findings indicate that students from higher SES group tend to report more enjoyment, peace of mind, stronger motivational constructs (e.g. ideal L2 self, ought-to L2 self, instrumentality, international orientation) and greater engagement in IDLE. However, SES was not significantly related to negative emotions such as anxiety and boredom. These findings highlight the importance of considering SES when examining students' affective experiences and informal learning behaviours in higher education. Implications will be offered for teachers and policy makers seeking to create more inclusive and supportive learning environments for students from diverse socioeconomic backgrounds.

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FEATURED SPEAKERS AND PARALLEL SESSIONS

PARALLEL SESSION 16

Monday, 9 March 2026
2:00 PM – 2:30 PM
(Tanglin Room 1, Level 1)

INFLUENCE OF THE METHOD OF REPETITION ON SPEAKING PERFORMANCE AND SPEAKING SKILL DEVELOPMENT IN L2
[Research]

Masaki Date, University of Fukui, Japan

Numerous studies on task repetition have been conducted. Assuming task repetition will enhance content familiarity in L2 learners and influence their performance, this study focused on how learners should repeat a speaking task during practice and examined (1) how learners repeat a task influences their performance, and (2) how they practice using task repetition influences development of their L2 speaking skill.

Japanese university students participated. In each session, they performed a new picture-description (PD) task: Group 1 performed the same task three times, first in Japanese twice and then English, Group 2 performed the same task twice, first in Japanese and then English, and Group 3 performed the same task twice in English. Their pruned-speech outputs at pretest and post-test and at one of the sessions were analyzed for both fluency and complexity based on several metrics.

The results indicated that at practice, there were group differences in some metrics, where G1 was better than G2 and G3, and G2 was better than G3; on the other hand, in other metrics, no difference was found either among all groups or between any two groups. When looking at development between tests, all groups improved in some metrics, with the effect size of G1 being largest; however, in other metrics, either G1 and G2 or only G1 improved. This implies that how the same task is repeated influences the L2 performance, and the effectiveness of practice using task repetition is influenced by how the same task is repeated at practice.

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PARALLEL SESSION 17

Monday, 9 March 2026
2:00 PM – 2:30 PM
(Tanglin Room 2, Level 1)

LANGUAGE BATTLE IN CLASSROOMS: TENSIONS AMID MONOLINGUAL, BILINGUAL, AND MULTILINGUAL POLICIES IN NEPAL
[Research]

Basanta Kandel, Tribhuvan University, Nepal

Language policy in education (LPE) is an emerging global debate in multilingual classroom settings, including Nepal. Adopting the 'creation, interpretation, and appropriation of language policy' as the theoretical insight, I focus on how languages battle in classrooms for their existence and create tensions for the language policy arbiters. For the study, I adopted a 'critical ethnography' approach to gather information through numerous observations of basic-level classrooms of different subjects. Specifically, I observed three classes of each subject: English, science, and social studies (Total: 9) of two basic-level community schools located in Vyas Municipality, Nepal. Moreover, I conducted six semi-structured interviews with the subject teachers and two FGD with students purposively in natural settings, focusing on their agencies and roles for the 'creation, interpretation, and appropriation' of LPE in their classrooms. The information was critically analyzed, interpreted, and triangulated to construct a 'thematic network'. The study reveals the arbiters' agencies and ideologies regarding LPE processes in classrooms and discloses that they have experienced ideological discrepancies and tensions due to diverse policies. Consequently, the classrooms seem battlefields because of monolingual, bilingual, and multilingual policies, practices, and inconsistencies among them. Ultimately, the teachers and students, as the final arbiters of LPE, have randomly created, interpreted, and appropriated language policies in classrooms that have exposed ideological discrepancies, conflicts, and tensions on pedagogical and political agendas.

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PARALLEL SESSION 18

Monday, 9 March 2026
2:00 PM – 2:30 PM
(Room 501, Level 5)

AI-ENHANCED GLOBAL TEACHER COLLABORATION IN CLIMATE EDUCATION: LESSONS FROM SINGAPORE, AUSTRALIA AND AUSTRIA
[Practice (Secondary/High School)]

Sea Fong Liang, St Andrew's School (Secondary), Singapore

This presentation explores insights from the ASEF Classnet 17 innovative teaching project (Climate Alliance) which investigated how AI-enhanced teacher collaboration can enrich climate change education across the Swiss Alps (Austria), Equator (Singapore) and Down Under (Australia). Using Action Research and Community of Practice frameworks, the study examined how educators employed generative AI tools such as ChatGPT, BriskTeaching, Magic School and Suno for lesson planning, pedagogical adaptation and cross-cultural sharing of resources.

The research (published in Medienimpulse) highlights innovative practices that foster AI literacy by integrating "learning about AI" (critical awareness) with "learning with AI" (instructional implementation). It showcases how students engaged in digital storytelling and local activism research, enhancing both language skills and global citizenship.

Comparative policy analysis reveals diverse national approached: Singapore's structured integration, Austria's open experimentation, and Australia's cautious adoption. These institutional contexts significanlt influenced the effectiveness of AI tools in language and climate education.

The presentation seeks to underscore the importance of human oversight and critical adaptation, addressing challenges such as content accuracy via AI literacy, ethical considerations, and the "AI paradox" -- the environmental cost of using energy-intensive AI in sustainability education.

Ultimately, the findings advocate for AI as an assistive tool that supports, rather than supplants teacher agency, aligning with the Human-Centred AI vision of Industry 5.0. This research offers practical strategies for ethically integrating AI to advance language education, cross-cultural collaboration and global citizenship.

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PARALLEL SESSION 19
(FEATURED SPEAKER 6)

Monday, 9 March 2026
2:00 PM – 2:30 PM
(Room 502, Level 5)

REPOSITIONING PRIMARY ENGLISH TEACHERS: EMOTION, RESISTANCE, AND PROFESSIONAL VOICE IN A GLOBALISING ELT CONTEXT
[Research]

Su Yon Yim, Chinju National University of Education, South Korea

This talk explores how Korean primary English teachers navigate emotional labour, identity tensions, and professional resistance in a rapidly changing ELT landscape. Despite policy discourses promoting communicative and creative teaching, many teachers experience a gap between top-down reforms and classroom realities. These tensions are not merely pedagogical but deeply emotional and ideological. Teachers face pressures to conform to institutional norms while reconciling them with their own beliefs. Their emotional labour often remains invisible and undervalued.

Drawing on several studies conducted with Korean teachers, the talk highlights the marginalisation experienced by primary school English teachers, especially within discourses of native-speakerism and hierarchical school cultures. Teachers report emotional exhaustion, isolation, and a lack of recognition, with novice teachers particularly vulnerable. Resistance to change, such as reluctance to adopt creative tasks, often stems not from unwillingness but from deeply held pedagogical beliefs shaped by the national curriculum and textbook-driven instruction.

The talk further compares teacher competencies across school levels, revealing that differences in teaching experience, institutional demands, and assessment pressures shape how teachers perceive and enact their roles. While primary teachers struggle with the burden of implementing creativity within rigid systems, secondary teachers often face test-focused expectations that limit pedagogical autonomy. These findings underscore the need to understand teacher agency within varied educational ecologies.

Ultimately, the talk argues that empowering teacher voice is essential to sustainable ELT innovation. Supporting emotional well-being and professional agency enables teachers to meet the demands of global readiness more authentically. Reform efforts must engage with the affective and ideological realities of teaching. A humanising, context-sensitive approach to policy and practice is needed. Sustainability begins with those who teach.

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PARALLEL SESSION 20
(FEATURED SPEAKER 7)

Monday, 9 March 2026
2:00 PM – 2:30 PM
(Room 503, Level 5)

MAKING FORMULAIC LANGUAGE VISIBLE: A DATA-DRIVEN LEARNING APPROACH TO LEXICAL CHUNKS IN BUSINESS ENGLISH
[Research]

Khamkhien Attapol, Thammasat University, Thailand

Teaching lexical chunks effectively remains a challenge for many EFL teachers, especially in Business English classrooms where fluency and contextually appropriate language use are crucial. In this presentation, I report on insights from an action research study that explored how Data-Driven Learning,

or DDL, can be used to enhance Thai university students' awareness and use of lexical chunks through authentic business language.

Over a 10-week instructional cycle, 98 intermediate-level students in a Business English course worked with a specialised business corpus through guided language discovery tasks following the Expose–Identify–Observe–Discover–Internalise (EIODI) learning process. Students explored authentic business texts, noticed recurring language patterns, and applied these lexical chunks in spoken and written tasks. The findings show clear gains in students' awareness of lexical chunks and positive attitudes towards learning through corpus-based and language activities. Students also reported greater confidence in using business-related expressions in real-world communication. Most importantly, the study demonstrates that DDL is not only a research approach but also a practical and effective classroom strategy for Business English instruction and learning. The presentation will conclude with some teaching strategies, sample classroom tasks, and suggestions for integrating corpus-informed instruction into Business English and general EFL courses.

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PARALLEL SESSION 21
(FEATURED SPEAKER 8)

Monday, 9 March 2026
2:00 PM – 2:30 PM
(Room 504, Level 5)

ENHANCING PARTICIPATION THROUGH COLLABORATIVE TEACHING: AN INVESTIGATION IN MALAYSIAN TEACHER EDUCATION
[Research]

Nurhezrin Anuar, Institute of Teacher Education, Malaysia

This study investigates the relationship between teacher trainees' perceptions of collaborative teaching and their participation in an English language course at a Malaysian Institute of Teacher Education. In this study, a structured team-teaching model was implemented to observe its effects on trainees' engagement. Data were collected through surveys, classroom observations, and lecturers' reflective field notes to capture both attitudinal responses and observable participation behaviours.

Findings indicate that the trainees experience positive learning environment through the implementation of team-teaching model. Through iterative cycles of planning, acting, observing, and reflecting, lecturers refined their co-teaching strategies and role distribution, illustrating how team-teaching practices can be strengthened.

By experiencing structured team-teaching, it is hoped that the teacher trainees will develop a concrete model of shared planning, instructional delivery, and classroom facilitation that they can later adapt in their own school contexts. This early exposure strengthens their collaborative mindset and pedagogical confidence, enabling them to implement more inclusive, student-centred practices in the future.

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PARALLEL SESSION 22
(FEATURED SPEAKER 9)

Monday, 9 March 2026
2:00 PM – 2:30 PM
(Room 506, Level 5)

TEACHER CREDIBILITY AND STUDENT OUTCOMES
[Research]

Rosario Alonzo, University of the Philippines, Philippines

With research backing of a high effect size of 1.09, teacher credibility is a foundational driver of student success. The paper will examine what constitutes teacher credibility (trust, competence, dynamism, and immediacy) and highlight the importance of teacher-student relationships to build trust. It will explain its bidirectionality and the details of the Developmental Relationship Framework, which is of value in empowering both teachers and students. The participants will receive a copy of the framework for their reflection. The topic's empirical application will be shared based on the experiences of a professional

association that has international partnerships and an accredited non-governmental organization (NGO) that can be a source of insights on professional development programs. An in-house crafted assessment tool completed in an analytic way, rather than just descriptive, will likewise also be shared.

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PARALLEL SESSION 23

Monday, 9 March 2026
2:00 PM – 2:30 PM
(Room 507, Level 5)

ADVANCING PROJECT-BASED LANGUAGE LEARNING, ASSISTED BY AI-DRIVEN PRACTICES, AT THE JAPANESE ELEMENTARY LEVEL
[Practice (Primary/Elementary)]

Hide Takashima, Tokyo University of Foreign Studies, Japan
Yuko Higashino, Nippon Sport Science University, Japan
Mihoko Murakami, Ibaraki Christian University, Japan
Koichi Okumura, Professional University of Information and Management for Innovation, Japan
Naoyuki Kiryu, Kamakura Women's University & Junior College, Japan

This study reports on a two-year project-based English learning initiative implemented with the same cohort of Japanese 5th- and 6th-grade students. It addresses three key objectives: (1) designing project-based designing project-based curricula, (2) developing individualized practices tailored to students' proficiency levels using the AI platform SmartClass+ (Robotel), and (3) assessing changes in students' motivation, attitudes toward language learning, and oral presentation proficiency.

One government-approved textbook unit from each grade was selected and expanded into a goal-oriented project unit incorporating AI-based practices and a final presentation task. The 5th-grade project, Introducing the Charms of Japan, and the 6th-grade project, Sharing Your Experience of What You Could Do during a Summer Vacation, each culminated in individual short oral presentations, followed by programmed interview-style tests to elicit learned content. Presentations were recorded, transcribed, and analyzed: Grade 5 work was assessed on students' ability to convey messages beyond isolated sentences, while Grade 6 work was examined using type–token frequency counts to track vocabulary development.

Student questionnaires administered before and after each unit, as well as post-lesson review surveys, were analyzed together with the speaking data. Results indicate that project-based English learning, even with only two 45-minute classes per week (about 70 class periods in total for each grade) and primarily mother-tongue classroom interaction, can enhance learners' motivation, positive attitudes, and spoken output. This suggests that project-based approaches may offer a uniquely effective pathway for meaningful language learning in time-constrained elementary settings.

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PARALLEL SESSION 24

Monday, 9 March 2026
2:00 PM – 2:30 PM
(Room 508, Level 5)

FOSTERING MULTIMODAL COMMUNICATIVE COMPETENCE IN A CLIL COURSE WITH THINGLINK
[Practice (Tertiary)]

Kuei-Ju Tsai, National University of Kaohsiung, Taiwan

With the growing emphasis on multimodal expression in language education, developing multimodal communicative competence is essential for effective meaning-making across modes. This study reports on a classroom innovation implemented in a Content and Language Integrated Learning (CLIL) course at a university in Taiwan. The digital authoring platform ThingLink was employed to support English as a Foreign Language (EFL) students in designing interactive multimodal projects that combined linguistic,

visual, and auditory resources. Anchored in the United Nations Sustainable Development Goals (SDGs), the course aimed to promote students' critical understanding of sustainability while advancing their multimodal communicative competence. Drawing on the multiliteracies framework (Lim & Tan-Chia, 2022), the pedagogical design integrated four learning processes—encountering, exploring, evaluating, and expressing—across teacher-directed, self-directed, group, and cross-group learning modes.

Data were collected from students' multimodal ensembles (their ThingLink projects), classroom performances, and reflective discussions to examine how they orchestrated semiotic resources for meaning-making. Preliminary findings indicate that students demonstrated strengths in visual design and narrative flow, with room for improvement in integrating linguistic, visual, and auditory elements to enhance intermodal cohesion and audience engagement. These patterns suggest the emergence of multimodal communicative competence as learners experimented with integrating diverse semiotic modes for purposeful communication. The study highlights the pedagogical value of multiliteracies-oriented instruction in fostering multimodal competence and critical engagement with global issues in higher education EFL contexts.

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PARALLEL SESSION 25

Monday, 9 March 2026
2:00 PM – 2:30 PM
(Room 601, Level 6)

INTEGRATING CRITICAL THINKING INTO EFL CLASSROOMS: PRACTICAL STRATEGIES FOR ENHANCING COMMUNICATIVE COMPETENCE IN JAPANESE UNIVERSITIES
[Practice (Tertiary)]

Fumi Takegami, Prefectural University of Kumamoto, Japan

In an increasingly globalized world, the ability to think critically has become an indispensable skill for young people who must navigate the complexities of modern society. Yet, cultivating critical thinking does not occur naturally or easily. This challenge is particularly evident in the Japanese educational context, where the traditional emphasis on finding the "correct answer" has often limited opportunities for students to explore multiple perspectives and engage in reflective inquiry.

This presentation introduces a pedagogical approach that integrates critical thinking into English as a Foreign Language (EFL) instruction to promote deeper engagement, more meaningful interaction, and enhanced communicative competence. Based on the view that language learning and thinking are inseparable, this approach embeds key elements of critical thinking, such as claiming, evaluating, comparing, inferring, and making judgments. Rather than treating critical thinking as a separate component, it becomes an inherent part of speaking, listening, reading, and writing tasks.

Drawing on the course Seminar for Critical Thinking, the presentation examines how Activities include guided discussions, short debates, and reflective writing connecting local experiences to global contexts can challenge students' established thought patterns and cultivate higher-order cognitive skills. Also carefully prepare adaptable activity templates, and scaffolding techniques for encouraging critical and global thinking in mixed-proficiency EFL settings will be shown.

By merging language instruction with critical thinking pedagogy, EFL classrooms can move beyond rote practice toward fostering intellectual engagement and intercultural understanding.

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PARALLEL SESSION 26

Monday, 9 March 2026
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(Room 602, Level 6)

INFLUENCING FACTORS OF DIGITAL COMPETENCE AMONG UNIVERSITY FOREIGN LANGUAGE TEACHERS: AN FSQCA APPROACH
[Research]

Maojie Zhou, Shanghai International Studies University, China

This study explores the factors influencing digital competence among university foreign language teachers, using the technology–organization–environment (TOE) framework and fuzzy-set qualitative comparative analysis (fsQCA). Data from a survey of 93 teachers in China revealed distinct pathways to both high and low digital competence. High digital competence is linked to positive AI perceptions, strong external support, and moderate AI-related anxiety, while low digital competence is associated with negative perceptions, high anxiety, and lack of support. The findings emphasize the importance of both individual factors and organizational support in shaping digital competence and suggest that differentiated professional development programs are essential for addressing teachers' diverse needs.

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PARALLEL SESSION 27

Monday, 9 March 2026
2:00 PM – 2:30 PM
(Room 603, Level 6)

ANALYSING THE ROLES OF MULTIMODAL RESOURCES IN WRITTEN CLIL ASSESSMENT
[Research]

Yuen Yi Lo, The University of Hong Kong, China
Bo Peng, The University of Hong Kong, China

In Content and Language Integrated Learning (CLIL) classrooms, students are learning content subjects through their additional language (L2). Considering the difficulties they may encounter when mastering content knowledge and L2 simultaneously, researchers have advocated for using non-linguistic meaning-making resources or "modes". While a growing body of research has examined the potential of multimodal pedagogies, the roles of multimodal resources in assessment remain unexplored. This study seeks to address this research gap with a textual analysis of the relationship and affordances of linguistic and other semiotic resources in existing CLIL assessment practices.

Adopting a two-stage analytical framework, the research team analysed 5214 assessment questions in Science, covering questions in junior and senior secondary textbooks and the high-stakes public examination in Hong Kong. The team also examined the multimodal resources incorporated in instructional materials to explore any differences between instruction and assessment. The findings revealed several interesting patterns. First, multimodal resources were often utilised to construct the scenario of assessment questions. Second, a marked progression in multimodal demands was observed from junior to senior levels, in terms of the types of multimodal resources frequently used and the relationship between the linguistic and multimodal resources (i.e., representation vs elaboration). Third, notable differences were observed in the types of multimodal resources used in instruction and assessment, with the former employing more varied and supportive visuals. These findings highlight the multimodal demands encountered by students in CLIL assessment and a misalignment between instruction and assessment. They have implications for CLIL assessment design and instruction.

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PARALLEL SESSION 28

Monday, 9 March 2026
2:00 PM – 2:30 PM
(Room 604, Level 6)

A COMPARATIVE REPERTORY GRID ANALYSIS OF STUDENT AND TEACHER PERCEPTIONS OF AI IN LANGUAGE EDUCATION
[Research]

Xiao Cui, Universiti Brunei Darussalam, Brunei Darussalam
Chong Wang, Universiti Brunei Darussalam, Brunei Darussalam

As generative artificial intelligence (AI) becomes increasingly integrated into foreign language education, understanding how students and instructors perceive its role is crucial for effective pedagogical design. However, limited research compares these perspectives across specific learning tasks, particularly free from predefined scales or protocols. To address this gap, drawing on Personal Construct Theory, this study explores how 15 students and 5 instructors at a Chinese university constructed perceptions of AI integration in language classrooms after a semester of sustained engagement with AI tools. Using the Repertory Grid Technique and retrospective interviews, a shared three-dimensional perceptual framework (functional, behavioural, cognitive) emerged, though role-based divergence was evident. Compared to students' positive views on AI's functional affordances, teachers raised concerns about content overload and information filtering. Additionally, teachers viewed AI as fostering learning interest and enriching thinking, whereas students associated it with reduced motivation and weakened critical thinking. Principal Component Analysis further revealed distinct perceptual patterns across tasks between teachers and students. These findings expose a misalignment between teachers' pedagogical expectations and learner experiences, underscoring that AI integration is not inherently beneficial without targeted guidance. Consequently, the study proposes an "AI–Teacher–Student" model that balances functional affordances with learner agency and critical engagement via scaffolded instructional support.

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PARALLEL SESSION 29

Monday, 9 March 2026
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(Room 605, Level 6)

GENDERED DIFFERENCES IN SELF-PROMOTION ON ONLINE TUTORING PLATFORMS: A CORPUS-ASSISTED DISCOURSE STUDY
[Research]

Huahua Chen, The Hong Kong Polytechnic University, China
Wenxi Zhu, The Hong Kong Polytechnic University, China
Nate Ming Curran, The Hong Kong Polytechnic University, China
Ziyue (Ivy) Wang, National University of Singapore, Singapore,

Online tutoring platforms (OTPs) represent an emerging form of employment for credentialed and non-credentialed language teachers around the world (Curran & Jenks, 2023). As with other digital labor platforms, individual tutors on OTPs are responsible for crafting their own self-written profiles. These self-written profiles constitute an important form of self-promotion (Blyth et al., 2022). While existing literature has demonstrated that men and women differ in their self-promotional discourse, little research has explored: 1) gendered differences in self-promotion in the context of OTPs. Rooted in scholarship on gendered language usage and gendered self-promotional practices, this presentation explores gendered differences in self-written profiles on OTPs. Specifically, we employ Baker's (2006) Corpus-Assisted Discourse Studies (CADS) framework to conduct a comparative analysis of a 430-profile corpus, which comprises native-speaking tutors of English (n = 231) and native-speaking tutors of Chinese (n = 199).

We focus in particular on the use of self-focused versus collaborative language as expressed via pronoun usage, including the prevalence of self-focused (e.g., 'I', 'my', 'me') versus relational pronouns (e.g., 'we', 'us', 'our'). We also examine the frequency and function of other linguistics devices (e.g., hedges and boosters). In so doing, the study provides empirical data regarding gendered differences in

self-promotional intensity and focus in the novel context of OTPs. We then discuss the potential implications of gendered differences in self-promotion among language tutors. We conclude by calling for more research into gendered dynamics on OTPs and other digital education spaces.

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PARALLEL SESSION 30

Monday, 9 March 2026
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(Learning Space Room 807, Level 8)

EVIDENCE-BASED DESIGN FOR AI-ASSISTED PRONUNCIATION PRACTICE: CONNECTING STRUCTURED LEARNING WITH INFORMAL CHAT ENVIRONMENTS
[Practice (Tertiary)]

Xiaoming Ye, The Education University of Hong Kong, China

This study operationalizes China's 2024 call for "AI must move from showcase to daily practice and be rigorously evaluated", evidence-based AI integration by embedding ASR-driven pronunciation feedback into Hong Kong undergraduates' English language learning. It investigates the effectiveness of AI-driven mobile-assisted pronunciation practice through a dual-platform intervention (EEHK app and WhatsApp feedback) with 42 English as Foreign Language (EFL) learners (21 experimental, 21 control). In particular, EEHK is a mobile application designed to help on-campus undergraduates prepare and review vocabulary according to language course requirements. Quantitative analysis of pre-/post-test scores revealed significant improvements in comprehensibility for the experimental group, with 70% of participants recognizing AI's formative feedback value. Qualitative data from interviews highlighted increased learner motivation, as 76% preferred AI-assisted self-practice post-intervention, citing the convenience of the function of automatic speech recognition (ASR). However, technological limitations (e.g., inconsistent ASR accuracy) raised concerns among teachers regarding reliable formative assessment. Results demonstrate AI's potential to bridge structured instruction and autonomous practice, though integration requires pedagogical oversight. The study contributes empirical evidence to Computer-Assisted Language Learning (CALL) research by validating AI's role in fostering pronunciation awareness while identifying critical gaps in feedback precision.

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PARALLEL SESSION 31

Monday, 9 March 2026
2:40 PM – 3:10 PM
(Tanglin Room 1, Level 1)

FOSTERING REFLECTIVE ENGLISH TEACHERS WITH J-POSTL IN JAPAN
[Practice (Tertiary)]

Takane Yamaguchi, Shumei University, Japan
Sakiko Yoneda, Tamagawa University, Japan
Eri Osada, Kokugakuin University, Japan

This presentation examines recent practices in Japanese English teacher education that incorporate self-assessment descriptors (SADs), one of the core components of the European Portfolio for Student Teachers of Languages (EPOSTL), and their localized Japanese adaptations. To align with the Japanese educational context, our research team (JACET SIG on English Language Education) developed J-POSTL (2014) and J-POSTL Elementary (2021), both of which have been implemented in various teacher training programs in Japan. The presentation aims to contribute to ongoing discussions on reflective practice and competency-based teacher education by introducing how SADs derived from these portfolios are used in actual training contexts. Drawing on empirical data and program-specific applications, the session will highlight the pedagogical value of SADs in fostering reflective, competency-oriented teacher development. The session consists of three parts. Yamaguchi will present findings from a nationwide survey on reflective practices among English teacher educators. Osada will examine how

SADs are used to analyze students' reflections in elementary teacher education. Yoneda and Murakoshi introduced an SAD to second-year university students scheduled to teach English classes at public elementary schools. Subsequently, they conducted four group discussions using a reflection sheet developed by Morimoto and Yoneda (2023) based on the ALACT model. They will present the qualitative analysis results of these reflection sheets following the group discussions. By showcasing diverse applications of SADs across educational levels in Japan, this presentation offers insight into how structured self-assessment can enhance teacher development and program design.

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PARALLEL SESSION 32

Monday, 9 March 2026
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(Tanglin Room 2, Level 1)

HOW DO ACTIVITY-ORIENTED JAPANESE ENGLISH TEACHERS EFFECTIVELY USE ENGLISH TEXTBOOKS?
[Research]

Etsuko Ota, Toyo University, Japan

This study analyzed the text difficulty of Ministry of Education-approved English textbooks for junior high schools (JHS) and senior high schools (SHS) (JHS: 3 types; SHS: 10, 9, and 3 books per grade level) and conducted interviews with seven SHS English teachers. Through these two investigations, I examined the impact of English textbook difficulty, textbook handling methods, and teachers' instructional perspectives on students' English learning outcomes. The first analysis of English textbooks revealed that the current English textbooks under the current curriculum guidelines analyzed in this study showed similar text difficulty trends to those under the previous curriculum guidelines examined in prior research (Ota, 2017, 2019). In particular, it was reconfirmed that the difference in difficulty between the third year of JHS and the first year of SHS was most notable. This implies that setting the textbook difficulty level at a certain point could potentially affect the success of activity-centered lessons in SHS, especially in the first year. However, adjusting textbook difficulty alone is not the key to activity-centered English learning. This became clear from the results of the semi-structured interviews with seven teachers. Some teachers succeeded in promoting language activities by lowering textbook difficulty, while others achieved success using different methods. Based on these findings, it can be said that to implement activity-centered English instruction effectively, careful attention must be paid not only to adjusting textbook difficulty but also to how teaching materials are utilized.

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PARALLEL SESSION 33

Monday, 9 March 2026
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(Room 501, Level 5)

ENHANCING PRAGMATIC AND GRAMMATICAL COMPETENCE THROUGH VIDEO-DRIVEN INSTRUCTION: EVIDENCE FROM TAIWANESE EFL LEARNERS
[Practice (Tertiary)]

Fu-Yen Chiu, Soochow University, Taiwan

English serves as a lingua franca in the globalized era, and successful communication requires both grammatical and pragmatic competence. However, English language teaching in Taiwan primarily emphasizes grammar, often neglecting pragmatics. This imbalance may result in infelicitous utterances or even unintended offense. To address this issue, the present study implemented a video-driven approach focusing on four speech acts: requests, apologies, suggestions, and refusals. Fifty-two participants were divided into two groups: an explicit-instruction class (n = 27), which received metapragmatic instruction covering pragmalinguistic and sociopragmatic features as well as semantic formulas, and an implicit-instruction class (n = 25), which independently identified relevant sentence patterns from the videos.

The primary research instrument was a 20-scenario videotaped test adapted from Bardovi-Harlig and Dörnyei (1998), equally divided into isomorphic pre- and post-tests. Reflective journals and role-play activities were also collected as qualitative data sources. Both groups demonstrated significant intra-group gains in overall and pragmatic competence. The implicit-instruction group improved more significantly than its counterpart in grammatical error correction. Regarding inter-group comparisons, there was no significant differences found in terms of applying two different teaching approaches. Qualitative findings further showed that students consistently applied similar language patterns in reflective journals and role-plays activities.

Overall, integrating the video-driven approach into two different classes proved effective in helping students produce grammatically accurate and pragmatically appropriate utterances, thereby enhancing their communicative competence.

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PARALLEL SESSION 34

Monday, 9 March 2026
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(Room 502, Level 5)

A MULTIPLE-PERSPECTIVE CO-CITATION ANALYSIS OF ASSESSMENT FOR LEARNING (AFL) RESEARCH (1981 - 2025)
[Research]

Rachel Xuelian Zhu, National Institute of Education, Singapore
Icy Lee, National Institute of Education, Singapore

This study presents a comprehensive scientometric analysis of research on Assessment for Learning (AfL), a formative approach that positions assessment not as an endpoint, but as an integral component of the teaching and learning process. While AfL has gained increasing prominence globally, the field remains conceptually fragmented, with diverse practices and theoretical interpretations. To address this gap, we analyze 2,216 AfL-related publications indexed in Scopus, employing a multiple-perspective co-citation framework that includes Document, Author, and Journal Co-Citation Analyses (DCA, ACA, JCA). These were supplemented with dual-map overlays, burst detection, and cluster visualizations using CiteSpace to capture both structural and temporal dimensions of the literature. Our results reveal that AfL research is rooted in feedback and formative assessment theory, but has diversified into themes such as teacher beliefs, assessment literacy, students' experience, collaborative active learning, and discipline-specific applications (e.g., EFL and writing classrooms). A diachronic analysis identifies three overlapping stages: the conceptual stage (before 2000), which established theoretical foundations; the maturing stage (2000–2015), characterized by growing classroom applications and stakeholder perspectives; and the flourishing stage (post-2015), marked by global assessment literacy and learner-centered collaboration. This study contributes an integrated, data-driven perspective on the development of AfL scholarship, offering insights for researchers, educators, and policymakers into its intellectual foundations, thematic trajectories, and future directions.

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PARALLEL SESSION 35

Monday, 9 March 2026
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(Room 503, Level 5)

PEDAGOGICAL FRAMEWORK FOR ENHANCING UNIVERSITY STUDENTS' CRITICAL ENGAGEMENT WITH GENAI IN ACADEMIC READING AND WRITING
[Practice (Tertiary)]

Natalie Fong, The University of Hong Kong, China

With the increasing prevalence of Generative AI (GenAI) tools in higher education, it is essential to evaluate how educators and learners can utilise these technologies both responsibly and effectively. In the context of language instruction, GenAI has the potential to strengthen students' academic literacy. This study employs a sequential mixed-methods approach to investigate university students' practices

regarding the use of GenAI for academic reading and writing, as well as their perceptions of its efficacy and limitations. Data were collected by means of a survey of 325 English-as-a-second-language university students from Hong Kong and Mainland China, along with focus group interviews involving 48 students.

The study revealed that students who are less aware of GenAI's limitations, such as generating fake sources and relying on outdated information are more likely to depend exclusively on these tools for help with reading and writing. This reliance often results from limited knowledge about other available GenAI resources. A significant number of students reported uncertainty about engaging with GenAI critically and ethically in academic contexts, underscoring the demand for comprehensive institutional guidance and targeted training workshops. Moreover, the potential for inadvertent plagiarism when integrating GenAI into academic work was identified as a common concern.

In response to these challenges, this study proposes GUIDE-S, an evidence-based instructional framework designed to assist educators in fostering students' critical and ethical engagement with GenAI in academic reading and writing. This framework provides structured strategies that support both responsible student use and effective teacher integration of GenAI across different disciplines.

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PARALLEL SESSION 36

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INNOVATING TEACHER PROFESSIONAL DEVELOPMENT: AN ONLINE MODULE FOR GENRE-BASED ENGLISH INSTRUCTION IN THAILAND
[Research]

Wannaprapha Suksawas, Sukhothai Thammathirat Open University, Thailand

This study reports on the development of an online training module that integrates a Genre-Based Approach (GBA) to enhance secondary school English teachers' instruction in reading and writing in Thailand. Addressing persistent challenges in Thai students' literacy development, the project draws on global innovations in language education to bridge theory, research, and practice. The training module was designed to equip teachers with the stages of GBA—building field knowledge, supported reading, learning about the genre, supported writing, and independent text construction—while leveraging artificial intelligence (AI) to scaffold student learning.

Employing a mixed-methods design, the study involved eight in-service English teachers enrolled in a graduate program. Participants engaged in a six-hour online professional development program that combined explicit instruction in GBA with hands-on lesson planning supported by AI. Teachers used AI tools to adapt texts, generate comprehension activities, and design graphic organizers to facilitate reading and writing instruction. Data were collected through pre- and post-tests, lesson plan evaluations, surveys, and semi-structured interviews.

Findings revealed significant gains in teachers' knowledge of GBA, with post-test scores substantially exceeding pre-test results ($p < .05$). Lesson plan evaluations indicated strong alignment with GBA principles, while participants reported increased confidence, creativity, and perceived effectiveness in integrating digital innovations into pedagogy.

The study demonstrates how structured pedagogy, combined with technology-enhanced resources, fosters teacher capacity and inclusivity. It also demonstrates how localizing global trends in AI-driven language education can enhance professional development and transform classroom practice.

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PARALLEL SESSION 37

Monday, 9 March 2026
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(Room 506, Level 5)

ASSESSMENT CHALLENGES IN ENGLISH-MEDIUM INSTRUCTION (EMI) PROGRAMMES IN JAPANESE HIGHER EDUCATION: INSIGHTS FROM INSTRUCTOR REFLECTIONS
[Research]

Mizuka Tsukamoto, Ryukoku University, Japan

English-Medium Instruction (EMI) has expanded rapidly across Japanese universities in response to national initiatives such as the Top Global University Project, positioning EMI as central to institutional internationalisation efforts (Rose & McKinley, 2017; Aizawa & McKinley, 2020). However, students continue to face persistent challenges rooted in limited academic English literacy (i.e., Hino, 2017; Shimauchi, 2018; Tsuneyoshi, 2005), and instructors in course management (Galloway & Ruegg, 2020, 2022). Building on an earlier study (presented at RELC 2025) concerning an instructor's experience with an EMI course, this follow-up study focuses specifically on assessment issues observed in the course as well as in another English-Taught Programme (ETP). Using qualitative data analysis of the reflective notes of the instructor's experience and analysis of assessment artefacts, this study identifies key assessment-related difficulties encountered in an EMI context, including those noted in Matikainen (2024), and how these impact students' learning. The findings from the analysis indicate the need for a stronger curriculum structure that better supports students' academic English development. By addressing these gaps, the study contributes to the improvement of programme design in EMI and ETP contexts and highlights practical strategies to foster more effective learning environments for all stakeholders.

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PARALLEL SESSION 38

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(Room 507, Level 5)

MANY MEANINGS, MANY CHALLENGES: L2 LEARNERS AND POLYSEMOUS PHRASAL VERBS
[Research]

Natsumi Okuwaki, Tsuda University, Japan

Phrasal verbs (PVs) constitute an essential yet challenging component of English proficiency for second language (L2) learners. PVs are recognized as highly polysemous (Gardner & Davies, 2007), and their difficulty partly arises from both semantic opacity and polysemy (Garnier & Schmitt, 2016). The present study investigates (1) the degree to which L2 learners understand the polysemous meanings of high-frequency PVs, (2) whether literal meanings of PVs are better known than figurative ones, given that the former can often be inferred from their individual components, and (3) potential differences between their receptive and productive knowledge. Thirty Japanese university students completed recognition and recall tests of forty PVs, encompassing 100 polysemous meanings, selected from the PHaVE List (Garnier & Schmitt, 2015). Overall, participants demonstrated only partial knowledge of the meaning senses associated with the target PVs, with few able to recognize or produce all meanings of a given item. In receptive knowledge, semantic transparency appeared to play a substantial role; learners were more likely to recognize meanings that were semantically transparent. However, in productive contexts, there was no clear difference in difficulty between literal and figurative senses—both proved challenging for learners to produce. These results highlight the need for instruction that explicitly addresses the polysemous nature of PVs and provides balanced practice with both literal and figurative meanings. Combining comprehension and production tasks, guided by frequency data, can help learners develop flexible, context-appropriate use of these verbs.

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VISIBILITY OF LIP MOVEMENTS AND GESTURES EQUALLY FACILITATES L2 LISTENING COMPREHENSION
[Research]

Nobuhiro Kamiya, Gunma Prefectural Women's University, Japan

This study explores how two types of visual input—gestures (Body) and lip movements (Face)—affect second language (L2) listening comprehension among Japanese university students. Although previous studies have shown mixed results regarding the benefits of visual information, the present research investigates whether these effects vary depending on text difficulty and number of listening attempts. Seventy-three female undergraduates participated in a within-subjects design involving six English listening tasks that varied by modality (Body, Face, Audio) and difficulty (Easy, Hard). Each text was presented twice, with comprehension assessed after each attempt through multiple-choice questions. The results showed that both Body and Face modalities significantly improved comprehension scores compared to Audio-only, with no significant difference between the two visual conditions. These benefits were consistent regardless of text difficulty or the number of listening attempts. The findings suggest that when cognitive load is manageable—as in the case of moderately difficult texts—visual input, whether in the form of gestures or lip movements, can enhance comprehension to a similar degree. Participants reported a strong preference for the Body modality, yet this preference did not correlate with performance, indicating that learners may not always perform best in their preferred modality. The results emphasize the role of cognitive capacity in moderating the benefits of multimodal input, offering pedagogical implications for the integration of video materials into L2 listening instruction. The study contributes to a more nuanced understanding of how and when visual information supports L2 comprehension and invites further exploration into learner- and task-related variables.

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PARALLEL SESSION 40

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AN ANALYSIS OF ENGLISH LANGUAGE ERRORS IN CLASSROOM: A CASE STUDY OF THAI EFL TEACHERS
[Research]

Sita Yiemkuntitavorn, Sukhothai Thammathirat Open University, Thailand

In the context of English as a Foreign Language (EFL), classroom teachers serve as primary language models for their students. However, when teachers produce errors during classroom interaction, these may influence learners' acquisition and potentially lead to the reinforcement of incorrect language forms. The objective of this study was to identify and categorize the common types of English language errors (grammatical, lexical, and phonological) made by Thai EFL teachers in classroom speech. It is a qualitative research study targeting EFL Teachers. They are graduate students majoring English language in the academic year 2025, registered the "Teaching Practicum for English Teachers" course in School of Educational Studies in an open university in Thailand. This study involved 10 participants obtained by cluster random sampling. This study used video-recorded teaching practicum clips as primary data. Selected clips were transcribed verbatim and coded using an error observation checklist that classified teacher spoken errors into grammatical, lexical, and pronunciation categories. Qualitative excerpts from transcripts were analyzed thematically to explore contextual features and potential effects on learners.

The analysis revealed that Thai EFL teachers frequently produced errors across grammatical, lexical, and phonological categories. Grammatical errors were the most prevalent, particularly in the misuse of verb tenses, auxiliary verbs, and subject–verb agreement (e.g., "Are you finish?"). Lexical errors were observed in the form of inappropriate word choice and direct translation from the first language.

Phonological errors were evident in the mispronunciation of consonant clusters, final sounds, and word stress, which occasionally hindered intelligibility.

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EFFECTS OF GENAI-ENHANCED COLLABORATIVE WRITING ON L2 GRAMMAR ACQUISITION, RETENTION, AND LEARNER EXPERIENCE
[Research]

Tyler Mitchell, Kyushu Sangyo University, Japan
Davis Shum, Kyushu Sangyo University, Japan
Nicolas Emerson, Kyushu Sangyo University, Japan
Thomas Holland, Kyushu Sangyo University, Japan

This presentation shares findings from the third iterative cycle of a design-based research project, grounded in sociocultural theory and positioning generative artificial intelligence (GenAI) as a mediational tool that supports rather than supplants learner cognition. In a compulsory English-as-a-foreign-language course at a Japanese university, N = 36 students completed four sessions of collaborative story writing using Collabowrite, a GenAI-enhanced web application developed by one of the presenters and embedded within structured pedagogy. Four instructors taught four targeted grammar points in a counterbalanced design to limit instructor and sequencing effects. Using a one-group pretest–posttest design with a two-week delayed posttest, mixed-effects analyses showed significant gains in targeted grammar knowledge that were maintained at delay. The model treats GenAI as one strand of collective scaffolding alongside peers and instructors, providing in-task, form-focused guidance and creative scaffolding while developing AI literacy. Alongside the quantitative study, a concurrent qualitative study with the same cohort examined learner experience and classroom processes through students' post-session written reflections, teachers' field notes, and six semi-structured student interviews. Reflexive thematic analysis was used to generate three themes that will be presented with illustrative excerpts, and their implications for task design, AI-human collaboration, and responsible AI use will be discussed. Together, the quantitative and qualitative strands illustrate how embedding GenAI within classroom learning tools can support accuracy and engagement without displacing core cognitive work. The session will offer practical insights for using GenAI tools in the classroom while linking findings to sociocultural accounts of tool-mediated learning.

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PARALLEL SESSION 42

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(Room 603, Level 6)

THE LANDSCAPE OF VERBAL INTERACTION DYNAMICS IN TETE CLASSROOMS: CHALLENGES AND OPPORTUNITIES FOR BILINGUAL EDUCATION
[Research]

Wen-hsien Yang, National Kaohsiung University of Hospitality and Tourism, Taiwan

This study investigated the patterns of verbal interaction in Teaching English Through English (TETE) classrooms within Taiwan's secondary education system, following the nation's significant policy shift from Content and Language Integrated Learning (CLIL) to TETE. As part of Taiwan's 2030 bilingual policy, initially proposed in 2018, TETE has emerged as the predominant approach after a seven-year trial implementation revealed substantial teacher resistance to CLIL. By 2025, approximately 70% of Taiwan's primary and secondary schools island-wide have adopted TETE, with numbers expected to increase. This research examined how teachers and students engage verbally in current TETE environments and analysed its potential implications for widespread implementation. Drawing on literature exploring the L1-versus-L2 instructional debate, verbal interaction patterns, and specific Taiwanese educational context, this study addresses concerns about teacher-dominated discourse and

limited student participation that have historically characterised English language classrooms in Taiwan. Through systematic observation and analysis of classroom discourse patterns—including Initiation-Response-Feedback (IRF) structures and various interaction modes—the research offers important clues about the linguistic dynamics of TETE implementation. The results support understanding how teacher readiness, learner proficiency, and interaction patterns influence the effectiveness of TETE in Taiwan's secondary schools. This study has significant implications for language policy implementation, teacher professional development, and instructional design within Taiwan's evolving bilingual education landscape, potentially informing strategies to overcome barriers that previously hindered CLIL adoption and ensuring more successful outcomes for the national bilingual policy.

