SOKA University

UNIVERSITY of York

DIELE 2024

The 2nd International Hybrid Conference on

Diversity and Inclusivity in English Language Education

11-12 May 2024

Soka University | Tokyo | Japan

INTERNATIONAL HYBRID CONFERENCE ON DIVERSITY AND INCLUSIVITY (DIELE) IN ENGLISH LANGUAGE EDUCATION

About the 2024 DIELE International Hybrid Conference

Inclusive education aims to create equity in the classroom and raise attainment for all students, regardless of the challenges they may experience. In inclusive English language classrooms, curricula are accessible to all learners, instruction is innovative and differentiated, teachers ensure that the diverse community of learners feels welcome and valued, and the individual learners receive indispensable support to develop their inborn and new talents, and successfully achieve their goals.

This conference is an excellent opportunity for discussing key issues and current trends in promoting inclusive education in classrooms where English is taught as a foreign, second, additional or international language. A real strength of this event is that it brings together a diverse audience comprising academics, teacher educators, teacher-researchers, researchers, policy makers and materials developers, who are keen on promoting and utilising theory, research and practice to make English language education more attractive, effective, inclusive and innovative.

The aims of the conference are as follows:

- To offer a deeper understanding of diversity and inclusivity in English language education, and the benefits and challenges they bring to the teaching-learning process;
- To create a forum for sharing current and innovative practices that promote diversity and inclusivity in the English language classroom;
- To reflect on current English language courses and the extent to which they integrate the constructs of diversity and inclusivity into their curricula, and suggest improvements if need be;
- To promote interdisciplinary research of particular relevance to diversity and inclusivity in English language education and, more specifically, to enable teacher-researchers to present their empirical findings about specific pedagogical questions they have investigated and academic researchers to not only showcase their findings, but also enter into a dialogue about the implications of their studies for classroom practice;
- To bring together researchers and research scholars to exchange their experiences, discuss challenges and promote new approaches to researching diversity and inclusivity in English language education; and,
- To build a global network of experts that seeks to publicize the topics of diversity and inclusivity in English language education and leads to the creation of a high-quality publication: an edited volume on *Exploring Inclusivity in English Language Education: Celebrating Innovative Practices* (edited by H. Buchanan, D. O'Reilly and J. Premier).

MESSAGES

Prof. Masashi SUZUKI
President, Soka University

To our distinguished guests, presenters and participants at the Second International Hybrid Conference on "Diversity and Inclusivity in English Language Education" (DIELE), the faculty, students and Conference Organizing Committee of Soka University would like to extend to you a warm welcome to this important international event.

Since our establishment in 1971, Soka University has remained steadfast in its commitment to student-centered education. Situated in Hachioji, a suburb of Tokyo, our sprawling campus provides an ideal setting for learning, complemented by one of the most comprehensive international exchange programmes in Japan. As of March 2024, Soka University boasts academic exchange agreements with 260 universities spanning 69 countries and regions. Currently, we are proud to host approximately 600 international students from 59 countries and regions, constituting 10% of our student body.

As we plan for the 60th anniversary of the founding of our university in 2031, we have outlined our vision for the future in the "Soka University Grand Design 2021-2030." Building upon our founding principles articulated by Dr. Daisaku Ikeda, our aim is to cultivate creative individuals and global citizens. Over the past decade, our commitment to globalisation and educational excellence has been evident through initiatives such as the "Top Global University Project" and the development of infrastructure including the Global Square where this conference will take place. By honouring our past while embracing innovation, we continue to be dedicated to advancing the ideals of the Soka System of Value-Creating Pedagogy, initiated by the educator Tsunesaburo Makiguchi, as we approach the centennial anniversary of the Soka Education System in 2030.

In collaboration with the University of York (United Kingdom), we are poised for a transformative gathering. Bringing together experts, researchers, scholars and students from approximately 40 countries, our mission is clear: to explore crucial topics surrounding diversity and inclusivity in English language education. Inclusive classrooms are essential in order to foster equity and excellence, allowing every individual to thrive. Through insightful discussions and exchanges, we aim to share innovative practices, evaluate existing curricula, and promote interdisciplinary research. This conference promises immense significance as we strive to address the gaps and challenges in English language education. By fostering global networks of expertise and advocating for meaningful change, we are committed to advancing the field both locally and internationally.

Soka University welcomes you to the conference, and we look forward to a productive and enriching experience for all involved.