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PARALLEL SESSION 43

Monday, 9 March 2026
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(Room 604, Level 6)

REPRESENTATION OF DIVERSE CULTURES IN JAPANESE ELEMENTARY SCHOOL ENGLISH TEXTBOOKS: A GLOBAL ENGLISHES PERSPECTIVE
[Research]

Miu Kabayama, Kansai University, Japan
Yohei Nakanishi, Kansai University, Japan
Hiroko Nishimura, Shunan University, Japan

As societies become increasingly globalized, the Global Englishes Language Teaching (GELT) emphasizes the importance of teaching materials that represent diverse interlocutors and promote intercultural understanding. However, the representation of diverse cultures in Japanese government-approved elementary school textbooks (hereafter, textbooks) has rarely been investigated from a GELT perspective.

Thus, the purpose of the present study is to investigate: (1) how diversity of English speakers is represented and (2) how different cultures are included in the textbooks.

Eight textbooks for 5th- and 6th-grade students with the highest adoption rates were examined. The coding was based on Kachru's (1985) Three Circles model (Inner Circle: IC, Outer Circle: OC, and Expanding Circle: EC) and Yuen's (2011) 4P framework (Persons, Products, Practices, and Perspectives). For instance, when Merlion appears in the textbook, it was coded as "Products of Singapore (OC)".

The result showed that the textbooks included 77 countries (8 from IC, 13 from OC, and 56 from EC countries) in total, demonstrating a wide range of cultural representation. Among these, 20 countries appeared across all of the textbooks (5 from IC, 4 from OC and 11 from EC countries). Within the 4P framework, Persons most appeared, followed by Products, Practices, and Perspectives. Overall, textbooks used in Japanese elementary schools represent cultures from diverse countries, reflecting GELT principles (cf. Marlina (2024)). This implies that textbooks could serve as a material for exposing elementary school students to cultural diversity. In our presentation, we provide more detailed analysis and pedagogical implications.

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PARALLEL SESSION 44

Monday, 9 March 2026
2:40 PM – 3:10 PM
(Room 605, Level 6)

LEVERAGING GENERATIVE AI TO TRANSFORM ENGLISH MEDIUM INSTRUCTION (EMI): TRENDS, PEDAGOGICAL INNOVATIONS, AND CLASSROOM PRACTICE
[Research]

Jack Pun, Chinese University of Hong Kong, China

English Medium Instruction (EMI) has become a prominent global trend in higher and secondary education, aiming to enhance students' access to international academic and professional opportunities. However, EMI poses persistent challenges in balancing content mastery and language development, particularly in multilingual settings. The recent rise of ChatGPT has added a new layer of complexity and opportunity to EMI classrooms, calling for innovative, research-informed pedagogies that respond to emerging technological realities.

This presentation explores how GenAI technologies are being leveraged to transform EMI teaching and learning, drawing on empirical data from three interconnected studies in science classrooms in Hong Kong and mainland China. These studies investigate: (1) EMI teachers' strategic use of GenAI for real-time scaffolding of content-specific language and writing tasks; (2) students' critical engagement with AI-generated socio-scientific texts, including their evaluation of epistemic claims and credibility; and (3) students' creation of multimodal disciplinary explanations and artifacts that are co-constructed through AI-assisted processes. Methodologically, the studies employ classroom observations, teacher interviews, student focus groups, and multimodal analysis of learning outputs.

Grounded in ecological and construct-based frameworks, the presentation demonstrates how GenAI tools—when integrated critically and contextually—can support inclusive, adaptive, and linguistically responsive pedagogy. Rather than replacing teacher expertise, GenAI is positioned as a supplementary resource that enables differentiated instruction and promotes learner agency. In reimagining EMI through the lens of GenAI integration, this paper contributes to ongoing debates about the permeability of disciplinary boundaries in applied linguistics and the role of technology in transforming pedagogical norms.

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PARALLEL SESSION 45

Monday, 9 March 2026
2:40 PM – 3:10 PM
(Learning Space Room 807, Level 8)

L2 MINDSETS, ACHIEVEMENT EMOTIONS, ENGAGEMENT, AND ACCOMPLISHMENT IN ENGLISH LEARNING: A PERMA+4 PERSPECTIVE ON WELL-BEING
[Practice (Tertiary)]

Mu-Hsuan Chou, Wenzao Ursuline University of Languages, Taiwan

With the rise of Positive Psychology (PP), increasing attention has been directed toward the role of positive emotions in fostering personal growth and well-being in second and foreign language learning. Although the PERMA and PERMA+4 frameworks offer valuable perspectives on well-being, they primarily emphasize positive constructs, leaving negative emotions and fixed mindsets largely unexplored. This gap is significant, as both positive and negative emotions, as well as growth and fixed mindsets, jointly shape learners' psychological experiences. This study examined the effects of growth and fixed language mindsets on university students' sense of accomplishment in English learning, with positive and negative achievement emotions and behavioral engagement serving as sequential mediators. Using a short-term longitudinal design, data were collected at three time points over one semester from 501 university students in Taiwan. Structural equation modeling revealed that students with growth mindsets experienced stronger positive emotions, weaker negative emotions, greater engagement, and higher accomplishment in English learning. In contrast, fixed mindsets did not predict positive emotions or accomplishment but positively predicted negative emotions. Sequential mediation analyses showed that positive emotions and behavioral engagement together exerted the strongest indirect effect, followed by positive emotions alone and negative emotions combined with engagement. No mediating effects were found for fixed mindsets. These findings extend the PERMA+4 framework by highlighting the differential roles of adaptive and maladaptive emotions and mindsets in explaining well-being and accomplishment in EFL learning.

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PARALLEL SESSIONS

PARALLEL SESSION 46 **Monday, 9 March 2026**
3:45 PM – 4:15 PM
(Tanglin Room 1, Level 1)

CHANGES AND GROWTH OBSERVED IN JAPANESE UNIVERSITY STUDENTS THROUGH COIL WITH U.S. FIFTH GRADERS
[Research]

Sakiko Yoneda, Tamagawa University, Japan
Hiroyuki Takagi, Tamagawa University, Japan

This study examined the learning and developmental processes of Japanese university students participating in a seminar focused on elementary school English education through six Collaborative Online International Learning (COIL) exchanges with U.S. fifth graders from 2022 to 2024. Two research questions were examined: (1) What learning did seminar students experience? and (2) How did they grow? Using Kolb's Experiential Learning Cycle as an analytical framework, qualitative data from post-program reflective essays were thematically analyzed, and psychological changes were measured using the BEVI-J, a validated Japanese adaptation of the Beliefs, Events, and Values Inventory.

The participants were 13 students from a seminar focused on elementary school English at a university in Tokyo. Thematic analysis revealed that students' learning initially remained superficial but gradually deepened as they accumulated experiences through lesson observations, presentations, and interactions with U.S. children. Their reflections indicated a growing ability to connect experience and insight, aligning with Kolb's "Active Experimentation" stage by the final COIL session. BEVI-j results supported these findings: Scale 3 ("Satisfaction of Needs") suggested greater emotional openness; Scale 10 ("Emotional Regulation") reflected improved empathy and self-awareness; and Scale 17 ("Resonance with the World") showed heightened global interest and motivation.

Overall, the COIL experience, which began during the pandemic, offered participants meaningful intercultural engagement comparable to study abroad, enhancing their confidence, global awareness, and professional identity as future English teachers.

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PARALLEL SESSION 47 **Monday, 9 March 2026**
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(Tanglin Room 2, Level 1)

THE BOOK FILM FESTIVAL AS PEDAGOGICAL INNOVATION: BUILDING CREATIVITY, INCLUSION, AND LANGUAGE LEARNING COMMUNITIES
[Practice (Secondary/High School)]

Kaori Hakone, Osaka Jogakuin University, Japan

The Book Film Festival (BFF) project, sponsored by the Japanese Ministry of Education (MEXT), is an innovative contest-based practice linking Japanese language learning with creativity, inclusion, and community building. Participants read Japanese books of their choice and create short multimedia "book trailers" in Japanese that represent individual interpretations, drawing on their language, creativity, and multimedia skills. For learners studying Japanese as a foreign language in the secondary level, a bilingual Japanese-English division is available. With no single correct answer, the BFF validates diverse perspectives while cultivating critical thinking and digital literacies.

Aligned with MEXT's emphasis on meaningful, real-life projects and active learning, the Festival offers students with authentic tasks that connect classroom study with wider communities. Award-winning works are showcased publicly on digital platforms, and occasionally through face-to-face screenings. Participants connect with judges, peers, and audiences across ages, backgrounds, and regions. This transforms individual projects into collective experiences, building inclusive communities of practice where participants exchange ideas, provide feedback, and recognize each other's voices. It reflects a

digital society where people build identity, join communities, and experience belonging through online and face-to-face interactions.

This paper examines how the BFF facilitates not only language learning but also the creation of meaningful communities. The project suggests that contest-based, creative initiatives contribute to belonging, equity, and sustainability by linking individual expression with collective engagement. The implications are relevant to educators, community organizers, policymakers, and researchers seeking to harness digital platforms for inclusive education and social connection in a globalized world.

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PARALLEL SESSION 48

Monday, 9 March 2026
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(Room 501, Level 5)

PEDAGOGICAL TRANSLANGUAGING FOR TAMIL-ENGLISH BILINGUALS
[Practice (Primary/Elementary)]

Shaquille Ahmad, Nanyang Technological University, Singapore

This study investigates pedagogical translanguaging practices among Tamil-English bilinguals in primary school classrooms in Singapore. Tamil, as both an official and a heritage language, carries significant cultural and pedagogical value for the Indian community. Drawing on translanguaging theory (García & Li, 2014) and grounded theory methodology (Glaser & Strauss, 1967), the study will employ a mixed-methods design that combines qualitative classroom observations and interviews with quantitative student surveys. Data collection will include 20 hours of classroom observations, 8 hours of semi-structured interviews with teachers and focal students, and surveys involving 100 Primary Five students across four schools. This design will enable both in-depth and broad-based insights into language use, classroom discourse, and student attitudes toward bilingualism. The research will address three questions: (1) What is the nature of translanguaging pedagogy in Tamil language classrooms, including how and when teachers employ English in communicative and instructional contexts? (2) How do educators view the value of translanguaging and the use of English in Tamil language teaching? and (3) What are students' attitudes toward learning Tamil through translanguaging? Attention will be given to how teachers navigate between languages for instruction, how students respond, and how these practices may influence engagement, learning, and equity. Situated within broader debates on bilingual education, language policy, and heritage language maintenance, this study will contribute to theoretical understandings of translanguaging in an under-researched language pair (Tamil-English) and offer practical implications for teacher training, curriculum design, and policy in multilingual contexts.

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PARALLEL SESSION 49

Monday, 9 March 2026
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(Room 502, Level 5)

CULTURE IN THE EYES OF SOJOURNING TEACHERS
[Research]

Chiou-lan Chern, National Taiwan Normal University, Taiwan
Angela Wu, National Taiwan Normal University, Taiwan
Mei-Lan Lo, National Taiwan Normal University, Taiwan

This study examines how school teachers conceptualize culture through the lens of international sojourning. Drawing on UNESCO's (2001) definition of culture as "the set of distinctive spiritual, material, intellectual and emotional features of society or a social group," this research seeks to identify aspects of culture that are most salient to educators during short-term sojourns abroad. The study involved fifty Taiwanese high school bilingual teachers who participated in a two-week professional development program in Singapore. The aim of the professional development program was to enhance these teachers' English proficiency and abilities to teach their content areas in English. Participants—

representing both social science and natural science disciplines—submitted cultural exploration reports reflecting on their experiences. These reports were analyzed and categorized according to UNESCO's four dimensions of culture: spiritual, material, intellectual, and emotional. Findings indicate that the majority of participants' reflections centered on material aspects of culture, such as food, architecture, and public spaces, whereas intellectual features were least frequently mentioned. The analysis further explored how participants' disciplinary backgrounds and sociocultural contexts influenced their interpretations of cultural phenomena. The study highlights the importance of disciplinary and cultural lenses in shaping educators' cross-cultural perceptions and underscores the need for developing intercultural competence within teacher professional development programs to foster more holistic understandings of culture.

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PARALLEL SESSION 50

Monday, 9 March 2026
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(Room 503, Level 5)

INTEGRATING PROSODY INTO READING COMPREHENSION: A HIGH SCHOOL CLASSROOM PRACTICE
[Practice (Secondary/High School)]

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

In reading instruction, comprehension checks are often conducted through teacher–student question and answer exchanges. While effective for assessing understanding, such practices frequently focus on content recall rather than prosodic and communicative development, particularly in EFL contexts. This study reports on a classroom practice that integrates prosodic training into question-and-answer-based comprehension checks, emphasising two main points: (1) the introduction of vocabulary items and multi-word phrases with explicit attention to rhythm and stress patterns, and (2) the use of nuclear stress placement when students respond to comprehension questions.

In the initial stages of the lessons, target words and phrases were presented with their weak–strong rhythmic structures explicitly modelled and rehearsed, enabling learners to internalise the prosodic patterns alongside semantic meaning. During the question-and-answer segment, students were encouraged to respond by placing nuclear stress on key content words, thereby linking the focus of their answers to the information structure of the text. Teacher observations indicated that students' answers became more precise and fluent, with increased prosodic clarity in their delivery.

These findings suggest that integrating rhythm- and stress-based instruction into routine comprehension checks can deepen students' engagement with text meaning while improving their spoken output. The results highlight the pedagogical potential of prosody-focused question-and-answer sessions as a bridge between pronunciation, vocabulary learning, and reading comprehension within the EFL classroom.

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PARALLEL SESSION 51

Monday, 9 March 2026
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(Room 504, Level 5)

FOSTERING GENERATIVE AI LITERACY IN A GENRE-BASED WRITING ACROSS THE DISCIPLINES COURSE
[Practice (Tertiary)]

Gusztav Demeter, Case Western Reserve University, United States

As generative AI tools such as ChatGPT increasingly shape global communication practices, their influence on academic writing across disciplines presents both opportunities and challenges. In

response to this emerging trend, university educators are rethinking how to prepare students to engage with AI critically, ethically, and effectively. This presentation explores how generative AI literacy can be fostered within a genre-based writing across the disciplines (WAD) course, aligning with current innovations in language education and the evolving demands of academic contexts.

Grounded in classroom-based practice, the session demonstrates how genre analysis and writing process pedagogy can be used to help students understand disciplinary conventions and rhetorical expectations. Through curated readings on AI use, genre-specific writing tasks, and scaffolded assignments, students learn to evaluate when and how AI tools can support their writing, and when such use may be inappropriate or counterproductive. The presentation highlights how genre awareness enables students to assess the communicative purpose of texts and make informed decisions about AI integration at different stages of the writing process—from idea generation to revision.

Participants will also explore strategies for facilitating classroom discussions around the ethical, practical, and pedagogical implications of AI in writing, encouraging students to develop nuanced perspectives on its role in academic and professional communication. This presentation is especially relevant for university instructors designing writing courses across disciplines who want to equip students with the skills to navigate AI-enhanced writing environments thoughtfully and responsibly.

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PARALLEL SESSION 52

Monday, 9 March 2026
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(Room 506, Level 5)

VOCQGEN: SCALABLE VOCABULARY ASSESSMENT USING AI-GENERATED MULTIPLE-CHOICE CLOZE QUESTIONS
[Practice (Tertiary)]

Ralph Rose, Waseda University, Japan

A common approach to second-language vocabulary development involves focusing on a specific word list—such as Browne et al's NGSL (2013), Coxhead's AWL (2000), or a customized list—and having learners study successive sub-portions at regular intervals. This approach necessitates ongoing assessment of learners' knowledge of the words on these lists. One efficient method uses multiple-choice cloze questions (MCCQs; Hale et al., 1989). For low-stakes testing, MCCQs can be produced quickly and scored instantly. However, challenges arise in high-stakes contexts, where strict control over stem sentences and distractors is required; in large-scale programs, where MCCQ creation can be labor-intensive; and in terms of test security, when items may need to be reused in later quiz administrations.

To address this need, we developed VocQGen (short for vocabulary quiz generator), a freely available online tool that automatically generates MCCQs using generative AI to ensure well-formed questions. Users provide a list of headwords and specify a domain (e.g., humanities, science), a CEFR range, and a description of the target learners. VocQGen then generates the desired number of questions.

Validation testing has shown that VocQGen's MCCQs are comparably well-formed to those created manually by experienced teachers. They also tend to be slightly easier, which we argue enables students to more readily demonstrate their word knowledge.

This presentation will explain how VocQGen works, showcase its features, and demonstrate how to use it. It should be of broad interest to individual teachers as well as managers of large-scale programs.

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PARALLEL SESSION 53

Monday, 9 March 2026
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UNLOCKING FEEDBACK FOR DIGITAL MULTIMODAL COMPOSING: A MULTIMODAL RUBRIC-REFERENCED FRAMEWORK
[Practice (Tertiary)]

Hong Cheng, The University of Hong Kong, China

Digital multimodal composing (DMC) is increasingly used in L2 classrooms, where meaning is created through the integration of modes such as image, layout, and sound. However, feedback practices remain largely focused on written language, overlooking how students use non-linguistic modes to construct meaning. This limits learners' opportunities to demonstrate learning through diverse meaning-making resources and highlights the need for a multimodal approach to feedback.

Grounded in social semiotics and multiliteracies theory, and building on Elola and Oskoz's (2022) DMC assessment rubric, this study introduces and empirically explores a rubric-referenced feedback framework, complemented by a tailored feedback sheet designed to guide teachers in providing ungraded and formative feedback on students' DMC projects (e.g., posters). The framework highlights key components including audience engagement, semiotic choices, genre characteristics, modal affordances, and multimodal orchestration.

Using a collaborative action research design, three L2 English teachers at a Chinese university implemented the framework through iterative cycles of planning, observing, reflecting, and refining. The teachers adapted it to address challenges such as providing feedback on apt semiotic choices and intermodal relations. Data sources included classroom observations, teacher interviews, reflective discussions, and student-authored multimodal compositions.

Findings show that the refined framework helps teachers recognize how different modes work together to create meaning and supports students in designing coherent multimodal ensembles. It also establishes a shared metalanguage for teachers and students, promoting inclusive feedback that supports effective semiotic choices and the harmonious orchestration of meaning across modes, addressing the diverse literacy needs of learners in today's multimodal digital landscape.

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PARALLEL SESSION 55

Monday, 9 March 2026
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(Room 601, Level 6)

INFLUENCE OF HAVING A CLEAR IMAGE OF FUTURE CAREER ON POSSIBLE L2 SELF AND MOTIVATION

[Research]

Noriko Iwamoto, Toyo University, Japan

This study examines how a clear image of one's future career possibly influences the L2 self and motivation to study English. A questionnaire was administered to 1,231 science and engineering majors (642 first- and 589 second-year students) in April and July 2025. The questionnaire measures Ideal L2 Self in future jobs (ISJ), Ideal L2 Self in everyday life (ISL), and Ought-to L2 Self (OS), based on Dörnyei's L2 Motivational Self System and self-reported efforts to study English. Students were divided into three groups: 486 who had not decided on their future jobs (G1), 171 who had not decided in April but had decided in July (G2), and 574 who had decided on their future jobs since April (G3). TOEIC scores did not show any significant differences among the three groups. The ANOVA results revealed that in April, all four variables of G3 were significantly higher than those of G1 and G2, and in July, those of G2 and G3 were significantly higher than those of G1. Between April and July, all G2 variables significantly increased, whereas the other two groups showed no significant changes. This indicates that those with a clearer image of their future jobs tended to have greater ISJ, ISL, and OS and put in more effort. Moreover, students in all groups had greater ISL than ISJ. However, ISJ was more strongly correlated with effort. This suggests that introducing activities that consider future careers such as reading about jobs and teaching English in the workplace can be effective.

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PARALLEL SESSION 56

Monday, 9 March 2026
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(Room 602, Level 6)

NOVICE ENGLISH TEACHERS' IDENTITY FORMATION IN JAPAN'S SECONDARY EDUCATION: A CASE STUDY APPROACH

[Research]

Chitose Asaoka, Dokkyo University, Japan

In recent years, the gap between teacher education and classroom practice in Japanese secondary schools has become a critical concern. Beginning teachers are often reported to lack sufficient practical competence, despite expectations to integrate professional knowledge with effective classroom teaching. For English teachers, the 2017 Core Curriculum clarified preparation standards; however, rapid changes in school environments—including ICT integration, globalization, and increasing linguistic and cultural diversity—have introduced new challenges.

The Ministry of Education in Japan advocates ICT utilization and the realization of active, dialogic, and deep learning, yet concrete support for teachers remains limited. English educators must also promote respect for diverse English varieties while developing students' communicative competence. These circumstances highlight the need to understand how novice English teachers construct their professional identities and pedagogical beliefs within such dynamic and complex contexts.

This study investigates the formation of a new model of English teacher capable of addressing the demands of Reiwa-era learning. Adopting a case study approach, it focuses on six first-year secondary-school English teachers. Semi-structured interviews were conducted to examine both commonalities and differences in their perspectives, as well as the factors underlying these views. The preliminary analysis identified two principal themes: (1) perceived challenges in English language teaching, and (2) envisioned identity as an English language user and speaker. These findings provide insights into how novice teachers navigate contemporary educational demands while shaping their professional selves.

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PARALLEL SESSION 57

Monday, 9 March 2026
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(Room 603, Level 6)

TRANSLITERACY IN ACTION: BRIDGING PRINT, DIGITAL, AND CRITICAL LITERACIES IN THE PHILIPPINE INTERMEDIATE CLASSROOM
[Practice (Secondary/High School)]

Jerome C Hilario, Department of Education - Central Office, Philippines
Darren Rey C Javier, Department of Education - Central Office, Philippines
Giovanni C Duran, Department of Education - Central Office, Philippines

This practice-based research explores the integration of transliteracy in intermediate-grade reading classrooms in the Philippines, aimed at bridging print-based instruction with the critical demands of digital and multimodal literacy. Despite curriculum reforms and national assessments, upper primary learners demonstrate difficulty in evaluating diverse texts, especially those encountered on social media, video platforms, and online messaging spaces. This study investigates how transliteracy-driven classroom tasks can enhance reading engagement and critical evaluation skills among Filipino learners. Conducted as a six-week action research project in two public elementary schools, the study involved 97 upper primary learners and four classroom teachers. Data sources included pre- and post-intervention reading assessments, focus group discussions with students, classroom observations, and teacher journals. Weekly lessons integrated a curated set of print texts, infographics, and short-form videos, with learning tasks prompting learners to compare, annotate, critique, and recreate content across formats. Preliminary findings suggest that transliteracy-based instruction increased learners' motivation, deepened comprehension, and developed their ability to distinguish fact from opinion, identify bias, and assess credibility, skills aligned with digital literacy frameworks (Livingstone, 2008; Hobbs, 2011). Teacher reflections highlighted shifts in their assessment practices and a renewed understanding of learners as active media consumers. The paper concludes by proposing future directions for material development and teacher training to institutionalize transliteracy within the broader goals of critical and inclusive literacy education in the Philippine basic education context.

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PARALLEL SESSION 58

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BEYOND A SIMPLE RESEARCH LIMITATION: VALIDITY ISSUES IN QUESTIONNAIRE-BASED RESEARCH ON YOUNG LANGUAGE LEARNERS
[Research]

Yohei Nakanishi, Kansai University, Japan
Osamu Takeuchi, Kansai University, Japan

Validity is essential for connecting theory, research, and practice. Without it, theory remains speculative, research lacks credibility, and practice risks being misguided. In 2020, foreign languages became an official subject from fifth grade in Japanese elementary schools, yet empirical research on young language learners (YLLs), particularly methodological considerations, remains scarce. Therefore, with YLLs as the focus, this study re-examined a psychological model that has produced reliable and valid results for adult learners. Specifically, the present study investigated whether basic psychological needs satisfaction predicts engagement through foreign language enjoyment among YLLs. We analyzed data from 369 Japanese fifth- and sixth-grade students with PLS-SEM.

The results revealed that each psychological construct, such as foreign language enjoyment, demonstrated adequate reliability and convergent validity; however, discriminant validity, which refers to the extent to which constructs are empirically distinct, was severely compromised. HTMT values, which should be below 0.85, exceeded 0.90 for many construct pairs; for example, the value between basic psychological needs and engagement reached 0.988. These results indicate that theoretically distinct constructs were reflected as nearly identical in the responses of the YLLs, raising concerns regarding the suitability of models developed with adults for YLLs.

The observed problems with discriminant validity underscore critical methodological issues in questionnaire-based research with YLLs, which demonstrate the inherent difficulty of simultaneously measuring multiple, closely related psychological constructs. We believe this presentation, by offering possible explanations for the validity issues, could provide guidance for future researchers in designing research more appropriate for YLLs

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PARALLEL SESSION 59

Monday, 9 March 2026
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(Room 605, Level 6)

AI-ASSISTED WRITING: MEASURING GAINS IN COMPLEXITY FROM AN AI TUTOR IN STUDENT WRITING
[Research]

Trevor Sitler, Kansai University, Japan
Jerry Huang, Kyoto Sangyo University, Japan

This study examines whether writing feedback on L2 student essays from ChatGPT can lead to long-term increases in complexity. Prior work (Herbold et al., 2023; Mizumoto et al., 2024) shows that ChatGPT-generated essays could be distinguished from human-written essays through linguistic features derived from natural language processing (NLP) techniques. It was also found that students who used ChatGPT to write some or most of their essay also contained many of these linguistic variables associated with ChatGPT. We extend this line of research by testing whether the controlled use of ChatGPT for feedback, without rewriting student text, promotes greater linguistic complexity, operationalized using the feature set reported in previous studies. The data consists of a longitudinal corpus of 372 paragraphs written by 124 students over a 10-month period. The paragraphs, themselves not written with the help of AI, were collected at the beginning, middle, and end of two semesters of a ChatGPT 4o-mediated feedback course. We compared these texts using Python-based NLP techniques to measure gains in complexity over the 10-month period. These techniques include measures of syntactic complexity, syntactic depth, nominalizations, and discourse markers, among others. Results suggest that, in controlled settings, ChatGPT-mediated feedback yields moderate gains in linguistic complexity.

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PARALLEL SESSION 60

Monday, 9 March 2026
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(Learning Space Room 807, Level 8)

LEARNERS' AFFECTIVE AND COGNITIVE PERCEPTIONS OF ENGLISH ACADEMIC WRITING THROUGH NARRATIVE INQUIRY
[Research]

Akiko Takagi, Aoyama Gakuin University, Japan
Kana Matsumura, Tsurumi University, Japan

This study investigates Japanese university students' affective and cognitive perceptions of English academic writing across both high school and university experiences. The purpose was to examine how learners perceived writing instruction and practice and to identify the significance and challenges of using narrative frames as a reflective tool. Two research questions guided the study, focusing on (1) learners' emotions and perceptions toward English academic writing in high school and university, and (2) the benefits and challenges of using narrative frames for such exploration.

The participants were 25 second-year university students. Data were collected through two rounds of narrative frames (Barkhuizen, 2014) and follow-up interviews with five selected students, and the data were analyzed thematically.

The findings indicate contrasting perceptions between high school and university experiences. In high school, students frequently expressed negative emotions such as difficulty, boredom, and dislike, often linked to limited vocabulary, lack of models, and topic difficulty. In contrast, at university, students reported more positive experiences, highlighting fun, ease, and usefulness, with perceived gains in paragraph and essay structure, increased practice opportunities, and the ability to express ideas more freely. However, some nuances were lost in translation between Japanese and English within the narrative frames, leading to occasional mismatches in intended expression.

The study concludes that narrative frames not only capture diverse affective responses but also promote learner reflection and self-understanding. For pedagogy, the findings highlight the importance of addressing affective challenges and supporting writing as a communicative and meaningful practice.

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PARALLEL SESSION 61

Monday, 9 March 2026
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(Tanglin Room 1, Level 1)

ENGLISH USERS AND USE IN JAPANESE JUNIOR HIGH SCHOOL TEXTBOOKS: DIVERSITY, EQUALITY, AND FLUIDITY
[Research]

Shizuko Tomioka, Tsuda University, Japan

English functions as a lingua franca, enabling communication across diverse linguistic and cultural backgrounds. In response, researchers have emphasized the importance of integrating Global Englishes (GE) perspectives into language education. In Japan, the Ministry of Education, Culture, Sports and Technology has set goals to promote positive attitudes toward diversity and to develop students' intercultural communication skills. However, little research has examined whether government-authorized English textbooks support these policies and adequately prepare learners for GE-oriented communication.

Based on the notion of GE and Kachru's three-circle model, this study analyzed 18 government-authorized junior high school English textbooks in Japan (Grades 7–9), published in 2025. The analysis focused on characters' nationalities, skin tones, and cultural topics to assess diversity; the nature of interactions between main characters and their interlocutors to evaluate diversity and fluidity; and the distribution of word counts across characters to examine equality in speaking roles.

The findings indicate that, compared with earlier studies, textbooks have become more diverse in terms of nationalities, skin tones, and cultural topics. Despite these positive developments, characters from the inner circle and those with fair skin remained predominant, particularly in speaking roles and depictions of teachers. Moreover, dialogues provided limited opportunities for authentic, fluid interactions that mirrored global English use, where learners could engage with culturally diverse interlocutors and practice accommodation strategies essential for successful lingua franca communication. The study highlights implications for textbook development, emphasizing the need for designs that more fully embody linguistic and cultural diversity, equality, and fluidity.

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PARALLEL SESSION 62

Monday, 9 March 2026
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(Tanglin Room 2, Level 1)

GENAI-ASSISTED GROWTH-ORIENTED FEEDBACK: ENHANCING STUDENTS' GROWTH MINDSET, TASK EMOTIONS AND PERFORMANCE IN L2 WRITING
[Research]

Yi Guan, The Hong Kong Polytechnic University, China

The rise of generative AI (GenAI) offers new opportunities to redesign feedback practices in L2 writing by delivering immediate, personalized, and interactive responses. However, the pedagogical value of GenAI-assisted feedback is not an intrinsic attribute of the technology itself but depends on its instructional design and theoretical alignment. Accordingly, the academic focus is shifting from whether GenAI can provide feedback to how it can be engineered to move beyond mere error correction, fostering deeper learning and positive affect. Based on mindset and control-value theories, this study investigates the effects of GenAI-assisted growth-oriented feedback on students' growth mindset, task-specific emotions (i.e., enjoyment, anxiety, and boredom), and L2 writing performance. In a nine-week, mixed-methods experiment, 74 Chinese high school students were randomly assigned to one of two conditions: an experimental group that received growth-oriented feedback generated by DeepSeek-R1 or a control group that received traditional corrective feedback from the same tool. A mixed-design ANOVA revealed that the experimental group demonstrated significant improvements in both growth mindset and writing performance, alongside differential impacts on task enjoyment, anxiety, and boredom. Follow-up interviews with 15 experimental-group students indicated that growth-oriented feedback enhanced their perception of growth and cultivated positive emotions by highlighting strengths and providing actionable guidance, which in turn supported self-regulated learning. Overall, GenAI-assisted growth-oriented feedback holds notable educational potential to strengthen both psychological outcomes and academic achievement in L2 writing.

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PARALLEL SESSION 64

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(Room 502, Level 5)

BRIDGING THE SELF-OTHER PRONUNCIATION PERCEPTION GAP: SOCIOLINGUISTIC AWARENESS AMONG L3 ENGLISH LEARNERS IN CHINA
[Research]

Hsueh Chu Chen, The Education University of Hong Kong, China
Ching Hang Justine Chan, The Education University of Hong Kong, China
Xiaona Zhou, The Education University of Hong Kong, China

This study investigates the self-other perception gap in English pronunciation among third language (L3) English learners whose first language (L1) is Cantonese or other Chinese dialects, and second language (L2) is Mandarin in China's Greater Bay Area (GBA), focusing on how learners' self-assessments diverge from peer listener evaluations. Twenty L3 learners produced speech samples and subsequently self-assessed their recordings. Ten Hong Kong (HK) L2 English learners with Cantonese as L1 and Mandarin as L3 acted as peer raters, providing quantitative ratings of comprehensibility and accentedness on segmental and suprasegmental features. Semi-structured interviews with these HK L2 learners explored sociolinguistic factors shaping their evaluations, including perceived appropriateness for different contexts, social acceptability, and expectations for English use in varied formal and informal domains. Findings reveal that while L3 learners predominantly focus on segmental features such as consonant substitutions, peer listeners emphasize suprasegmental features such as stress and rhythm as critical for comprehensibility and accentedness. This divergence underscores a persistent self-other perception gap in pronunciation awareness. Learners often prioritize segmental accuracy, overlooking suprasegmental skills vital for adapting speech across communicative contexts. Consequently, they may be less prepared to meet sociolinguistic expectations, particularly in formal settings where suprasegmental features strongly influence listener judgments and social appropriateness. The study highlights the importance of integrating sociolinguistic awareness into pronunciation teaching to bridge this gap and better equip L3 learners for authentic communication in diverse contexts. These findings support pedagogical practices that align pronunciation instruction with real-world communicative demands in multilingual environments such as the GBA.

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PARALLEL SESSION 65

Monday, 9 March 2026
4:25 PM – 4:55 PM
(Room 503, Level 5)

SEGMENTAL AND SUPRASEGMENTAL KNOWLEDGE, SKILLS, AND THE ATTITUDES TOWARD ENGLISH PHONETICS AMONG STUDENTS IN A JAPANESE UNIVERSITY TEACHER TRAINING PROGRAM
[Practice (Tertiary)]

Masanori Tokeshi, Meio University, Japan

In recent decades, pronunciation instruction has become a neglected and marginalized area of TESOL in both pre-service and in-service English training programs due to several factors, including inadequate knowledge and training opportunities, as well as a lack of confidence among teachers. The policy of MEXT to downgrade 'English Phonetics' as an optional class in the English teacher license curriculum has led to serious problems in English classrooms (Sugimoto & Uchida, 2020). It is suggested that pronunciation instruction should adopt a holistic approach that encompasses intelligibility, comprehensibility, and accent, given that English is widely regarded as an international language (Munro & Derwing, 2005). The participants in this study included a total of 24 university juniors enrolled in the course "English Teaching Methodology II" in the second semester of 2022. The study utilized identical pre- and post-questionnaires, a phonetic symbol quiz, and English phonetic descriptions from a portion of a junior high school textbook. The study aims to compare the participants' knowledge, skills, and attitudes toward English phonetics following a review of basic English phonology, participation in reading-aloud practice sessions, and completion of a 15-minute demonstration class by each student.

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PARALLEL SESSION 66

Monday, 9 March 2026
4:25 PM – 4:55 PM
(Room 504, Level 5)

VIEWING AND REFLECTING: IPSATIVE ASSESSMENT IN DEVELOPING METACOGNITIVE LEARNERS
[Practice (Secondary/High School)]

Shoo Soon Wee, Dunman High School, Singapore
Yuanting Desiree Fu, Dunman High School, Singapore

Metacognition is often regarded as core to self-directed learning, as it develops learners' ability to be aware of, monitor, and evaluate their own learning processes. In language learning, learners are encouraged to develop their metacognition by recognizing their approach to a task and reviewing their language choices. However, engaging learners in "thinking about thinking" can be challenging, especially when the task involves complex multimodal texts. Drawing on a study of the teaching of visual texts in a secondary English classroom, this presentation explores how ipsative assessment can support the development of metacognition. Unlike traditional repetition-based methods, ipsative assessment measures progress against a learner's prior performance (Hughes, 2011), thereby fostering motivation, self-regulation, and a growth mindset. As students interpret and reflect on multimodal texts, they build visual literacy and critical thinking skills. Through goal-setting and self-evaluation, they also cultivate key 21st Century Competencies such as critical thinking and self-directed learning (Voogt & Roblin, 2012). The presentation shares practical strategies for transforming assessment into a personalised, process-focused model that enhances learner agency and metacognitive awareness.

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PARALLEL SESSION 67

Monday, 9 March 2026
4:25 PM – 4:55 PM
(Room 506, Level 5)

DO TEACHERS' AI MINDSETS INFLUENCE THEIR AI SELF-EFFICACY AND AI USE IN THE CLASSROOM?
[Research]

Michiko Ueki, Kansai University, Japan
Maiko Ikeda, Kansai University, Japan

This study examines the influence of language teachers' mindsets on their AI self-efficacy and their use of AI in the classroom. Since the emergence of generative AI, increasing research has sought to identify its effective pedagogical applications. While generative AI offers pedagogical potential, successful integration depends on teachers' psychological readiness (Bergdahl & Sjöberg, 2025). In this context, teachers' mindset toward teaching and AI self-efficacy may play a critical role in shaping their willingness and ability to adopt AI technologies in their pedagogy. However, to our knowledge, no prior study has examined the combined influence of teachers' mindsets and AI self-efficacy on their classroom use of AI.

The present study addresses this gap by clarifying the relationship among these three factors. Participants were 144 teachers across tertiary, secondary, and elementary education (58 at the tertiary level and 86 at the other levels). Data were collected using inventories on teaching mindset, AI self-efficacy, and AI use in pedagogy, supplemented with open-end questions. Quantitative data were analyzed through multiple regression analysis, while responses to open-ended questions were analyzed qualitatively.

The findings indicate that (1) teaching mindset does not significantly influence teachers' use of AI use, whereas (2) AI self-efficacy exerts a meaningful effect on teachers' pedagogical use of AI. Further analysis revealed that teachers primarily employ generative AI for materials development but rarely

integrate it directly into classroom activities. Several reasons for this tendency were identified through qualitative analysis. Detailed findings and their implications will be discussed in the presentation.

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PARALLEL SESSION 68

Monday, 9 March 2026
4:25 PM – 4:55 PM
(Room 507, Level 5)

REDEFINING FORMATIVE ASSESSMENT: A HOLISTIC FRAMEWORK FOR 21ST-CENTURY COMPETENCIES IN THE MALAYSIAN CONTEXT
[Practice (Secondary/High School)]

Kalminderjit Kaur Gurcharan Singh, English Language Teaching Centre, Malaysia

This conceptual paper addresses the critical challenges in formative assessment, particularly within the Malaysian educational context. It highlights the prevalent issue of using summative instruments for formative evaluation and the lack of comprehensive stakeholder appreciation for formative tools. The core argument advocates for a paradigm shift towards a holistic assessment framework that integrates perspectives and formative feedback from teachers, parents, and students, moving beyond traditional scores to reporting competencies among students. This approach aims to provide a more complete understanding of student progress and foster a higher level of trust in the objectivity of formative assessment. The paper also emphasizes the crucial importance of teacher competency, ongoing professional development, and empowerment to drive this transformation. It proposes innovative solutions centred on next-generation assessments, which prioritize 21st-century competencies such as critical thinking, problem-solving, collaboration, and communication. Key features include authentic tasks, seamless technology integration for adaptive testing and simulations, personalized feedback mechanisms, and an unwavering emphasis on equity. The discussion also touches upon innovating formative assessment through project-based and performance-based approaches. Ultimately, this paper aims to outline a robust framework for evolving assessment practices towards deeper learning for real-world application and a data-driven assessment ecosystem, ensuring that all students receive actionable feedback for continuous learning and development.

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PARALLEL SESSION 69

Monday, 9 March 2026
4:25 PM – 4:55 PM
(Room 508, Level 5)

METACOGNITIVE PRACTICES AND ELF AWARENESS IN ENGLISH AS A LINGUA FRANCA CLASSROOMS IN JAPAN
[Practice (Tertiary)]

Rasami Chaikul, Tamagawa University, Japan

In an increasingly globalized world, English functions less as a tool for native-speaker communication and more as a lingua franca among diverse users. This shift calls for pedagogical approaches that move beyond native-speaker norms and instead equip learners with strategies to manage real-life communicative challenges. This study investigates how metacognitive strategy training—planning, monitoring, evaluating, and reflecting—enhances Japanese university students' communicative competence in English as a Lingua Franca (ELF) classrooms.

The research explores: (1) how students engage with metacognitive strategies during ELF-oriented tasks, and (2) how these strategies influence their confidence, autonomy, and attitudes toward ELF communication.

Methodologically, the classroom-based qualitative study was conducted over 15 weeks in an ELF-focused English course. Students wrote weekly reflections to monitor their learning, which the teacher analyzed to trace growth in metacognitive awareness and communicative adaptability. A supplementary

questionnaire examined students' perceptions of the reflection process and their evolving attitudes toward ELF.

Findings show that consistent reflection fostered self-regulation, intercultural sensitivity, and confidence in managing communicative diversity. Students gradually shifted from pursuing native-like accuracy to valuing effective, adaptive communication across linguistic and cultural boundaries.

The study concludes that metacognitive pedagogy provides a transformative framework for ELF-oriented teaching in Japan. By integrating reflection-based strategy training, educators can cultivate learners who are reflective, autonomous, and strategically competent communicators, aligning language education with the realities of global English use.

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PARALLEL SESSION 70

Monday, 9 March 2026
4:25 PM – 4:55 PM
(Room 601, Level 6)

NAVIGATING PLAGIARISM IN THE AGE OF AI: STUDENT PERCEPTIONS, BEHAVIORS, AND INFLUENCING FACTORS
[Research]

Li-Ju Julie Shiu, National Chi Nan University, Taiwan

This study explores university students' perceptions of traditional plagiarism versus AI-related plagiarism, the gap between ethical beliefs and actual behaviors in AI-assisted writing, factors influencing AI tool usage, and the rationalization strategies students employ. Using a mixed-methods design, data were collected through questionnaires (n = 79) and semi-structured interviews (n = 10). Results reveal that students generally view AI-assisted writing as less severe than traditional plagiarism, even while acknowledging its ethical implications. A significant perception–behavior gap was identified, with many students engaging in AI-assisted writing despite recognizing potential ethical concerns. Academic pressure, the pursuit of efficiency, and differing levels of awareness regarding institutional policies emerged as key factors driving AI use. Furthermore, students frequently rationalized their behavior by framing AI as a tool to enhance creativity or by viewing it as a form of indirect plagiarism that did not constitute traditional academic misconduct.

These findings highlight the urgent need for universities to develop clearer, more comprehensive policies and provide targeted educational interventions to address the complexities surrounding AI use in academic writing. By fostering a deeper understanding of both the ethical dimensions and practical challenges posed by AI, institutions can bridge the gap between students' moral reasoning and their behaviors. Addressing this issue is essential for promoting academic integrity and guiding students toward responsible and informed engagement with emerging technologies in higher education.

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PARALLEL SESSION 71

Monday, 9 March 2026
4:25 PM – 4:55 PM
(Room 602, Level 6)

NAVIGATING THE RIVER: IMPLEMENTING 3MT STYLE VIDEOS AND MINI-VIVAS AS AUTHENTIC ASSESSMENT IN TEACHER EDUCATION
[Practice (Tertiary)]

Tanya Kempston, University of Hong Kong, China

While the 3MT (Three Minute Thesis) style video and viva voce have long been established in tertiary education as methods of assessment in doctoral study, their application in teacher education presents an opportunity to enhance assessment authenticity. This presentation explores the use of these assessment forms in the Postgraduate Diploma in Education Secondary English programme at the University of Hong Kong, focusing on their potential to give voice to students' experiences and insights.

By requiring students to distil key experiences from their Teaching Practicum into concise three-minute video presentations, they are empowered to express their own unique perspectives on their growing understandings of classroom practice. The accompanying mini-viva following the submission of the 3MT style video allows students to show their grasp of the complexity of teaching and learning and promoting reflective practice.

Student perspectives on these two forms of assessment highlight improvements in confidence and presentation skills while emphasizing the value of authentic assessment. The presentation aims to show that integrating traditional assessment formats in novel ways can bridge the gap between theory and practice, ensuring that student voices are heard and valued in the educational process. Just as a river flows and adapts to its surroundings, this assessment process guides students through the currents of their ideas, allowing their unique voices to surface and flow freely in a supportive environment.

In this presentation, participants will explore the rationale for implementing these forms of assessment, the implementation process, and implications for enhancing teaching and learning outcomes in language education.

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PARALLEL SESSION 72

Monday, 9 March 2026
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(Room 603, Level 6)

DEVELOPING AN AWARENESS, ATTITUDE, AND ACTION (AAA) FRAMEWORK FOR SDG EMBEDMENT IN ENGLISH LANGUAGE CLASSROOMS
[Practice (Secondary/High School)]

Giovanni Duran, Department of Education - Central Office, Philippines
Jerome Hilario, Department of Education - Central Office, Philippines
Darren Rey Javier, Department of Education - Central Office, Philippines

This study develops and validates an AAA Framework for investigating SDG embedment in English language classrooms and introduces a companion measurement tool derived from UNESCO's (2017) SDG learning objectives. We operationalized UNESCO's cognitive, socio-emotional, and behavioral objectives into ELT-specific indicators, generating a 51-item instrument across AAA. A pilot with 20 teachers established strong internal consistency (overall α=.93; Awareness α=.94; Attitude α=.97; Action α=.93) and informed minor wording and scaling revisions. The main mixed-methods study surveyed 74 Philippine English teachers and analyzed AAA profiles using Wilcoxon/Kruskal-Wallis and Kendall's τ, complemented by thematic analysis of interview responses.

Findings show no significant AAA differences by affiliation or level, indicating broadly similar SDG orientations across settings. Critically, Attitude correlated positively with Action for both sectors, whereas Awareness related to Action only among public-school teachers, suggesting that valuing SDGs is a more reliable driver of classroom implementation than knowledge alone. Qualitative results identified three embedment routes—literature-anchored texts, performance tasks, and interdisciplinary designs—and three barriers: limited student schema, scarce age-appropriate resources, and the absence of curricular guidance for aligning learning competencies with SDGs.

We present the AAA Framework and the UNESCO-aligned AAA Tool, along with a rapid Classroom SDG Audit that converts AAA diagnostics into lesson design moves, including value-building prompts, contextualized texts, action-oriented outputs, and cross-subject anchoring. The paper offers ready-to-adopt task templates and PD priorities that translate UNESCO's objectives into measurable teacher practice, providing a scalable pathway for SDG embedment in ELT where theory, research, and practice converge.

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PARALLEL SESSION 73

Monday, 9 March 2026
4:25 PM – 4:55 PM
(Room 604, Level 6)

SIX-YEAR MOTIVATIONAL TRAJECTORY OF AN EFL LEARNER IN JAPAN THROUGH LITERACY AUTOBIOGRAPHY
[Research]

Hinako Kuwata, Graduate school of Aoyama Gakuin University, Japan

Motivation is a key factor in second language (L2) learning. As Dörnyei (2005) argued, even learners with strong abilities and supportive teachers may struggle to achieve long-term goals without sufficient L2 motivation. While previous studies have largely adopted a quantitative approach and paid little attention to individual learners' experiences (e.g., Hayashi, 2005), it is essential to explore L2 motivation from a qualitative perspective, since each learner's motivation is unique and dynamic.

To address this gap, the present study utilizes a literacy autobiography to examine the long-term motivational trajectory of an English as a foreign language (EFL) learner in Japan. In total, 48 essays were written, and each reflecting memorable learning experiences over the six years: three years in junior high school and another three years in high school. The essays were analyzed based on the framework of Self-Determination Theory (Deci & Ryan, 2000), to identify the shifts of L2 motivation and the factors behind them.

This study revealed that the learner's motivation decreased when she lost confidence as an EFL learner and had unsuccessful experiences. It also discovered that external factors such as exams, friends, and teachers contributed to extrinsic motivation. The study illustrates how L2 motivation is dynamically influenced by both personal and social factors. The findings highlight the value of literacy autobiography as a method for capturing each learner's motivational trajectories from a qualitative and practical perspective.

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PARALLEL SESSION 74

Monday, 9 March 2026
4:25 PM – 4:55 PM
(Room 605, Level 6)

GLOBAL CITIZENS AND AUTHENTIC LOCALS: CONSTRUCTIONS OF IDENTITY BY ONLINE JAPANESE LANGUAGE TUTORS
[Research]

Ayaka Shimizu, Canadian International School of Hong Kong, China
Sum Yuet (Carly) Tai, Good Hope School of Hong Kong, China
Nate Ming Curran, The Hong Kong Polytechnic University, China

Online tutoring platforms (OTPs) are a popular way for language learners around the world to learn and practice their target language. Tutors on OTPs are responsible for creating engaging profiles that will attract potential students. This paper, led by two high school student researchers, focuses on the self-promotional discourses adopted in the self-curated profiles of 30 Japanese language tutors working on a popular OTP. Adopting a critical perspective grounded in intercultural communication (Jackson, 2019), the paper combines thematic analysis and discourse analysis (Jenks, 2020) to identify commonalities and differences among the tutors' self-promotional strategies. The findings highlight tensions that emerge between two strategies that tutors often use together in their profiles. On the one hand, tutors tend to frame themselves as well-traveled and cosmopolitan global citizens who are knowledgeable about foreign people and places. On the other hand, tutors also seek to embody authentic Japanese culture and serve as ideal "native speakers" of Japanese. By exploring how tutors navigate the tensions between these two ostensibly contradictory identities (i.e., global citizen and authentic Japanese), the paper contributes to better understanding: 1) the commodification and essentialization of culture in the context of online language tutoring; and 2) the complexity of identity performance in the digital age. The

paper concludes by discussing the pedagogical implications of OTPs, focusing in particular on how OTPs may affect learners' understanding of culture.

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PARALLEL SESSION 75

Monday, 9 March 2026
4:25 PM – 4:55 PM
(Learning Space Room 807, Level 8)

SCAFFOLDING THINKING FOR DEEPER LEARNING IN AUSTRALIA'S NEW ARRIVALS SETTING
[Research]

Dannie Wang, University of Melbourne, Australia

Developing students' thinking is key to their academic success. However, this is particularly complex in New Arrivals Program (NAP) settings, where students learn disciplinary content through a developing language and where teachers' subject knowledge may be limited. This study investigates how secondary EAL teachers support the simultaneous development of new arrivals' thinking, subject understanding, and academic language through the Content and Language Integrated Learning (CLIL) approach.

A qualitative case study approach will explore how teachers interpret and enact CLIL principles in their planning, classroom practice, and professional learning. Data will be collected through interviews, classroom observations, and observations of teachers' collaborative learning interactions.

The study contributes to understanding how CLIL can be adapted for language dominant transitional contexts, offering insights into the pedagogical decisions teachers make as they negotiate content, language, and thinking demands. Grounded in Vygotskian Sociocultural Theory, the analysis highlights how teachers develop greater pedagogical confidence and capability through CLIL informed practices.

In line with contemporary developments in multilingual education, pedagogical innovation, and teacher professional growth, this study also examines how adopting CLIL reshapes teachers' professional identities. As teachers move beyond being positioned as "only language teachers," they develop greater confidence and agency in integrating explicit instruction of higher order thinking skills and curriculum aligned disciplinary content into their everyday practice. By illuminating the dynamic interplay between content, language, and thinking in high transition learning environments, the study offers theoretical and practical insights that contribute to ongoing conversations about responsive, evidence informed approaches to language and content learning in increasingly diverse educational settings.

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INVITED SPEAKERS

INVITED SPEAKER 5

Monday, 9 March 2026
5:05 PM – 5:55 PM
(Auditorium)

THINKING GLOBALLY, TEACHING CRITICALLY: INNOVATION IN LANGUAGE EDUCATION FOR THE 21ST CENTURY
[Research]

Andrew Peter Boon, Toyo Gakuen University, Japan

As global communication becomes faster, louder, and more complex, English language education needs to go beyond developing linguistic competence. At the same time as building language proficiency, it must also nurture learners' ability to question, evaluate, and reason with clarity, empathy, and independence. In an era marked by information overload, fake news, and AI-generated content, critical thinking is no longer optional; it is essential for responsible participation in society, meaningful global engagement, and intercultural understanding. This talk will explore how innovation in language education can empower learners to become thoughtful, informed, and independent users of language.

Drawing on experiences of classroom teaching, research, and materials development, and starting from the premise that critical thinking is a teachable mental skill, it highlights practical and adaptable ways to embed critical thinking into everyday lessons through developing learners' dispositions, purposeful questioning, reflective dialogue, and reasoning. The aim is for educators to help their learners be able to respond thoughtfully in ways that can promote understanding rather than create confrontation. In the talk, participants will be able to explore how innovative curriculum design and pedagogy can bridge theory, research, and classroom practice to foster critical awareness, cognitive growth, and global competence in the 21st-century classroom.

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INVITED SPEAKER 6

Monday, 9 March 2026
5:05 PM – 5:55 PM
(Room 503/504)

FROM CHALK TO CHATBOTS: ELT TRENDS TEACHERS NEED TO KNOW
[Research]

Uyen Pham Laurin, Cambridge University Press and Assessment, Vietnam

In the age of AI and rapid educational innovation, English teachers face a critical choice: adapt or risk becoming irrelevant. This session examines major global ELT trends through four interconnected lenses: pedagogical innovation, digital transformation, future skills, and ethical – practical - equity consideration. We will be looking at how these changes are reshaping what happens in English classrooms, what learners expect, and how teachers define their professional value.

Across the four lenses, participants will explore how teaching practices are shifting, how AI and other technologies are changing planning, feedback, and assessment, and what kinds of skills teachers and learners now need to thrive in uncertain futures. The session will also address key questions around workload, wellbeing, inclusion, and fairness, inviting teachers to reflect on opportunities and risks in their own contexts.

The session will also showcase a number of AI tools that support areas such as lesson design, materials development, language practice, and formative assessment, with concrete, classroom-focused examples. Participants will take away a clear structure for understanding current ELT trends, practical ideas they can try immediately, and guiding principles for making informed decisions about emerging technologies. The aim is to help ELT teachers to be fully prepared and remain indispensable in this AI era.

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INVITED SPEAKERS

INVITED SPEAKER 7

Tuesday, 10 March 2026
9:00 AM – 9:50 AM
(Auditorium)

THE SOUND OF LEARNING: WHAT SILENCE TELLS US
[Research]

Dat Bao, Monash University, Australia

In the educational discourse that prioritises speech, silence is often misinterpreted as a sign of deficiency. For decades, experimental studies have sought to eliminate silence from classrooms, framing it as a barrier to learning. However, emerging research challenges this assumption, calling for a more nuanced understanding of silence in educational settings. While silence in some students may reflect confusion, passivity, or disengagement, in others it can signify intelligence, reflection, and deep cognitive processing. This talk draws on the speaker's research conducted across seven countries, namely Australia, China, Colombia, Indonesia, Japan, Korea, and Vietnam, to explore the diverse meanings and functions of classroom silence.

Rather than viewing silence as a single, monolithic phenomenon, the paper reveals it as layered, context-dependent, and culturally shaped. It argues that treating all learner silences as problematic risks overlooking powerful moments of internal engagement and self-directed learning. By recognising and interpreting the varied forms of silence among students, educators can develop more inclusive pedagogical approaches that honour both verbal and non-verbal modes of participation. Ultimately, this work advocates for a rethinking of classroom communication norms, encouraging teachers to see silence not as the absence of learning, but as an essential and often productive part of it.

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INVITED SPEAKER 8

Tuesday, 10 March 2026
9:00 AM – 9:50 AM
(Room 503/504)

CLARIFYING AI DIALOGUE GENERATION: IMITATIVE INTELLIGENCE OR STRUCTURALLY HUMAN-LIKE LINGUISTIC PROCESSES?
[Research]

Shinsuke Yoshida, Kansai University, Japan

Recently, AI's language expression capabilities have developed rapidly, beginning to play an important role in human dialogue and creative activities. Are the words generated by AI merely the result of information processing, or expressive acts capable of sharing meaning and emotion like humans? This question prompts us to reconsider the essence of language and the nature of intelligence.

This study examines how AI generates "human-like dialogue" by rewriting a model dialogue in 13 ways and comparing the resulting structural and expressive features. The focus is on whether AI merely reproduces existing language patterns as "imitative intelligence," or it demonstrates co-generative intelligence—the ability to jointly create new meaning, value, and emotion through interaction with humans.

As a result, the following findings were obtained: (1) It was confirmed that by integrating emotion, cognition, and social interaction, AI outputs structurally correspond to human linguistic activity. (2) An educational model positioning AI as a social mediator may enhance learners' empathy, ethics, and intercultural understanding. (3) A new linguistic-philosophical framework conceptualizing AI as "co-

generative intelligence" was proposed, opening a theoretical horizon for meaning creation through human-AI collaboration.

Through these findings, this research theoretically redefines AI not merely as an imitative entity, but as a new linguistic being that embodies "empathy, development, culture, and narrative." AI is an entity capable of mediating the emotional, cognitive, and social dynamism inherent in human linguistic behavior. Its co-generative nature provides an interdisciplinary foundation spanning English education, language development, AI ethics, and even posthuman theories of intelligence.

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PARALLEL SESSIONS

PARALLEL SESSION 76

Tuesday, 10 March 2026
10:25 AM – 10:55 AM
(Tanglin Room 1, Level 1)

GENERATIVE AI IN ACTION: ENHANCING PUBLIC SPEAKING PEDAGOGY IN TERTIARY EFL EDUCATION
[Practice (Tertiary)]

Joanna Zhuoan Chen, The Hong Kong Polytechnic University, China
Yanlin Li, The Hong Kong Polytechnic University, China

Generative AI (GenAI) has emerged as a powerful resource for enhancing language learning, yet its integration into tertiary EFL classrooms is still developing. While existing studies highlight the benefits of GenAI, more research is needed to understand how English teachers and practitioners can effectively employ these tools in real-world contexts.

This reflective study addresses this gap by examining the integration of GenAI applications into a postgraduate public speaking course in the English Studies for the Professions (MAESP) programme at a Hong Kong university. Drawing on classroom observations, teaching artifacts (e.g., syllabi, lesson plans, rubrics, and assignments), and teachers' reflections, we illustrate how GenAI tools can be incorporated across different stages of speech training, including idea generation, drafting, delivery coaching, and visual design.

We showcase strategies for helping students craft effective prompts for ChatGPT and Poe in speech writing, employ Yoodli for oral rehearsal and feedback, and utilise Gemma AI and Co-pilot for generating presentation slides. We further reflect on lessons learned through these applications, considering both their pedagogical value and their limitations. Particular attention is paid to guiding students in the critical, responsible, and ethical use of GenAI to enhance learning outcomes without undermining originality or academic integrity.

Our findings provide practical strategies for EFL practitioners and contribute to ongoing debates about the role of GenAI in fostering persuasive communication, creativity, and learner autonomy in higher education.

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PARALLEL SESSION 77

Tuesday, 10 March 2026
10:25 AM – 10:55 AM
(Tanglin Room 2, Level 1)

STAKEHOLDERS' PERSPECTIVES ON EMI UNDER THE BILINGUAL POLICY IN TAIWAN
[Practice (Tertiary)]

Chih-hui Chang, Da-Yeh University, Taiwan
Jui-Chi Lin, Da-Yeh University, Taiwan

This presentation explores the implementation of English as a Medium of Instruction (EMI) within the Bilingual Education for Students in College (BEST) program by the Taiwan Ministry of Education at a private university in central Taiwan. Framed by Self-Determination Theory, Cognitive Load Theory, and Sociocultural Theory, the study investigates the lived experiences of 13 instructors and 13 students involved in EMI courses. Using a qualitative case study approach and thematic analysis, it examines stakeholder motivations, challenges, and reflections on EMI instruction and learning. Findings reveal that students enroll in EMI to improve English proficiency, gain disciplinary knowledge, and pursue personal growth, while instructors engage in EMI largely due to institutional policy, professional development goals, and financial incentives. Students struggled with listening, speaking, and academic comprehension in English, whereas instructors faced challenges adapting pedagogies, expressing subject content fluently, and addressing diverse learner needs. An important contribution of this research is the reinforcement of a model of a modified TPACK framework, Language-Informed Pedagogical Content Knowledge (L-PACK), - to conceptualize the intertwined demands of language, pedagogy, and content in EMI settings. The L-PACK framework offers a grounded model for EMI professional development, particularly in a Taiwan context. The presentation concludes with implications for policy and practice, including the need for pre-course English support, contextualized training for instructors, and flexible institutional policies that reflect classroom realities. This study contributes to the evolving discourse on bilingual higher education in Asia and offers practical strategies for inclusive, sustainable EMI implementation.

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PARALLEL SESSION 78

Tuesday, 10 March 2026
10:25 AM – 10:55 AM
(Room 501, Level 5)

INSIGHTS FROM A STUDY OF JAPANESE UNIVERSITY STUDENTS' CITATION PRACTICES IN ACADEMIC ESSAYS
[Practice (Tertiary)]

Sayako Maswana, Tokyo University of Science, Tokyo

Citation has traditionally been regarded as an important academic practice. It is often understood in Japanese educational contexts mainly as a safeguard against plagiarism and copyright infringement. Citation also plays a broader role in academic discourse by situating research and helping authors establish their voice in scholarly conversations. Previous studies, however, have shown that students often demonstrate only a limited understanding of citation. The present study investigated the citation practices of 78 Japanese university students as reflected in their academic essays, focusing on the purposes behind their use of sources. The analysis revealed that students tended to employ citations primarily to provide factual support, rather than integrating them into their central arguments or using them to position their perspectives within wider debates. Their narrow approach seems to be further reinforced by the growing reliance on technology. These findings underscore both the need to teach the diverse purposes of citation at earlier stages of education, beyond compliance with academic integrity requirements, and the need to offer more focused citation training for tertiary students. The author is developing targeted citation exercises for tertiary learners and suggests earlier citation exercises that may help students develop citation as part of their broader academic literacy.

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PARALLEL SESSION 79

Tuesday, 10 March 2026
10:25 AM – 10:55 AM
(Room 502, Level 5)

DIFFERENTIATED INSTRUCTION: THE PROACTIVE APPROACH TO ENHANCING STUDENTS' DIVERSE NEEDS, DEEP LEARNING, AND MOTIVATION
[Practice (Tertiary)]

Sunheng Sok, Royal University of Phnom Penh, Cambodia
Soviphea Chenda, Royal University of Phnom Penh, Cambodia

Since English has been a predominant global language of teaching, learning, speaking, and reading (Kachru & Nelson, 2000), English-as-a-Second-Language (ESL) classrooms have been transforming from being traditionally homogeneous to modernly heterogeneous. As a result, the conventional one-size-fits-all model is no longer suitable, and it has been knocked out. The new model called 'differentiated instruction' has been proposed. Differentiated instruction (DI) is effective in helping to bridge gaps in students' diversity, improve students' deep learning, and increase students' motivation. Similarly, Tomlinson (2001) advocated differentiated instruction to address the academic diversity of both advanced and struggling learners to achieve educational goals. Differentiated instruction was later found to be likely to create a positive and inclusive environment where learners' needs were met and a tipping point reached (Celik, 2019). This proactive approach also provided meaningful and relevant content and activities (Santangelo & Tomlinson, 2009) and fostered school well-being, social inclusion, and academic self-concept (Pozas et al., 2021). Moreover, differentiated instruction has been shown to improve foreign language achievement, motivation, and autonomy (Sapan & Mede, 2022). This paper will provide participants with key principles, aspects, examples, and best practices of differentiation instruction. Participants will have a chance to experience a model session of how differentiated instruction really works in an ESL/EFL classroom.

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PARALLEL SESSION 80

Tuesday, 10 March 2026
10:25 AM – 10:55 AM
(Room 503, Level 5)

POSITIONING AND INEQUITABLE MEANING MAKING IN TRANSNATIONAL COMMUNICATION AMONG LANGUAGE LEARNERS
[Practice (Primary/Elementary)]

Gordon Blaine West, National Institute of Education, Singapore

Digital ecologies have different affordances that language learners leverage for meaning making in digital communications. Many studies have examined the affordances of specific digital platforms, including how they shape storytelling and impact the positioning of participants. Fewer have looked at how local, offline ecologies impact meaning making in digital ecologies, however (Li & Hawkins, 2020; Moore et al., 2023). This study builds on previous work to examine how meaning making is shaped by both local and digital ecologies in digital, transnational communications. Drawing on multimodal and narrative analytical perspectives (Kress & Bezemer, 2023; De Fina, 2021), I examine how positionings are enacted across interactions between youth (aged 11-13) from China, Uganda, and the United States as they participate in an educational project called Global StoryBridges. I trace the arc of communication as groups watch a video produced by the site in China, showing how the local, offline ecologies in which they are situated impacts the ways in which they are able to enact positionings with each other. Findings show how material inequalities, in resources like time, equipment, and meeting space, at sites drove inequity in the way that groups were positioned during interactions. Affordances of local ecologies impact the ways youth use digital affordances, such as authorship attribution and the fixed sequencing of posts. Implications for pedagogy, including ways to foster more equitable communications, and for more equitable educational platform design for transnational or cross-cultural exchange will be shared.

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PARALLEL SESSION 81

Tuesday, 10 March 2026
10:25 AM – 10:55 AM
(Room 504, Level 5)

SCOPING REVIEW: ACADEMIC LITERACY DEVELOPMENT IN THE TRANSITION TO HIGHER EDUCATION IN THE OUTER CIRCLE
[Research]

Khanh-Duc Kuttig, University of Siegen, Germany
Yi-Chin Hsieh, Nanyang Technological University, Singapore
Punchalee Wasanasomsithi, Chulalongkorn University, Thailand

The transition to university presents a critical period of academic literacy development for students; challenges emerge when they are expected to acculturate into new forms of academic practices and disciplinary discourses. Influenced by sociocultural and disciplinary norms, and key to undergraduate success, academic literacy is multidimensional, context-dependent and extends beyond general English language proficiency. Previous research has focused on the Inner Circle countries (Kachru, 1985), where English is the dominant language, but fewer have explored academic literacy development and challenges faced by students transitioning into English-medium higher education in Outer Circle countries, where English may not be the dominant language. Focussing on these contexts, this scoping review asks: What are the major current research themes in the development of English academic literacies among students transitioning to university? Instructors and students face unique challenges, since students enter university with differing competencies in English; therefore, there is a need to understand how students in multilingual environments negotiate academic literacy practices, which differ from those shaped by Inner Circle norms, language and teaching practices. We present the key themes identified from the review: Challenges arising from the way knowledge is differently packaged and approached in school settings and university, the increasing intersection of academic language and disciplinary knowledge and, the role of academic socialization in the development of academic literacy itself. Understanding these themes will inform the research agenda in academic literacy and enable participants to design curricula that have the potential to enhance the effectiveness of their teaching to improve learner outcomes.

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PARALLEL SESSION 82

Tuesday, 10 March 2026
10:25 AM – 10:55 AM
(Room 506, Level 5)

E-PORTFOLIO DEVELOPMENT LITERACY: A FUTURE-PROOF APPROACH TO LANGUAGE ASSESSMENT
[Research]

Ricky Lam, Hong Kong Baptist University, China

E-portfolios, the digital version of print portfolios, have been adopted for over two decades. Despite their popularity and versatility, not all students possess the necessary competence to understand and achieve specific goals related to building e-portfolios. E-portfolio development literacy, an emerging subset of digital literacies, underscores the process-orientated rather than product-orientated nature of e-portfolio assessment, which can enhance one's language learning development through multimodal, reflective, collaborative, and feedback-rich learning experiences. In this paper, I first define what e-portfolio development literacy entails and discuss why students need to be actively involved in their e-portfolio compilation processes, in keeping with the latest trends in educational technology and language assessment. Then, I outline the principles and strategies that teachers and students should acquire to develop e-Portfolio development literacy, which harnesses the maximum pedagogical, learning-orientated, and evaluative potential of diverse e-Portfolio tools through firsthand classroom examples. Lastly, I present several implications for language teachers who want to adopt e-portfolio assessment as a future-proof instructional approach and cultivate students' e-portfolio development literacy.

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PARALLEL SESSION 83

Tuesday, 10 March 2026
10:25 AM – 10:55 AM
(Room 507, Level 5)

THE IMPACT OF REFLECTIVE LEARNING ON ESL UNDERGRADUATES' BELIEF DEVELOPMENT IN ACADEMIC VOCABULARY LEARNING
[Research]

Edsoulla Chung, Hong Kong Metropolitan University, China
Daniel Fung, The University of Hong Kong, China
Aaron Wan, The University of Hong Kong, China

Acquiring core academic vocabulary is essential for success in higher education, yet many English as a second language (ESL) learners struggle to learn such words effectively. One potential angle to study this problem in greater depth is to investigate learner beliefs, which shape how students understand and approach their learning. However, few studies (if any) have examined academic vocabulary learning (AVL) beliefs or how they can be developed to support more effective learning in university contexts. Our presentation addresses this gap by investigating how a reflective approach to AVL can encourage belief change among ESL learners. First-year Chinese ESL undergraduates (N=46) at a university in Hong Kong participated in a three-month, reflection-based AVL programme. Data were collected before and after the programme through surveys, in-depth semi-structured interviews, and reflective writing tasks. The results revealed significant shifts in students' beliefs about academic vocabulary knowledge and learning after the programme, including a greater focus on both receptive and productive aspects of academic word knowledge, enhanced self-efficacy, and a stronger recognition of the role reading plays in AVL. We also found that patterns of change varied by students' proficiency level and academic discipline. Analysis of the interview responses further highlighted the potential of reflective practices for encouraging positive beliefs about effective AVL in higher education while also revealing challenges students encounter when engaging in reflection. Our presentation concludes by discussing implications for academic vocabulary teaching and providing suggestions for future research.

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PARALLEL SESSION 84

Tuesday, 10 March 2026
10:25 AM – 10:55 AM
(Room 508, Level 5)

EXPLORING EMERGING PRACTICES OF SCHOLARLY PODCASTING: INSIGHTS FROM JAPANESE ACADEMIA
[Research]

Matthew Turner, Tokyo University of Science, Japan
Robert Lowe, Ochanomizu University, Japan
Matthew Schaefer, Sophia University, Japan

Scholarly podcasting is the production of podcasts by educators through institutions such as universities and academic organizations (Persohn et al., 2024). Podcasting offers a creative, progressive, and reflexive ecosystem for leveraging public knowledge generation and sustaining engaged scholarship. While scholarly podcasting has gained traction worldwide, studies documenting multiple cases remain scarce in Asia, where the practice is relatively underutilized. Nevertheless, the past decade has seen a steady rise in podcasting initiatives, particularly within higher education and English language teaching (ELT) (see Chaves-Yuste & de-la Peña, 2023).

This presentation reports on findings from in-depth qualitative interviews with academic podcasting practitioners, such as researchers and teachers, working within Japanese academia in ELT and other contexts where English serves as the language of engagement. From the presenters' position as podcasters themselves (Turner et al., 2023), this session will explore efforts to connect with other groups in this medium, aiming to establish a more detailed topology of podcast utilization by educators for academic dissemination and professional development.

Shaped by prior investigations into factors compelling educators to adopt podcasting (e.g. Shamburg, 2021), the presenters will discuss prevalent themes from the interviews, highlighting individual and institutional impacts of podcasting projects. Through these insights, the presenters will examine how podcasting fosters professional communities, supports reflective practice, and extends scholarly communication beyond traditional boundaries for participants.

The session will conclude with salient implications for educators and institutions adopting podcasting for interdisciplinary engagement, research dissemination, and professional development, offering recommendations grounded in practitioner experiences from the Japanese academic context.

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PARALLEL SESSION 85

Tuesday, 10 March 2026
10:25 AM – 10:55 AM
(Room 601, Level 6)

ENHANCING ENGLISH SPEAKING AND INTERCULTURAL SENSITIVITY THROUGH AI AGENTS AND NATIVE INTERACTION
[Practice (Tertiary)]

Hiroyuki Obari, Globiz Professional University, Japan

This presentation introduces a hybrid English language course conducted over 15 weeks at a Japanese university with 12 undergraduate students. The course aimed to improve speaking proficiency and intercultural adaptability by integrating AI agents—NotebookLM, English Central, and the Progos Speaking Test—alongside authentic interaction with native English speakers.

The curriculum emphasised presentation-based output and autonomous learning. NotebookLM served as a personalised AI agent for research and idea synthesis, helping students organise content and prepare structured presentations. English Central provided adaptive speaking practice, while Progos offered diagnostic feedback on fluency, grammar, and pronunciation. Five sessions featured one-on-one conversations with native speakers to foster spontaneous communication and cultural awareness.

Pre- and post-course assessments using CASEC and the Progos Speaking Test revealed measurable linguistic gains, including a one-level increase in CEFR proficiency for most students. Questionnaire responses indicated that 80% of participants experienced an expansion of their worldview and spiritual perspective, while 90% reported an increase in cross-cultural sensitivity. Students also demonstrated greater confidence and a reduction in language anxiety.

This presentation will share detailed assessment results and classroom procedures, highlighting the pedagogical value of combining AI-assisted learning with authentic dialogue. The findings support the development of globally competent communicators and offer a replicable model for innovative English education.

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PARALLEL SESSION 86

Tuesday, 10 March 2026
10:25 AM – 10:55 AM
(Room 602, Level 6)

REFINING AND EVALUATING GENAI-ENHANCED LEARNING TOOLS: A SELF-DETERMINATION THEORY APPROACH
[Research]

Nicolas Emerson, Kyushu Sangyo University, Japan
Nicholas Bovee, Kyushu Sangyo University, Japan

This presentation reports on a 7-week implementation of Collabowrite, a generative artificial intelligence (GenAI)-enhanced collaborative writing application, created by the presenters and used in a Japanese university EFL program (N = 310). Collabowrite's initial design drew on sociocultural theory. In this fourth iterative cycle, self-determination theory guided both design refinements and analysis. Self-determination theory holds that learning is strengthened when environments satisfy students' needs for competence, autonomy, and relatedness. Data included pre/post language measures (custom grammar test; TOEIC), usage metrics, and surveys of basic psychological need satisfaction and frustration, as well as emotional engagement. Two complementary analyses were conducted. First, a learning-outcomes analysis identified a dual pathway: engagement with targeted grammar practice was associated with aligned grammar gains, whereas total text production in writing tasks was associated with gains in general proficiency (TOEIC). In the tested model, the link from production to proficiency was fully mediated by competence satisfaction. Second, a longitudinal analysis compared three phases: baseline students-only collaboration, a mandatory GenAI group member taking scheduled turns, then an on-call GenAI member available by choice. From Wave 1 to Wave 2, competence satisfaction increased and autonomy frustration declined; from Wave 2 to Wave 3, autonomy frustration declined

further while competence satisfaction rose further. The model also showed a compensatory leveling effect: students who began with lower motivation and engagement improved more, narrowing motivational gaps over the intervention. These findings offer an evidence-based blueprint for equitable GenAI integration into classroom learning and exemplify theory, research, and practice in action.

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PARALLEL SESSION 87

Tuesday, 10 March 2026
10:25 AM – 10:55 AM
(Room 603, Level 6)

(RE)HUMANIZING THE ELT CLASSROOM: PRACTICAL PRINCIPLES FOR EMBRACING MESSINESS IN AN AI-POWERED WORLD
[Research]

Kristof Savski, Prince of Songkla University, Thailand
Csilla Weninger, National Institute of Education, Singapore

There appears to be little doubt regarding the inevitable changes the emergence of generative AI has already brought and will continue to bring to ELT. In this presentation, we argue that such change should pursue (re)humanization as its primary goal – that is, ELT should use the opportunity provided by AI to move beyond simplified, static, sanitized conceptualizations of language and communication, instead embracing the authentic messiness of human language use. We outline four principles to guide such change: At the linguistic level, while AI is often seen as simply offering a more efficient path to achieve formal learning goals, it should instead be repositioned as a resource for learners to explore the unpredictable, unscripted nature of real-life language. At the sociolinguistic level, AI offers the opportunity to achieve greater representation of different Englishes (and different languages) in the ELT classroom, thus (finally) helping edge the field beyond the looming spectre of the 'native speaker'. In socio-cultural terms, AI can be mobilized to facilitate greater exposure to social topics that matter to learners' lives and to foster language as a form of action rather than merely a system of rules. Finally, at the pedagogical level, AI can allow for the disruption of traditionally 'safe' subject positions of teachers and learners, giving us the opportunity to take more risks while also allowing for more genuine personalization of learning. We offer practical examples of how these four principles can be applied through concrete classroom activities.

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PARALLEL SESSION 88

Tuesday, 10 March 2026
10:25 AM – 10:55 AM
(Room 604, Level 6)

FROM STRUCTURE TO MEANING: ANALYZING COHESION AND COHERENCE IN STUDENT WRITING
[Research]

Banani Roy Chowdhury, Institute of Applied Technology, United Arab Emirates

The prominence of English as a global medium of communication has reinforced its importance in shaping academic and professional success. In the Gulf region, where English increasingly functions as the primary language of instruction in schools, developing strong academic writing skills among high school students has become essential. Yet, many learners continue to struggle with producing essays that are logically structured and sufficiently developed. This challenge is particularly significant for students seeking higher education abroad, where international benchmarks such as IELTS and TOEFL demand compliance with rigorous writing standards.

This presentation addresses the need to support second-language learners in refining their academic writing, with particular attention to the use of cohesive devices that enable clarity, flow, and coherence. The study adopts a mixed-methods approach, combining surveys and interviews with descriptive and quantitative analysis, to explore students' proficiency in producing academic essays. By examining both

the frequency and effectiveness of cohesive device use, the research highlights the extent to which students can create essays that demonstrate logical progression and connected arguments.

The findings provide practical insights for teachers, enabling them to identify gaps in student writing and implement strategies to strengthen coherence and creativity in essays. The session also introduces a theoretical framework that explains the linguistic and pedagogical factors influencing essay quality, offering implications for assessment design and instructional practices. Ultimately, the study aims to empower educators to better prepare Gulf-region learners for the demands of academic writing in global contexts.

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PARALLEL SESSION 89

Tuesday, 10 March 2026
10:25 AM – 10:55 AM
(Room 605, Level 6)

INVESTIGATING THE IMPACT OF PRESENTATION SKILLS TRAINING ON ADULT LEARNERS' WORKPLACE COMMUNICATION
[Research]

Raslinda Ahmad Rasidir, SEAMEO RELC, Singapore
Grace Ng, SEAMEO RELC, Singapore

Effective workplace communication, particularly in delivering clear and confident presentations, is a critical skill in today's globalised professional contexts. This study examines the impact of an oral presentation skills training programme on adult staff members' confidence, anxiety, and perceived knowledge related to workplace communication. Grounded in Knowles' Andragogy and Kolb's Experiential Learning Theory, the study integrates theoretical insights into a practice-driven training design.

The training programme was developed using andragogical principles, emphasising learner autonomy, relevance of content, and the integration of participants' prior experiences. Kolb's experiential learning cycle further informed the approach, incorporating opportunities for concrete experience through hands-on presentations, reflective observation via guided feedback, abstract conceptualisation of presentation principles, and active experimentation with new strategies.

A mixed-methods design was adopted. Quantitative data were collected through pre- and post-training surveys measuring participants' self-reported confidence, presentation-related anxiety, and perceived knowledge. Qualitative data was gathered through a focus group discussion that explored participants' learning experiences, perceptions of relevance, and application of skills to workplace contexts.

Findings from this research will contribute evidence-based insights into adult language education and professional development. The study highlights how aligning training design with established learning theories can bridge gaps between theory, research, and practice, informing future approaches to enhancing workplace communication skills.

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PARALLEL SESSION 90

Tuesday, 10 March 2026
10:25 AM – 10:55 AM
(Learning Space Room 807, Level 8)

THE ALIGNMENT BETWEEN LEARNING OUTCOMES AND ASSESSMENT ACTIVITIES OF A UNIVERSITY'S TEACHER PROFESSIONAL DEVELOPMENT SUBJECT
[Research]

Khanh Le, University of Languages and International Studies, Vietnam

Recent changes in English language teaching policies of some Asian countries have demanded that teacher professional development be taught to ELT-majored undergraduates. Acknowledging this need, higher educational institutions have included subjects focusing on professional development of English teachers. Upon these shifts, extensive research has examined teacher professional development courses in university settings (Darling-Hammond, 2005; Avidov-Ungar, 2016; Hai & Linh, 2022). However, little has been done to investigate the alignment between learning outcomes of these courses and their assessment activities, especially in Asian context. This research seeks to bridge this gap by examining the alignment between learning outcomes and assessment activities of a course specifically designed for teacher professional development in an Asian university. A total of 3 teacher students and 1 lecturer participated in this research, which employed documents and interviews as data collection methods. The findings of this study not only reveal the misalignment within the subject but also highlights the conflict between what is expected by teacher educators and what teacher students experience in reality, giving suggestions for further curriculum development.

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PARALLEL SESSIONS

PARALLEL SESSION 91

Tuesday, 10 March 2026
11:05 AM – 11:35 AM
(Tanglin Room 1, Level 1)

DEVELOPING MULTIMODAL ASSESSMENT LITERACY IN PRIMARY ENGLISH TEACHERS: FACILITATORS, BARRIERS, AND LESSONS FROM PRACTICE
[Practice (Primary/Elementary)]

Po Ki Young, The University of Hong Kong, China
Yuen Yi Lo, The University of Hong Kong, China

Technological advancements have opened the door for students to demonstrate their learning in creative ways that involve multiple modes of communication. These include not only linguistic modes, but also audio, visual, gestural, and spatial modes. The use of diversified assessment methods in English language classrooms has therefore gained considerable attention. It is important to develop English teachers' multimodal assessment literacy, which involves the knowledge, skills, and process associated with designing, selecting, implementing, scoring, and/or using high-quality multimodal assessments to improve student learning. This presentation shares our experience from a school-based professional development project which aimed to develop multimodal assessment literacy among English teachers in Hong Kong. During the year-long project, English teachers participated in workshops with hands-on practices, lesson co-planning meetings, collaborative development of assessment tasks and materials, classroom observations with feedback sessions, and inter-school sharing activities. In this presentation, we focus on one of our core participating primary schools to gain insights into the process. Drawing on data from teacher interviews, classroom observations, meeting notes, and teacher artefacts collected over the year, we explore the facilitators that supported English teachers' development of multimodal assessment literacy (e.g., coaching and expert support), as well as the barriers they faced (e.g., time constraint). Key lessons from the study, including effective strategies for teacher professional development and practical approaches to integrating multimodal assessment into the English language curriculum, will be discussed. The presentation will conclude with recommendations for schools, teachers, and teacher educators to foster sustainable professional development in multimodal assessment literacy.

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PARALLEL SESSION 92

Tuesday, 10 March 2026
11:05 AM – 11:35 AM
(Tanglin Room 2, Level 1)

WHAT MATTERS IN THE PROCESS OF SECOND LANGUAGE POETRY WRITING: FROM MULTILINGUAL WRITERS' PERSPECTIVES
[Research]

Atsushi Iida, Aoyama Gakuin University, Japan

Scholarship in second language (L2) poetry writing demonstrates L2 writers' ability for self-expression and discusses how they express their voices and present their poetic identities (Chamcharatsri, 2013; Hanauer, 2010; Iida, 2025). While these studies primarily focus on their final products, the process of L2 poetry writing remains relatively unexplored. The current study addresses this issue by exploring multilingual writers' perceptions and insights into voice construction throughout a series of L2 poetry writing processes.

Drawing on Iida's (2025) methodological framework for poetry writing as research, this study involved qualitative analysis of interview data from three multilingual students who produced their books of poetry in an Introduction to TESOL course at a Japanese private university. Each participant engaged in a semi-structured interview focusing on their overall impressions of their work, the process of writing poetry in English, and their voices expressed in poetry writing. The data were transcribed and analyzed thematically using a coding system developed by Iida (2025).

The current study identified three major themes in the writing process: awareness, new discovery, and bringing poems to completion. The participants paid close attention to audience awareness, used various poetic devices (e.g., rhyme, metaphor), and continued to revise their poems until they were satisfied with the quality of their work. They also frequently read their poems aloud during the composing process to evaluate both sound quality and alignment with their intended meaning. Reflecting on these findings, the presentation concludes with pedagogical implications for teaching poetry writing in the L2 composition classroom.