MESSAGES

DIELE 2024 Conference Chairs and Organising Committee

Dear Esteemed Conference Delegates,

We would like to extend our warmest greetings and welcome to you all prior to the commencement of the 2nd International Conference on *Diversity and Inclusivity in English Language Education* in Tokyo, Japan. Your participation in our conference is highly appreciated and the programme promises an inspiring and informative event.

The concepts of diversity and inclusion have gained central importance in the 21st century and seem to be present in all spheres of our lives, including English language teaching and learning. Notwithstanding, in some teaching contexts, the concepts of diversity and inclusion are more apparent than in others. In other contexts, they exist more in theory than in practice. Similarly, robust research on diverse and inclusive English language classrooms seems limited or inconclusive. Due to these gaps, it is vital that debates on diversity and inclusion in education continue and lead to effective and long-term changes, hence our conference series.

We have ensured that the conference provides a platform to present theoretical and applied research and educational and psychological practices in the broadly defined field of applied linguistics, bringing together academics, researchers, practitioners, and students, and stimulating professional interactions among them.

We believe that a convivial ambience nurtures collaboration and novelty. One of our main objectives is to ensure that you all feel enthused and inspired during our two-day gathering. As you can see on the conference website, we have an excellent lineup of keynote speakers. They are experts in their respective fields and will share their insights, vast knowledge, recent research, and professional experiences with us. We have also included networking opportunities in the conference programme for you. We hope these exchanges will lead to inspiration, future collaboration, and professional growth.

Thank you for being part of this exciting event. We are certain that this conference will be a valuable, rewarding, and unforgettable experience.

PLENARY SPEAKERS

May 11, 2024

Plenary Presentation 1

Raichle Farrelly
University of Colorado Boulder, United States

Transgressive Teaching to Promote Equity in TESOL

Plenary Presentation 2

Penny Ur
Israel

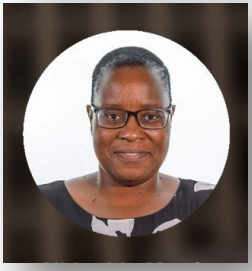
Learner Agency and Diversity

May 12, 2024

Plenary Presentation 3

Toshinori Ishikuma
Tokyo Seitoku University, Japan

Promoting and Supporting Mental Health and Well-Being in Schools



Plenary Presentation 4

Nhlanhla Mpofu
Stellenbosch University, South Africa

Inclusivity and Diversity in Multilingual and Superdiverse English Language Education: Lessons from South Africa

2024 DIELE International Hybrid Conference
Conference Schedule

May 11, 2024

Date/Time in Japan Standard Time

8:15	**Registration of Participants/Delegates**	**Global Square 1st Floor Lobby**
9:00-9:30	**Opening Ceremony** Welcome Remarks by President Masashi Suzuki Soka University Opening Remarks by DIELE Organising Committee Opening performances	Discovery Hall
9:30-10:30	**Plenary Presentation 1** **Raichle Farrelly** University of Colorado Boulder, United States **Transgressive Teaching to Promote Equity in TESOL**	Discovery Hall
10:30-10:35	Photo Session	Discovery Hall
10:45-11:55	**Parallel Sessions 1**	Global Square 6th Floor
12:00-1:00	Lunch	Global Square 4th Floor
1:00-2:10	**Parallel Sessions 2**	Global Square 6th Floor
2:20-2:40	Tea break / Networking	Global Square 4th Floor
2:50-4:40	**Parallel Sessions 3**	Global Square 6th Floor
5:00-6:00	**Plenary Presentation 2** **Penny Ur** Israel **Learner Agency and Diversity**	Global Square B1 Floor Room AB 102
6:15	Bus departure for the Conference Dinner	Global Square (Front)
7:00-9:00	**Conference Dinner**	Ukai Toriyama, Takao

2024 DIELE International Hybrid Conference
Conference Schedule

May 12, 2024

Date/Time in Japan Standard Time

8:30	Registration of Participants/Delegates	Global Square 1st Floor Lobby
9:00-10:10	**Parallel Sessions 4**	Global Square 6th Floor
10:10-10:40	Tea break / Networking	Global Square 4th Floor
10:45-11:45	**Plenary Presentation 3** **Toshinori Ishikuma** Tokyo Seitoku University, Japan **Promoting and Supporting Mental Health and Well-being in Schools**	Global Square B1 Floor Room AB 102
12:00-1:00	Lunch	Global Square 4th Floor
1:00-2:50	**Parallel Sessions 5**	Global Square 6th Floor
3:00-3:30	Tea break / Networking	Global Square 4th Floor
3:35-4:35	**Plenary Presentation 4** **Nhlanhla Mpofu** Stellenbosch University, South Africa **Inclusivity and Diversity in Multilingual and Superdiverse English Language Education: Lessons from South Africa**	Global Square B1 Floor Room AB 102
4:35-5:00	Closing Ceremony	Global Square B1 Floor Room AB 102