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PARALLEL SESSION 93

Tuesday, 10 March 2026
11:05 AM – 11:35 AM
(Room 501, Level 5)

THE INSTRUCTIONAL PRACTICES OF FOUNDATION ENGLISH LANGUAGE (FEL) TEACHERS IN SINGAPORE - A CASE STUDY
[Research]

Kalthom Ahmad, Ministry of Education, Singapore

This qualitative multiple case study investigates the instructional practices of three Primary 5 Foundation English Language (FEL) teachers working with low literacy learners in Singapore primary schools. Grounded in constructivist theory, the research explores how teachers identify students' literacy needs, enact the planned curriculum, and navigate structural, cultural, and pedagogical supports that shape their practices. Data collection involved analyses of the curriculum and instructional materials, semi-structured interviews, classroom observations, and teacher reflections across three school sites.

The study reveals the choices made by these teachers in terms of instructional practices, how they adapt syllabus and curricular resources, and the factors that influence those choices. One finding points to a sense of professional isolation, particularly when navigating curriculum changes without targeted training or peer collaboration opportunities. This case study contributes new insights into FEL teachers' curriculum implementation and offers evidence-based recommendations for supporting teachers improve literacy outcomes for Singapore's FEL learners.

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PARALLEL SESSION 94

Tuesday, 10 March 2026
11:05 AM – 11:35 AM
(Room 502, Level 5)

ENHANCING EFL PROFESSIONAL DEVELOPMENT THROUGH COMMUNITIES OF PRACTICE AT A TERTIARY INSTITUTION

[Research]

Chan Narith Keuk, Royal University of Phnom Penh, Cambodia
Tith Mab, Royal University of Phnom Penh, Cambodia

This paper reports on a case study on cultivating communities of practice (CoP) among Cambodian EFL professionals, adopting Keuk's (2015) CoP model, at one ELT tertiary institution in Phnom Penh, a capital of Cambodia. This study, conducted in two phases, aimed to find out the EFL professionals' needs for enhancing their professional practices and their responses to the needs in the form of communities of practice (CoP). The CoP meetings were held monthly over a one-year cycle, based on the need-based outcomes proposed by members. The study reveals that the teachers perceive the significance of professional development for teaching and strong need for it. The common professional development activities include reading books, journals and web resources; joining workshops, podcasts, webinars, and conferences, joining textbook selection and curriculum development; and engaging in teacher inquiry or action research. The EFL professionals who participated in CoP activities demonstrated improved teaching competence and enhanced learning quality. This case study has unlocked the considerable potential of CoP for developing EFL professional practices.

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PARALLEL SESSION 95

Tuesday, 10 March 2026
11:05 AM – 11:35 AM
(Room 503, Level 5)

L2 ENGLISH LEARNERS' PERCEPTIONS OF EDUCATIONAL TECHNOLOGIES: IMPLICATIONS FOR TESOL PEDAGOGY AT THE TERTIARY LEVEL

[Practice (Tertiary)]

Andrew Leichsenring, Tamagawa University, Japan

The growing integration of digital technologies in tertiary education has reshaped how students experience language learning, encouraging TESOL educators to reconsider classroom strategies and pedagogical design. This study explores how L2 English learners at a private university in Japan perceive and engage with educational technologies to support their English learning both inside and outside the classroom. Drawing on survey data and written reflections, the research investigates learners' self-perceptions of using digital tools, platforms, and mobile applications in formal coursework and independent study. Findings reveal that most participants hold positive attitudes toward technology-enhanced learning, valuing its interactivity, accessibility, and capacity to support autonomous learning. However, some students expressed hesitation and uncertainty about adapting to new digital tools, highlighting a need for structured guidance and digital literacy development. These findings provide important implications for TESOL pedagogy, emphasizing the importance of balancing technological innovation with pedagogical support to enhance learner confidence, motivation, and engagement in technology-integrated classrooms.

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PARALLEL SESSION 96

Tuesday, 10 March 2026
11:05 AM – 11:35 AM
(Room 504, Level 5)

EFFECTS OF A DEBATE TASK ON L2 LEARNERS' SPEAKING SKILLS AND ATTITUDES TOWARD CRITICAL THINKING

[Practice (Tertiary)]

Atsushi Iino, Hosei University, Japan

Brian Wistner, Hosei University, Japan

This study examined the effects of two instructional approaches to critical thinking (CT) in Japanese University English as a Foreign Language (EFL) contexts: an immersion approach, in which CT principles were implicitly embedded in an active learning cycle focusing on a debate task, and a mixed approach, which combined explicit CT instruction with project based EFL learning. A control group received no CT instruction. Participants (N = 52) completed a pre- and post-intervention questionnaire measuring attitudes toward CT across four factors. They also took a pre- and post-speaking test based on AI assessment. Although no significant interactions between group and time were observed, simple main effect analyses revealed small-to-large effect sizes. The immersion group showed medium-to-large effect sizes in all four factors, while the mixed approach group demonstrated small effect sizes in two. The significant development of speaking skills was observed in both groups, however, the immersion group showed steady progress over two semesters. These findings suggest that both implicit and explicit instruction, when integrated into well-structured, task-based activities can foster greater awareness of CT and speaking progress in EFL learners.

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PARALLEL SESSION 97

Tuesday, 10 March 2026
11:05 AM – 11:35 AM
(Room 506, Level 5)

DEVELOPING RUBRIC-BASED ASSESSMENT OF PRAGMATIC COMPETENCE IN ELF
[Practice (Tertiary)]

Paul McBride, Tamagawa University, Japan

As English continues to function as a widespread lingua franca, its use is characterized by variability, adaptability, and context-specific negotiation. Such a perspective underpins the design of an English as a Lingua Franca (ELF) program at a private university in Tokyo, where communicative effectiveness is emphasized rather than adherence to native-speaker conventions. While pragmatic competence is central to successful ELF interaction, its role in instruction and assessment often remains implicit. The presenter will outline a recently developed framework of analytic rubrics which makes pragmatic competence explicit, articulating three interrelated constructs: intelligibility, linguistic accommodation, and strategic communication. Drawing on data from the ELFJ Corpus, compiled by teacher-researchers within the program, the framework synthesizes ELF scholarship with established principles of language assessment to emphasize interactional adaptability and listener-oriented repair. By challenging conventional evaluative paradigms which privilege linguistic correctness, the framework underscores the potential of ELF-aware assessment to facilitate equity, inclusion, and critical language awareness. In doing so, it coheres with discourse in language education which advocates context-sensitive approaches to pedagogy and assessment. The presenter will discuss the theoretical foundations, institutional practices, and corpus-informed exemplars which shaped the framework. This contribution exemplifies how theory, research, and practice can be integrated to reconceptualize assessment in ways which reflect the realities of multilingual communication and prepare learners for global citizenship.

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PARALLEL SESSION 98

Tuesday, 10 March 2026
11:05 AM – 11:35 AM
(Room 507, Level 5)

STRATEGIC ENGAGEMENT IN ENGLISH-MEDIUM INSTRUCTION: EXPLORING LEARNING STRATEGIES IN A FLIPPED CONTENT COURSE
[Research]

Hui-Ju Lin, Chung Yuan Christian University, Taiwan

The global expansion of English-medium instruction (EMI) in higher education has raised concerns regarding students' learning processes and outcomes, particularly in linguistically diverse classrooms (Macaro, 2018). These challenges are especially pronounced in large classes comprising learners with

varying levels of English proficiency. Building on the established interdependence between teaching and learning (Lukowiak & Hunzicker, 2013), this classroom-based study adopted the flipped classroom approach, a pedagogical framework widely recognized for fostering learner engagement and enhancing academic performance (Akçayır & Akçayır, 2018). Despite the increasing implementation of the method, empirical research on how students in EMI contexts engage with this approach remains limited (Author, 2025). In light of the important role of learning strategies in EMI context (e.g., Pun, Fu, & Cheung, 2024), the present study investigated how students used learning strategies to support their content learning. Thirty-three undergraduates enrolled in an 18-week linguistics course participated in the study. Course materials were delivered through pre-class lecture videos and textbook readings, while weekly in-person or online sessions prioritized interactive tasks, such as pair work and discussion. ANOVA analyses examining the relationship between students' strategy use and academic performance on midterm and final examinations revealed distinct strategic patterns across performance groups. Paired-sample tests further indicated shifts in learners' strategic behaviors over time. The findings highlight the pedagogical significance of strategic engagement in EMI settings and offer implications for integrating flipped classroom practices with targeted strategy instruction.

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PARALLEL SESSION 99

Tuesday, 10 March 2026
11:05 AM – 11:35 AM
(Room 508, Level 5)

TEXTBOOK TRANSLANGUAGING PRACTICES AND GLOBAL IMPLICATIONS FOR MULTILINGUAL HIGHER EDUCATION
[Research]

Benjamin Bailey, Doshisha University, Japan
Peter Chu, Kwansei Gakuin University, Japan
Jerry Huang, Kyoto Sangyo University, Japan

This study analyzes 147 English-language textbooks currently in use at a Japanese university to identify and categorize translanguaging activities. Translanguaging refers to the pedagogical use of multiple languages, enabling students to draw on their full linguistic resources. While translanguaging practices in Japanese-published materials typically draw on students' L1 (Japanese), our analysis extends this scope to include opportunities for third language (L3) use. This broader focus reflects two trends in Japanese higher education: many university students study an additional language beyond English, and a growing immigrant population brings further linguistic diversity into classrooms.

The authors systematically examined instances of translanguaging across the textbooks, categorizing the purposes and modalities through which Japanese and other languages are incorporated. The findings reveal both traditional patterns—such as reliance on L1 support for comprehension and vocabulary—and less frequent but meaningful openings for L3 integration. Since the majority of tertiary education in Japan requires L3 study, these results highlight not only the value of L1–L2 connections but also the importance of fostering L2–L3 connections. By framing translanguaging as a resource that goes beyond L1–L2 interaction, this study underscores how textbooks can better support multilingual learning trajectories.

Our analysis contributes to current discussions of multilingualism and translanguaging pedagogies by situating translanguaging within a Japanese university context while pointing to broader global implications. As higher education worldwide becomes increasingly multilingual, textbook-based opportunities to integrate L1, L2, and L3 resources can foster more inclusive and authentic learning environments aligned with global citizenship and intercultural competence.

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PARALLEL SESSION 100

Tuesday, 10 March 2026
11:05 AM – 11:35 AM
(Room 601, Level 6)

L2 LEARNERS' PEREZHIVANIYA AND ECOLOGICAL AFFORDANCE REALIZATION IN GENAI-MEDIATED CONTINUATION WRITING REVISIONS
[Research]

Jingjing Dong, Guangdong University of Foreign Studies, China

This study examines second language (L2) learners' continuation writing revision processes mediated by generative artificial intelligence (GenAI), integrating perezhivanie and ecological affordance theory from sociocultural perspectives. Using a mixed-methods design, we recorded pause durations of 13 English majors during two rounds of GenAI-assisted revisions via Translog-II, quantitatively analyzing performance across seven linguistic dimensions (vocabulary, syntax, discourse, content, language revision, alignment, typography). Q-methodology was applied to identify subjective emotional factors, uncovering learners' perceptions of GenAI-assisted revisions. Findings reveal three key patterns: 1) Diverse perezhivaniya significantly modulate ecological affordance actualization effectiveness; 2) The discourse dimension (logic/coherence) achieves full "perception-interpretation-action" affordance actualization, while other dimensions show weaker action-level actualization; 3) Pause durations effectively visualize the "action" phase of affordance actualization. The results highlight complex emotion-cognition-action interactions in human-GenAI collaboration, providing empirical evidence for optimizing GenAI-assisted instructional design. By linking emotional experiences (perezhivanie) to behavioral outcomes (affordance actualization), this study advances understanding of how GenAI reshapes L2 writing practices. The mixed-methods approach strengthens validity by triangulating quantitative performance data with qualitative emotional insights, offering actionable implications for technology-enhanced language education.

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PARALLEL SESSION 101

Tuesday, 10 March 2026
11:05 AM – 11:35 AM
(Room 602, Level 6)

WHY AI IS NOT AN EPISTEMOLOGY: CRITICAL THINKING AS AN ECOLOGICAL, RELATIONAL PRACTICE
[Research]

Dennis Koyama, Sophia University, Japan

As generative AI continues to permeate language education, a de facto epistemology has emerged. Research shows that learners often accept LLM outputs at face value, outsourcing their judgment to systems that neither justify nor assume responsibility for knowledge claims. I argue that AI is not an epistemology; rather, it is epistemic infrastructure. The risk here lies in how users treat AI by reconfiguring epistemic dependence (e.g., reliance on others) into an uncritical delegation of thinking processes. Drawing on an ecological account of critical thinking, I recast reliance on external sources (e.g., teachers, peers, disciplinary traditions, and AI) not as a weakness but as a primary site for cultivating evaluation, justification, and reflexive judgment, which are all characteristics of critical thinking. Unfortunately, the convenience of AI outputs routinely overshadows critical reflection, promoting an unexamined uptake of Anglophone/Western defaults that are embedded in widely used LLM training data. This normalizing of Western ideals risks marginalizing multilingual epistemologies and narrowing pedagogic aims, especially in EMI and global classrooms.

The paper clarifies key distinctions (e.g., tool versus authority, mediation versus warrant, reliance versus deference) and shows how an ecological framing helps researchers and educators recognize when responsible reliance drifts into uncritical deference. It also considers how making contextual assumptions and attribution visible can counter the implicit standardization of Western norms without reverting to checklist pedagogy. The aim of this presentation is to articulate why AI is not an epistemology and why that matters for sustaining critical thinking in multilingual, globally networked learning environments.

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PARALLEL SESSION 102

Tuesday, 10 March 2026
11:05 AM – 11:35 AM
(Room 603, Level 6)

NEGOTIATING TEACHER IDENTITY: CROSS-BORDER VISITS AND HONG KONG ENGLISH TEACHERS
[Practice (Secondary/High School)]

Siwei Wang, Guangdong University of Foreign Studies, China

Amidst the deepening educational integration of the Guangdong-Hong Kong-Macao Greater Bay Area (GBA), cross-border teacher exchanges are increasingly promoted by policy. However, scholarly attention remains predominantly on macro-level analysis, overlooking the subjective experiences and identity negotiations of individual teachers within these socio-political dynamics. Addressing this gap, this narrative inquiry investigates how professional visits to Mainland China influence the identity construction of Hong Kong secondary school English teachers. The study specifically explores how teachers narratively make sense of these cross-border experiences, revealing processes of identity conflict, negotiation, and reconstruction.

Employing a narrative inquiry methodology, this research collects rich qualitative data through semi-structured interviews with Hong Kong English teachers who have participated in structured Mainland study programs. A thematic analysis of their narratives uncovers that these cross-cultural encounters trigger significant identity reflection. Teachers actively navigate tensions arising from differing educational philosophies and practices, leading to a critical re-evaluation of their professional roles. Their stories illustrate a trajectory from initial cultural dissonance toward the development of more nuanced, hybrid professional identities that thoughtfully incorporate pedagogical elements from both contexts.
Theoretically, this study contributes to language education by illuminating the dynamic process of “glocal” teacher identity formation, enriching understanding of how macro-level trends impact educators personally. Practically, the findings offer valuable insights for policymakers and teacher educators to design exchange programs that include targeted psychological and pedagogical support, thereby enhancing the sustainability and quality of regional educational collaboration.

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PARALLEL SESSION 103

Tuesday, 10 March 2026
11:05 AM – 11:35 AM
(Room 604, Level 6)

GUIDING LLMS FOR AUTOMATIC ITEM GENERATION FOR L2 LISTENING ASSESSMENT VIA FINE-TUNING AND PROMPTING
[Research]

Vahid Aryadoust, Nanyang Technological University, Singapore
Joann Wong, Nanyang Technological University, Singapore

The demand for high-quality assessment items in language education—especially in L2 listening assessment—has increased with the rise of digital testing and adaptive learning systems. Recent advances in large language models (LLMs) have introduced new possibilities in automatic item generation (AIG) through prompt engineering, which allows flexible test item generation with limited resources. Although iterative prompt refinement can yield improvements, this process eventually plateaus: some outputs remain inconsistent or misaligned with assessment constructs.

This study investigates transitioning from prompting to fine-tuning to advance AIG for L2 listening assessment. Prompts were designed to instruct GPT-4.1 to generate listening test material comprising of lecture transcripts and multiple-choice items. A multi-phase design was employed: first, iteratively refining prompts to identify an optimised instruction set; second, fine-tuning GPT-4.1 with this optimised prompt; and third, evaluating these outcomes to determine the marginal benefits of fine-tuning over prompt-only methods. Across all phases, outcomes were assessed using an innovative hybrid

framework of rule-based metrics, human review, and LLM-as-a-judge methods, ensuring validity and scalability in assessing item quality.

Fine-tuning produced the most promising outcomes: compared to prompt-only methods, fine-tuned samples demonstrated clearer improvements in output quality, with increased potential for usable L2 listening test items—in some cases, the fine-tuned model generated items requiring minimal or no manual revision. Nonetheless, challenges such as correct-option-length bias persisted, underscoring that while fine-tuning represents a meaningful step beyond prompting, further advances are needed to achieve consistently reliable item generation.

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PARALLEL SESSION 104

Tuesday, 10 March 2026
11:05 AM – 11:35 AM
(Room 605, Level 6)

THE EFFECT OF AI-ASSISTED SHADOWING ON PRONUNCIATION FOR EFL STUDENTS
[Research]

Fergus Hann, Tokai University, Japan

Current innovations in language education indicate that AI-assisted shadowing can be useful in improving pronunciation. The purpose of this study was to compare the effectiveness of both traditional and AI-assisted shadowing practice in improving students' English pronunciation over one academic year. Given the literature, the following research questions were developed. First, is AI-assisted shadowing more effective than traditional shadowing in improving students' pronunciation? Secondly, do students perceive AI-assisted shadowing practice as more valuable than traditional shadowing. The participants were 62 students from two intact EFL speaking classes at a private university in Japan. Students in both classes recorded 40 shadowing practice exercises, and a shadowing pre-test and post-test over the period of one year. While one class received teacher feedback (control group), the other received AI-based feedback (treatment group). Following the post-test, a 20-item questionnaire was administered to assess student perceptions of the shadowing exercises. The pre-tests and post-tests were marked by two independent raters, who were English language teachers. A Cohen's Kappa analysis indicated no notable differences between the two raters. The pre-test revealed no significant pronunciation differences between the groups. However, the post-test results demonstrated that the pronunciation of students in the treatment group was rated significantly higher than those in the control group. The questionnaire results revealed no significant differences. Students valued the task, regardless of the shadowing method used. The results indicate the potential of using technology-enhanced language learning to augment students' pronunciation, as well as providing more assessment options for teachers.

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PARALLEL SESSION 105

Tuesday, 10 March 2026
11:05 AM – 11:35 AM
(Learning Space Room 807, Level 8)

FROM TRADITIONAL SLIDES TO INTERACTION: CUPOID AI AS A TEACHING INNOVATION
[Practice (Secondary/High School)]

Bibas Thapa, Hetauda Campus, Nepal

Technology is no longer a luxury in modern English classrooms but rather a necessary component of instruction. This presentation introduces Cupoid AI, a multimedia teaching tool used with two groups of forty high school English students at Hetauda Campus. An action research study compared traditional PowerPoint lessons to Cupid-based lessons. Cupoid, unlike traditional slides in English classrooms, allows for interactive quizzes, real-time feedback, and collaborative activities, resulting in a more immersive and engaging learning environment. When compared to traditional slides, students taught with Cupoid in English class were more engaged in group discussions, had a deeper understanding of new concepts, and showed greater participation and confidence. The session will feature live

demonstrations and open discussions, encouraging participants to think about their teaching methods and find practical ways to incorporate interactive multimedia tools. Cupoid encourages English teachers to be creative when designing lessons and experimenting with new teaching methods to improve student learning. By the end of the session, participants will have actionable strategies for making their lessons more engaging, visually appealing, and meaningful to students.

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PARALLEL SESSIONS

PARALLEL SESSION 106

Tuesday, 10 March 2026
11:45 AM – 12:15 PM
(Tanglin Room 1, Level 1)

DEVELOPING PRE-SERVICE LANGUAGE TEACHERS' GENAI LITERACY: AN INTERVENTION STUDY IN AN ENGLISH TEACHER EDUCATION COURSE
[Research]

Chenze Wu, Hong Kong Baptist University, China
Meixin Wu, Hong Kong Baptist University, China

Generative Artificial Intelligence (GenAI) is rapidly reshaping the domain of language education. However, emergent evidence suggested that English language teachers generally lacked the readiness and skills to effectively and critically integrate these tools into their professional practices. This interventional study was conducted to investigate the effect of incorporating GenAI tools into a 12-week teacher training program on pre-service language teachers' GenAI literacy. The study recruited ninety pre-service language teachers from a Chinese university, who were randomly assigned to receive either GenAI-integrated teacher training (experimental group) or regular teacher training (control group). Data was collected through a mixed-method questionnaire and analyzed using ANCOVA and thematic analysis. Results revealed that the experimental group exhibited significant improvements in overall GenAI literacy, as well as in each of the five assessed sub-dimensions, compared to the control group. This study offers actionable recommendations for school leaders and program directors to integrate explicit GenAI literacy training into language teacher education programs. It highlights the urgent need for language educators to engage in ongoing professional development focused on GenAI, ensuring that they stay updated with the latest GenAI advancements and their applications in language education.

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PARALLEL SESSION 107

Tuesday, 10 March 2026
11:45 AM – 12:15 PM
(Tanglin Room 2, Level 1)

INVESTIGATING THE INTERSECTION OF IDENTITY, BELIEFS, AND EMOTIONS IN NAVIGATING NATIVE-SPEAKERISM
[Research]

Zhewei Zha, University of Aberdeen, United Kingdom

Despite increasing academic interest in exploring how native-speakerism affects English language teachers' identities (Kim, 2011; Yuan, 2019), past research has focused primarily on the identities of 'non-native' teachers. This study investigates the intersection of identity, beliefs, and emotions of two experienced teachers who identify as 'native' speakers of English and were educated on native-speakerism during their postgraduate teacher preparation programs. A narrative design which elicited written narratives and semi-structured interviews as data collection methods was used to explore how the participants developed awareness of native-speakerism and how they attempted to realign their identities in consideration of ideologically normative attitudes in their pedagogical contexts.

The findings indicate that the participants' professional identities were impacted by emotional experiences in their personal histories and by exposure to the ideas of English as a Lingua Franca. In turn, their awareness shaped their current teaching beliefs and their emotions towards native-

speakerism. Furthermore, ‘native’ teachers of English may experience identity conflict and emotional fluctuations stemming from the way their ‘nativeness’ is positioned by other educational actors. The study offers suggestions for teacher preparation programs to support ‘native’ teachers of English in navigating their emotions towards native-speakerism and argues that discussions of native-speakerism need to become more widespread, within and outside of academia. A future research agenda is also proposed to further investigate how ‘native’ teachers’ identities, emotions, and beliefs are affected by native-speakerism.

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PARALLEL SESSION 108

Tuesday, 10 March 2026
11:45 AM – 12:15 PM
(Room 501, Level 5)

PROVIDING IDEAL AUDIO MATERIALS FOR PRIMARY EDUCATION IN EXPANDING-CIRCLE COUNTRIES
[Practice (Primary/Elementary)]

Nobuo Yuzawa, Utsunomiya University, Japan

One of the serious problems Japanese university students face in learning English is their limited ability to understand spoken English. This becomes clear when they attempt dictation of simple sentences: although they know the words and grammar, they struggle with natural speech features such as elision, linking, and weak forms. The difficulty arises not from lack of knowledge but from insufficient exposure to authentic audio.

Japan, like other expanding-circle countries, does not use English in daily life. The issue, however, is not only quantitative but also qualitative: the audio materials provided at the initial stage of learning are often slowed down and unnatural. While intended to be “user-friendly,” such recordings omit normal connected speech, depriving learners of the chance to build realistic listening skills from the start. As a result, many students later fail to keep up with natural English speech.

Research in child language acquisition suggests that children are far more flexible in perceiving spoken language than older learners. If they are given access to natural speech during primary school, while their language acquisition capacity is still highly active, they can establish a more accurate foundation for listening. Once the phonology of the native language is firmly set, such perception becomes much harder.

This presentation introduces problematic features of current audio materials and proposes how naturally spoken English should be provided in the 5th and 6th grades in expanding-circle countries such as Japan.

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PARALLEL SESSION 109

Tuesday, 10 March 2026
11:45 AM – 12:15 PM
(Room 502, Level 5)

GLOBAL CITIZENSHIP IN TEXTBOOKS: A COMPARATIVE STUDY OF CHINESE AND GERMAN ESL TEXTBOOKS
[Practice (Secondary/High School)]

Nannan Ge, Beijing Foreign Studies University, China
Jin Hou, Beijing Foreign Studies University, China

In an era of intensified globalization and geopolitical change, Global Citizenship Education (GCE) has gained prominence within national education systems. Rather than focusing solely on a thematic inventory of content, this study investigates how underlying cultural worldviews shape the conception of global citizenship in secondary English textbooks in Germany (On Track series) and China (Regular Senior High School English Textbook, People’s Education Press editions). It explores how each society’s

implicit understanding of humanity, ethics, and global interconnectivity is reflected in curricular representations. Against a background of post-pandemic adaptation, social conservatism and critical engagement with Western epistemologies, this research employs an adapted version of Oxley and Morris's (2013) framework to analyze the textbooks. This adapted framework incorporates aspects such as cultural context, ideological stance, and ethical awareness, offering a nuanced tool for cross-cultural comparison. Observations reveal not only differences in the emphasis placed on different topics, as well as contrasting conceptions of global citizenship, rooted in distinct educational traditions and cultural worldviews. By highlighting the implicit worldviews that shape GCE content, this study promotes a more inclusive and critically reflective research perspective to global citizenship education in English language. It offers practical insights for curriculum designers and educators trying to develop culturally responsive and ethically meaningful teaching materials.

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PARALLEL SESSION 110

Tuesday, 10 March 2026
11:45 AM – 12:15 PM
(Room 503, Level 5)

POST-NATIVE-SPEAKERIST EIL FOR YOUNG LEARNERS: INSIGHTS FROM A CHILDREN'S ENGLISH SCHOOL IN JAPAN

[Practice (Primary/Elementary)]

Nobuyuki Hino, Otemon Gakuin University, Japan
Setsuko Oda, Kinjo Gakuin University, Japan

Post-native-speakerism (Houghton and Hashimoto, 2018), or the view that language goes beyond its native speakers, has by now achieved considerable recognition in language education. In English language teaching, this post-Anglophone position (Kirkpatrick, 2010) has been expressed in various terms with differing emphases, including EIL (English as an International Language) (Smith, 1981; Hino, 1988), WE (World Englishes) (Kachru, 1985), ELF (English as a Lingua Franca) (Jenkins, 2000), or GE (Global Englishes) (Galloway and Rose, 2015). However, even with its increasing popularity, practice and research in the post-native-speakerist teaching of English have so often focused on adult learners, though with exceptions such as Lopriore (2015) and Goto (2025). Given the global trend to lower the starting age of learning English, there is a strong need to investigate how the concept of EIL may be applied to the teaching of English to young learners, including practical issues in its implementation. Against this background, the present paper explores some insights gained from over a decade of practice at a children's English school in Japan. The small private school, founded by the second author, is taught mainly by a non-native English speaking teacher from Italy and another from Japan, the latter holding a rare degree entitled "MA in World Englishes." Based on observations, teachers' narratives, and interviews with parents as well as conversations with learners, some key issues for teaching EIL to young learners, such as teacher qualifications and parental attitudes, are identified and discussed.

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PARALLEL SESSION 111

Tuesday, 10 March 2026
11:45 AM – 12:15 PM
(Room 504, Level 5)

GENAI-EMPOWERED LESSON STUDY FOR TEACHER PROFESSIONAL DEVELOPMENT IN FOREIGN LANGUAGE EDUCATION

[Practice (Tertiary)]

Guojun Lu, Nantong Institute of Technology, China

This action research explores how Generative AI (GenAI) can empower foreign language education through lesson study, focusing on teacher professional development. In a one-semester case study, a university English teaching team utilized GenAI tools (e.g., ChatGPT, ERNIE Bot) to design tasks, generate resources, and facilitate differentiated instruction, thereby fostering data-driven teaching decisions.

The findings revealed that the GenAI-driven pedagogical approach yielded significant positive outcomes. Specifically, the integration of personalized and interactive learning tasks, such as AI-generated role-playing scripts tailored to individual proficiency levels and real-time conversational practice with AI bots, substantially enhanced student engagement and motivation for language output. Students demonstrated increased participation and produced more complex and fluent language in these scaffolded, AI-mediated environments. Furthermore, the GenAI-empowered lesson study catalyzed multi-dimensional growth and profound cognitive shifts among the participating teachers. They reported a transition from a knowledge-deliverer role to that of a curriculum designer and facilitator. Key developments were observed in their adaptive expertise—evidenced by their ability to rapidly generate diverse teaching materials and respond dynamically to classroom needs—and in their heightened professional autonomy, as they learned to critically evaluate and creatively implement AI-generated content. This study not only provides a concrete, replicable case for the deep integration of GenAI into foreign language pedagogy but also robustly demonstrates the value of lesson study as a powerful vehicle for sustainable teacher professional development. It contributes valuable theoretical and practical insights for constructing a new, effective paradigm of human-AI collaborative teaching.

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PARALLEL SESSION 112

Tuesday, 10 March 2026
11:45 AM – 12:15 PM
(Room 506, Level 5)

CONVERSATIONAL VS COMMAND-DRIVEN AI TOOLS: STUDENTS' PERCEPTION, ENGAGEMENT AND EFFECTIVENESS
[Practice (Tertiary)]

Rosmawati Rosmawati, Singapore Institute of Technology, Singapore

As AI technology evolves rapidly in the past few years, its integration into classroom teaching and learning has now become prevalent, especially in the context of higher education. In Singapore, for example, the conduct of teaching and learning (and assessment) generally involves the use of AI tools, though the extent of use varies from classrooms to classrooms.

Given the vast varieties of currently available AI tools for educational purposes, there is a need for educators to evaluate them and to select the most appropriate ones for their own context. For example, when giving formative feedback to students, it is important to understand whether a conversational chatbot (like ChatGPT but customized to the task) or a command-driven AI tool (where students upload their draft and get AI-feedback generated for them with the hit of a button) is more effective and leads to better learning. These two different types of AI tools require different AI-interactional skills and lead to cognitive engagement levels at students' end and impact the way the scaffolding tasks are designed at the teacher's end.

This presentation will report on the result of such an evaluation – comparing a conversational chatbot Cogniti Vs a command-driven AI tool Timely Grader in giving formative feedback to students' essay drafts (N =87). Through Extended TAM (El Hosayny et al., 2025; Venkatesh & Davis, 2000), this presentation will explore students' perceptions of and engagement with the tools, and report on their effectiveness in the context of a communication class in a Singaporean university.

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PARALLEL SESSION 113

Tuesday, 10 March 2026
11:45 AM – 12:15 PM
(Room 507, Level 5)

"I SEE MORE WHAT KIND OF TEACHER I AM": AN AUTOETHNOGRAPHY OF AI-SUPPORTED REFLECTIVE PRACTICE
[Practice (Tertiary)]

Hao Zhou, Waseda University, Japan

The emotional labor inherent in teaching is significant (Hargreaves, 2001), and while reflective practice is fundamental to professional development (Schön, 1983), early-career teachers often lack sustained, confidential support. This autoethnography documents the emotionally and pedagogically complex journey of a part-time instructor teaching English as a Chinese national in a Japanese university, and explores how sustained, dialogic engagement with generative AI served as a reflective partner, offering a confidential space for processing emotions, inquiring into pedagogy, and fostering professional development.

Drawing on an autoethnographic methodology that treats emotional truth and reflexivity as valid forms of knowledge (Ellis et al., 2011), the study analyzes verbatim transcripts of the author's weekly post-class dialogues with generative AI (Claude; ChatGPT-4o) over a 15-week semester. These dialogues capture a series of critical incidents, such as moments of classroom silence, student disengagement, technical setbacks, and professional self-doubt, each of which became a catalyst for reflection.

Narrative analysis identifies a recurring five-stage cycle: (1) recounting lived classroom experience, (2) co-regulating emotional responses, (3) collaboratively analyzing pedagogical challenges, (4) reframing failure as insight, and (5) planning concrete action. The process led to more empathetic, scaffolded instruction and fostered a stronger, evolving sense of teacher identity. This study argues for the value of generative AI as a reflective partner in self-directed professional development, offering a deeply human account of voice, growth, and resilience within the quiet struggles of cross-cultural teaching.

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PARALLEL SESSION 114

Tuesday, 10 March 2026
11:45 AM – 12:15 PM
(Room 508, Level 5)

NEGOTIATING LEGITIMACY: PROFESSIONAL IDENTITY OF INDONESIAN NON-SPECIALIST PRIMARY SCHOOL EFL TEACHERS
[Research]

Fatiha Senom, Universiti Malaya, Malaysia

This study examines how non-specialist EFL teachers negotiate their perceptions of legitimacy as primary school EFL teachers and identifies factors that challenge their professional identity. Drawing on Lave and Wenger's (1991) concept of legitimate peripheral participation (LPP) and Wenger's (1998) community of practice (CoP) framework, this qualitative case study explores the lived experiences of four teachers without formal English language teaching qualifications. Findings indicate that, despite structural constraints, participants constructed legitimacy through intrinsic motivation, student learning outcomes, and self-directed professional development. However, their identity formation was constrained by limited institutional recognition, societal undervaluation of English, insufficient subject-matter expertise, and the demands of multiple teaching roles. This study contributes to global discussions on teacher professional identity by showing how legitimacy is negotiated in out-of-field and marginal teaching contexts. It also highlights practical implications for policymakers, school leaders, and teacher education programs, particularly the need to support non-specialist EFL teachers.

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PARALLEL SESSION 115

Tuesday, 10 March 2026
11:45 AM – 12:15 PM
(Room 601, Level 6)

THE RESILIENCE LOOP: HOW L2 ENJOYMENT SUSTAINS L2 GRIT IN CHINESE EFL LEARNERS
[Research]

Zehui Tang, Guangdong University of Foreign Studies, China

In response to the global trend in Second Language Acquisition (SLA) to explore positive psychology, this study innovatively investigates the dynamic interplay between L2 enjoyment and L2 grit. Moving

beyond traditional deficit-oriented models, the research employs a narrative inquiry approach to understand how positive emotions fuel long-term perseverance. Data were collected through repeated in-depth interviews from a purposively selected Chinese university freshman over one academic year.

The analysis reveals three core themes that constitute a sustainable motivation mechanism. First, a dual-driven impetus emerges, where intrinsic, interest-driven enjoyment synergizes with extrinsic, exam-oriented necessity to initiate and maintain learning engagement. Second, and most significantly, L2 enjoyment cultivates a "resilience loop": by generating feelings of confidence and accomplishment, enjoyment helps students rebound from setbacks and re-engage with challenges, thereby transforming L2 grit from a mere concept of endurance into an active, positive pursuit. Finally, the pivotal role of teacher supportive practices is highlighted as a critical environmental factor that amplifies both enjoyment and grit.

This study contributes to innovating SLA theory by qualitatively delineating the process through which enjoyment sustains grit. It offers transformative implications for language teaching practices, suggesting that pedagogical strategies designed to generate enjoyment—such as fostering supportive relationships and creating achievement opportunities—are not peripheral but essential for developing resilient, lifelong language learners in global EFL contexts.

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PARALLEL SESSION 116

Tuesday, 10 March 2026
11:45 AM – 12:15 PM
(Room 602, Level 6)

AN EXPLORATORY STUDY OF AUGMENTED REALITY-ENHANCED PORTFOLIO ASSESSMENT IN PRIMARY-SECONDARY SCHOOL TRANSITION LANGUAGE LEARNING
[Research]

Yue Ni, Hong Kong Baptist University, China
Ricky Lam, Hong Kong Baptist University, China

The primary to secondary school transition (PSST) presents a unique language proficiency gap for EFL learners, who struggle to bridge the two educational levels as the latter expects more challenging language experiences. One coping strategy is the use of innovative assessment, such as digital composing projects or e-portfolio assessment, to enhance and engage language learning. Portfolio assessment (PA), which emphasises formative processes over summative scores while elevating learner agency, fits well into low-stakes transitional language learning paradigms. When enhanced by augmented reality (AR), PA enables young EFL learners to engage in multimodal learning environments structurally. This study explores how AR technology enhances the uptake of portfolio assessment competence among young Chinese EFL learners during their PSST in out-of-school language learning. A qualitative case study was employed, with 11 PSST students participating in twenty 90-minute sessions over six weeks. AR image cards (e.g., character cards “My friend Leo/Mia”) were introduced to trigger vocabulary learning and writing activities feeding into portfolios. Data collected included an in-depth interview with the instructor, AR-integrated teaching materials, students’ portfolio artefacts, and their reflective entries. Thematic analysis was conducted on interview transcripts and reflections, while portfolio artefacts and AR-based materials were analysed through content analysis and multimodal analysis. Results show that AR integration into classroom-based PA elevated students’ interest and engagement while enabling consolidated vocabulary use and elaborate writing. AR, functioning as a technology-supported tool, could clear misconceptions and facilitate the acquisition of mental lexicon. This study informs future research on AR-enhanced PA in language education.

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PARALLEL SESSION 117

Tuesday, 10 March 2026
11:45 AM – 12:15 PM
(Room 603, Level 6)

LITERACY REFORMS APROPOS OF LITERACY DIFFICULTIES: 25 YEARS OF EDUCATIONAL POLICY FOCI IN THE PHILIPPINES
[Research]

Jude Bautista, University of Canterbury, New Zealand
Agapito Mercades, Philippine Normal University, Philippines
John Kenneth Santos, Philippine Normal University, Philippines

This study investigates the foci of educational policies in the Philippines within the first quarter (2000-2025) of the 21st century apropos of the country's issues around the literacy difficulties of Filipino children and youth. A total of 1631 educational policies retrieved from the country's Department of Education public database were subjected to three rounds of screening to sift literacy-related or literacy-specific policies which were consequently subjected to content analysis to unpack the country's literacy reform foci. A coding scheme was developed to identify whether the focus of the literacy-related policies was proximal or distal to the cognitive foundations of reading and writing and whether the focus was within the experiential, instructional, institutional, or societal level of curriculum. Results reveal that only eight percent of the total educational policies were literacy-related, and further analysis of these literacy-related policies show that the foci of the reforms were distal to the cognitive foundations of reading and writing. Most of the literacy-related policies shape institutional and societal curriculum practices rather than the actual teaching and learning of the cognitive foundations of reading and writing. Results demonstrate that literacy reform efforts in the Philippines remain tangential to the root causes of literacy difficulties of Filipino learners because these reforms target the distal rather than the proximal causes of literacy development or difficulties. Implications to policy, curriculum development, and professional practice in literacy are subsequently discussed.

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PARALLEL SESSION 118

Tuesday, 10 March 2026
11:45 AM – 12:15 PM
(Room 604, Level 6)

THE USE OF ARTIFICIAL INTELLIGENCE IN THE PRE-WRITING PROCESS
[Practice (Secondary/High School)]

Lilin Khoo, Saint Andrew's Junior College, Singapore
Swee Ying Ng, Saint Andrew's School (Junior), Singapore
Alvin Soh, Anglo-Chinese School (Junior), Singapore
Alethea Chiam, Saint Andrew's Junior College, Singapore

In "Write before Writing", American journalist, professor and writing scholar Donald Murray writes that "few teachers have ever allowed adequate time for pre-writing, that essential stage in the writing process which precedes a completed first draft", which he estimates to be so important as to warrant taking up 85% of the whole time dedicated to the writing process. In schools, teachers often allocate the reverse amount of time – 15% or less – to the prewriting process, focusing more on the actual writing or product instead. Research was done in our networked learning community - comprising members from primary, secondary as well as junior college - into how AI can help us better engage students and help them gain greater insight into their essay topics during the pre-writing process, resulting in more positive learner outcomes.

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PARALLEL SESSION 119

Tuesday, 10 March 2026
11:45 AM – 12:15 PM
(Room 605, Level 6)

EXPLORING STUDENT ENGAGEMENT WITH GENAI-ENHANCED PEER FEEDBACK IN EFL WRITING
[Research]

Kai Guo, The Chinese University of Hong Kong, China

Peer feedback plays a crucial role in improving English as a foreign language (EFL) writing. However, many student reviewers encounter difficulties in providing effective feedback. Recently, generative artificial intelligence (GenAI) technologies have emerged to assist students in the peer feedback process. While prior research has explored the effects of GenAI support, there is still limited understanding of how students engage with GenAI during feedback provision. This study aims to address this gap by examining students' behavioral, affective, and cognitive engagement with GenAI-enhanced peer feedback in EFL writing. Forty-eight Chinese undergraduate students participated in peer review tasks using a ChatGPT-powered chatbot, which assessed their review comments and offered suggestions for improvement. Data were collected from various sources, including chat logs, screen recordings, written reflections, and survey responses. The findings revealed a notable trend, with approximately 62% of GenAI suggestions being integrated into students' revisions, indicating a positive shift in their feedback quality. Affective engagement showed a generally favorable attitude toward using GenAI support, driven by perceptions of its usefulness and the enjoyment of the experience. Cognitive engagement was evidenced by five strategies employed by students when interacting with GenAI: identifying areas for improvement, contextualizing GenAI feedback within their own comments, critically evaluating the suggestions, selectively integrating the feedback, and actively seeking additional input on their revised comments. These findings highlight that integrating GenAI into the feedback process not only enhances the quality of peer feedback but also fosters a more engaging and reflective learning environment.

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PARALLEL SESSION 120

Tuesday, 10 March 2026
11:45 AM – 12:15 PM
(Learning Space Room 807, Level 8)

MULTILINGUALISM AMONG MALAYSIAN MULTILINGUAL UNDERGRADUATES
[Research]

Manjet Kaur Mehar Singh, Universiti Sains Malaysia, Malaysia

Malaysia is a multicultural, multi-ethnic and multilingual nation that is a melting pot of cultural and linguistic diversity. The multis that Malaysia is known for is a construction of its historical background shaped by colonial Britain, labour migration from Bangladesh, Indonesia, refugee migration from the Arab world, the Rohingyas, etc; as well as expatriate community. Based on such linguistic diversity, this research provides insights on the multilingualism landscape among Malaysian multilingual undergraduates. Malaysians in the context of this research refers to Malay, Chinese, Indian, Sabahan and Sarawakian undergraduates at a public. Quantitative data was collected from these undergraduates to identify the languages used, the domains of language(s) use and proficiency in each language. The findings provide great feedback on the strength of multilingualism in Malaysian context and should be a platform to strategize action plan to ensure multilingualism among Malaysian undergraduates ready them for multilingual workplace at national and global level.