Parallel Session 1
May 11 (Sat), 2024

Presentation room and time	Parallel Session 1 (10:45-11:55)
AW 601 **Session 1** **10:45-11:15**	**Language Learning Trajectories Of Older Adult Learners: An Exploration of Individual Differences for Inclusive Classroom Practices** Karolina Czopek
AW 601 **Session 2** **11:25-11:55**	**Advancing Inclusivity, Equity, and Diversity In English Language Education: Empowering Underrepresented Students in Africa** Akem Solange Ojong and Eugene Hayford Addo
AW 602 **Session 1** **10:45-11:15**	**Enhancing Inclusivity and Diversity in English Medium Instruction Programs: Case Study of a Polish University.** Magdalena Walenta and Agniezska Kaldonek-Crnjakovic
AW 602 **Session 2** **11:25-11:55**	**Students' Special Educational Needs in the Classroom** Mizuka Tsukamoto
AW 603 **Session 1** **10:45-11:15**	**Challenges in Teaching and Learning English as a Second Language with Autism Spectrum Disorder** Fedelis Tangwan Abam
AW 603 **Session 2** **11:25-11:55**	**Student Perceptions of Disability at a Japanese University: Stage 1** Danielle Haugland and Tina Brown
AW 604 **Session 1** **10:45-11:15**	**Students with Interrupted Formal Education: Meeting their Academic and Social-Emotional Learning Needs** Judith O'Loughlin
AW 604 **Session 2** **11:25-11:55**	**How SEN and Non-SEN Students Complete Reading Comprehension Tasks: An Eye-Tracking Based Evidence** Agnieszka Andrychowicz-Trojanowska

Parallel Session 1
May 11 (Sat), 2024

Presentation room and time	Parallel Session 1 (10:45-11:55)
AW 605 **Session 1** **10:45-11:15**	**Pragmatic Competence in English as a Foreign Language Acquisition: Diverse Profiles of School-Age Language Learners with and without ADHD as Implications for Inclusive Classroom Practices** Tanja Angelovska
AW 605 **Session 2** **11:25-11:55**	**A Study on Predicting Stumbling Blocks for Japanese Learners in Learning Alphabetic Letters** Mutsumi Iijima
AW 606 **Session 1** **10:45-11:15**	**Inclusivity in Learning English as a Foreign Language in Children with Listening Attention Deficit** Magda Zelazowska-Sobczyk and Agnieszka Andrychowicz-Trojanowska
AW 606 **Session 2** **11:25-11:55**	**Shifting Boundaries, Shaping Selves: Insights From an Online Intercultural Exchange** Lindsay Herron
Online / Hybrid Presentations	
AW 609 **Session 1** **10:45-11:15**	**Diverse Voices in TESOL: The Impact of Female International Faculty on Higher Education in Japan** Sandra Healy and Olivia Kennedy
AW 609 **Session 2** **11:25-11:55**	**Diversity Beyond National Curriculum Standard: Spelling Errors of Indigenous and Malay Students in Malaysia** Farrah Diebaa Rashid Ali
AW 610 **Session 1** **10:45-11:15**	**Building Resilience through Trauma-Informed Pedagogy in War Time: Lessons from Ukraine** Uliana Tykha
AW 610 **Session 2** **11:25-11:55**	**Incorporating Transcultural Awareness & Sense of Belonging into the Design of an EAP Pre-sessional Course** Michèle le Roux