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POSTER PRESENTATIONS

POSTER PRESENTATION 1 **Tuesday, 10 March 2026**
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NAVIGATING THE DIGITAL SHIFT: REFLECTIONS AND INSIGHTS FROM IMPLEMENTING MOTHER TONGUE LANGUAGES E-EXAMS IN SINGAPORE
[Research]

Ivonne Muliana Awyong, Singapore Examinations and Assessment Board, Singapore
Shuzhen Hon, Singapore Examinations and Assessment Board, Singapore

The Singapore Examinations and Assessment Board's (SEAB) introduction of electronic examination (e-exams) for Mother Tongue languages (MTL) in 2013 marked a significant advancement in the assessment landscape in Singapore. To date, 6 Primary School Leaving Examinations (PSLE) and 45 General Certification of Education (GCE) Ordinary-level and Advance-level Mother Tongue papers are in electronic modes. These e-exams are conducted in various modes including e-oral and e-written for essay and structured language papers. The transition to e-exams demonstrates a commitment to transformation of assessment practices in the digital era. E-exams also support the development of 21st century competencies skills that students would need in their future endeavours. This presentation provides an overview of the journey in implementing e-exams for MTL in Singapore. It shares reflections from the implementation processes, attendees will also gain key insights to:

Broad principles guiding the transition of high-stakes MTL examinations from paper-based to electronic formats;
opportunities and challenges encountered, including the consideration of stakeholders' voices, accessibility and inclusivity in e-exams;
findings from practice sessions or field tests.
Additionally, a demonstration of SEAB's eExam system will showcase features which accommodate diverse learning needs.

Attendees will have the opportunity to reflect on the potential future directions of electronic assessment for language skills, contributing to the broader discourse on advancing language assessment practices. The presentation also explores the future developments of e-exams, including the potential of integrating AI in the design of language assessment.

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POSTER PRESENTATION 2 **Tuesday, 10 March 2026**
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AI-SUPPORTED REFLECTIVE ASSESSMENT: ENHANCING ENGAGEMENT IN A CLIL MEDICAL ENGLISH COURSE
[Practice (Tertiary)]

Marcellus Nealy, Juntendo University, Japan

This poster presents the design and evaluation of a reflective assessment strategy in Introduction to ECFMG, a large foundational medical English course employing Content and Language Integrated Learning (CLIL). The purpose was to improve student depth of engagement and increase learning motivation by combining reflective practice, individualized feedback, and revision.

In the first half of the semester, students completed a graded assignment on the impact of implicit bias in healthcare. Although grading was completed, the volume of 100 reports limited the depth of feedback. As a result, 70% of students produced superficial responses lacking personal reflection or cognitive-linguistic sophistication, showing minimal use of language to articulate nuanced ideas and critical insight.

The intervention, grounded in Self-Determination Theory (SDT), emphasized autonomy, competence, relatedness, and relevance. Students submitted reflective reports on key topics and received detailed feedback generated by ChatGPT, guided by an instructor-defined rubric and style framework. This approach created a scalable feedback system that delivered individualized, pedagogically consistent responses in days rather than weeks, followed by opportunities for revision.

Outcomes showed substantial gains: the proportion of students demonstrating advanced reflective and linguistic skills more than doubled, with 65% reaching the 90th percentile after revision. Qualitative analysis revealed deeper engagement, richer reflection, and stronger linguistic performance.

This study demonstrates how CLIL pedagogy, motivational theory, and AI-assisted feedback can be integrated to scale reflective learning. It offers a replicable, sustainable model for enhancing student motivation and learning outcomes while reducing faculty workload in large-class contexts.

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POSTER PRESENTATION 3 **Tuesday, 10 March 2026**
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INTEGRATING LANGUAGE, BELIEFS, AND HEALTHCARE: A CONTENT-BASED ENGLISH PROGRAM FOR CULTURAL COMPETENCE IN GENERAL EDUCATION
[Practice (Tertiary)]

Sachiko Takahashi, Tokyo Kasei Gakuin University, Japan

In contemporary higher education, foundational language instruction is increasingly overshadowed by specialized training and the widespread use of translation technologies. This trend has led to the marginalization of basic language education, particularly repetitive drills and skill-building exercises. However, recent research involving 148 nursing majors (Takahashi, 2023) identified strong correlations between cultural competence, metacognitive strategies, and beliefs about English learning—underscoring the enduring relevance of language education in professional contexts.

This proposal advocates for the integration of a content-based English program into the liberal arts curriculum of four-year universities, targeting first-year students in the faculty of arts and sciences. The program is designed to enhance both linguistic proficiency and intercultural awareness, particularly within healthcare-related fields. It features team-taught courses led by language and content faculty and is delivered in a blended format—combining in-person and online instruction—to accommodate faculty scheduling constraints. Additional components include peer collaboration, engagement with exchange centers, and the use of reflective student learning logs.

Program effectiveness will be assessed through pre- and post-program surveys on students' beliefs about English learning, standardized language proficiency tests, and classroom performance evaluations. A short-term study abroad component will further support global engagement and build students' confidence in using English in healthcare settings. Ultimately, this initiative aims to cultivate students' interest in international communities and prepare them for culturally responsive communication in professional environments.

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POSTER PRESENTATION 4 **Tuesday, 10 March 2026**
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IGNITING ENGAGEMENT: AI-POWERED ASSESSMENT FOR LEARNING IN PROCESS WRITING
[Practice (Secondary/High School)]

Kelvin Chaojian Chen, Marsiling Secondary School, Singapore
Dian Khairyani Mondzi, Marsiling Secondary School, Singapore

This presentation will showcase an innovative pilot project undertaken by the English Language (EL) Department at Marsiling Secondary School, focusing on integrating AI-powered assessment within a process writing framework for the Situational Writing component for the entire Secondary One cohort. This was aimed to enhance students' viewing, reading, writing and representing skills, which are crucial for mastering the English Language. The project provided students with targeted learning experiences designed to equip them with the necessary skills and knowledge for tackling Situational Writing questions effectively. During this session, presenters will delve into how the department adopted a multimodal approach to activate learning and stimulate critical thinking, emphasising inclusivity within the classroom. A key highlight will be the foregrounding of AI as an assessment tool in the teaching of Situational Writing. This tool provided timely and personalised feedback, supporting students through the various stages of the writing process. While the project successfully demonstrated AI's capacity for providing immediate feedback, a critical limitation emerged concerning students' inability to effectively "close the feedback loop." This refers to where students not only receive feedback but also understand, internalise, and apply it to improve their subsequent work. This finding underscores the necessity of a multi-pronged strategy to bridge this gap. Such a strategy involves increasing student exposure to AI-powered feedback mechanisms and refining the quality and clarity of information provided to the AI for optimal feedback generation. Following this project, the department may look into the possibility of harnessing the use of AI on multiple platforms.

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POSTER PRESENTATION 5

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USING THE MUSIC MODEL FOR PROFESSIONAL GROWTH THROUGH REFLECTIVE PRACTICE
[Research]

Takako Moroi, Bunkyo Gakuin University, Japan

Purpose: This study examines how the MUSIC Model of Motivation (eMpowerment, Usefulness, Success, Interest, and Caring) can be used not only as a framework for designing motivational instruction but also as a scaffold for instructor reflection and professional growth. The goal is to highlight how motivational theory can support both classroom practice and ongoing professional development.

Research Questions: 1) How do experienced EFL instructors in Japan perceive their use of motivational strategies? 2) What additional insights emerged about the role of structured reflection in supporting professional growth?

Methodology: Ten university English instructors in Japan, each with more than ten years of teaching experience, participated in semi-structured interviews organized around the five MUSIC components. Data were analyzed using Interpretative Phenomenological Analysis (IPA) to explore instructors' perceptions and identify emergent themes.

Findings: Instructors most frequently described supporting Success and Caring, while Empowerment was less common due to curricular constraints. Beyond these patterns, an important emergent insight was that participants valued the reflection process itself—guided by the MUSIC components—as a rare opportunity to pause, recognize strengths, uncover blind spots, and reframe their practices.

Conclusions: The findings suggest that the MUSIC Model can function as a reflective framework, providing instructors with a practical and research-informed tool for linking motivational theory with reflective practice. Structured self-reflection, therefore, represents an accessible and meaningful pathway to professional development.

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POSTER PRESENTATION 6 **Tuesday, 10 March 2026**
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A CASE STUDY OF CHINESE EFL TEACHERS' SELF-EFFICACY DEVELOPMENT IN A VIRTUAL PROFESSIONAL LEARNING COMMUNITY
[Practice (Tertiary)]

Xinyue Wu, Guangzhou University, China

This case study examines the developmental trajectory of tertiary EFL teachers' self-efficacy within a Chinese virtual professional learning community. Using a longitudinal design, qualitative data from seven teachers—including interviews, online discussions and reflective journals collected over one year—were thematically analyzed. The research questions include: (1) How does participation in a virtual PLC influence the trajectory of Chinese tertiary EFL teachers' self-efficacy development over time? (2) What mechanisms facilitate or constrain its development? Results reveal a nonlinear, three-phase process of self-efficacy development: early adaptation marked by anxiety, mid-term implementation driven by collaboration, and an advanced stage where teachers began to integrate classroom research into their professional roles, gradually expanding identity from "competent teachers" toward "teacher-researchers." Crucially, teachers' self-efficacy growth was shown to emerge from the dynamic interaction of contextual pressures (institutional demands, AI technological change), community structures (peer collaboration, expert mentoring, institutional backing), and internal drivers (knowledge accumulation, reflective practice). The study highlights how well-structured virtual communities can transform external challenges into catalysts for sustained self-efficacy development, offering insights for supporting EFL teachers' professional growth in non-Western digital contexts.

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POSTER PRESENTATION 7 **Tuesday, 10 March 2026**
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THE CLASSROOM IMAGE OF AN IMMIGRANT CHINESE LANGUAGE TEACHER IN A SINGAPORE MAINSTREAM SECONDARY SCHOOL
[Research]

Ying Chen, University of Auckland, New Zealand

This poster will present a narrative inquiry that investigated the teacher identity (or classroom image) of a Chinese language teacher from mainland China with twenty years of teaching experience in Singapore. Utilizing the Model of Investment (Darvin & Norton, 2015), this poster will illustrate how this research foregrounds investment in the symbolic value of identity performance impacted by power, ideologies, and capital. The poster will present answers to the following questions: (1) How does the teacher's classroom image emerge in his teaching practices? (2) How does the teacher improve his classroom image in the classroom ecology?

By presenting this teacher's four short stories (Barkhuizen, 2016), the poster will reveal the teacher's negative image emerging in a stigmatized label, nationalist habitus, standard spoken Chinese and commanding attitude, indexed and recognized by his (un)conscious classroom practices. Through learning, citing, resisting and negotiating with the contextualized social and cultural norms in and outside classrooms, the teacher successfully improved his classroom image through engagement. The teacher's investment in his classroom image harmonized the tensions between his imposed negative identities, and desired imagined identities (a teacher with dignity, an immigrant father with financial security, and a Chinese being part of the wider immigrant and homeland communities), ultimately producing and reinforcing his sense of belongingness to his school. The poster will finally present how this study contributed to developing the Model of Investment in language teacher identity research through the concepts of performativity (Butler, 1990), materiality (Barad, 2003), and habitus clivé (Bourdieu, 2004; Friedman, 2016).

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POSTER PRESENTATION 8 **Tuesday, 10 March 2026**
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POLITENESS STRATEGIES IN ENGLISH AUDIO AND JAPANESE SUBTITLES IN FILM: IMPLICATIONS FOR ENGLISH EDUCATION
[Research]

Yuri Ueda, Mukogawa Women's University, Japan
Fuka Suga, Mukogawa Women's University, Japan

The aim of this study is to compare the politeness strategies of requests and apologies in the English audio and Japanese subtitles of the film The Devil Wears Prada, and to clarify the characteristics and differences between the two languages. Based on the findings, this study proposes effective English instruction through the use of films. The research questions are: (1) What differences can be observed between direct and indirect request expressions? (2) What are the characteristics of politeness strategies for requests and apologies in English audio and Japanese subtitles? (3) To what extent do politeness strategies correspond between English and Japanese subtitles? As a research method, we collected the film's script and subtitles, and classified and analyzed them using Brown and Levinson's (1987) politeness theory and the speech act theories of Austin (1962) and Searle (1969). The results showed that 62.9% of the requests were direct and 37.1% were indirect in the English audio, while 70.5% were direct and 26.5% were indirect in the Japanese subtitles. In addition, "apology + another speech act" was the most common in both English and Japanese, but the correspondence rate of politeness strategies was as low as 25%, indicating significant differences due to cultural background. These findings suggest that, in addition to linguistic constraints, differences in cultural values influence the choice of expression in subtitle translation. They also indicate the value of films as resources for developing pragmatic awareness in English education.

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POSTER PRESENTATION 9 **Tuesday, 10 March 2026**
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REBOOTING TEACHER COLLABORATION: BUILDING NETWORKS FOR SHARED CHALLENGES AND INNOVATIVE PRACTICES
[Practice (Primary/Elementary)]

Awateef Khweangbu, Ban Lum Ching School, Thailand
Yusrina Uma, Ban To Deng School, Thailand

This poster presentation highlights how a UK-Thailand hybrid teacher development course called "English ReBoot" supported the establishment of teacher networks that provided solutions to recurring classroom challenges while creating opportunities for innovative practices. Teachers often face issues such as isolation, insufficient resources, diverse learner needs, and sustaining student motivation. When working individually, these challenges seem insurmountable; however, collaborating as a network makes solutions more attainable.

A particular strength of the British Council's "English ReBoot" initiative was that teachers met face-to-face before studying on a small private online course (SPOC) and engaging in online sessions. This built trust and familiarity, making subsequent digital interactions easier and encouraging teachers to speak more openly. This allowed teachers to share similar values and aspirations for education. This collegiality meant teachers continued to exchange ideas and discuss teaching long after the course had concluded.

This presentation will show how - and why - teachers engaged in professional pedagogical discourse—teachers talking meaningfully about teaching with other teachers—while also confronting what Mary Kennedy described as "the challenge teachers often have about articulating their practice and its problems and solutions."

Attendees will gain (1) insights into teacher networks that foster collegiality and professional growth and (2) an understanding of the practical strategies these teachers applied directly in their classrooms.

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POSTER PRESENTATION 10 **Tuesday, 10 March 2026**
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FROM PERSONAL NARRATIVES TO PROFESSIONAL TEXTS: EXPLORING AI-SUPPORTED WORKPLACE ENGLISH LEARNING
[Practice (Tertiary)]

Ming Chang, Minghsin University of Science and Technology, Taiwan

In the context of globalization and rapid technological advancement, workplace English has become a key competency for university students to enhance their international perspective and workplace competitiveness. However, students generally lack confidence and strategies for expressing themselves in real-world professional communication situations. The emergence of generative AI offers an opportunity for innovation. It provides linguistic feedback and serves as a collaborative partner that supports the development of ideas and storytelling.

The present study employs an instructional design that guides students from personal narratives to professional self-expression. Through the use of AI tools, students are encouraged to transform their life experiences into persuasive workplace expressions through storytelling. Students work cooperatively with AI to generate customized stories and refine their writing into formal, professional English based on the instant feedback provided by the tool. This study employs a mixed-methods approach, combining formative assessments based on writing outputs, and pre-/post- WTC surveys to examine the impact of AI-supported writing on students' English performance and motivation. In addition, qualitative data from student reflection reports are analyzed to explore learner perceptions related to AI-assisted tasks. This study aims to enhance students' learning motivation and professional English competence. The findings will provide empirical insights into pedagogical models that integrate personal storytelling with practical language use.

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POSTER PRESENTATION 11 **Tuesday, 10 March 2026**
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"EVEN I HAD FUN DOING THIS!" MULTILINGUAL LEARNERS' EXPERIENCES OF CONSTRUCTING PLURILINGUAL LITERARY TEXTS
[Practice (Tertiary)]

Grace Jia Wei Lim, Universiti Malaya, Malaysia

This poster presentation showcases an intervention designed to increase plurilingual awareness through the construction of plurilingual literary texts. The intervention took place over two sessions and was conducted in a class of 26 preservice English language teachers who minored in literature pedagogy. The first session began with a survey, followed by notes describing key principles of plurilingualism as opposed to multilingualism. After that, students were tasked with two main activities. The first activity was to create their language portrait with words and colours that represented their language identities. Then students of grouped in threes or fours to construct a plurilingual literary text. This second activity required students to select a literary text they had studied in a previous semester and to reimagine and reconstruct it using all the languages of all members of each group. The intervention ended with students answering the survey again as a post-test to trace if the intervention had shifted any of their beliefs regarding language and plurilingualism in education. The results contained interesting points to consider for preservice teacher education and language education in general in terms of challenging norms in English language teaching. More importantly, the poster will feature illustrative examples of the outcome of the second activity to highlight the creativity that utilizing plurilingualism can unlock in the classroom,

along with commentary of how these may be assessed. This intervention can be adjusted for students of different ages with the key difference being the level of scrutiny and analysis applied to the activities.

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POSTER PRESENTATION 12 **Tuesday, 10 March 2026**
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ASEAN TAPESTRY: STORIES WOVEN THROUGH TIME
[Practice (Secondary/High School)]

Heng Mui Woon Angeline, CHIJ Secondary, Singapore
Alice Shiao Yu Lim, School of Science & Technology, Singapore
Christopher Chee Keong Ow, Methodist Girls' School, Singapore

The 2021 ASEAN Secretariat study, Understanding How Young People See ASEAN: Awareness, Values, Identity, revealed a concerning gap in regional awareness among Singaporean youth. Singapore ranked 8th out of 10 ASEAN member states, indicating that young Singaporeans possess limited knowledge of ASEAN's pivotal role in shaping regional cooperation and its significance on the global stage. This finding underscores an urgent need to cultivate deeper ASEAN literacy among students who will become future leaders and citizens in an increasingly interconnected Southeast Asian community.

Born from the conviction and passion of three Senior Teachers, this inaugural project seeks to address this gap by imbuing Singapore students with a comprehensive understanding of ASEAN and fostering genuine appreciation for our regional heritage. The initiative comprises four interconnected components designed to engage students holistically. First, an ASEAN literacy masterclass provides foundational knowledge about the organization's history, functions, and contemporary relevance. Second, a narrative writing competition challenges students to explore the theme of authentic ASEAN friendships and kinships, encouraging them to imagine and articulate meaningful connections across borders. Third, an award ceremony celebrates outstanding student work, showcasing creative expressions in diverse forms including poetry, prose, and songs. Finally, embassy visits facilitate direct dialogues between students and ambassadors, offering invaluable firsthand perspectives on diplomatic relations and regional cooperation.

Through this multifaceted approach, students engage both cognitively and affectively, developing essential competencies in creative expression, empathy, and cross-cultural understanding, skills that are crucial for navigating and contributing meaningfully to our diverse, interdependent world.

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POSTER PRESENTATION 13 **Tuesday, 10 March 2026**
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THE ROLE AND IMPACT OF DIGITAL TEXTBOOKS IN JAPANESE ELEMENTARY SCHOOLS
[Practice (Primary/Elementary)]

Miyuki Takahashi, Aichi University of Education, Japan

This study explores the role and educational impact of digital textbooks currently used in Japanese elementary schools, with a particular focus on their contribution to both personalized and collaborative learning. As digital learning environments become increasingly prevalent, it is essential to examine how these tools support diverse learning pathways and foster learner engagement.

The research aims to clarify how digital textbooks facilitate dual-track learning: (1) personalized learning, where students progress at their own pace and receive tailored support, and (2) collaborative learning, where students engage in peer interaction and shared tasks. Through classroom observations, student

interviews, and analysis of digital learning logs, the study investigates how these modes of learning coexist and complement each other.

Preliminary findings suggest that digital textbooks promote learner autonomy by enabling individualized access to content, while also enhancing group-based activities through interactive features and shared platforms. Teachers play a key role in designing learning experiences that balance both approaches effectively.

This study contributes to the understanding of how digital textbooks can be leveraged to support flexible, inclusive, and engaging learning environments in elementary education.

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POSTER PRESENTATION 14

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ASSESSING WRITING IN ENGLISH FOR ACADEMIC PURPOSES IN HIGHER EDUCATION: A CONCEPTUAL TEST DESIGN MODEL
[Research]

Shangwen Chen, University of Macau, China

Previous studies have highlighted the inadequacy of standardized language tests in identifying postgraduate candidates with strong academic writing potential. This is because these tests focus on assessing general language proficiency without considering discipline-specific skills. To address this gap, the present research introduces an innovative, computer-administered, three-phase test design model for writing in English for academic purposes (EAP). This model is built upon the four-dimensional framework integrating language proficiency, genre knowledge, disciplinary expertise, and argumentation skills. It aims to enhance authenticity by enabling test-takers to select their academic discipline and genre in the initial phase. Based on their selections, the system assigns them a specific writing task drawn from a comprehensive item bank. Each item in the bank has been designed by test developers with assistance from AI-powered large language models and has undergone a rigorous validation process. In the subsequent information-processing phase, candidates engage with a curated database of relevant disciplinary literature assigned from a pool to locate, synthesize, and apply information for composing texts that meet specific academic demands. The rating phase combines automated essay scoring systems or well-trained AI-powered tools for linguistic features with professionally trained subject expert raters evaluating genre, disciplinary knowledge, and argumentation to ensure comprehensive assessment. The model offers an alternative assessment for universities seeking effective tools for selecting promising postgraduate candidates. Furthermore, the study provides implications for EAP writing instruction and underscores the necessity of adopting pedagogical approaches that align with real-world academic demands and integrate AI tools into both writing assessment and pedagogy.

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PARALLEL SESSIONS

PARALLEL SESSION 121

Tuesday, 10 March 2026
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(Tanglin Room 1, Level 1)

EXPLORING EMI TEACHERS' LANGUAGE AWARENESS AND PERCEPTIONS OF TEACHER-GENAI COLLABORATION: A CROSS-DISCIPLINARY CASE STUDY
[Research]

Bo Peng, University of Hong Kong, China
Yuen Yi Lo, University of Hong Kong, China

In English Medium Instruction (EMI), students often struggle to process disciplinary knowledge and language simultaneously. This calls for more language scaffolding or instruction from EMI teachers, but

they encounter difficulties when navigating the dual demands of content and language teaching. The rapid expansion of Generative AI (GenAI) holds great potential to support EMI teachers in integrating content and language teaching. This multiple-case study examines the teacher language awareness (TLA) and perceptions of teacher-GenAI collaboration among three university EMI teachers in China from different disciplines. Data from in-depth semi-structured interviews, observations, and artefacts were analyzed using reflexive thematic analysis, revealing varying levels of TLA and GenAI adoption. The novice accounting teacher, who was an active GenAI adopter, leveraged GenAI for lesson preparation and language scaffolding to facilitate students' comprehension. The positive experiences fostered her openness to further its use in EMI assessment. The experienced medical teacher, who perceived her language proficiency as insufficient, acknowledged GenAI's potential for grammatical checking but remained cautious due to accuracy concerns and technical barriers. In contrast, the mathematics teacher, considering his primary responsibility as delivering content rather than teaching language, was deeply skeptical of GenAI's ability to support mathematical logical reasoning or generate genuinely novel problems. These findings demonstrate an intriguing relationship between EMI teachers' TLA and teacher-GenAI collaboration: TLA guides how EMI teachers use GenAI for scaffolding, which can in turn reshape their language awareness. The study underscores the need for professional development that simultaneously fosters EMI teachers' TLA and strategic GenAI integration.

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PARALLEL SESSION 122

Tuesday, 10 March 2026
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(Tanglin Room 2, Level 1)

EXPLORING STUDENTS'ENGAGEMENT IN AI-MEDIATED ENGLISH LEARNING THROUGH THE LENS OF PEREZHIVANIE
[Practice (Tertiary)]

Jiajia Lü, Guangdong University of Foreign Studies, China

With the rapid integration of artificial intelligence (AI) into higher education, it is important to understand how students experience and engage in AI-supported English classrooms. Guided by Vygotsky's concept of perezhivanie, the research focuses on two questions: (1) What distinct patterns of classroom engagement do university students display in AI-mediated English learning? (2) How do students'perezhivaniya help explain these patterns of engagement in AI-mediated English classrooms?

To address these questions, the study employs Q methodology combined with post-sort interviews. Thirty university students will complete a Q-sort task ranking 48 statements that capture emotional, cognitive, and situational dimensions of AI-mediated English learning. Factor analysis will be conducted to identify distinct engagement patterns. To deepen interpretation, follow-up interviews will invite students to reflect on their sorting decisions and articulate the perezhivaniya that underlie their engagement in AI-supported classrooms.

The study is expected to link students'engagement patterns to their perezhivaniya. It will examine how learners'emotions and past experiences shape their interactions in AI-mediated classrooms and explain why students respond differently to the same AI environment. The findings will extend the application of perezhivanie to AI-mediated language learning and offer practical implications for designing English classes that foster meaningful engagement.

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PARALLEL SESSION 123

Tuesday, 10 March 2026
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(Room 501, Level 5)

GLOCAL CITIZENSHIP THROUGH GRADUATE ATTRIBUTES IN A TRANSNATIONAL HIGHER EDUCATION
[Research]

Wenwen Zhang, University of Nottingham Ningbo China, China

Candace Veecock, University of Nottingham Ningbo China, China

Preparing and cultivating good citizenship for a sustainable and well-round development of students is a university-wide responsibility. How to nurture citizenship in language education is also related to both global and local talent development. Graduates of Sino-foreign cooperative universities emerge from internationalized programmes of study ideally equipped with both global and local language competencies. Several studies have explored graduate skills/attributes and where they can be developed in the EMI context. However, few studies have considered the relevance of graduate attributes such as language skills in glocal citizenship development, especially in a transnational higher education implementing EMI. This case study delves into the intricate world of Chinese graduates in a transnational higher education in China and provides a retrospective account of navigating good citizenship with acquired graduate attributes in the EMI educational setting (Zhang & Veecock, forthcoming 2026). Adopting a qualitative method, this case study utilizes in-depth semi-structured interviews to gather graduates' insights on what skills/competencies enable them to be glocal talents who can navigate citizenship in an intercultural and cross-linguistic environment. Findings of this study will offer suggestions and practical implications for stakeholders in transnational higher education seeking how to prepare citizenship towards being Chinese glocal talent who are competent in bringing the global, the national and the local into relationship for a sustainable development.

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PARALLEL SESSION 124

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(Room 502, Level 5)

POLISHING UNIVERSITY STUDENTS' PRESENTATION SKILLS: CREATIVE AND INNOVATIVE STRATEGIES FOR IMPROVING CONFIDENCE, DELIVERY, AND PERFORMANCE
[Practice (Tertiary)]

Rab Paterson, Rikkyo University, Japan

University students can struggle to develop high-level presentation skills, which can negatively impact their academic and professional lives. This research presentation examines the effectiveness of my in-class presentation teaching strategies in a freshman presentation class. The class aimed to build students' confidence, improve their presentation delivery skills, and help them create slide designs based on current best practices in accessibility, communication, and cognitive learning theories. Mehrabian's (1971) initial communication theory emphasised the role of nonverbal communication in conveying messages more powerfully. Duarte's (2010) storytelling principles added another important delivery element, as did advances in body language and its effect on audiences by Wu (2024). The course methodology for teaching these skills includes pedagogical techniques such as focused and reflective practice combined with teacher feedback, as well as video recording of practices for students to self-critique. Students' survey results on their reactions to these in-class techniques will be highlighted to show their impact. Slide design work draws on Reynolds' (2011) design philosophy and Mayer's (2009) cognitive theory of multimedia learning, with both covering the appropriate use of images and text. Additionally, Medina's (2014) brain science research highlights the importance of memory retention techniques to boost audience attention levels. Student survey results on their reactions to these design techniques will also be highlighted. Preliminary findings from previous classes suggest that a holistic and synergistic approach addressing content, design, and delivery improves students' presentation effectiveness and self-confidence. This more in-depth study, conducted through surveys and interviews, is expected to reinforce these earlier findings.

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PARALLEL SESSION 125 **Tuesday, 10 March 2026**
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(Room 503, Level 5)

ANALYZING COMMUNICATIVE ORIENTATION IN JAPANESE ENGLISH CLASSROOMS USING COLT OBSERVATION SCHEME
[Research]

Kingo Shiratori, Hokusei Gakuen University, Japan
Akinobu Shimura, Hokkaido University of Education, Japan

This study investigates the communicative orientation of English language teaching in Japanese elementary and secondary classrooms using the Communicative Orientation of Language Teaching (COLT) observation scheme, originally developed by Frölich, Spada, and Allen in 1985. The research aims to analyze classroom characteristics through systematic observation, examine how teachers' instructional experience and pedagogical beliefs influence lesson features, and assess the impact on students' affective factors including motivation and willingness to communicate. The methodology involves classroom video recording, COLT Part A analysis, and semi-structured interviews with teachers, and student questionnaire surveys. Six teachers from elementary and secondary schools participated, with their lessons analyzed across five key categories: Participant Organization, Content, Content Control, Student Modality, and Language Use. Results reveal significant variation in communicative practices across teachers and grade levels. Elementary teachers showed higher group work percentages (19-53%) compared to secondary teachers, while content control patterns varied from teacher-dominated (96%) to more balanced approaches (40-60%). Student modality analysis indicated predominant listening focus (17-60%) with varying speaking opportunities (9-19%). Semi-structured interviews explored teachers' backgrounds, ideal classroom visions, language use policies, and approaches to grammar, vocabulary, and four-skills integration. A 48-item student questionnaire assessed willingness to communicate, motivation, extraversion, anxiety, can-do statements, and confidence levels. This comprehensive analysis provides insights into current communicative language teaching practices in Japanese educational contexts and offers evidence-based recommendations for pedagogical improvement.

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PARALLEL SESSION 126 **Tuesday, 10 March 2026**
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(Room 504, Level 5)

BREAKING NEW GROUNDS IN LANGUAGE LEARNING WITH INQUIRY THROUGH DIALOGUE
[Practice (Secondary/High School)]

Jayletchimi d/o Ramasamy, Broadrick Secondary School, Singapore

Background/Purpose
Today's students will enter a job market that values skills and abilities far different from that of their parents and grandparents. In Broadrick Secondary School, we responded to this paradigm shift by introducing creative and critical thinking skills for the students through Inquiry Through Dialogue.

Method
The teachers used the Lesson Study platform to develop the Inquiry Through Dialogue lesson packages that were structured along the Inquiry Based Learning's (IBL) 5Es across the 4 lessons as well as within a single lesson. During the engage, exploration, explanation and evaluation stages, the students used Design Thinking Process as well as Socratic Questions Toolkit to further their investigation of an authentic problem in a collaborative manner.

Result
From the results of their written assignment, it could be seen that students were engaged in a collaborative and self–directed learning. Most of the students moved from surface questions to Socratic clarification and probing assumptions questions to find out the deeper problem. In addition, the Lesson

Study platform enabled the teachers to use ongoing collaborative inquiry dialogues with peers to continually learn together.

Conclusion
The Inquiry Through Dialogue centered on Inquiry Based Learning lends itself well to promote student engagement and 21st century thinking skills.

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PARALLEL SESSION 127

Tuesday, 10 March 2026
2:35 PM – 3:05 PM
(Room 506, Level 5)

COLLABORATION OF LANGUAGE AND ENGINEERING LECTURERS: A GENRE-BASED APPROACH TO THE DEVELOPMENT OF DISCIPLINARY LITERACIES
[Research]

Yen-liang Lin, National Taipei University of Technology, Taiwan

In English-medium instruction (EMI) settings, developing students' disciplinary literacy, the ability to communicate knowledge using the genres, discourses, and rhetorical structures of a discipline, is a critical yet often overlooked challenge. This study explores how language and engineering lecturers collaboratively designed and enacted disciplinary literacy instruction, and examines the impact of this collaboration on students' L2 scientific report writing. Using a multiple-case study design, three language–engineering lecturer pairs co-taught across three EMI engineering courses at a Taiwanese university. Adopting a genre-based, collaborative approach, the teams engaged in co-researching, co-planning, co-teaching, and co-reflecting. Data sources included classroom observations, interviews, and 58 student reports collected from pre- and post-intervention assignments. Drawing on genre-based and sociocultural frameworks, the study analyzed disciplinary literacy implementation across four dimensions: engaging, engineering, examining, and evaluating. Quantitative results showed statistically significant improvements in students' disciplinary writing, with gains in genre structure, cohesion, grammar, and academic vocabulary. Qualitative findings revealed that co-teaching fostered students' metalinguistic awareness and rhetorical competence, strengthening the communicative, epistemic, and socio-symbolic dimensions of their academic language development. The findings highlight the value of sustained collaboration between language and content lecturers and offer practical strategies for implementing genre-based instruction in EMI contexts. Implications for pedagogy, curriculum design, and institutional policy will also be discussed.

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PARALLEL SESSION 128

Tuesday, 10 March 2026
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(Room 507, Level 5)

EXPLORING LISTENING STRATEGY LITERACY: WHAT TEACHERS SHOULD KNOW ABOUT THE TEACHING OF LISTENING
[Research]

Daniel Fung, The University of Hong Kong, China

Listening has often been regarded as a difficult skill to learn and to teach. Previous research has explored how second language (L2) learners can learn listening strategies to facilitate their comprehension. These strategies are mental actions that learners deploy to compensate for inadequate understanding, e.g., using inferencing strategy to guess the meaning of unfamiliar words, recalling prior knowledge to connect existing knowledge with what the listening text is about, and monitoring understanding. While listening strategy instruction has been found to benefit learners in experimental research, much less is known about the strategy instruction provider – i.e., the teacher, in the naturalistic L2 English classroom. This study proposes a notion termed listening strategy literacy to denote teachers' knowledge of listening strategies and their practices of applying this knowledge in providing listening strategy instruction to students. An inventory of items is developed through literature review, expert

review, and subsequently semi-structured interviews with 10 experienced English teachers. This presentation will present the findings of the study in terms of the quality and comprehensiveness of the inventory. It will end with a discussion on pedagogical implications, highlighting the importance of raising teachers' listening strategy literacy in order to benefit the teaching and learning of listening in L2 contexts.

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PARALLEL SESSION 129

Tuesday, 10 March 2026
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(Room 508, Level 5)

CURRENT PRONUNCIATION ISSUES OF JAPANESE ENGLISH LEARNERS: AN ANALYSIS OF SEGMENTAL AND SUPRASEGMENTAL FEATURES
[Practice (Tertiary)]

Masami Kimura, Ritsumeikan University, Japan

This presentation summarises key findings from my Ph.D. research on the pronunciation difficulties Japanese students face when speaking English. Drawing on analyses of recorded speech samples, it highlights both the causes of these pronunciation issues and practical approaches for improving pronunciation instruction in the Japanese EFL classroom.

In light of the challenges Japanese EFL learners face when learning English pronunciation, the following research questions were formulated:

Do the phonemes which are difficult for the learners affect their intelligibility?
Are there any differences in pronunciation of these phonemes by participants depending on the task being undertaken (a diagnostic word list, reading passages aloud, or spontaneous speech)?
Which has a greater impact on learners' intelligibility, word stress or intonation?

The 14 participants in this study are first, second and third-year undergraduate students majoring in English. All the participants were Japanese females between 18 and 22 years old with pre-intermediate/intermediate levels of proficiency in English which corresponds to B2/A2 for CEFR. This study investigates pronunciation challenges focusing on both segmental (consonants and vowels) and selected suprasegmental (stress, intonation) features that impact intelligibility in spoken English. The speech samples were collected under three conditions: 1) a diagnostic word list, 2) reading passages aloud, and 3) spontaneous speech.

Analysis of the data revealed prevalent pronunciation issues among participants, such as difficulties with specific vowels (/æ/, /ɔː/, /əʊ/) and consonants (/l/, /r/, /θ/, /ð/), as well as suprasegmental challenges, particularly in the use of word stress.

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PARALLEL SESSION 130

Tuesday, 10 March 2026
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(Room 601, Level 6)

PROMOTING COMMUNICATION STRATEGIES IN TASK-BASED INTERACTION: TOWARD AN ELF-AWARE PEDAGOGY
[Research]

Yingruo Hu, Sogang University, South Korea

This study examines how English as a Lingua Franca (ELF) interlocutors employ communication strategies (CSs) in task-based interactions and how these strategies embody the principles of ELF-aware pedagogy, which are intelligibility, adaptability, and intercultural awareness. Data were drawn from Chinese and Korean university students completing a closed communicative task (spot-the-difference) in English, followed by stimulated recall measures with each participant to explore learners'

cognitive and strategic processes. All CSs were identified, coded, and analyzed both quantitatively and qualitatively.

Results revealed that participants employed a broad repertoire of CSs, with self-repair, co-creating messages, paraphrasing/reformulation, and deconstructing difficult information being most frequent. Among these, co-creating messages and deconstructing difficult information emerged as particularly effective, as they facilitated mutual understanding and fostered collaborative meaning-making. Furthermore, these strategies most strongly reflected the principles of ELF-aware pedagogy by promoting clarity, linguistic flexibility, and intercultural sensitivity in communication.

The findings highlight the pedagogical value of task-based interaction as a means of cultivating strategic competence in multilingual contexts. They suggest that communication strategy instruction should move beyond a compensatory focus on error repair to include strategies that encourage meaning reconstruction, negotiation, and intercultural collaboration. Task design that integrates these strategies can create more authentic and inclusive opportunities for L2 learners to develop communicative competence aligned with real-world ELF communication.

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Tuesday, 10 March 2026
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(Room 602, Level 6)

L2 INTERACTIONAL COMPETENCE AND TASK-BASED INTERACTION: A CONVERSATION-ANALYTIC STUDY OF LEARNERS AT TWO PROFICIENCY LEVELS
[Research]

Minh Thi Thuy Nguyen, University of Otago, New Zealand

Although tasks are often used in L2 classrooms to promote learner interaction and support their language development, traditional task-based studies offer little insight into how learners mutually engage in these interactions and how their ability to do so is linked to their language proficiency. More recently, conversation-analytic studies have shed light on task accomplishment as co-constructed and contingent upon learners' interactional competence (e.g., Hellerman & Pekarek Doehler, 2010; Jenks, 2009; Roever & Abe, 2019; Sert & Balaman, 2018), or the ability of learners to mutually and reciprocally deploy conversational practices and resources for coordinating interactions, co-constructing meanings, negotiating stances and achieving intersubjectivity (Young, 2009). In line with this body of ethnomethodological research, our study offers a micro-analysis of L2 learners' mobilisation of their interactional competence to collaboratively accomplish task goals and how their interactional practices differ systematically across proficiency levels.

We audio-recorded 40 conversations in which 10 pairs of intermediate-level and 10 pairs of upper-intermediate-level Vietnamese high school learners of English collaboratively performed two decision-making tasks. Using Conversation Analysis (Have, 2007; Sacks, Jefferson, & Schegloff, 1974; Schegloff, 2007), we reveal the differences between the two proficiency groups in how they monitored the ongoing talk, displayed recognition and understanding (or lack thereof) of their co-participant's actions and stances, provided contingent responses and managed interactional troubles to maintain interactional progressivity and accomplish task outcomes. The findings contribute to our understanding of the development of L2 interactional competence and its role in task-oriented interaction.

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PARALLEL SESSION 132

Tuesday, 10 March 2026
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(Room 603, Level 6)

DEVELOPING AI LITERACY THROUGH THE USE OF CUSTOMIZED BOTS: STUDENTS' PERCEPTIONS AND PRACTICES
[Research]

Christoph Hafner, City University of Hong Kong, China
Csilla Weninger, National Institute of Education, Singapore
Youping Zhang, City University of Hong Kong, China

The widespread availability of generative AI has important implications for higher education, potentially transforming: 1) how people read, write, and communicate; and 2) how people teach and learn. There has therefore been a shift in the digital literacy needs of students, especially their 'AI literacy', including knowledge of AI and the ability to use AI critically, ethically, creatively, and in context-sensitive ways. In this presentation, we describe a pedagogical initiative implemented in separate university digital literacy courses in Hong Kong and Singapore. The initiative aimed to enhance personalized learning and AI literacy by having students interact with a customized AI bot ('ConceptBot') about course concepts, engaging in a Socratic dialogue with the bot trained to ask questions rather than provide answers. Students selected a learning task related either to digital literacy studies or another aspect of their lives, interacted with the ConceptBot, and evaluated the experience in a written reflection. We evaluate this activity based on: pre- and post- questionnaires measuring AI literacy; written reflections and interview transcripts, analyzed thematically; students' chat logs. Quantitative findings show some improvement in AI literacy, especially dimensions of Skill and Usage and Affect. Qualitative findings illustrate a range of student perceptions and practices in relation to: bot focus, behaviour, and evaluation; effects on learning; interaction with AI tools, with some students commenting that the ConceptBot is more like a tutor and friend than a tool. The findings suggest divergent assumptions about the role that GenAI bots can and should play in university education.

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PARALLEL SESSION 133

Tuesday, 10 March 2026
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(Room 604, Level 6)

MAPPING THE GENERATIVE AI REVOLUTION IN LANGUAGE EDUCATION (2018–2025): A SCIENTOMETRIC REVIEW
[Research]

Yining Han, National Institute of Education, Singapore
Joann Wong, National Institute of Education, Singapore
Vahid Aryadoust, National Institute of Education, Singapore

Generative artificial intelligence (GenAI) has rapidly transformed language learning, teaching, and assessment, enabling personalized learning, automated feedback, and adaptive testing. Yet, despite the surge of GenAI-related research in language education, the field lacks a scientometric review. Addressing this gap, this study systematically maps research productivity, intellectual structures, and emerging hotspots in this rapidly evolving domain. Following PRISMA 2020 guidelines, a Scopus dataset of 390 papers and 17,874 references published between 2018 and August 2025, drawn from 53 Q1 journals in linguistics and education, was analyzed using Bibliometrix and CiteSpace. Performance analysis revealed accelerating publication trends and identified leading contributors, including journals like Education and Information Technologies and institutions such as the University of Hong Kong. Document co-citation analysis identified 12 thematic research clusters, with review and empirical studies published in the past three years forming the intellectual base. Additionally, keyword burst analysis identified two key emerging topics: chatbot-assisted creative writing and critical GenAI digital literacies. Findings indicate that research in this area is predominantly technology-driven, with limited grounding in second language acquisition (SLA) theories, which risks producing fragmented, practice-oriented findings rather than developing a cumulative, theory-informed body of knowledge. As one of the earliest scientometric reviews in this domain, this study not only maps and synthesizes the current research

landscape, but also proposes future directions for researchers and practitioners to better integrate SLA theory with GenAI applications.

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PARALLEL SESSION 134

Tuesday, 10 March 2026
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DESIGNING FOR INQUIRY: SCAFFOLDING QUESTION-ASKING IN MULTILINGUAL EMI SETTINGS
[Research]

Dennis Koyama, Sophia University, Japan
Sayaka Sugimoto, Waseda Univesity, Japan

Research on English-Medium Instruction (EMI) in Japan consistently highlights difficulties with classroom participation, especially in asking questions (e.g., clarification, elaboration, causal, procedural, verification). Limited linguistic resources, proficiency concerns, and unfamiliarity with disciplinary registers constrain students' willingness to pose questions in lectures and discussions (Sugimoto, 2021; Trenkic & Warmington, 2019). Cultural expectations can compound this issue, as silence may be read as attentiveness and questioning as face-threatening. However, psychological research shows that question-asking is central to learning, as it externalizes partial knowledge, surfaces gaps, and enables reformulation, which are all core cognitive and metacognitive processes (Graesser & Person, 1994; Chin & Osborne, 2008). In EMI, these functions are especially consequential because language and content processing co-occur.

This paper synthesizes EMI and psychology literatures to argue for designing for inquiry by structuring classrooms so that question-asking is low-risk, instructionally productive, and designed into the pedagogy. We theorize that scaffolds can convert struggle into opportunity, helping students to formulate and share questions through pre-question framing (purpose, audience, evidence sought), prompt stems and disciplinary templates, think-pair-question cycles, and low-exposure channels (e.g., anonymous backchannels, rotating interlocutors). Recent longitudinal work suggests early barriers can diminish with such supports (Aizawa, 2023); however, without them, silence constrains knowledge construction, whereas with intentional design, questions can activate critical thinking, intercultural communication, and self-regulated learning.

By problematizing silence and reframing participation ecologically, the paper offers a design-focused account of how scaffolding can sustain inquiry in Japanese EMI with implications for multilingual EMI more broadly.

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PARALLEL SESSION 135

Tuesday, 10 March 2026
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(Learning Space Room 807, Level 8)

ENACTING CRITICAL REFLECTION FOR NAVIGATING TRANSLINGUAL COMPETENCE
[Practice (Tertiary)]

Andrew Pollard, Charles Darwin University, Australia

Global Englishes is playing a more significant role in contemporary views of English language education where its importance is being highlighted in teaching and learning and policy level discussions. These discussions foster a purposeful drive for engaging with the plurilingual realities of English classrooms, curricula, and associated communicative contexts. While research promotes the acknowledgment of Global Englishes and the positioning of English within a multilingual framework, these views require additional applied development. In this sense, there exist opportunities to explore language ideologies and personal views pertinent to classroom, curriculum and communicative contexts through stimulating critical reflection. As such, this paper advocates for a reflective cycle to be embedded as a key

component of teaching and learning, whereby focused attention can be applied to translingual awareness-raising and dynamic analysis. The dynamic approach of the reflective cycle explored can be enacted from both teacher and learner-led perspectives, which facilitates application across classroom, curriculum, and communication-level engagements. The outcome of which holds the capacity for developing meaningful connection to Global Englishes and its educative positioning. Building on this foundation, this paper proposes a series of reflective teaching and learning activities that can be applied to English language education for promoting engagement with the development of translingual competence.

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PARALLEL SESSION 136

Tuesday, 10 March 2026
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(Tanglin Room 1, Level 1)

INTERNATIONALISING ENGLISH LANGUAGE TEACHER EDUCATION VIA COLLABORATIVE ONLINE INTERNATIONAL LEARNING (COIL): DEVELOPING FUTURE-READY, GLOBALLY-PREPARED EDUCATORS
[Practice (Tertiary)]

Nicole Judith Tavares, The University of Hong Kong, China
Jim Yee Him Chan, University of Leeds, United Kingdom

With recent technological advancements, COIL has become an increasingly popular approach for international exchange in higher education. This approach encourages virtual collaboration, supports learning foreign languages/content, and enhances intercultural awareness through shared learning outcomes and deep collaboration. This paper demonstrates how COIL can be utilised to internationalise teacher education through a postgraduate course jointly organised by a HK and UK university. It documents the experiences of two cohorts (2023-24/2024-25) of MA(TESOL) students (n=155) in a core ELT methodology module. The COIL initiative aimed to align university teaching with future professional contexts, expand TESOL practices, enhance multicultural competence, and strengthen collaboration skills to nurture globally-ready graduates. With micro-teaching as the focus, the HK/UK student-teachers participated in collaborative lesson planning, material design, peer feedback, video annotation, and joint reflections on real classroom practices synchronously/asynchronously.

Adopting an action research approach, the teacher-educators sought ways to leverage student-teachers' COIL experiences over 12 weeks through a collaborative annotation platform and six webinars. Data included web-based written/spoken interactions, artefacts (co-created lesson plans/teaching materials), video-recorded teaching practices, questionnaires, semi-structured interviews and reflective essays. The findings showed student-teachers' notable pedagogic and personal growth despite challenges. By comparing findings from the two cohorts, the paper highlights strategies that promoted multicultural awareness, peer learning/professional exchange in the target language, teamwork, communication, problem-solving, and TESOL-related knowledge/skills. The paper concludes by discussing how COIL can be strategically integrated into cross-university curricula using synchronous/asynchronous activities to foster autonomy and cultivate more future-ready/globally-competent graduates.

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PARALLEL SESSION 137

Tuesday, 10 March 2026
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(Tanglin Room 2, Level 1)

REFLECTING UNIVERSITY STUDENTS' INTERCULTURAL EXPERIENCES THROUGH A PORTFOLIO OF COMPETENCES FOR DEMOCRATIC CULTURE
[Research]

Hongtao Jing, Kanto Gakuin University, Japan

The Reference Framework of Competences for Democratic Culture (RFCDC), developed by the Council of Europe in 2018, has influenced educational policies across Europe by fostering intercultural dialogue and intercultural competence. The Portfolio of Competences for Democratic Culture is a tool used to facilitate the application of the RFCDC. The Portfolio offers learners a structured way to reflect on their competences, gather supporting evidence, plan for future development, and demonstrate the development of their proficiency in using their competences. This study explores how the Portfolio can aid in developing Competences for Democratic Culture (CDC) within a university course called "Intercultural Communication and Language Education". This course is part of a teacher training program offered in 2024 by the Department of English Literature at a Japanese university. Participants included fifteen students, consisting of eleven Japanese students and four international students. Writing Portfolios are required to reflect their intercultural experiences and be presented in a group. Their portfolios were analyzed qualitatively in relation to the development of democratic competences, focusing on values, attitudes, skills, knowledge and critical understanding. Results indicated significant improvements in students' competences across all four CDC dimensions. The study concludes that the Portfolio can be seen as an invaluable tool for developing democratic competences through the reflection of participants' intercultural experiences.

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PARALLEL SESSION 138

Tuesday, 10 March 2026
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(Room 501, Level 5)

EDI IN EMI: EQUITY, DIVERSITY, AND INCLUSION IN ENGLISH-MEDIUM INSTRUCTION TRANSNATIONAL HIGHER EDUCATION
[Research]

Candace Veecock, University of Nottingham Ningbo China, China
Wenwen Zhang, University of Nottingham Ningbo China, China

Global inequalities and shifting socio-political contexts make it urgent to rethink Equ(al)ity, Diversity and Inclusion (EDI) in English-medium instruction (EMI) within transnational higher education. Asia, home to the majority of L2 English language learners worldwide, is a key context where EMI can implicitly reinforce cultural hierarchies and marginalize multilingual or underrepresented learners. This study explores how students, teaching staff and administrators perceive and experience EDI at a case higher education institution in China, focusing on how inclusive teaching practices, staff diversity and institutional policies can support glocal citizenship. Using a mixed-methods approach, findings show that fostering a sustainable culture of inclusion requires attention not only to curriculum, assessment and culturally responsive pedagogy, but also to equitable hiring and staff representation, institutional policy, and ongoing professional development. EDI teacher awareness and preparation in EMI higher education matters, particularly when most students are local nationals and faculty come from diverse global and national backgrounds. Language education in higher education extends beyond language skills, to cultivating graduate attributes such as critical thinking, intercultural competence and sustainable mindsets essential for glocal citizenship. While this study focuses on a single case institution in the Sino-foreign higher educational context, the findings offer insights relevant to other transnational EMI contexts. Future innovations, including AI-mediated tools, may be thoughtfully considered to enhance personalized and accessible learning, however culturally sensitive approaches to EDI remain central to preparing university graduates for responsible and sustainable glocal citizenship.

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PARALLEL SESSION 139

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(Room 502, Level 5)

UNDERSTANDING FOUNDATIONAL LEARNING IN ASEAN: INSIGHTS FROM THE SOUTHEAST ASIA PRIMARY LEARNING METRICS 2024 PROGRAMME
[Research]

Alejandro Ibañez, SEAMEO Secretariat, Thailand

Linda Jönsson, UNICEF EAPRO, Thailand
Datuk Dr Habibah Abdul Rahim, SEAMEO Secretariat, Thailand

An estimated 45% of children in Southeast Asia cannot read a basic text with comprehension by the end of primary school. The Southeast Asia Primary Learning Metrics (SEA-PLM) 2019 revealed the scale of the learning crisis, with around 35 million children failing to meet minimum standards in reading and numeracy by age 10. In some countries, fewer than 10% of children are on track to achieve Sustainable Development Goal (SDG) 4 benchmarks. The COVID-19 pandemic has further deepened these challenges, intensifying pressure on education systems to strengthen foundational learning and implement effective reforms.

Reliable data is essential for transformation. Policymakers, educators, and parents require detailed evidence to design targeted interventions that can address inequities and raise learning outcomes. SEA-PLM provides regionally comparable assessments of Grade 5 students' literacy and numeracy, offering nuanced, disaggregated data to guide decision-making. The second cycle, completed in 2024, delivers the first regional post-pandemic evidence on student achievement, illuminating both resilience and gaps since 2019.

The forthcoming regional report, to be launched in November 2025, presents new insights into reading and mathematics outcomes across seven participating countries, alongside analysis of equity-related dimensions such as gender, language, and socio-economic background. This paper draws on emerging evidence from SEA-PLM 2024 to examine progress and persistent challenges in foundational learning, situating Southeast Asia's performance within the global education agenda, including SDG indicator 4.1.1b. It concludes with policy pointers derived from robust data to accelerate evidence-based reforms that can improve foundational learning for all children in the region.

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PARALLEL SESSION 140

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A CLIL-BASED STEAM SEMINAR IN A JAPANESE SENIOR HIGH SCHOOL: STUDENTS' PERCEIVED OUTCOMES

[Practice (Secondary/High School)]

Mayumi Tanaka, Mukogawa Women's University, Japan
Fuka Suga, Mukogawa Women's University, Japan
Yoshie Nagasaka, Mukogawa Women's University, Japan
Yuri Ueda, Mukogawa Women's University, Japan

This study investigates students' perceived learning outcomes from a CLIL-based STEAM seminar conducted as part of a special extracurricular curriculum in a Japanese senior high school. The seminar involved students aged 15–17 and consisted of two rounds of the "Marshmallow Challenge," where teams built freestanding towers using spaghetti, tape, and string to support a marshmallow, followed by group reflection and presentations. A self-evaluation questionnaire revealed outcomes aligned with the CLIL framework. In Content, students observed scientific and engineering principles, such as a stable base, triangular structures, force distribution, and effective use of materials. In Communication, students described difficulties in expressing ideas fluently due to limited vocabulary, yet also indicated becoming more aware of its importance, using strategies such as paraphrasing and gestures, and gradually gaining confidence. In Cognition, students reported gains in problem-solving abilities through trial and error by analyzing problems, reflecting on the first trial, learning from other groups, and testing new hypotheses. Finally, in Culture/Community, students reported that group work helped them build closer relationships, appreciate diverse perspectives, and foster shared achievement. These findings suggest that conducting STEAM education through a CLIL approach can enhance content learning, promote authentic communication, support inquiry and problem-solving, and foster collaboration, providing insights for ongoing discussions of innovation in English language education.

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PARALLEL SESSION 141

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MORE THAN A CHECKBOX: REDESIGNING SELF-EVALUATION TO FOSTER ENGAGEMENT IN A UNIVERSITY EFL COURSE
[Practice (Tertiary)]

Yusa Koizumi, Meiji Gakuin University, Japan

This presentation reports on action research conducted by the teacher of a task-based EFL course at a Japanese university, who implemented a self-evaluation activity, identified its problems, and made improvements. In this course, a class of 30 students completed a task cycle every week, centered on a meaning-focused collaborative task, such as an information-gap or problem-solving task. In the first semester, after completing a task cycle, students evaluated their performance using a list of five checkpoints, including collaboration, language use, and task accomplishment. For each checkpoint, they made an assessment on a three-point scale and then wrote an explanation for one of the checkpoints. However, this format did not successfully induce active engagement from some students. Although these students actively participated in tasks, they typically completed the worksheet hastily, selecting the same level for all checkpoints and providing formulaic explanations that did not vary significantly from week to week. A survey at the end of the semester showed that 21% of the students found this activity not very useful. To address these problems, the teacher redesigned the activity in the second semester. Instead of a point-by-point assessment, students were asked to give themselves a holistic score, explain it in reference to a checklist, and set a goal for the next class. This new format ensured that students consider both the strong and weak aspects of their performance and monitor their learning throughout the semester. The presenter will discuss the effectiveness of the reform based on student work and survey results.

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PARALLEL SESSION 142

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(Room 506, Level 5)

ENGLISH ORAL PRACTICE SUPPORTED BY AI AGENTS
[Practice (Tertiary)]

Yoko Suganuma Oi, Seisen University, Japan

Students might experience strong anxiety when communicating with native English speakers. Additionally, some students are unable to actively participate in English communication due to anxiety about how others will react or evaluate them. Interacting with AI agents provides a low-risk practice opportunity free from the gaze or evaluation of others, and is expected to help build students' confidence. Moreover, the confidence gained through these AI interactions is anticipated to serve as a stepping stone to engaging in face-to-face English conversation activities. In the study, thirty university girl students took fifteen-times conversation lesson with AI agent for three months. Their speaking proficiency was tested by AI agent before and after the experiment. Also, students were asked to reply the questionnaire of the second language speaking anxiety scale (SLSAS) (Woodrow, 2006) and Foreign Language Classroom Anxiety Scale (Horwitz et al., 1986) in order to analyse foreign language anxiety of the participants before and after the experiment. The result of the study presented that students could reduce speaking anxiety in English and somewhat improve speaking in English after the experiment. Practicing English conversation with AI agent might positively influence learner affect and conversation skills. This is because the interactions with AI allow students to focus on oral practice without worrying about others' evaluations. Therefore, the interactions with AI are especially promising for enhancing speaking skills.

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BLENDING LINGUISTIC AND SOCIAL ENTREPRENEURSHIP ON ONLINE ENGLISH TUTORS' FACEBOOK PROFILES
[Research]

Kristof Savski, Prince of Songkla University, Thailand

A key phenomenon in contemporary ELT is its rapid spread beyond conventional forms and spaces, traditionally visible through the emergence and expansion of different forms of shadow education – teaching and learning organized in parallel to established, state-regulated structures. While traditional shadow education still plays a prominent role, a more recent trend has been for such teaching to shift online, particularly to social media spaces. For online tutors, seeking to establish themselves in a congested, highly competitive marketplace, the need to achieve visibility on social media is a significant challenge. In this presentation, we discuss case studies of how three popular English tutors in Thailand strategically positioned themselves through the production of Facebook content. We draw on a sample of posts collected from each tutor's Facebook profile, reading these against data on followers' engagement (reactions, comments) and through reflections obtained through semi-structured interviews of nine followers. Our findings show that all three tutors acted strategically to broaden their identities beyond the ELT profession, acting not only as expert teachers but also as spokespersons on wider social and political issues. In other words, the tutors acted not only as linguistic entrepreneurs by monetizing their English and their ability to teach it but also as social entrepreneurs who derive economic benefit from speaking on behalf of a wider constituency in public discourse. We conclude with a discussion of how the growing prominence of social media is likely to shift the boundaries of professional identity in ELT.

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PARALLEL SESSION 144

Tuesday, 10 March 2026
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(Room 508, Level 5)

TEACHING BEYOND BORDERS: REDEFINING ONLINE ESAP PRACTICE AND PROFESSIONAL GROWTH
[Research]

Sharon Leslie, Southern Cross University, Australia

Over the past decade, Transnational English-Medium Instruction (EMI) Higher Education (HE) has moved from the margins to the mainstream across the Asia Pacific region. Academic language programs are increasingly taught across borders in virtual classrooms that require new forms of digital competence and professional collaboration. It is from this dynamic context that our study foregrounds the voices of teachers, offering insights into the evolving realities of language online.

This presentation shares findings from a phenomenological study examining the lived experiences of teachers involved in the online delivery of English for Specific Academic Purposes (ESAP) as part of an Australian-Chinese university partnership. It documents teachers' navigation of the complexities of digital pedagogy, curriculum design, and intercultural engagement in the post-COVID era.

The study used semi-structured interviews to gain insights into how teachers experienced and interpreted the phenomenon of online academic language teaching. The findings reveal that teachers' Technological Pedagogical Content Knowledge (TPACK) evolved dynamically in response to contextual demands, collaborative problem-solving, and student feedback, highlighting the benefits of workplace-based communities of practice and professional development in supporting this cohort of educators.

This presentation situates these insights within broader global trends in language education in transnational education contexts, including innovation, equity, and the integration of theory and practice.

It also offers some practical strategies for supporting teacher agency, professional learning, and reflective practice.

By foregrounding teacher voices, this session contributes to RELC's 2026 theme and highlights the transformative potential of online academic language teaching for both educators and institutions.

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PARALLEL SESSION 145

Tuesday, 10 March 2026
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(Room 601, Level 6)

INTEGRATING INTERCULTURAL CITIZENSHIP INTO FOREIGN LANGUAGE EDUCATION AS CLIL IN JAPAN
[Research]

Rie Adachi, Sugiyama Women's University, Japan

Despite Japan already being a multicultural society with many foreign residents, many Japanese foreign language educators and researchers do not fully understand or recognize this connection. In recent years, some Japanese teachers who recognize the importance of intercultural citizenship education have incorporated intercultural understanding activities into their foreign language classes. They aim to make students aware that foreign language education connects them to others and the world.

This presentation introduces examples of these teachers' practices and the results of a survey conducted with them.

The presenter surveyed seven teachers regarding their awareness of the basic competency descriptors of the RFCDC (Reference Framework for Competences for a Culture of Democracy, Council of Europe, 2018), which promotes human rights, democracy, and the rule of law. The study aimed to clarify the relationship between teachers' awareness of the RFCDC and their attitudes and awareness toward intercultural understanding education. The results showed that the teachers' RFCDC scores were relatively high.

Additionally, a survey was conducted among participants (n=28, primarily teachers) of intercultural understanding workshops to assess their awareness of the similar RFCDC descriptors. The results indicated a similarly high level of awareness among the participants. These findings suggest that educators interested in intercultural understanding tend to possess a high awareness of democracy related to citizenship education and also demonstrate high levels of intercultural mutual understanding. Foreign language teachers and researchers will be required not only to cultivate language skills but also to practice education for a society that embraces diverse citizens.

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PARALLEL SESSION 146

Tuesday, 10 March 2026
3:15 PM – 3:45 PM
(Room 602, Level 6)

ENHANCING TEACHER METACOGNITION AND STUDENT WRITING THROUGH PARTICIPATORY ACTION RESEARCH IN GRADE 4 EAL
[Research]

Fleur Serriere, University of Latvia, Latvia

This study examines the impact of a participatory action research (PAR) conducted by a Primary English as an Additional Language (EAL) specialist at an international school in Latvia, focusing on the development of Grade 4 EAL students' writing skills. The action research investigated how data derived from action research informs instructional decision-making and feedback, and how these insights can enhance Grade 4 EAL student writing skills but also teacher metacognition. Collaborating with the researcher, the EAL teacher established clear research objectives to improve her seven Grade 4 EAL

students' writing skills and her team's instructional decision-making to track the students' writing progress over the course of 14 weeks. She implemented a research-based strategy, giving students free-writing tasks and using a correction code to develop their autonomy. The students demonstrated a higher level of autonomy and confidence in writing. This collaborative effort not only led to consistent tracking across the primary school but also identified key areas for future development at individual, class, and school levels. The teacher and her team reported heightened engagement and a strong sense of empowerment, attributing this to the focused metacognitive reflection facilitated by the action research process and the support of the researcher as a reflective coach. This study highlights the transformative potential of action research in promoting metacognitive growth and instructional improvement in multilingual educational settings. It fits in the growing body of research on teacher metacognition and on EAL students' writing skills development.

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PARALLEL SESSION 147

Tuesday, 10 March 2026
3:15 PM – 3:45 PM
(Room 603, Level 6)

GENAI-ASSISTED DIGITAL MULTIMODAL COMPOSING IN LANGUAGE TEACHER EDUCATION: THE INFLUENCE OF AUTONOMY ON GENAI USE
[Research]

Benjamin Luke Moorhouse, City University of Hong Kong, China
Christoph Hafner, City University of Hong Kong, China

The study explored how pre-service language teachers integrated GenAI tools into a Digital Multimodal Composing project (DMC), composing a website, at a Hong Kong university. Specifically exploring their decision-making and cognitive engagement in the DMC process when they had autonomy in the use of GenAI tools. Drawing on a social practice perspective of literacy, the research explores the ways in which GenAI supports or complicates multimodal composing, and the professional learning outcomes for language pre-service teachers. Data were collected through group and individual interviews with stimulated recall, and analysis of group project websites. Findings reveal that all ten participating groups used GenAI tools, though in selective and strategic ways influenced by perceptions of tool efficiency, capabilities, authenticity, meaning-making, and desired degree of involvement. GenAI was employed both for creating multimodal content (e.g., images, videos, summaries) and as a partner in the composing process (e.g., idea generation, feedback). The DMC project fostered creativity, digital literacy, and critical reflection, with participants reporting increased confidence in multimodal and AI-assisted pedagogies. However, concerns about AI reliability and contextual constraints in future teaching environments were identified. The study highlights the importance of experiential learning, explicit guidance, and ethical awareness for integrating AI and DMC in Language teacher education, offering practical implications for curriculum design in the GenAI era.

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PARALLEL SESSION 148

Tuesday, 10 March 2026
3:15 PM – 3:45 PM
(Room 604, Level 6)

WHAT I LEARNT WHILE GETTING MY FOUNDATION EL STUDENTS READY TO LEARN
[Practice (Primary/Elementary)]

Kalthom Ahmad, Ministry of Education, Singapore
Stephanie Sher-Lin Mak, Greendale Primary School, Singapore

This paper sets out the learnings gleaned from the implementation and outcomes of a comprehensive "Getting Ready to Learn" (GRTL) Unit designed for Primary 5 and 6 Foundation English Language (FEL) learners in Singapore. The GRTL Unit aims to address the unique challenges faced by less proficient English learners by suggesting ways for teachers to scaffold and differentiate instruction while establishing essential classroom routines from the first week of school.

The Unit guides teachers through five key components: building classroom community through cooperative speaking activities, establishing clear classroom routines and procedures, identifying individual literacy needs through formative assessments, implementing targeted scaffolding strategies including modelling and guided practice, and developing metacognitive skills through questioning techniques and graphic organisers. Additionally, the Unit emphasises collaborative learning to reduce student anxiety whilst maintaining English as the primary medium of instruction.

Through systematic implementation of spotlight lessons and structured activities throughout the year, students develop essential study skills, time management capabilities, and self-monitoring strategies. The Unit utilises tools such as SMART goal-setting templates, personal reading fluency checklists, and vocabulary graphic organisers to support independent learning.

Preliminary observations suggest that this structured approach enhances student engagement, improves literacy outcomes, and builds learner confidence. The paper discusses practical implementation strategies, challenges encountered, and adaptations made to meet diverse learner needs. These findings contribute to understanding effective pedagogical approaches for supporting struggling English language learners in multilingual educational contexts.

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PARALLEL SESSION 149

Tuesday, 10 March 2026
3:15 PM – 3:45 PM
(Room 605, Level 6)

LEVERAGING GENERATIVE AI TO REVITALIZE NON-PLAYER CHARACTERS IN GAME-BASED WRITING EDUCATION
[Research]

Ya Xiao, Nanjing Normal University, China
Kai Guo, The Chinese University of Hong Kong, China

This study introduces a novel instructional design that integrates generative artificial intelligence (GenAI) with non-player characters (NPCs) to enhance the interactivity in storyline-driven game-based writing education. The aim is to amplify interactive and immersive learning experiences for students. This approach was implemented in English as a Foreign Language (EFL) writing classrooms to explore its effects on both the affective and cognitive aspects of student learning, as well as their writing performance. A mixed-method quasi-experimental design was employed, involving two groups of Chinese undergraduate students: one class (n = 42) engaged with GenAI-enabled NPCs, while the other (n = 43) interacted with traditional NPCs in a game designed to develop argumentative writing skills. Quantitative data were collected through questionnaires that measured students' intrinsic motivation, situational interest, cognitive load, and effort regulation. Student essays were also analyzed to compare writing performance between the two groups. Qualitative data, including chat logs with GenAI-enabled NPCs, provided insights into student-NPC interactions. It was found that GenAI-enabled NPCs significantly enhanced students' intrinsic motivation and situational interest, motivating them to invest more efforts in learning tasks without increasing cognitive load. Students in the GenAI-NPC group produced essays that were clearer, more elaborated, and more persuasive, effectively addressing counterarguments. Additionally, students employed diverse conversational strategies during interactions with the GenAI-enabled NPCs. This study highlights the potential of GenAI to transform game-based learning environments, offering practical guidance for educators seeking to enhance writing education in the AI era.

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PARALLEL SESSION 150 **Tuesday, 10 March 2026**
3:15 PM – 3:45 PM
(Learning Space Room 807, Level 8)

BEYOND EQUATIONS: PRODUCTIVE FAILURE IN LANGUAGE CLASSROOMS
[Practice (Secondary/High School)]

Yvonne Feng Ying Koh, Hwa Chong Institution, Singapore

Productive failure (PF) has gained attention internationally as an instructional design that leverages initial struggle to promote deeper learning (Kapur, 2010, 2014). While its benefits are well documented in mathematics and science, research on its use in language learning remains limited (Manalo & Kapur, 2018). The challenge lies in the nature of language tasks: unlike mathematics, where students can be confronted with entirely novel problems, essay writing often draws on familiar topics and well-rehearsed structures. This presentation explores how PF principles can be adapted to create meaningful "failure spaces" in English Language classrooms, enabling students to grapple productively with the quality of their own examples before being introduced to explicit strategies.

In this design, students first attempted to strengthen weak examples drawn from their essays without guidance. Their initial, often imperfect, revisions created opportunities for authentic struggle, surfacing misconceptions and prompting reflection. Only later was a formal framework introduced to consolidate learning. Findings suggest that this approach not only improved students' writing but also reshaped their perceptions of failure, helping them to see mistakes as opportunities for growth. The session will share insights from the intervention, discuss challenges of applying PF to language contexts, and consider implications for extending PF into languages and the humanities.

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DIALOGUES WITH INVITED SPEAKERS

DIALOGUES WITH INVITED SPEAKERS 1 **Tuesday, 10 March 2026**
4:25 PM – 5:10 PM
(Tanglin Rooms 1 & 2)

DIALOGUE TOPIC: LANGUAGE EDUCATION AND LITERACY LEARNING: GLOBAL TRENDS & INNOVATION

Invited Speakers: Andrew Boon; Neenaz Ichaporia & Victor Lim Fei
Moderator: Alvin Pang

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DIALOGUES WITH INVITED SPEAKERS 2 **Tuesday, 10 March 2026**
4:25 PM – 5:10 PM
(Room 503/504)

DIALOGUE TOPIC: BEING REFLECTIVE IN AN EVER-EVOLING FIELD OF ELT

Invited Speakers: Betsy Gilliland; Gary Barkhuizen & Uyen Pham Laurin
Moderator: Roby Marlina

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DIALOGUES WITH INVITED SPEAKERS 3 **Tuesday, 10 March 2026**
4:25 PM – 5:10 PM
(Room 506/507)

DIALOGUE TOPIC: AI IN LANGUAGE EDUCATION AND PRACTICES

Invited Speakers: Carlise Wynne; Oliver Ballance; Rodney Jones & Yoshida Shinsuke
Moderator: Joel Meniado

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DIALOGUES WITH INVITED SPEAKERS 4

Tuesday, 10 March 2026
4:25 PM – 5:10 PM
(Room 603/604)

DIALOGUE TOPIC: TEACHING ENGLISH WITH CARE, CRITICALITY, AND CONSCIOUSNESS

Invited Speakers: Barry Bai; Dat Bao & May Yin Tay
Moderator: Marie Yeo

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WEDNESDAY, 11 MARCH

INVITED SPEAKERS

INVITED SPEAKER 9

Wednesday, 11 March 2026
9:00 AM – 9:50 AM
(Auditorium)

FROM NARRATIVE INQUIRY TO CASE-BASED PEDAGOGY IN LANGUAGE TEACHER EDUCATION: MY STORY
[Research]

Gary Barkhuizen, University of Auckland, New Zealand

Narrative inquiry and case-based pedagogy have one important feature in common: stories. Narrative inquiry is a method whereby teacher researchers and reflective practitioners construct and examine stories to understand and learn about the experiences of language teachers and learners. The case method in teacher education involves reading and critically discussing hypothetical or real cases in narrative form, very much like law schools use legal cases to train professional lawyers. The aim in doing so is to begin 'thinking like a teacher' in the process of learning to teach. In this presentation, I describe the processes of both narrative inquiry and case-based pedagogy and provide rich examples from my own experiences as a language teacher educator and researcher to illustrate how they work, how you can use them, and why they are important in language education.

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INVITED SPEAKER 10

Wednesday, 11 March 2026
9:00 AM – 9:50 AM
(Room 503/504)

FOSTERING SELF-REGULATED LEARNING AND CRITICAL THINKING THROUGH STUDENTS' QUESTIONING
[Research]

Barry Bai, The Chinese University of Hong Kong, China

Self-regulated learning (SRL) is a proactive, goal-directed process in which students plan, monitor, and adjust their strategies and learning environment to improve performance. In SRL, students engage in ongoing self-evaluation and reflection. Yet, many English classrooms remain teacher-dominated, with rapid-fire questioning that can leave students passive. In this talk, I will first share my research findings regarding school students' SRL and then demonstrate effective ways to promote students' SRL and critical thinking. I will share effective methods to help students generate their own questions. Participants will explore the Question–Response–Feedback routine and use Bloom's Taxonomy as a framework to scaffold higher-order thinking, alongside strategies that encourage student-generated questions before, during, and after reading. Practical techniques will be demonstrated to increase students' engagement and reduce teacher-centred instruction. Participants will also learn feedback approaches that motivate thinking and nurture independent inquiry. Even low-proficiency learners in English classes will feel much valued and empowered through teachers' autonomy-supportive feedback. Ideal for K–12 educators, the session offers hands-on activities and actionable routines to help transform passive learners into active, critical thinkers. The result is a classroom culture where students take ownership of their own learning, thinking, and next steps — developing better self-regulation and motivation that transfer beyond English classes.

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PARALLEL SESSIONS

PARALLEL SESSION 151 **Wednesday, 11 March 2026**
10:25 AM – 10:55 AM
(Tanglin Room 1, Level 1)

MOVING BEYOND NATIVE-SPEAKERISM: A FRAMEWORK FOR DEVELOPING PRONUNCIATION TEACHING FOR INTERNATIONAL INTELLIGIBILITY
[Practice (Secondary/High School)]

Jim Yee Him Chan, University of Leeds, United Kingdom

The nativeness and intelligibility principles are two contradictory perspectives that have influenced L2 pronunciation research and pedagogy. While a 'native-speaker' ideology is often found in English language education, researchers have argued that pronunciation learning/teaching should prioritise features essential for intelligibility in international communication, where L2 speakers are the main interlocutors. This paper proposes and showcases—using Hong Kong English (HKE)—a framework for developing a teaching approach, beginning with a local variety and refining it towards one that enhances international intelligibility. The approach is informed by findings from new empirical data and previous studies regarding language use/attitudes/identities in Hong Kong, the linguistic features of HKE (240-minute recordings of interactions involving secondary/university students and professionals; n=120), educational policies/practices (curriculum/examination documents, textbooks), and teachers' perspectives (questionnaire, n=204/interview, n=24) (see monograph, Chan & Lo, in press).

The developmental sequence includes (1) understanding the global-local sociolinguistic context, (2) identifying features/variations of the local variety (3) exploring current learning/teaching practices (curricula/assessment, school practices, teachers' perceptions/practices), (4) determining priorities in pronunciation teaching based on the intelligibility principle, and (5) integrating teaching priorities in pronunciation learning/teaching at curriculum/institutional/classroom levels. Moving beyond the longstanding native-speaker ideology, this framework enables any English variety to effectively engage in international communication by considering various contextual factors, including language use/attitudes/identity, ELT targets, variations in the speech community, and the existing educational policy/practice. It applies to ELT contexts worldwide, where English is used as an international language.

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PARALLEL SESSION 152 **Wednesday, 11 March 2026**
10:25 AM – 10:55 AM
(Tanglin Room 2, Level 1)

INTEGRATING CHATGPT INTO SPEAKING PRACTICE: IS IT A GOOD PARTNER FOR ANXIOUS EFL LEARNERS?
[Research]

Wenzheng Huang, Waseda University, Japan

The integration of GenAI such as ChatGPT into language learning has attracted growing interest from educators and researchers. With the new features like Live Mode, which enables real-time practice conversations anytime and anywhere, GenAI provides language learners with expanded opportunities to practice speaking outside the classroom. Such opportunities may contribute to motivating EFL learners and reducing their foreign language anxiety, which often arises due to limited opportunities to use the target language. This study examines the effectiveness of integrating ChatGPT into speaking practice outside the classroom to enhance learners' motivation and reduce anxiety among 78 undergraduate students in Japan. Over a 15-week semester, participants engaged in three-minute conversations using ChatGPT's audio function (mobile version). Pre- and post-intervention questionnaires were administered to assess learners' perceptions of ChatGPT in language learning, as well as their anxiety and motivation levels. The findings will highlight changes in learners' perceptions, attitudes, motivation and anxiety levels, offering insights into both the potential benefits and challenges of using ChatGPT for speaking practice in informal contexts.

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PARALLEL SESSION 153

Wednesday, 11 March 2026
10:25 AM – 10:55 AM
(Room 501, Level 5)

LEVERAGING ADDITIVE BILINGUALISM: INSIGHTS FROM EARLY ENGLISH LEARNING IN BRUNEI

[Practice (Primary/Elementary)]

Alisa Gin, CfBT Education Services, Brunei Darussalam

This paper examines an additive bilingual approach to early English learning among five-year-old children in Brunei who enter school with little or no exposure to English. Uniquely, the model builds on learners' existing Malay (L1) literacy to support acquisition of English (L2), aligning with evidence that strong first-language foundations enhance second-language outcomes (Cummins, 2000; Genesee et al., 2006). A listening–speaking sequence introduces thematic concepts first in Malay and then in English, enabling children to map new language onto familiar ideas rather than processing new content and a new code simultaneously, thereby reducing cognitive load (Sweller, Ayres, & Kalyuga, 2011). English themes incorporate vocabulary and structures from mathematics and science workbooks for the following year, equipping learners with the linguistic foundation needed for subject learning and allowing teachers to prioritise conceptual understanding over language scaffolding. Reading and writing instruction combine systematic synthetic phonics in both Malay and English, reflecting evidence of its effectiveness in early literacy (Ehri, 2020; National Reading Panel, 2000). Shared literacy skills—such as letter–sound correspondence and directionality—are reinforced, while contrasts (e.g., vowel systems) are highlighted to reduce confusion. Cross-linguistic comparisons cultivate metalinguistic awareness, strengthening L1 literacy as a basis for L2 development (Bialystok, 2001).

Findings suggest this approach accelerates English acquisition, reduces cognitive load, and fosters transferable literacy skills. Classroom strategies from Brunei provide practical insights for educators working with young bilingual learners in similar contexts.

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PARALLEL SESSION 154

Wednesday, 11 March 2026
10:25 AM – 10:55 AM
(Room 502, Level 5)

A ONE-SEMESTER MIXED-METHODS STUDY OF EMERGENT LEADERSHIP AND SMALL GROUP TASK-ENGAGEMENT IN THE LANGUAGE CLASSROOM

[Research]

Paul Leeming, Kindai University, Japan

Group dynamics are widely acknowledged to be an important factor influencing the way that students interact in small groups in the language classroom. Despite this, there is still limited research investigating how students can emerge as leaders in a group, and influence the engagement and language learning that occurs during tasks. This presentation reports on a one-semester mixed-methods study that focused on a single group of four students working together in a fixed-group in compulsory university English classes in Japan. The group was video recorded weekly, and also completed questionnaires related to their self-efficacy, personality, and also perceptions of leadership for other group members. Students completed tasks throughout the semester, which were transcribed and analyzed for evidence of behavioral and cognitive engagement. At the end of the semester the students were interviewed regarding their perceptions of other group members, and how they had influenced the group dynamics.

Results showed that one of the students emerged as a leader early in the semester, and was notable not for dominating interactions, but rather for the quality of his engagement with tasks. Generally, students in the group adopted fixed roles that resulted in stable patterns of engagement over the course

of the semester. These findings suggest that it may be beneficial to regularly mix group membership in the language classroom.

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PARALLEL SESSION 155

Wednesday, 11 March 2026
10:25 AM – 10:55 AM
(Room 503, Level 5)

RETHINKING RECEPTIVE VOCABULARY ASSESSMENT FOR JAPANESE EFL LEARNERS
[Research]

Hosam Elmetaher, Nagoya Aoi University, Japan

This longitudinal study examines the development of receptive vocabulary knowledge among lower-proficiency Japanese EFL learners using the Multifaceted Receptive Vocabulary Assessment Test (MRVAT). Traditional receptive vocabulary tests (e.g., VLT, VST, X_Y Lex) often focus on limited aspects of word knowledge, lack listening input, and rely on corpora designed for native speakers. The MRVAT addresses these limitations by assessing three distinct aspects of vocabulary knowledge—word form in written context, word meaning in written context, and word meaning in spoken context—through integrated listening and reading tasks. It draws on the first 2,000 most frequent words in the New JACET8000, a corpus aligned with the lexical needs of Japanese learners.

The study involved 90 undergraduate L1 Japanese students, divided into two proficiency groups: beginner (A2) and pre-intermediate (B1). Each group completed two versions of the MRVAT at the beginning (Month 0) and end (Month 9) of the academic year. Results revealed consistent gains in word form recognition across both groups but less consistent improvement in word meaning, particularly in spoken contexts.

These findings suggest that receptive vocabulary development does not progress uniformly across word aspects or proficiency levels. The study highlights the importance of multifaceted assessment tools and provides implications for differentiated instruction and curriculum design in diverse language classrooms.

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PARALLEL SESSION 156

Wednesday, 11 March 2026
10:25 AM – 10:55 AM
(Room 504, Level 5)

PROFILES OF LINGUISTIC COMPLEXITY IN JAPANESE UNIVERSITY EFL LEARNERS
[Practice (Tertiary)]

Saeko Toyoshima, Tsuda University, Japan

This study examines the development of linguistic complexity in writing texts of performance tasks among Japanese university students enrolled in an English as a Foreign Language (EFL) course. Linguistic complexity, encompassing lexical richness and syntactic elaboration, is a key indicator of communicative competence. Drawing on task-based language teaching and skill acquisition theory, the study analyzed portfolios from 35 beginner-level students. Measures included type-token ratio (TTR), lexical density, sentence count, and mean sentence length. Cluster analysis identified learner profiles, and longitudinal comparisons traced changes across repeated tasks with feedback.

Three clusters emerged. Cluster 0 (n = 12) produced concise texts with high TTR (0.899) and lexical density (0.745). Cluster 1 (n = 15) showed balanced growth, with moderate TTR (0.686), the highest lexical density (0.966), and medium-length sentences (11.8 words). Cluster 2 (n = 8) wrote the longest texts (144 words; 23 words per sentence) but with the lowest TTR (0.608) and lexical density (0.505).

Task repetition further revealed developmental trends. From Task 1 to Task 8, TTR increased (0.691 → 0.816), suggesting improved lexical variety, while lexical density (0.920 → 0.827) and mean sentence

length (11.7 → 9.4) declined. These shifts likely reflect topic influences as well as developmental change. The findings highlight that while repetition with feedback enhances lexical variety, topic selection also shapes complexity outcomes, underscoring the need for differentiated task design.

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PARALLEL SESSION 157

Wednesday, 11 March 2026
10:25 AM – 10:55 AM
(Room 506, Level 5)

GENRE MATTERS: EXPLORING THE IMPACT OF NON-FICTION EXTENSIVE READING ON STANDARDIZED TEST PERFORMANCE
[Practice (Tertiary)]

Catherine Cheetham, Tokai University, Japan
Melody Elliott, Tokai University, Japan

As language education increasingly focuses on measurable outcomes, particularly through standardized assessments like the TOEIC, extensive reading (ER) programs are under pressure to demonstrate their effectiveness. While ER traditionally emphasizes reading for enjoyment, this study investigates the influence of reading genre, specifically non-fiction compared to mixed-genre reading, on learners' test performance. This preliminary study was conducted at a private university in Japan and involved three groups of students. One group read only non-fiction graded readers, another read a mix of fiction and non-fiction, and a control group did not participate in ER. Participants who read more than 50,000 words were tracked using MReader and completed pre- and post-semester mock TOEIC-style tests. Nonparametric analysis revealed that the Non-Fiction group significantly outperformed both the Mixed Genre and No-ER groups in overall and reading score gains. No significant differences were found in listening scores.

These findings suggest that non-fiction graded readers may better support test-related reading development. This may be due to their alignment with the vocabulary, structure, and tone of standardized test content. While fiction remains important for motivation, incorporating non-fiction texts can enhance the academic and assessment relevance of ER programs. This research contributes to ongoing discussions about how ER can be adapted to meet institutional demands without compromising pedagogical integrity. It offers practical insights for curriculum designers seeking to balance learner autonomy with test preparation and highlights the need for further research into genre-specific reading strategies and multimodal approaches to support comprehensive language development.

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PARALLEL SESSION 158

Wednesday, 11 March 2026
10:25 AM – 10:55 AM
(Room 507, Level 5)

TRACING THE ORIGINS OF DISAGREEMENT IN ASSESSING EFL INTERACTIVE SPOKEN PERFORMANCE: INSIGHTS FOR RUBRIC DEVELOPMENT
[Practice (Tertiary)]

Hamish Smith, Iwate Prefectural University, Japan
Joshua Matthews, University of New England, Australia
Daniel Newbury, Ibaraki Prefectural University of Health Sciences, Japan

Achieving robust inter-rater reliability in the assessment of English as a Foreign Language (EFL) learners' spoken performance remains a persistent challenge. This study investigates how systematic analysis of rater disagreement can inform rubric development and assessor training for peer-to-peer interactive speaking tasks. Two experienced raters independently applied an analytic rubric designed to encapsulate key aspects of interactional competence into three dimensions (conscientiousness as a speaker, conversationalist, and listener) to assess multiple interactive speaking performances of tertiary-level Japanese EFL learners. The 27 assessments with the most divergent scores were then selected for mediated dialogue. During these dialogues, the raters reflected on their rationales for particular

scores, and defended and negotiated their decisions until agreement was reached. The dialogues were then transcribed and thematically analyzed to trace the origins of disagreement. Such origins included, among other themes, differences related to how the raters perceived and emphasized particular speaker behaviors, as well as how they conceptualized and applied aspects of the rubric. By articulating these themes, the study highlights how inter-rater dialogue provides a mechanism to uncover subjective dimensions within rating practice. Such insights can support rubric refinement and assessor professional development, offering a way to rethink assessment procedures and move towards more transparent and contextually responsive approaches to evaluating spoken performance in language education.

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PARALLEL SESSION 159

Wednesday, 11 March 2026
10:25 AM – 10:55 AM
(Room 508, Level 5)

BEYOND SELF-EFFICACY: HOW TEACHER SUPPORT AND STUDENT EMOTIONS SHAPE ENGLISH ACHIEVEMENT IN THE E-LEARNING ERA
[Research]

Aohua Ni, Beijing Normal University, China

Recent research has established the predictive significance of self-efficacy, foreign language enjoyment (FLE), and foreign language anxiety (FLA) for English achievement. However, little is known about how self-efficacy interacts with FLE and FLA in relation to students' L2 learning outcomes specifically within the e-learning context. Drawing on Control-Value Theory, this study aims to deepen our understanding of the link between English self-efficacy and achievement by investigating the mediating effects of e-learning FLE and FLA and the moderating effect of perceived e-learning teacher support. Participants were 1,775 senior secondary students from China. The study used student-reported data on demographic variables, self-efficacy, FLE, FLA, teacher support, and scores from a standardized English achievement test. After controlling for gender and family socio-economic status, the major findings were threefold: (1) Self-efficacy positively predicted students' e-learning English performance, with e-learning FLE and FLA mediating this relationship. (2) Teacher support moderated the relationship between self-efficacy and FLA; specifically, the detrimental effects of low self-efficacy on e-learning FLA were mitigated by high perceived teacher support. (3) Teacher support also moderated the relationships between both e-learning FLA and FLE and English achievement. The risks posed by high anxiety and low enjoyment to L2 achievement were buffered by high e-learning teacher support. This study validates and expands the theoretical mechanisms linking self-efficacy and L2 achievement in the e-learning context, highlighting the crucial roles of foreign language emotions and teacher support. The findings provide important implications for English teaching and learning in China and beyond.

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PARALLEL SESSION 160

Wednesday, 11 March 2026
10:25 AM – 10:55 AM
(Room 601, Level 6)

FACTORS INFLUENCING AGENCY OF NEWLY RECRUITED RURAL EFL TEACHERS IN CHINA
[Research]

Linmei Wu, Guangdong University of Foreign Studies, China

This qualitative case study explores the factors influencing the agency of newly recruited rural-background EFL teachers in China, focusing on the interplay between individual, structural, and ethical dimensions. Through the in-depth analysis of a single case—a novice teacher who returned to teach at her alma mater—the study reveals how teacher agency is shaped by the duality of cultural insider identity, structural constraints such as time scarcity and resource limitations, and a strong sense of ethical responsibility. Findings indicate that while cultural capital facilitates contextualized teaching, it also introduces role conflict and psychological pressure. Structural factors compel pragmatic adaptations, while ethical commitment sustains agency amid challenges. The study contributes to

understanding teacher agency within rural EFL contexts and offers implications for supporting rural teachers through systemic and cultural validation.

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PARALLEL SESSION 161

Wednesday, 11 March 2026
10:25 AM – 10:55 AM
(Room 602, Level 6)

WORLD ENGLISHES IN NAME ONLY? ANALYZING ENGLISH DIVERSITY IN JAPANESE TEACHER EDUCATION SYLLABI
[Research]

Saran Shiroza, International Christian University, Japan
Yasuhiro Fujiwara, Meijo University, Japan

This presentation reports on a syllabus analysis that is part of a larger research project investigating how pre-service English teachers in Japan are informed about the diversity of English. Our nationwide survey of accredited English teacher certificate programs (TCPs) has revealed that, while teacher educators widely recognize the importance of teaching about World Englishes and related topics, their curricula often fail to reflect these ideals.

A close analysis of syllabi across multiple institutions indicates a consistent gap between curricular framing and content. Although many courses carry titles referencing World Englishes, English in the World, or English as an International Language, their actual content often centers on Anglo-American contexts, cultural studies, or general intercultural communication, with limited engagement with linguistic diversity. Courses that do incorporate World Englishes tend to adopt a descriptive rather than pedagogically oriented approach, and explicit links to teacher education are infrequent. At the same time, Anglo-American-centered linguistics and literature courses remain a core curricular focus.

These findings highlight a critical disconnect between curricular framing and actual pedagogical content in Japanese TCPs. By showcasing illustrative examples of such syllabi, this presentation argues for the need to fully integrate a World Englishes perspective into teacher education curricula. Doing so will better prepare future English teachers to not only understand the sociolinguistic realities of English but also to critically engage with the values and perspectives needed in an increasingly diverse linguistic world.

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PARALLEL SESSION 162

Wednesday, 11 March 2026
10:25 AM – 10:55 AM
(Room 603, Level 6)

DEVELOPING VIDEO-BASED MATERIALS FOR ELT: VOICES FROM SOCIAL MEDIA LANGUAGE TEACHERS
[Research]

Jenifer Ho, The Hong Kong Polytechnic University, China

The rise of social media platforms has given rise to the development of a new digital profession of language teaching on social media platforms using video-based materials. Video-based materials offer a new set of resources for teachers to mobilize in their material design process, such as camera angles, distance of shot, animation, among others, that are not available in classroom instructions. While previous studies have addressed themes of language teacher identities, self-branding practices, as well as the multimodal design of video lessons in the context of platformization of language teaching, there is a paucity of research on the platform, medium, and environment-specific affordances and constraints that social media language teachers have to navigate as they make design decisions for video-based language teaching materials. This presentation reports on the thematic analysis of seven semi-structured interviews conducted with social media language teachers and seeks to understand how their different identities are interwoven when making materials design decisions, such as the choice of

content, as well as filming and editing considerations. In addition, the study also identifies the strategies that social media language teachers developed through practice, such as audience engagement and collaboration with other teachers, to increase the number of subscribers. This study aims to enhance understanding of the behind-the-scenes work that social media language teachers engage in in their material design process, thus calling for more attention to their role as legitimate stakeholders in English language teaching.

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PARALLEL SESSION 163

Wednesday, 11 March 2026
10:25 AM – 10:55 AM
(Room 604, Level 6)

EXPLORING THE EFFECTIVENESS OF THE PICRAT MODEL IN PRESERVICE LANGUAGE TEACHERS' DEVELOPMENT OF TECHNOLOGY INTEGRATION
[Research]

Eleni Petraki, University of Canberra, Australia

Technological Pedagogical and Content Knowledge (TPACK) has long been established as a foundational framework for conceptualising the knowledge and skills required by teachers in employing technologies effectively in the classroom. Despite the application of TPACK framework in analysing technological, pedagogical and content knowledge and skills, there is variation in its interpretation and application of developing teachers' competencies in language teaching. Additionally, recent research reveals that English language teachers continue to face challenges in selection and integration of technologies that align with their pedagogies. In an era marked by unprecedented growth in digital and AI tools, advancing teachers' digital literacy is critical. This study employed a newly established technology integration framework, namely PICRAT (Passive, Interactive, Creative, Replacement, Amplification, Transformation) (Kimmons et al., 2020), to design a curriculum intervention to develop teachers' technological pedagogical competencies in accordance with the TESOL Technology standards. Using Design Based methodology, this study implemented two cycles of intervention and evaluation to examine the impact of this curriculum on preservice language teachers' technological pedagogical competencies. The findings demonstrated teachers' improvement in their pedagogical technological skills and confidence in integrating technology in the ELT classroom. The study advocates for the integration of the PICRAT model in language teacher education programs as a practical and theoretically grounded approach to enhancing technological pedagogical competencies in language teaching.

Kimmons, R., Graham, C. R., & West, R. E. (2020). The PICRAT model for technology integration in teacher preparation. Contemporary Issues in Technology and Teacher Education, 20(1), 176-198.

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PARALLEL SESSION 164

Wednesday, 11 March 2026
10:25 AM – 10:55 AM
(Room 605, Level 6)

LEARNER REFLECTION AND IMPROVEMENT IN AI-BASED SPEAKING PRACTICE
[Research]

Megumi Nishikawa, Tokai University, Japan
Fergus Hann, Tokai University, Japan

This study investigates how learner reflection can improve AI-generated speaking scores in a self-practice environment. While generative AI systems have expanded opportunities for autonomous speaking practice, little is known about how learners' reflective engagement elicit improvement in distinct learning processes and outcomes. Drawing on Schmidt's (2001) noticing hypothesis and Swain's (1995) output hypothesis, the study examines how learners' introspection contributes to learning outcomes when practicing with AI evaluation and feedback.

Thirteen Japanese university students used a ChatGPT-based self-practice system over a three-week period. The system provided automated evaluations after each speaking attempt based on the TOEFL speaking rubric, which focusses on language delivery, language use, and topic development. The task type was based on the TOEFL Independent speaking task, which requires opinion-based responses. After each attempt, learners recorded written reflections on their performance. Quantitative analysis compared AI-generated score gains during the period. In addition, correlations were examined between the score gains and the total number of words of reflection.

The results showed some degree of language improvement during the treatment period. The log data suggested that repeated practice using the system supported learners' language development. A moderate positive relationship between reflection depth and amount, and score gains were also observed. The findings highlight how AI-mediated speaking practice supports learners' output and improvement on speaking performance, and illustrates the role that critical thinking, noticing, and self-regulation plays in the learning process.

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PARALLEL SESSION 165

Wednesday, 11 March 2026
10:25 AM – 10:55 AM
(Learning Space Room 807, Level 8)

RECALIBRATING LANGUAGE LEARNING STRATEGIES: THE IMPACT OF GENERATIVE AI USE ACROSS LEARNERS' PROFICIENCIES
[Practice (Tertiary)]

Rino Shafierul Azizie Bin Shahrir Raghbir, Universiti Malaya, Malaysia
Lee Luan Ng, Universiti Malaya, Malaysia

Generative AI (GenAI) tools have emerged as a transformative element in language development, offering opportunities to reshape learner strategies in acquiring language skills. In line with this, adapting Oxford's (1980) Strategy Inventory for Language Learning (SILL), this study aims to investigate the role of GenAI in influencing ESL learners' language learning strategies. Simultaneously, the study is set to explore the strengths and weaknesses of GenAI mediation on ESL learners' language learning approaches. 30 ESL learners were recruited for this study, comprising of 15 less proficient learners (CEFR levels B1 and below), and 15 proficient learners (CEFR levels B2 and above). A mixed-methods approach involving two data collection instruments was conducted. They comprise of a) a modified SILL questionnaire that incorporates Likert-scale items to assess ESL learners' strategies using GenAI tools in language learning, and b) online semi-structured interviews to explore how ESL learners' perceive the use of GenAI tools in aiding their language learning processes. Quantitative data from the modified SILL questionnaire, i.e. AI-Assisted Strategy Inventory for Language Learning (AISILL), will be analysed to identify patterns in language learning strategies involving GenAI use across differing CEFR levels. The transcribed interview data will undergo content and thematic analyses to identify the strengths and weaknesses of GenAI mediation in language learning, as well as relevant factors that influence learners' choices of language learning strategies. The findings of this study will shed light on the functions of GenAI in influencing the learners' choices of language learning strategies across differing proficiency levels.

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PARALLEL SESSIONS

PARALLEL SESSION 166

Wednesday, 11 March 2026
11:05 AM – 11:35 AM
(Tanglin Room 1, Level 1)

EFFECTS OF SHORT-TERM STUDY ABROAD ON ENGLISH PROFICIENCY AND SELF-PERCEPTIONS
[Research]

Yasunori Matsuzono, Meiji Gakuin University, Japan

This study explores how a short-term study abroad (STSA) experience influences Japanese university students' English proficiency and self-perceived communicative competence. While extended overseas programs are often assumed to yield greater linguistic gains, shorter programs—lasting only a few weeks—have received limited empirical attention despite their growing popularity in higher education.

This mixed-methods study examines six undergraduate participants (five first-year and one second-year student) who joined a three-week program at Oxford Hertford College. Quantitative data were collected through TOEFL ITP tests and CEFR-based self-assessment questionnaires administered before and after the program. These instruments evaluated domains such as spoken interaction, spoken production, listening comprehension, sociolinguistic appropriateness, pragmatic competence, and strategy use. Qualitative data from post-program group interviews complemented the quantitative findings by offering insights into students' reflections on linguistic growth and intercultural adjustment.

Preliminary analysis revealed varying tendencies in TOEFL ITP score changes, with two participants showing substantial improvement and one exhibiting a slight decrease, possibly due to the online test environment. Regarding self-perceived communicative abilities, all students reported modest yet consistent gains, particularly in spoken interaction and pragmatic competence. Interview data further indicated that daily engagement in classroom activities, authentic communication, and cultural immersion enhanced students' confidence and willingness to communicate.

The study highlights that, with clear learning objectives and structured support, short-term programs can foster measurable language development and positive self-perception changes comparable to longer stays abroad. Pedagogical implications include recommendations for pre-departure training, reflective post-program tasks, and institutional strategies for maximizing short-term study abroad outcomes.

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PARALLEL SESSION 167

Wednesday, 11 March 2026
11:05 AM – 11:35 AM
(Tanglin Room 2, Level 1)

STRATEGY USE FOR L2 READING: EVIDENCE FROM JAPANESE EFL LEARNERS
[Research]

Toshihiko Shiotsu, Kurume University, Japan

For informed innovations in reading skills development, researchers have investigated multiple aspects of reading skills. One approach focuses on factors contributing to individual differences in reading outcomes, and the literature suggests several learner and task variables as significant. A research project addressing the effects of learner and task characteristics on L2 reading comprehension and speed was conducted in Japan, and this paper mainly reports on one facet, which is the effects of strategy use and target language knowledge on reading proficiency.

Strategy use while reading was assessed separately for L1 and L2, and their effects were analysed along with those of more established variables of L2 vocabulary and grammar knowledge. University EFL students with Japanese as L1 (n=125) were invited to complete (1) computer-based reading tasks for estimating their English proficiency level, (2) another set of computer-based reading tasks for assessing their reading speed and comprehension of expository and advertisement texts in English, and (3) paper-based tasks for estimating their English vocabulary breadth and grammar knowledge, and (4) questionnaires for obtaining information on their reading strategy use while reading in English and Japanese.

The results indicated that, in addition to the participants' knowledge of English vocabulary and grammar, their reported strategy use while reading in L2-English accounted for their EFL proficiency differences, although that in L1-Japanese did not.

These results will be discussed with a review of current literature to offer implications for educational practices and further research.

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PARALLEL SESSION 168

Wednesday, 11 March 2026
11:05 AM – 11:35 AM
(Room 501, Level 5)

MULTICULTURAL EXPERIENCES BEYOND BORDERS: A JOURNEY OF LEARNING AND DISCOVERY
[Practice (Secondary/High School)]

Yang Roziah Mohamed Yaacob, Larut Matang and Selama Education Office, Malaysia

This paper, "Multicultural Experiences Beyond Borders: A Journey of Learning and Discovery" explores how global citizenship can be fostered through a process of continuous learning and personal growth. It highlights the importance of key characteristics such as intercultural understanding, empathy, and higher-order thinking skills. By using online conferences, the program facilitates collaboration between students and teachers from diverse backgrounds, including countries like Indonesia, Taiwan, Mexico, Russia, and Malaysia. The paper emphasizes the value of experiential learning, interdisciplinary curriculum design, and developing digital competency to equip students with the necessary knowledge and skills to become responsible global citizens. The program's objectives include promoting global citizenship, enhancing educational opportunities, and encouraging cultural exchange, particularly for those in marginalized communities. Through strategies like inquiry-based learning, place-based education, and experiential learning, students are able to engage in deep learning and apply critical thinking, creativity, and problem-solving skills. This initiative extends to all school stakeholders—principals, headmasters, teachers, and students—who play a vital role in sharing their findings during these international online meetings. The outcome is a lifelong learning experience that cultivates essential 21st-century values, enabling effective communication and global connectivity. The Larut Matang and Selama Education District and I as the program coordinator and coach has organized this international live broadcast for the third time in four consecutive years, demonstrating a commitment to transcending geographical barriers and broadening students' horizons.

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PARALLEL SESSION 169

Wednesday, 11 March 2026
11:05 AM – 11:35 AM
(Room 502, Level 5)

PROMOTING CONTENT AND LANGUAGE INTEGRATED LEARNING (CLIL) IN CONTENT SUBJECTS IN HONG KONG SECONDARY SCHOOLS
[Practice (Secondary/High School)]

Simon Shiu Yip Chan, The University of Hong Kong, China

With the launch of the fine-tuning policy of medium of instruction (MOI) in Hong Kong in 2010, there have been an increasing number of secondary schools introducing English as the MOI of content subjects like Mathematics, Science and History. These schools vary significantly in aspects like students' academic ability and English language proficiency, and teachers' readiness to teach through English. Informed by CLIL research and experience in providing MOI-related support to schools, this paper studies the implementation and outcomes of several school-based MOI support programmes conducted by academic staff of a university and the specific pedagogic strategies that they and front-line teachers have co-developed to support the local secondary students to learn content subjects through English. Depending on school context and culture, such strategies range from traditional games like Bingo to innovative activities involving multimedia and AI. To align with CLIL principles, however, they all share a dual purpose of enhancing the students' acquisition of both academic English and content subject cognitions, and therefore involve different degrees of collaboration between content subject and English language teachers. The paper will report findings of the application of those strategies across school contexts, in terms of the learning outcomes and perceptions of the students, and teachers' reflections on the CLIL work. It will highlight some of the facilitating and inhibiting factors for realising CLIL in the classroom context as well.

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PARALLEL SESSION 170 **Wednesday, 11 March 2026**
11:05 AM – 11:35 AM
(Room 503, Level 5)

L1 ENGLISH-SPEAKING MIGRANT LEARNERS IN JAPAN: THE INFLUENCE OF ENVIRONMENTS ON MOTIVATION
[Research]

Steven Lim, Waseda University, Japan

This case study examined the language learning motivation of three L1 English-speaking long-term residents of Japan using Q methodology. The purpose of the study was to explore the factors that impacted the motivation of the migrants to learn Japanese. The participants completed a Q sort of 34 statements regarding their motivations to learn Japanese. These statements were related to the ideal self, ought-to self, and language learning experience constructs of the L2 motivational self system. Semi-structured interviews were carried out to provide context to the Q-sorts. Despite similar learner profiles (e.g., gender, length of time in Japan), the participants differed in the efforts they were making to learn the language and their reasons for doing so. The participants' careers and personal networks led to disparate environments which impacted their language learning. One participant's motivation was influenced by his work and social circles, another by study groups and friendships, and the other by his partner. The motivational trajectories of the three participants changed over time, with key life events impacting their efforts to learn the language. Several demotivating factors were also identified, such as doubts they could integrate into Japanese society, uncertainty over their future, and an introverted personality. It is important to examine the motivation of learners through the context of their environments. Studies such as this one can shed light on the complex motives of why a migrant may choose to engage with or avoid the L1 of the country in which they live.

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PARALLEL SESSION 171 **Wednesday, 11 March 2026**
11:05 AM – 11:35 AM
(Room 504, Level 5)

POSTGRADUATE STUDENTS' PERCEPTION AND ENGAGEMENT WITH GRAMMARLY: A CASE STUDY FROM HONG KONG
[Research]

Derek Chan, The University of Hong Kong, China

Grammarly provides AI writing feedback, also known as automated written corrective feedback (AWCF), as a modern approach to writing pedagogy, contrasting with traditional feedback from language teachers. However, the effects of AWCF on student perception and engagement remain under-explored. This qualitative study examined six postgraduate students regarding their perception towards working with Grammarly, their engagement with AWCF, and its impact on their final written assignments, during their enrolment in an elective course of the MATESOL programme at a university in Hong Kong. The study triangulated data from in-depth interviews, reflective journals, student assignments and Grammarly reports. Participants showed positive and sometimes neutral attitudes towards Grammarly. Intriguingly, they appeared more cautious and critical than expected when AWCF did not align with the intended meaning or usage, albeit taking on board many suggestions and an enhanced quality in the final written assignments overall. A mix of learner and contextual factors is likely to affect feedback uptake, including an individual's prior knowledge, their beliefs and experience interacting with Grammarly, emotion, and context. This research sheds light on current and future applications of AI-powered language partners and academic writing pedagogy. The importance of learning to write and writing to learn leveraging AI will have far-reaching implications for an increasing number of students enrolling in English medium university programmes worldwide.

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PARALLEL SESSION 172 **Wednesday, 11 March 2026**
11:05 AM – 11:35 AM
(Room 506, Level 5)

GENAI FOR READING COMPREHENSION AND LEARNER AUTONOMY: A STUDY WITH NOODLE FACTORY AT NYP
[Practice (Tertiary)]

Mariia Shchedrina, Nanyang Polytechnic, Singapore
So Yeon Lee, Nanyang Polytechnic, Singapore

This proposed study aims to explore the potential of ChatGPT as a digital support tool for beginner learners of German and Korean (A1 level), with a focus on pronunciation, fluency, and comprehension in oral reading tasks. The research will examine how students interact with ChatGPT while preparing to read aloud selected texts, and how this interaction may influence their spoken performance and confidence.

The study design includes five stages: (1) a pre-task briefing to explain the goals and available ChatGPT functions, (2) an individual interaction phase where students use ChatGPT for 10–20 minutes to seek pronunciation guidance, word stress patterns, sentence breakdowns, translations, or phonetic support, (3) the recording of students' oral reading, (4) a reflective survey to capture learners' perceptions of ChatGPT's usefulness, and (5) evaluation of recordings using a rubric assessing pronunciation accuracy, stress, intonation, fluency, comprehension, handling of difficult vocabulary, confidence, and preparation.

The research investigates whether ChatGPT can serve as an effective complement to classroom instruction by providing immediate and personalized feedback, fostering independent learning, and enhancing students' confidence in speaking German and Korean. Anticipated outcomes include clearer understanding of how conversational AI can be integrated into beginner-level foreign language instruction and identification of both the strengths and limitations of such tools in improving oral proficiency.

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PARALLEL SESSION 173 **Wednesday, 11 March 2026**
11:05 AM – 11:35 AM
(Room 507, Level 5)

DUOETHNOGRAPHY FOR TEACHERS AND STUDENTS: POWER OF PEER LEARNING FOR CLASSROOM APPLICATION
[Practice (Tertiary)]

Sanae Oda-Sheehan, Ochanomizu University, Japan
Yukako Hatakeyama, Ochanomizu University, Japan

Duoethnography is a promising method in qualitative research in which two people participate in intensive dialogues to leverage their shared perspectives as well as to contrast their lived experiences. In the field of ELT, it can be utilized as a progressive tool for peer learning to enhance linguistic capital and identity formation in the complexity of sociocultural challenges both in and outside the classroom.

The purpose of this study is to explore ways to bring about the power of such peer learning to the classroom through the participants' dialogic interpretation of their own perceptions and daily practices. As researchers, the presenters reflected on their life experiences to capture their deepest thoughts on cultural values and perceptions through duoethnographic dialogues with each other, and as teachers, they applied the findings to promote peer learning and self-reflection among university students collaboratively working on classroom projects.

The results suggest that, for both teachers and students, duoethnographic dialogues can provide an opportunity to learn from each other's differences and delve into critical interpretations of their practices and perceptions that otherwise would not be uncovered. It also became clear that learners' self-reflection

brought by duoethnographic analyses can lead to self-discovery and transformation in their endeavors both in and outside the sphere of language learning. These incidental advantages may imply that duoethnography can be effectively employed in the field of ELT, in which sociocultural diversity and complexities often intersect and require multiple perspectives to be applied in flexible and proactive manners.

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PARALLEL SESSION 174

Wednesday, 11 March 2026
11:05 AM – 11:35 AM
(Room 508, Level 5)

INTERCULTURAL COMMUNICATIVE COMPETENCE OF JAPANESE FIRST-YEAR UNIVERSITY STUDENTS: INSIGHTS FOR EFL COURSE DESIGN
[Practice (Tertiary)]

Mutsuko Nagasaki, Dokkyo University, Japan
Ikuyo Kaneko, Juntendo University, Japan

Being part of a globalized society and with increasing immigration in Japan, one of the challenges is improving intercultural communicative competence (ICC) which can be measured by the Cultural Intelligence Quotient (CQ) survey. The survey consists of four dimensions: metacognitive CQ, cognitive CQ, motivational CQ, and behavioral CQ. This study investigates the current state of ICC among Japanese university students and explores implications for designing an English course that fosters ICC. A mixed-methods design was adopted. First, 124 first-year students completed the Cultural Intelligence Scale (CQS, 20 items). Results revealed that cognitive CQ scored lower than the other three dimensions. More importantly, regression analyses indicated that cognitive CQ alone did not directly predict behavioral CQ, whereas metacognitive CQ significantly contributed to behavioral CQ. This suggests that acquiring cultural knowledge alone does not necessarily lead to effective intercultural action; rather, the ability to reflect on and adjust one's cultural assumptions is key to translating awareness into behavior. Second, semi-structured interviews with 12 students were conducted to explore their perceptions of their own ICC strengths and weaknesses. The transcripts were analyzed using text mining to identify word frequency and co-occurrences, which revealed students' lack of confidence in their own ICC, leading to the development of effective learning activities such as cultural portfolios. As a pedagogical implication, the use of cultural portfolios that encourage continuous reflection is proposed as a means to enhance students' ICC. The CQ survey and details of the cultural portfolio will be discussed in the presentation.

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PARALLEL SESSION 175

Wednesday, 11 March 2026
11:05 AM – 11:35 AM
(Room 601, Level 6)

NAVIGATING ASYMMETRY IN ELF: INSIGHTS FROM THE ELFJ-CORPUS ON JAPANESE AND NON-JAPANESE DYADIC INTERACTIONS
[Practice (Tertiary)]

Blagoja Dimoski, Tamagawa University, Japan

While English as a lingua franca (ELF) is widely used by speakers of diverse first languages, such interactions are inherently unpredictable and ad hoc in nature given vast variations in users' cultural backgrounds, linguistic repertoires, and English proficiency. Despite this diversity, research on dyadic ELF interactions characterized by marked asymmetries in spoken proficiency remains limited. To address this gap, the presenter and four collaborators launched the English as a Lingua Franca in Japan Corpus (ELFJ-Corpus) in 2023. This online corpus comprises six hours and thirty-nine minutes of audio recordings and transcripts of Zoom conversations between 18 Japanese (predominantly low proficiency) learners of English and 18 non-Japanese (mostly advanced) English users from eight nationalities. Using thematic analysis, this study presents findings from semi-structured post-interviews conducted with all 36 ELFJ-Corpus participants. Results indicate that overall conversation outcomes were positive, though Japanese participants reported mixed satisfaction due to nervousness and linguistic limitations. The

speaking task posed greater challenges for Japanese participants, while non-Japanese participants' experiences varied depending on prior exposure to Japanese culture and other factors. Both groups rated their interlocutors positively overall, highlighting effort, patience, and mutual support. Common difficulties included vocabulary gaps, unclear responses, and reduced fluency, but adaptive strategies such as slower speech and rephrasing helped mitigate such challenges. These findings offer educators deeper insight into factors influencing asymmetric ELF interactions and suggest practical ways to support (in particular low proficiency) learners in becoming more capable and confident global communicators.

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PARALLEL SESSION 176

Wednesday, 11 March 2026
11:05 AM – 11:35 AM
(Room 602, Level 6)

TO WHAT EXTENT CAN LEARNING JAPANESE FUNCTION AS PEDAGOGICAL SAFE HOUSES?
[Research]

Kazuyuki Nomura, Chiba University, Japan

This paper examines whether, and how far, learning Japanese can function as a pedagogical 'safe house' that protects learners' emotional sovereignty while sustaining investment over time. Building on biographical ethnography with ethnic Chinese Hongkongers and a situated learning lens, I frame safe houses as socially negotiated spaces that afford strategic distance from dominant sociolinguistic orders while cultivating affiliation, desire, and curated risk-taking.

The analysis draws on interviews, journals, and classroom observations from 2015 to 2025 – a decade of radical contextual change in Hong Kong. I ask: (1) what practices and positions constitute safe houses in Japanese learning, (2) to what extent such spaces buffer anxiety, support identity work, and recalibrate motivation, and (3) where the limits lie – when safe houses harden into 'voluntary peripheralisation' (Nomura, 2025).

Findings indicate that investments in Japanese are chiefly symbolic – seeking security, well-being, and ethical affinities – rather than narrowly instrumental, and are often sustained through managed distance from imagined Japanese-speaking communities (i.e., voluntary peripheralisation). These dynamics intersect with long-term motivational trajectories mediated by legitimacy, participation, and identity within communities of practice (Nomura & Yuan, 2019). Safe houses also foster subversive identities in institutional settings (Nomura et al., 2019), yet mishandled orientations to imagined communities can slide into strategic withdrawal or avoidance (Nomura, 2025).

I conclude with a more ethically attuned framework and design heuristics – curriculum and task design, translanguaging norms, and classroom/assessment scaffolds – for safe-house-informed additional-language pedagogy in settings across East and Southeast Asia. I caution that access, stance, and peer ecologies condition who benefits.

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PARALLEL SESSION 177

Wednesday, 11 March 2026
11:05 AM – 11:35 AM
(Room 603, Level 6)

RE-EXAMINING L2 ENGAGEMENT FROM THE TEACHERS' PERSPECTIVES: TOWARDS ECOLOGICALLY-VALID CONCEPTUALIZATION OF L2 LEARNER ENGAGEMENT
[Research]

Takumi Aoyama, Meiji University, Japan

The recent surge in L2 learner engagement research (Hiver et al., 2024; Lambert et al., 2017) highlights its critical role in learning outcomes (Khajavy, 2020). However, scholarly debate in the field persists regarding the operationalization and conceptual clarity of engagement (e.g., Hiver et al., 2024).

Specifically, Aoyama et al. (2024) call for a more ecologically valid conceptualization that reflects real-world classroom contexts. This study addresses this gap by exploring Japanese English teachers' perceptions of student engagement in classroom activities, aiming to refine the L2 engagement concept through an ecological validity lens within the Japanese educational context. The study was conducted in a two-step process. First, an online open-ended questionnaire was distributed to English teachers (junior high school, high school, and university) in Japan, and responses were classified across behavioral, cognitive, social, and emotional aspects. Second, three teachers participated in follow-up interviews combined with classroom observations. Interview data, focusing on perceived engagement during the observed lessons, were analyzed using qualitative content analysis. Results indicate that, in the classroom context, teachers primarily focus on the behavioral aspect of engagement but infer students' cognitive engagement largely through these same observable behaviors. The presentation will discuss a practical, classroom-based approach to capturing diverse types of learner engagement, suggesting that observable behaviors that teachers can observe while teaching may serve as crucial proxies for complex internal states, thereby supporting a more ecologically valid framework for L2 engagement research.

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PARALLEL SESSION 178

Wednesday, 11 March 2026
11:05 AM – 11:35 AM
(Room 604, Level 6)

CHINESE EMI STUDENTS ATTITUDES TOWARDS MULTILINGUALISM, GLOBAL CITIZENSHIP, AND INTERCULTURAL CITIZENSHIP
[Research]

Andrew Jocuns, Wenzhou-Kean University, China

This study reports on findings from interviews with 16 undergraduate (10) and graduate (6) students at a Sino-US joint venture university. Using the language portrait as data collection tool, the study explored students' attitudes toward multilingualism, global citizenship, and intercultural citizenship within the context of the sociolinguistics of globalization. Following established prompts, with some additions (e.g., objects such as smartphones, TV, and internet), participants created portraits and discussed their associations. Follow-up questions were also asked and enabled participants to produce a narrative that described their portrait. Findings show that students linked colors and body parts to languages, with pink indexing Korean and French (romance), red and yellow for Chinese, and blue and yellow for English. Eleven students identified fangyan (e.g., Wenzhou-ese, Wu, Ningbo-ese), though many admitted limited proficiency. English was associated with mobility, while fangyan were recognized but not centralized. Most students struggled to define intercultural citizenship, though graduate students were more familiar with it due to coursework. Few identified themselves as intercultural citizens. In contrast, most could define global citizenship and saw themselves as global citizens, overwhelmingly linking English to this identity, and occasionally Chinese reflecting the notions of orders of indexicality and polycentricity. These findings contribute to the multilingual turn and the sociolinguistics of globalization by illustrating how EMI students in China identify multiple languages in their repertoires but do not always see themselves as bilingual or multilingual.

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PARALLEL SESSION 179

Wednesday, 11 March 2026
11:05 AM – 11:35 AM
(Room 605, Level 6)

MEASURING VR LITERACY: DEVELOPMENT AND VALIDATION OF A SCALE FOR CHINESE PROSPECTIVE ENGLISH TEACHERS
[Research]

Jun Lei, Ningbo University, China
Jiahao Zheng, Ningbo University, China

Virtual reality (VR) has been increasingly adopted in language education. Despite growing access to VR, prospective language teachers may remain underprepared for pedagogical integration (Li et al., 2023). Crucially, this under-preparedness is difficult to quantify since no validated instrument has yet been developed to measure language teachers' VR literacy. Given the misalignment between digital literacy and intricate demands of VR environments, a specific VR literacy framework for language teachers is needed (Barrett et al., 2023).

Building on Merchant et al.'s (2013) "virtual literacy," Bloom's taxonomy (Coşgun Ögeyik, 2022) and Ng et al.'s (2024) model of AI literacy, this study conceptualized and operationalized VR literacy for language teachers across affective, behavioral, cognitive, and ethical dimensions. A corresponding 30-item scale was developed and validated through exploratory and confirmatory factor analyses based on data from 619 Chinese prospective English teachers. The results validated the hypothesized six-factor structure that cut across the affective, behavioral, cognitive, and ethical dimensions. The participants scored the highest on the ethical dimension, followed by the affective, cognitive, and behavioral dimensions. While displaying strong ethical awareness and positive attitudes, they demonstrated limited practical skills and conceptual understandings of VR. Further analyses revealed that prospective English teachers' VR literacy had a significant direct effect on their intention to adopt VR, with their acceptance of technology exerting a stronger indirect effect. These findings validate an instrument for assessing VR literacy and underscore the necessity of integrating VR-specific training into language teacher education programs to foster effective and sustainable adoption of VR technology.

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PARALLEL SESSION 180

Wednesday, 11 March 2026
11:05 AM – 11:35 AM
(Learning Space Room 807, Level 8)

MIND THE GAP: A PEDAGOGICAL APPROACH TO THE TEACHING OF METADISCOURSE IN ACADEMIC WRITING
[Practice (Tertiary)]

Robert MacIntyre, Sophia University, Japan

This study is concerned with the use of learner corpora to teach the features of metadiscourse in academic writing. Although metadiscourse is a popular area of research (Hyland, 2017) there has been less attention paid to how to teach this important aspect of communication at the university level. Therefore, this paper discusses a possible pedagogical approach to the teaching of metadiscourse in an EFL environment by using learner corpora of argumentative essays and research papers to design teaching materials to enable opportunities for 'noticing'. Thornbury (1997:327) suggests "tasks that provide opportunities for noticing are ones that, even if essentially meaning-focussed, allow the learner to devote some attentional resources to form, and, moreover, provide both the data and the incentive for the learner to make comparisons between interlanguage output and target language models." To research the efficacy of 'noticing' activities on the teaching of metadiscourse, two year-long academic writing classes were taught by the researcher in a Japanese university. In each class the students wrote four research papers but, one class had additional teaching materials that promoted the 'noticing' of metadiscourse, and the other did not. The final corpus of research papers of approximately 350,000 words was examined for the function and frequencies of features of metadiscourse and comparison made between the two classes.

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PARALLEL SESSIONS

PARALLEL SESSION 181 **Wednesday, 11 March 2026**
11:45 AM – 12:15 PM
(Tanglin Room 1, Level 1)

GUIDED SELF-DISCOVERY: ENHANCING ESL LEARNERS' JOURNEY IN WRITING AND ERROR-CORRECTION WITH A CHATBOT WRITING BUDDY
[Practice (Secondary/High School)]

Holly Ho, The University of Hong Kong, China
Nicole Judith Tavares, The University of Hong Kong, China

This project presents the development and pilot implementation of a "Writing Buddy" chatbot, specifically designed to support ESL learners in Hong Kong's Secondary 4 to 6 (Grade 10 to 12) levels. Aiming to complement teacher feedback, the chatbot facilitates the post-writing revision process both in the classroom and through independent study. Drawing upon a comprehensive knowledge base — including school-based rubrics, teacher-crafted resources, and graded writing exemplars — the tool offers targeted guidance across multiple writing genres. Rather than supplying direct answers, the chatbot aims to employ guided questioning and prompts to cultivate students' self-editing skills and promote autonomous learning in handling language errors. The effectiveness of the tool was evaluated through a two-month pilot with 78 senior secondary students, who utilised the chatbot for four written assignments and received personalised feedback after use. Semi-structured interviews with selected students, analysis of their chatbot interactions, and before-and-after writing samples provided qualitative insights into self-editing and language skills enhancement. Questionnaires administered to all users captured broader feedback on usability, perceived effectiveness, and overall satisfaction. The findings shed light on the efficacy of chatbot-assisted self-editing in fostering autonomous learning and improving writing proficiency among ESL learners, offering practical implications for integrating artificial intelligence tools into English language education. The paper concludes by discussing the intricacies of prompt engineering in Chatbot design and strategies for equipping students with the necessary skills to work with and benefit from the support of their chatbot writing buddy.

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PARALLEL SESSION 182 **Wednesday, 11 March 2026**
11:45 AM – 12:15 PM
(Tanglin Room 2, Level 1)

LETTER TRANSLATION PROJECT: FOSTERING GLOBAL CITIZENSHIP THROUGH ENGLISH AS INTERNATIONAL LANGUAGE
[Practice (Secondary/High School)]

Makiko Shimizu, Takasaki University of Commerce Junior College, Japan

This study examines how authentic translation activities can integrate English as an International Language (EIL) theory with Education for Sustainable Development (ESD) principles to foster global citizenship awareness among Japanese junior college students.

Over five years (2020-2024), 40 first-year students participated in translating handwritten letters from Ethiopian foster children to Japanese sponsors through collaboration with an NGO. The four-stage translation process involved grammatical analysis, culturally appropriate expression selection, peer collaboration, and instructor feedback. This authentic communication task positioned students as cultural mediators rather than passive language learners.

Data collection utilized mixed methods including pre-post surveys, reflective essays, translation portfolios, and interviews. Findings reveal significant positive changes across three domains: enhanced understanding of English as a global communication tool, strengthened global citizenship through exposure to poverty issues, and transformed learning motivation from academic compliance to meaningful cross-cultural engagement.

Students demonstrated concrete understanding of English's role in addressing global challenges. One participant noted: "Learning English is not an end goal but a means to connect with people worldwide and contribute to solving global problems." The authentic nature of real communication between foster children and sponsors created intrinsic motivation and developed practical language skills requiring deep cultural sensitivity.

This project offers a replicable model demonstrating how local educational contexts can meaningfully engage with global challenges, exemplifying the "glocal" approach while simultaneously developing language proficiency and sustainable development awareness.

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PARALLEL SESSION 183

Wednesday, 11 March 2026
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(Room 501, Level 5)

ENHANCING EFL COLLEGE STUDENTS' ENGAGEMENT THROUGH RECIPROCAL TEACHING AND ONLINE ANNOTATION USING GOOGLE DOCS
[Practice (Tertiary)]

Christine Chifen Tseng, National Taichung University of Science and Technology, Taiwan

This study examines the impact of integrating Reciprocal Teaching (RT) with Online Annotation (OA) on English as a Foreign Language (EFL) college students' learning attitudes, motivation, and engagement in a linguistics course. Participants were 81 English majors from a Taiwanese technological university, assigned to an experimental group (RT + OA) or a control group (traditional instruction). Over 15 weeks, the experimental group engaged in scaffolded RT activities—predicting, questioning, clarifying, and summarizing—via Google Docs to promote collaborative meaning-making both synchronously and asynchronously. Data sources included pre- and post-intervention engagement questionnaires, a post-class perception survey, an open-ended question, and semi-structured interviews. Quantitative analyses revealed that the experimental group demonstrated significant improvements in learning attitudes, motivation, and willingness to collaborate, with 20 of 21 engagement items showing greater gains than the control group. Qualitative findings highlighted perceived benefits, including enhanced comprehension, improved learning efficiency, deeper cognitive engagement, greater learner autonomy, stronger peer connections, and increased interest in challenging content. Reported drawbacks included time constraints and occasional uncertainty in interpreting texts. Overall, findings suggest that integrating RT with OA effectively fosters multidimensional engagement in content-heavy EFL courses. Pedagogical implications include allocating sufficient time for collaborative activities and providing explicit guidance to mitigate the risks of misinterpretation.

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PARALLEL SESSION 184

Wednesday, 11 March 2026
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(Room 502, Level 5)

PREPARING THE NEXT GENERATION: PROFESSIONAL DEVELOPMENT FOR FUTURE ENGLISH TEACHERS
[Research]

Tony Cripps, Nanzan University, Japan

This presentation introduces an innovative professional development initiative for pre-service English teachers in Japan, implemented as part of a Japan Society for the Promotion of Science (JSPS) research project (Kaken B No. 21K18371). Since 2022, the research team has designed and delivered a series of intensive, practice-oriented workshops that address the specific needs of novice teachers and prepare them for the realities of today's classrooms. A recent workshop, 'Ideas and Advice for Novice English Teachers', exemplifies this approach. Co-facilitated by two university professors, an experienced high school teacher, and two early-career English teachers, the workshop combined expert knowledge with authentic classroom voices. Its four sessions addressed: (1) integrating horizon technology to support

teachers and learners; (2) fostering learner autonomy; (3) inclusive strategies for neurodiverse learners; and (4) reflections from novice teachers in their first two years of teaching. Oral and written feedback from the workshop participants (n=18) provided insights into the challenges faced by pre-service and novice in-service teachers, such as confidence building, classroom management, and inclusive teaching. These findings shed light on how collaborative, technology-enhanced, and experience-driven workshops can bridge the gap between theory and practice, ultimately fostering more resilient, reflective, and innovative English teachers. This presentation will share the workshop model, highlight key findings, and discuss its implications for designing sustainable professional development pathways for English teachers in Japan and beyond.

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PARALLEL SESSION 185

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(Room 503, Level 5)

MAKING ARGUMENTS VISIBLE IN SECOND LANGUAGE WRITING WITH CHATGPT-GENERATED AUTOMATED WRITTEN CORRECTIVE FEEDBACK
[Practice (Tertiary)]

Koji Osawa, Kyoto Tachibana University, Japan

The purpose of this presentation is to demonstrate the findings gained from writing practice, where English as a Foreign Language (EFL) university students wrote argumentative essays with the help of ChatGPT-generated automated written corrective feedback (AWCF). Argumentative writing is a crucial skill to be successful at university. However, EFL learners struggle to elaborate their arguments in writing, producing texts that are either overly abstract or overly specific. To address this issue, one solution is to integrate Legitimation Code Theory's semantic waves into writing instruction, which enables teachers to explicitly show learners the levels of abstractness and concreteness in their arguments. This classroom innovation combines semantic waves and AWCF to facilitate EFL learners' argumentative writing. Specifically, 18 participants who took an English for academic purposes course at a Japanese university (CEFL B1 level) wrote an independent draft and copied and pasted it to a shared ChatGPT page, which was designed by the instructor to display the numerical ratings of abstractness/concreteness. Then, they received AWCF from ChatGPT-4 and revised their drafts to adjust the abstractness/concreteness of their arguments. This writing cycle was repeated four times. Following the intervention, a questionnaire was administered to assess the participants' perceptions of how ChatGPT affected their writing processes. The findings showed that many participants found the AWCF useful to increase their awareness of how arguments should be elaborated in terms of abstractness/concreteness. The key takeaway is to demonstrate how a ChatGPT page could be designed to evaluate the quality of learners' argumentative writing.

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FROM TEACHER SELF-EFFICACY TO PRACTICE: TEACHERS IMPLEMENTING HIGHER ORDER THINKING SKILLS PEDAGOGY
[Research]

Pearl Pei Jun Wong, SEAMEO RELC, Singapore

Teacher self-efficacy (TSE) has been shown to influence teachers' perceptions, attitude, receptivity, and adoption of educational change initiatives. While the influence of TSE during curriculum reform initiatives has been explored globally, it remains underexplored in the Malaysian context.

Framed by Bandura's (1997) Social Cognitive Theory and its conceptualization of self-efficacy, this study examines the TSE levels of Malaysian English Language teachers in enacting higher order thinking skills (HOTS) pedagogy as envisaged by the Malaysia Education Blueprint (MEB). It also explores how

teachers perceive their success in enacting HOTS pedagogy. A mixed-method approach was employed for this study. Quantitative data were collected using dimensions from two established scales, the Teacher Sense of Efficacy Scale (TSES) and the Norwegian Teacher Self-Efficacy Scale (NTSES) and items designed specifically for the study. Teachers' perceptions of success in implementing HOTS pedagogy were collected through two open-ended questions. Quantitative data were analyzed using descriptive statistics, exploratory factor analysis, and significance testing. Both deductive and inductive coding were used to analyze the qualitative data.

Results indicated moderate to high TSE levels in enacting HOTS pedagogy. Teaching experience also predicted TSE levels. Despite high TSE levels, Malaysian English Language teachers did not always perceive themselves to be successful in implementing HOTS pedagogy, especially when faced with contextual barriers. This paper highlights that while TSE is strongly correlated with the enactment of HOTS pedagogy, high levels of TSE do not necessarily translate into pedagogical implementation. Thus, interpreting how TSE influences HOTS enactment must be done with caution.

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PARALLEL SESSION 187

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(Room 506, Level 5)

STRUGGLING WITH DOUBLE 'DEBUFFS': A NOVICE MAINLAND CHINESE TEACHER'S CROSS-BORDER CHALLENGES IN HONG KONG SCHOOL
[Research]

Xi Lin, Guangdong University of Foreign Studies, China

Although previous studies have explored the challenges faced by Mainland teachers in Hong Kong, few research has focused on those who simultaneously navigate the dual identities of being both cross-border and novice teachers. Against this backdrop, this study investigates the experiences of a novice Mainland Chinese teacher who struggles to manage her cross-border teaching within the complex sociocultural and institutional context of a Hong Kong Christian school. Drawing on Bourdieu's field theory, this study examines how language, cultural, and institutional pressures shape her adaptation process through the dimensions of temporality, sociality, and place (Clandinin and Connelly, 2000). The data were collected over six months, beginning with online ethnographic observations, followed by three rounds of semi-structured interviews, and the collection of school evaluation documents. Findings show that: (1) due to the Cantonese language barriers and habitus clashes, the teacher experienced unfair attribution of responsibility and exclusion, while the school evaluates staff members on their ability to "maintain colleagues relationships and close collaboration" further trapping her in a cycle of marginalization; (2) the nominal mentoring system and the inability to express opinions as a novice teacher due to the workplace hierarchy deepened her sense of despair; and (3) even within the current Hong Kong context of teaching Mandarin in Putonghua, Mainland Chinese teachers often start from low professional positions despite their prior rich teaching experience and language advantages. This study reveals the predicaments faced by a marginalized teacher, thereby providing practical insights for developing more equitable support systems for cross-border novice teachers.

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PARALLEL SESSION 188

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(Room 507, Level 5)

CULTURAL CONTENT ANALYSIS IN VIETNAMESE ENGLISH TEXTBOOKS: A CASE STUDY OF GLOBAL SUCCESS GRADE 9
[Research]

Phong Vo Hoai Truong, Wenzao Ursuline University of Languages, Taiwan

Globalization has significantly impacted education in Vietnam, particularly in Teaching English as a Foreign Language (TEFL). A key aspect of this influence is the incorporation of cultural content to enhance students' intercultural communication skills. English textbooks are essential, as they deliver linguistic knowledge and integrate cultural elements. However, research on the types and extent of cultural elements in English textbooks in Vietnam remains limited. This study aims to fill this gap.

Focusing on the "Global Success Grade 9" textbook series, published by the Vietnam Ministry of Education and Training in collaboration with Pearson, this study explores the distribution and representation of cultural elements within the book. The objective is to provide insights into how effectively these textbooks contribute to the development of intercultural communication competence among Vietnamese students.

Data will be collected from the "Getting Started" sections, introductory parts of each unit, analyzing dialogues across 12 units. The cultural content will be categorized according to Cortazzi and Jin's (1999) framework of source, target, international culture and further examined through McCarthy and Carter's (1994) concepts of Big culture, Small culture, and Culture as social discourse. A quantitative approach is adopted, and the results are expected to reveal the cultural themes, values, customs, communication styles and the adequacy of intercultural communication skills.

Through analysis of cultural representations and quantitative results, this study offers insights for educators and curriculum developers regarding the effectiveness of textbooks in fostering intercultural competence. Additionally, it serves as a reference for Vietnamese policymakers in developing future English textbooks.

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PARALLEL SESSION 189

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EXPERTISE MATTERS MORE THAN NATIVENESS: STUDENT ATTITUDES TOWARD MULTILINGUAL ENGLISH TEACHERS
[Research]

Siying Lyu, Sogang University, South Korea
Eun Sung Park, Sogang University, South Korea

Native-speakerism is a pervasive ideology in English language teaching, often assumed to fuel negative bias against non-native educators. Yet, the psychological processes behind this bias remain underexplored. In particular, since students' attitudes may also be shaped by a shared L1 background, it is crucial to examine contexts where this variable is absent. This study therefore focuses on Foreign Multilingual English Teachers (FMETs), who, by definition, do not share students' L1.

Survey data were collected from 234 university students in China and analyzed using a parallel mediation model. The model tested how exposure to native-speakerist discourse influenced students' attitudes toward FMETs through two dimensions of the "ideal teacher" schema: ascribed characteristics (background traits such as nationality and native language) and achieved characteristics (developed traits such as language proficiency and teaching expertise).

Findings revealed an encouraging pattern. While native-speakerist discourse shaped students' ascribed beliefs, these did not determine their overall attitudes. Instead, attitudes were mediated entirely by achieved characteristics. In other words, when students perceived FMETs as highly competent, they evaluated them very positively—regardless of the teachers' origins. Professional competence effectively outweighed concerns about native speaker status.

The results suggest that students are pragmatic evaluators who prioritize educational quality over linguistic background. The findings carry important implications for teacher training and hiring, showing that demonstrated teaching competence can override entrenched biases about what makes an "ideal" English teacher.

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PARALLEL SESSION 190

Wednesday, 11 March 2026
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(Room 601, Level 6)

TEXTBOOK DISCOURSE: A DIACHRONIC ASSESSMENT OF HOW JAPANESE EFL TEXTBOOKS REPRESENT GENDER
[Research]

Malainine Ebnou, Kanazawa University, Japan

This study examines how the portrayal of gender has evolved in Japan's English as a Foreign Language (EFL) textbooks. Using a diachronic approach, the study compares the portrayal of gender in the New Horizon textbook series. Specifically, it compares the 2020 and 2025 editions of the textbook to evaluate improvements, or lack thereof, in gender portrayal in Japanese textbooks. This study is part of a larger, Japan Society for the Promotion of Science (JSPS)-funded research project that seeks to ultimately develop a model for analyzing and exposing discrimination, indeed any sort of discrimination including gender-based ones, in texts. The research is a part of the growing trend in the field of language teaching regarding promoting equality and neutral portrayals through textbooks. While the project begins with the New Horizon textbook series, it will eventually cover six different EFL textbook series used in Japanese schools. The study looks at various criteria that can expose gender bias: visibility of women, gendered words used to describe males and females, and the roles taken by women. The results of study have shown consistent improvement of women's portrayal in school textbooks in terms of the criteria analyzed. The results of the study also suggest various implications: pedagogically, this creates balanced, critical, and empowering learning environments; institutionally, it shows that MEXT is pushing publishers toward inclusive content and teacher reform; and socially, it contributes to Japan’s gender equality goals and reshaping youth attitudes about gender roles.

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PARALLEL SESSION 191

Wednesday, 11 March 2026
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(Room 602, Level 6)

THE SYSTEMATIC REVIEW AND PROSPECT OF METALINGUISTIC AWARENESS IN BI-/MULTILINGUALISM (2000-2024)
[Research]

Yukun Chen, Shanghai International Studies University, China

Metalinguistic awareness (henceforth MLA), as a major component of cognitive benefits of bi-/multilingual learners and an influential constituent of multilingual competence (Jessner, 2008), refers to the mental ability to reflect on and manipulate language systems, language forms and language functions (Bagarić, 2003). Different aspects of metalinguistic awareness have been investigated in studies including phonological awareness, morphological awareness, cognate awareness, syntactic awareness, pragmatic awareness, and cross-linguistic awareness. The paper combines a bibliometric method and systematic review approach to provide a synthesis of empirical studies about metalinguistic awareness in bi-/multilingualism published during 2000 to 2024 in order to explore the topic coverage, research methodology and major contributions. The synthesis shows that the main research topics include bi-/multilingual learners’ metalinguistic awareness ontological perspective within the theoretical framework of Dynamic Model of Multilingualism (Herdina & Jessner, 2002), the effect of MLA on improving learners’ foreign language achievements and cultivating their cognitive skills. Most studies employed the quantitative research methods to examine group trends through a cross-sectional design, but qualitative investigations in a longitudinal way need to be expanded. Besides, the analysis also revealed that metalinguistic awareness facilitates the improvement of learners’ foreign language achievements and the dynamic interaction of learners’ complex multilingual systems, on the one hand and positively predicts the development of learners’ cognitive benefits including language aptitude, working memory and attentional control, on the other hand. Finally, the article envisions the future directions of relevant studies in response to the multilingual turn in Applied Linguistics (May, 2013).

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PARALLEL SESSION 192

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(Room 603, Level 6)

TEACHER WELL-BEING AND PEDAGOGICAL AUTONOMY: LESSONS FROM FINLAND AND JAPAN FOR GLOBAL ENGLISH EDUCATION
[Research]

Hiromasa Ohba, Joetsu University of Education, Japan

Teacher well-being is a critical issue in educational systems worldwide. While global reforms emphasize student-centered learning and creativity, many teachers encounter restrictive curricular frameworks that hinder their professional autonomy. This tension is particularly pronounced in Japan, where stringent national guidelines for English instruction limit teachers' ability to find fulfillment in their roles. Understanding the relationship between teacher well-being and autonomy is essential for sustaining motivation and improving student outcomes.

This study uses a multiple-case study approach to compare two experienced primary school English teachers: one from Finland and one from Japan. Semi-structured interviews were conducted to examine classroom practices, autonomy, and the personal significance of teaching. The Finnish teacher described creating exploratory lessons that fostered student creativity and contributed to his own professional satisfaction. By contrast, the Japanese teacher highlighted how strict adherence to the curriculum, while ensuring consistency, sometimes restricted her sense of purpose and limited opportunities for innovation.

These cases prompt an important question: how can educational systems foster teacher well-being while ensuring curricular coherence? The findings suggest that in Japan, increased flexibility, systemic support, and opportunities for creative practices are crucial for enhancing teacher fulfillment. On a broader scale, this study underscores the importance of teacher well-being as a global necessity for fostering sustainable and engaging language education.

Ultimately, this study provides valuable insights for both national and global contexts, showing that professional fulfillment and pedagogical autonomy are deeply interconnected. Supporting teacher well-being is essential for fostering resilient, innovative, and meaningful learning environments.

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WORKSHOPS

WORKSHOP 1

Wednesday, 11 March 2026
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(Tanglin Room 1, Level 1)

"EMBODIMENT IS THE FUTURE": PROMOTING ENGLISH/LITERATURE STUDENTS' ENGAGEMENT THROUGH MOVEMENT AND COLLABORATION
[Practice (Secondary/High School)]

Wai Kit Ow Yeong, Riverside Secondary School, Singapore
Elizabeth Ow Yeong, Teck Whye Primary School, Singapore

How can embodied pedagogy enrich the way students engage with English and Literature? Embodied learning—which integrates physical movement and sensory experiences into the learning process—has been proposed as a potential future pedagogical paradigm, including in language and literature education, in which it can enhance comprehension, retrieval, and engagement. This 50-minute workshop invites English/Literature educators to explore innovative teaching strategies that incorporate movement and collaboration into their lessons. By featuring embodied practices, teachers can design dynamic,

participatory experiences that engage students through intellectual, affective, and physical dimensions, while fostering deeper understanding and meaningful connections with texts.

The session introduces participants to the principles of embodiment in education, offering accessible, low-preparation activities that enhance students' analytical, creative, and interpretive skills. Through practical examples and hands-on demonstrations, the workshop presents techniques to facilitate participatory, movement-based experiences that promote active engagement with texts, including the exploration of narrative structures, character motivations and development, as well as thematic elements.

Teachers will explore how physicality can support students in gaining literary knowledge, connecting with universal human concerns, and developing collaborative skills. By engaging the body alongside the mind, these techniques can render abstract literary concepts more tangible, personal, and memorable. Participants will leave with actionable ideas and resources to implement in their own classrooms, promoting vibrant learning spaces in which students feel empowered to interpret, critique, and create. Whether teaching younger learners or students at advanced levels, this workshop provides tools to enhance English/Literature lessons with meaningful, dynamic, and multimodal experiences.

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WORKSHOP 2

Wednesday, 11 March 2026
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(Tanglin Room 2, Level 1)

INQUIRY THROUGH DIALOGUE: USING EXPLORATORY TALK TO BUILD ORACY SKILLS
[Practice (Secondary/High School)]

Faith Kaylie Ong, Manjusri Secondary School, Singapore

Vygotsky proposed that "ways of talking shape ways of thinking, and ways of thinking are expressed in ways of talking" (Mercer & Dawes, 2018), establishing the foundational relationship between language and cognitive development. Building on this framework, Mercer demonstrates that language enables "interthinking" through Exploratory Talk where "everyone's viewpoint is considered, opinions are justified with reasons, and decisions are made together" (Mercer & Dawes, 2018). The promotion of exploratory talk is a key aspect of inquiry through dialogue (a key pedagogical emphasis in EL Syllabus 2020) where teachers use talk moves to facilitate productive academic discussions (Academy of Singapore Teachers, 2020).

Talk cards were developed to scaffold these talk moves, supporting students in navigating complex ideas through purposeful peer discussion. Participants will engage in the same inquiry process used with students, experiencing firsthand how talk cards develop students' spoken language competencies through exploratory talk, transforming spontaneous conversation into academic discussion.

Classroom examples will demonstrate how these strategies deepened student thinking and strengthened collaborative meaning-making over time. The session unpacks the pedagogical decisions behind the use of exploratory talk and shows this approach develops students' capacity for "thinking together" while building their cognitive, social and emotional oracy skills.

Participants will leave with ready-to-implement tools and a deeper understanding of how exploratory talk enables inquiry through dialogue while developing students as critical thinkers and empathetic communicators.

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WORKSHOP 3

Wednesday, 11 March 2026
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(Room 501, Level 5)

TEACHER-STUDENT RUBRIC CO-CONSTRUCTION AS AN INNOVATIVE METACOGNITIVE APPROACH TO ENHANCE EAP WRITING INSTRUCTION
[Practice (Tertiary)]

Tong Zhang, Duke Kunshan University, China

This session aims to explore how teacher-student rubric co-construction can be used as an innovative instructional approach to enhance student metacognitive engagement with classroom assessment and support second language writing development in the EMI contexts. Drawing on data from two first-year English for Academic Purposes (EAP) classes at a Sino-Foreign Joint Venture university in China, the session will elucidate the process of involving students in rubric construction—the core of fostering reflection on writing expectations, genre awareness, and task conditions. Specifically, the session will present two models of rubric co-construction. One focuses on a single, one-time task condition, while the other focuses on multiple, recurring tasks. The presenter will discuss the merits and demerits of each different model by explaining the teaching observation and research findings regarding students' changes in perceptions and metacognition. Therefore, this presentation aims to provide practical strategies for implementing rubric co-construction, as well as informing the challenges and contextual factors that influence its effectiveness in a contextualized illustration. Moreover, the presentation will tease out the relevant literature from both theoretical perspectives and empirical studies. The audience would expect to comprehend the theoretical underpinnings and previous works, and reflect on how this approach can be adapted to their own teaching contexts to promote student autonomy, collaboration, and metacognitive growth. By the end of the session, participants will take away some actionable and adaptable ideas for designing and facilitating rubric co-construction across varied writing, teaching, and research contexts.

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WORKSHOP 4

Wednesday, 11 March 2026
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(Room 502, Level 5)

STRATEGIES FOR SUCCESS: ENHANCING ADULT LEARNERS' CONFIDENCE IN ACADEMIC LANGUAGE ENVIRONMENTS
[Practice (Tertiary)]

Winny Wilson, Singapore Management University, Singapore
Chia Mien Tan, Singapore Management University, Singapore

In 2022, Singapore laid out its plans to retrain adult learners (ALS) to help meet its future needs (Teng, 2022) and to reflect its concept of "continuous meritocracy" whose key premise is that success, particularly academic success, should not be determined by a single point in one's life (Chua et. al, 2024). This has resulted in adults returning to higher education in growing numbers (Deveraj, 2025). However, ALS encounter certain challenges upon entering academia (Bruce et. al., 2016), specifically the language demands of university-level reading, writing, listening and speaking.

This workshop explores practical strategies for creating more linguistically equitable and inclusive environments for ALS that are adopted at Singapore Management University (SMU). We will share how we support ALS at SMU through: (1) a tailored summer programme introducing key communication concepts which help students adapt their communication for specific purposes, diverse contexts and audiences and; (2) an ongoing English language support programme to equip students with the linguistic resources needed at university.

This interactive workshop gives participants hands-on opportunities to explore concepts and applications. Presenters will share their learning points from developing and running the initiatives including the challenges faced by ALS and how these might be overcome with practical strategies such as technology-enhanced tools.

You will leave with an understanding of how to implement supportive measures to bridge the gap between learners' prior experience and new academic expectations. The goal is to empower educators to create learning environments where students, regardless of their backgrounds, can communicate confidently and effectively.

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WORKSHOP 5

Wednesday, 11 March 2026
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(Room 503, Level 5)

BOOSTING L2 COMMUNICATION: HANDS-ON PRACTICE WITH THE CELP-COM TEST
[Practice (Tertiary)]

Shuhei Kadota, Kwansei Gakuin University, Japan
Naoya Hase, Kwansei Gakuin University, Japan
Kohei Miki, Kindai University, Japan

Second language (L2) interactive communication requires learners to process multiple tasks simultaneously: comprehending input, conceptualizing responses, and producing output. This multi-processing imposes a high cognitive load on learners, making executive working memory (EWM) essential for successful interactive communication.

This workshop introduces CELP-Com (Computer-based English Lexical Processing for Communication) test as a new assessment tool designed to measure EWM in L2 contexts. Unlike traditional vocabulary tests, CELP-Com requires participants to complete two-stage tasks: (1) an appropriateness judgment evaluating whether a target word fits within a sentence, followed by (2) a semantic relatedness judgment requiring them to evaluate the semantic processing between the first target word and a second word.

(1) Appropriateness judgment:

He quit his job because he is seriously ( ). ill (fit: yes)

(2) Semantic relatedness judgment: distant (not related: no)

These dual tasks require both the maintenance of lexical information and the inhibition of irrelevant contextual information, thereby closely reflecting the executive functions involved in real-time L2 interaction.

This workshop demonstrates how CELP-Com is directly connected with language-related executive control. Participants will gain a practical understanding of the role of executive function in L2 learning.

Small-group reflection, together with hands-on practice using CELP-Com Program, will allow participants to discuss the importance of executive control and its relevance to L2 learners. The workshop concludes with a discussion of how CELP-Com can serve as a pedagogical tool to enhance learners' lexical fluency and executive control in the classroom.

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WORKSHOP 6

Wednesday, 11 March 2026
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CULTIVATING CRITICAL DIGITAL LITERACY VIA THE STUDENT LEARNING SPACE (SLS)
[Practice (Secondary/High School)]

Shynn Lim, Jurong Secondary School, Singapore
Norlinda Omar, Jurong Secondary School, Singapore
Nur Shakirrah, Jurong Secondary School, Singapore

The proliferation of Generative AI presents both significant opportunities and challenges within education. To harness its potential constructively, a lesson study was conducted in the Secondary Three English Language classrooms at Jurong Secondary School to develop students' critical digital literacy. This initiative utilised the Student Learning Space (SLS) platform to design a lesson that makes students' critical engagement with AI visible. The lesson, refined over two research cycles, was developed as part of a project for the 2025 Smart Nation Educator Fellowship.

In this hands-on workshop, participants will first experience key components of the refined lesson. Next, they will use Generative AI to create practical resources for their own classrooms. Finally, participants will collaborate to design a lesson outline aimed at fostering critical digital literacy in their specific teaching contexts.

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WORKSHOP 7

Wednesday, 11 March 2026
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(Room 506, Level 5)

BUILDING READING COMMUNITIES: FOSTERING AUTONOMY THROUGH EXTENSIVE READING
[Practice (Tertiary)]

Melody Elliott, Tokai University, Japan
Catherine Cheetham, Tokai University, Japan

Extensive Reading (ER) provides learners with opportunities to develop language proficiency through large amounts of enjoyable, level-appropriate reading via simplified texts such as graded readers (Nation & Waring, 2020). ER is especially valuable in contexts where learners have limited exposure to English outside the classroom. However, sustaining ER habits beyond formal instruction is challenging, as motivation can be fragile and easily displaced by academic pressures or a lack of accountability (Kirchhoff, 2013).

This workshop will explore ways to integrate ER into a self-access learning (SAL) environment to foster long-term learner autonomy and engagement. Drawing on classroom experience, learner feedback, and autonomy-supportive pedagogy, the presenters will share how one Japanese university's ER program extends beyond the classroom to SAL, and how it incorporates physical and digital materials, recognition systems, and peer interaction to build a community around reading. Participants will examine practical strategies and activities, such as goal setting, achievement recognition, holiday reading initiatives, and reading circles, which promote engagement and ownership of learning while helping learners sustain ER habits independently. The workshop will offer adaptable methods for embedding ER meaningfully into SAL contexts and for scaffolding autonomy across varying motivation levels. This session will be especially valuable for educators and program designers seeking effective ways to promote lifelong reading habits and strengthen learner agency in language education.

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WORKSHOP 8

Wednesday, 11 March 2026
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(Room 507, Level 5)

RETHINKING SPEAKING ASSESSMENT: AN INNOVATIVE APPROACH USING PEER FEEDBACK
[Practice (Tertiary)]

Simon Wilkins, Tokai University, Japan
Peter Collins, Tokai University, Japan

Free of the constraints of traditional teacher/student interchanges (Topping, 2009), peer-assessment helps students understand the "what, how, and why" of their learning (Black and Wiliam, 2010). Experiencing this process can, in turn, help them evolve into independent and life-long learners (Hattie and Jaeger, 1998). However, it is challenging to ensure that students adequately grasp what constitutes "good" English and to acquire the language skills necessary to provide constructive feedback. This workshop will share an innovative peer assessment component of a semester-long speaking course at a Japanese university. The workshop will start with an overview of the theoretical framework underpinning the component, outline steps to follow, and suggest ways to addressing challenges that might arise. Participants will be invited to assume the role of peer-assessing students, allowing them to experience some of the steps. After watching brief videos of past students performing a speaking task and intuitively ranking them by proficiency, they will discuss in groups how their rankings were decided. The presenters will lead a "class" discussion on the groups' decisions to collaboratively establish assessment criteria. A bank of feedback vocabulary and phrases will emerge from the discussion that they can use in peer assessment. The session will also demonstrate an interactive video tool that helps students give reflective peer feedback in a practical way. Finally, participants will have a chance to describe how they could adapt the activities to their own teaching contexts.

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WORKSHOP 9

Wednesday, 11 March 2026
1:20 PM – 2:10 PM
(Room 508, Level 5)

LEARNING TO LISTEN, LISTENING TO LEARN: A FRAMEWORK FOR ACADEMIC LISTENING IN TERTIARY EMI SETTINGS
[Practice (Tertiary)]

John Liang, NYU Shanghai, China

Despite high scores on English proficiency tests, many EMI university students struggle to engage fully with academic lectures—largely because of limited aural perceptual skills, insufficient activation of background knowledge, difficulty distinguishing key ideas from details, and an inability to recognize topical signposts. As a result, information often becomes fragmented, hindering students' ability to take strategic notes, synthesize ideas, and respond to lectures effectively, as is expected in their broader academic studies. This workshop introduces a research-informed instructional framework designed to foster multidimensional listening, addressing both building comprehension through listening ("learning to listen") and knowledge construction through listening ("listening to learn"), enabling skill transfer to content-area learning through targeted instruction and critical engagement.

The session begins with a brief review of research on discourse comprehension in tertiary EAP settings, emphasizing the complementary roles of learning-to-listen and listening-to-learn. Building on this foundation, it presents a five-step instructional framework: anticipation, activation, comprehension, communication, and reflection. In anticipation, students identify lesson goals and connect them to final tasks. In activation, their content, lexical, phonological, rhetorical, and strategic knowledge is primed for comprehension. During comprehension, students apply strategies such as mind mapping and note-taking to achieve interpretive understanding. In communication, they engage in oral tasks—restating, discussing, and presenting ideas synthesized from sources to demonstrate critical interpretations. Finally, reflection prompts students to assess their strategy use and consider how to transfer these skills to disciplinary contexts.

The workshop concludes with key principles for effective academic listening instruction in EMI settings. Active participation is anticipated.

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WORKSHOP 10 **Wednesday, 11 March 2026**
1:20 PM – 2:10 PM
(Room 601, Level 6)

HARNESSING AI FOR WRITING FEEDBACK: A PRACTICAL APPROACH USING BRISK TEACHING
[Practice (Primary/Elementary)]

Ee Wee Daniel Teo, Northoaks Primary School, Singapore

This workshop shares a classroom-based practice using Brisk Teaching, an AI-powered platform, to generate rubric-based feedback for students' continuous and situational writing. Handwritten compositions are photographed, transcribed into Google Docs, and uploaded into individual student folders. Brisk Teaching then provides detailed feedback aligned to PSLE writing criteria, highlighting strengths and areas for improvement. Students complete a guided self-assessment and set specific writing goals before drafting a second version of their work. This process promotes metacognition through the use of a self-assessment rubric and encourages meaningful revision of students' writing through targeted feedback given. The approach has led to reduced teacher marking load and improved student writing through clear revisions. While AI feedback streamlines the process, teacher guidance remains key to helping students act on the feedback. This practical workflow balances efficiency with quality, fostering more reflective and independent student writers in the primary classroom.

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WORKSHOP 11 **Wednesday, 11 March 2026**
1:20 PM – 2:10 PM
(Room 602, level 6)

TALK. TWEAK. THRIVE: EMPOWERING ORACY WITH GENAI, PEEL AND AFL
[Practice (Primary/Elementary)]

Ivy Leow, Fern Green Primary School, Singapore
Elaine Yeo, Fern Green Primary School, Singapore

In response to global trends in language learning, educators are increasingly leveraging technology and thinking routines to equip students with Enhanced 21st Century Competencies (E21CC)—such as critical thinking, communication, and collaboration. This presentation shows how generative AI (GenAI) and the PEEL structure (Point, Evidence, Explanation, Link) can be integrated into a primary classroom to build oracy skills through purposeful talk.

Designed for high-progress learners, the lesson sequence was anchored in an interactive Padlet featuring visual prompts, opinion polls, and scaffolded tasks that promoted student agency and deeper thinking. GenAI tools were introduced to support learners in extending their ideas, elaborating responses, and practising conversational fluency with clarity and confidence. By using AI-generated prompts and modelling feedback, students were able to co-construct and refine personal responses using the PEEL framework.

Working in pairs, students used success criteria to guide peer discussions and assess the quality of their responses. Formative assessment (AfL) strategies—including checklists —were embedded to help students track progress and set goals.

By combining structured thinking routines and GenAI support, the lesson demonstrated how global innovations can be meaningfully adapted to local classroom contexts. This session will showcase student artefacts, sample AI-student interactions, and teacher-crafted scaffolds. It will be especially relevant to educators seeking to integrate AI meaningfully while nurturing E21CC through oracy.

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WORKSHOP 12

Wednesday, 11 March 2026
1:20 PM – 2:10 PM
(Room 603, Level 6)

SHAPING A GENAI FRAMEWORK FOR RESEARCH AND WRITING IN APPLIED LINGUISTICS: A COLLABORATIVE WORKSHOP
[Research]

Benjamin Luke Moorhouse, City University of Hong Kong, China
Hassan Nejadghanbar, Polytechnic University of Hong Kong, China
Marie Yeo, SEAMEO RELC, Singapore

The rapid adoption of generative AI (GenAI) in Applied Linguistics research and publication has created both opportunities and challenges for the field. While some scholars have highlighted inappropriate uses of these tools, others have demonstrated their potential in supporting researchers, especially early-career researchers. The absence of standardized guidelines has created uncertainty over the ethical use of AI. There is a need for a shared disciplinary framework that guides responsible and ethical use of GenAI in research processes.

This presentation extends the discussion from our 2025 TESOL Quarterly article, Study Quality in the Age of AI: A Disciplinary Framework for Using GenAI in TESOL research (Moorhouse, Nejadghanbar, & Yeo, 2025). The framework builds on Plonsky's (2024) four elements of quality study, namely, transparency, methodological rigor, ethics, and societal value, while adding a fifth element: human accountability.

In this interactive session, we will present the framework, illustrate its relevance with examples from recent publications, and invite participants to evaluate the framework. By the end of the workshop, participants will have had the opportunity to examine the framework critically, to consider how it applies to their own research contexts, and to propose refinements that enhance its practicality and validity. In this way, the workshop aims not only to deepen understanding of ethical use of GenAI in applied linguistics research but also to co-construct a more robust and context-sensitive framework for the field.

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WORKSHOP 13

Wednesday, 11 March 2026
1:20 PM – 2:10 PM
(Room 604, Level 6)

HANDS-ON, HEARTS-ON: MOTIVATING STUDENTS THROUGH PLAY-BASED LEARNING
[Practice (Primary/Elementary)]

Naziathul Suhailah, White Sands Primary School, Singapore
Noraini Niat, Pasir Ris Primary School, Singapore

"What if everyday items in your classroom could transform into powerful tools for joyful learning?"

Learning is most effective when it is both enjoyable and engaging. When students are actively engaged and find meaning in what they do, their motivation grows and their confidence flourishes. This workshop explores how the joy of learning through play can be intentionally designed into everyday classroom practice. Participants will discover how purposeful play, hands-on experiences, and creative use of simple materials can transform lessons into opportunities for exploration, collaboration, and wonder.

The significance of play is well-documented. Dewey (1910) linked children's experimentation in play to scientific inquiry, while Vygotsky (1978) emphasized its role in enhancing speech, cognition, and self-regulation. Neuroscientific research (Gordon et al., 2003; Whitebread et al., 2012) further shows that play stimulates the prefrontal cortex, driving complex thinking and growth. Building on this foundation, the 'Relevant, Appealing, and Personal' (RAP) pedagogical guideline (Nazir, 2015) offers a practical

framework for designing lessons that are not only enjoyable but also meaningful and motivating, particularly for students who need additional engagement.

Through interactive demonstrations and practical strategies, participants will learn how play pedagogies encourage active participation, inquiry-based exploration, and support the unique strengths and needs of every learner.

Together, let's transform classrooms into places where play and purpose unite to nurture curiosity, creativity, and success for all learners.

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WORKSHOP 14

Wednesday, 11 March 2026
1:20 PM – 2:10 PM
(Room 605, Level 6)

CREATING DIALOGIC ENGLISH LANGUAGE CLASSROOMS
[Practice (Primary/Elementary)]

Nagina Sawant, Punggol Cove Primary School, Singapore
Swan Lynn Chua, Punggol Cove Primary School, Singapore
Jasmine Yuen Har Tang, Punggol Cove Primary School, Singapore
Murni Alidawati Mohd Amin, Punggol Cove Primary School, Singapore
Nur Shafiqah Rosland, Punggol Cove Primary School, Singapore

A Dialogic Classroom, as Alexander (2008) describes, is one where classroom talk is collective, reciprocal, supportive, cumulative and purposeful. At Punggol Cove Primary School, our team has sought to bring this to life by deliberately developing students' oracy through inquiry. Our purpose is to nurture reflective thinkers, confident speakers, and active listeners who can reason, collaborate, and communicate effectively.

In our endeavour to develop dialogic classrooms, we used Socratic questioning as a key strategy. Students were introduced to different types of Socratic questions and supported with talk prompts to guide deeper discussions. They were then provided with an Evaluation Criteria Card (ECC) to engage in self- and peer-assessment, helping them monitor how they listen, respond, and extend ideas. Through these practices, students became more adept at challenging assumptions, articulating reasoning clearly and applying these skills beyond their English lessons.

In this workshop, we share our school's approach through an interactive, hands-on session. Participants experience how Socratic questioning and talk prompts can guide discussions and practise using the ECC as a tool for developing oracy. They also analyse samples of classroom discussions, notice features of productive talk and try out adaptable strategies for their own contexts.

By the end of the workshop, participants take away practical strategies and tools to create talk-rich classrooms that nurture critical and adaptive thinking, collaboration, and effective communication, which are hallmarks of future-ready learners.

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WORKSHOP 15

Wednesday, 11 March 2026
1:20 PM – 2:10 PM
(Learning Space Room 807, Level 8)

'SHH!' RETHINKING SILENCE IN WORDLESS PICTUREBOOKS
[Practice (Primary/Elementary)]

Sou Kuin Hui, Valour Primary School, Singapore

This interactive and hands-on workshop warmly invites participants to contemplate the absence of the written word or silence in wordless picturebooks amid the call for developing multiliteracies in today's

context. The workshop uses metacognition as a strategy to encourage participants to reflect on their cognitive process of constructing meaning in wordless picturebooks. Referencing seminal works on reading picturebooks by scholars such as Maria Nikolajeva, Carole Scott and Perry Nodelman, participants would also exercise their creativity to create their own wordless picturebook to convey stories in the visual and physical form.

The revised English Language (EL) Syllabus 2020 at the primary level in Singapore recognises that multiliteracies are integrated with language learning in the 21st century, emphasising "creation of meaning strengthened by rich multimodal perspectives" (p. 14). STELLAR (Strategies for English Language Learning and Reading), a mainstay of the EL curriculum, uses both local and international graded readers for instruction. Wordless picturebooks are noticeably absent in the canon and arguably afford educators and students to explore the phenomenon of multiliteracies and the underlying goals as outlined in the EL Syllabus.

Critics often laud wordless picturebooks for their creativity and universality. Text may sometimes pose a challenge in the reading process and the lack thereof instead actively engages readers from diverse social and cultural backgrounds in meaning-making. Readers are free to strategise and use 'alternative' semiotic modes such as illustration styles, colours, composition and physical size of the book to make meaning.

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INVITED SPEAKERS

INVITED SPEAKER 11 **Wednesday, 11 March 2026**
2:20 PM – 3:10 PM
(Auditorium)

BEYOND CENTAURS AND CYBORGS: MODES OF COLLABORATIVE WRITING WITH AI
[Research]

Rodney Jones, University of Reading, United Kingdom

Most second language writing pedagogy remains rooted in the myth that 'authentic' writing is produced by solitary authors, despite decades of research showing that workplace writing is almost always collaborative. This individualistic view has coloured how educators approach artificial intelligence, where concerns about authorship and academic integrity often obscure opportunities AI offers for teaching the collaborative writing practices essential for contemporary workplaces.

This talk draws on research on collaboration in both language learning and workplace writing to explore how AI tools might help us address the neglected competency of collaborative writing. I identify six dimensions of human–human collaboration—division of labour, locus of control, patterns of interaction, genre and intertextuality, creativity and emergence, and accountability—and examine how these change when generative AI enters the mix. I apply this framework to observations of students building AI agents for collaborative learning, interviews with creative industry workers integrating AI into workflows, workshops with creative writers experimenting with AI, and performances by comedians using chatbots as improvisational partners.

The analysis reveals how AI can help writers grasp the dynamics of collaboration by simulating relationships, personas, and activity systems, encouraging them to see writing as a non-linear design process involving alternating phases of engagement and reflection. It also exposes key challenges in collaborating with AI around issues like consensus building and social cues. Future work on AI-assisted pedagogies must address how AI can reshape writing as a social act—helping us learn to work better not only with machines, but with each other.

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INVITED SPEAKER 12

Wednesday, 11 March 2026
2:20 PM – 3:10 PM
(Room 503/504)

DISRUPTION IN LANGUAGE PRACTICES FROM EMERGING TECHNOLOGIES: CHALLENGING RESEARCH PARADIGMS AND INSIGHTS FROM RICH DATA
[Research]

Oliver Ballance, Victoria University of Wellington, Australia

There is widespread agreement that artificial intelligence (i.e. large language models) will disrupt society in ways that are hard to predict. The challenges that they pose to current language practices are already evident in, for example, the growing concerns about academic integrity in both education and publishing. Indeed, these technologies constitute such a fundamental change in what it means to use a language that they require a reconceptualisation of what it means to learn or teach one. However, this does not necessarily mean that language learning and teaching will become obsolete; rather, it suggests that we need to reconceptualise what language use, learning and teaching entail now that such powerful technologies are available. To facilitate this change in thinking, we urgently need research that illuminates these technologically driven changes in language practices.

Unfortunately, much current research in computer-assisted language learning continues to rely on a highly reductive quasi-experimental research paradigm, despite its clear limitations for exploring complex phenomena and questions (Ballance, 2024). This paper reviews the current state of research in relation to AI and language learning while also highlighting the constraints that limit its interpretability and informativeness. It then presents an auto ethnographic study of using an AI-powered translation app in a naturalistic language-use context. In addition to reporting specific findings from this case study, the paper argues that rich data from exploratory work of this kind is essential for understanding emergent phenomena and constitutes a necessary foundation for the design of genuinely informative, population-level confirmatory studies.

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INVITED SPEAKERS

INVITED SPEAKER 13

Wednesday, 11 March 2026
3:20 PM – 4:10 PM
(Auditorium)

RECLAIMING SANITY: TEACHING, LEARNING AND ASSESSING ENGLISH LANGUAGE IN AN AI-OBSESSED WORLD
[Research]

May Yin Tay, English Language Institute of Singapore, Singapore

AI is seen to be a pervasive and indispensable driver of change for the teaching, learning and assessment of the English language. It provides immediate answers and non-judgemental feedback; generates ample ideas and content; constructs simple and complex texts and tasks; and offers limitless opportunities for contextualising and reinforcing language learning. At the same time, researchers and educators have lamented that sanity could be lost through over-dependence on and the undiscerning use of AI in language classrooms. This presentation delves into the meaning of reclaiming sanity in the teaching, learning and assessment of English language amidst an AI-obsessed world. It poses questions for educators and teachers to consider about the purpose and role of language in meaning-making in an AI-centred teaching and learning setting. In the Singapore context, the beliefs about English language and effective teaching, learning and assessment are premised upon the understanding that language is a means of meaning-making; that language is a system with rules and patterns that can be used to create discourses and texts; that effective language use is guided by communicators' awareness of purpose, audience, context and culture; and that language learning builds on positive attitudes, affective engagement, interaction and creative self-expression. A Sanity Check is offered on how educators and

teachers of English language can reclaim our sanity on effective language teaching, learning and assessment.

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