Parallel Session 2
May 11 (Sat), 2024

Presentation room and time	Parallel Session 2 (1:00-2:10)
AW 601 **Session 1** **1:00-1:30**	**Exploring Inequality Mediated by English Learning in Hong Kong Higher Education: A Language Ideology Perspective** Steven Yeung
AW 601 **Session 2** **1:40-2:10**	**Text, Genre and Beyond: A 3-R Framework for Enhancing Inclusive Learning** Hem Raj Kafle
AW 602 **Session 1** **1:00-1:30**	**Exploring Students' Perspectives on Inclusive Democratic Practices in English Language Classroom** Samikshya Bidari
AW 602 **Session 2** **1:40-2:10**	**“I’m the Mouse between the Cat and Owl Fight”: Accessing Academic Knowledge in Diverse Contexts** Ilse Fouche
AW 603 **Session 1** **1:00-1:30**	**Rupturing ELT in Korea: Secondary English Teachers' and Students’ Views of Teaching and Learning WE/ELF** Kiwan Sung
AW 603 **Session 2** **1:40-2:10**	**Investigating L2 Engagement: A Case Study of L2 Students at the Tutoring School for Dyslexia** Azumi Naruse
AW 604 **Session 1** **1:00-1:30**	**Trans-Speakerism: Voices of Japanese University Professors** Takaaki Hiratsuka
AW 604 **Session 2** **1:40-2:10**	**Effective and Easy-to-Implement EFL classroom Practices to Address Learner Diversity and Engagement** Art Tsang

Parallel Session 2
May 11 (Sat), 2024

Presentation room and time	Parallel Session 2 (1:00-2:10)
AW 605 **Session 1** **1:00-1:30**	**Hip Hop Cyphers and Soka Education: Unique Approaches in English Language Teaching for Diversity and Inclusion** Tan Beng Hwee
AW 605 **Session 2** **1:40-2:10**	**Portraying Inclusive Education in a High-Performance Athlete School in East Borneo: English Teachers' Narratives** Safitry Wahyuni, Made Hery Santosa, Elvira Siahaan, and Diana Iriantina
AW 606 **Session 1** **1:00-1:30**	**Diverse Voices in Japanese Classrooms: Experiences of Women of Color Teaching English** Doris Wairimu Murungu
AW 606 **Session 2** **1:40-2:10**	**Phobia and Philia: Disentangling the Fear and Fascination of Racialised Caribbean Teachers in TESOL** Jenson Deokiesingh
Online / Hybrid Presentations	
AW 609 **Session 1** **1:00-1:30**	**Digital Tools to assist Language Learning among Learners with Dyslexia.** Tharushi Hirunika Perera
AW 609 **Session 2** **1:40-2:10**	**Social-Emotional Learning as a Tool to Promote Inclusiveness and Diversity in Language Education: The Case of Pre-Service Teachers at the University of Warsaw** Agnieszka Błaszczak, Agnieszka Kaldonek-Crnjakovic and Anna Jarszewska
AW 610 **Session 1** **1:00-1:30**	**Addressing Non-Inclusive Materials' Impact on Language Learning in Sri Lanka: Overcoming Classroom Challenges** Kamburugamuwe Gamacharige Nalini Sulochana Chathumali
AW 610 **Session 2** **1:40-2:10**	**Remembering the Holocaust through Picturebooks in ELT** Tatia Gruenbaum

Parallel Session 3
May 11 (Sat), 2024

Presentation room and time	Parallel Session 3 (2:50-4:40)
AW 601 **Session 1** **2:50-3:20**	**Translanguaging Beyond the Classroom: A Reflexive Exploration of Multilingual Performative Gestures in Occupational Contexts for Filipino ESL Teachers** Princess Santos Calacala and Jan Marvin A. Goh
AW 601 **Session 2** **3:30-4:00**	**The Influence of (Un)Belonging on Work for English Language Teachers** May Kyaw Oo and Gretchen Clark
AW 601 **Session 3** **4:10-4:40**	**Inclusive Grammar-Based Activities and Confidence Building in a Culturally Diverse Classroom** Magda Smith
AW 602 **Session 1** **2:50-3:20**	**The Silence Gap: Challenge and Opportunities of Implementing Silence in Indonesian Primary School** Ashanti Dayani Ajengpitaloka
AW 602 **Session 2** **3:30-4:00**	**English Language Teacher Education and Inclusive Practices for Students with Specific Learning Difficulties (SpLDs) in Indonesia** Hidayat Polim
AW 602 **Session 3** **4:10-4:40**	**From Language Diversity in Europe to the Multilingual Education** Ewa Żebrowska
AW 603 **Session 1** **2:50-3:20**	**Rethinking Learner Silence for Inclusive Pedagogy** Dat Bao
AW 603 **Session 2** **3:30-4:00**	**Unveiling Diversity, Equity, and Inclusion in Hiring Practices in Japanese University Language Instructor Recruitment** Lily Thukral and Michael Corbett Sr.
AW 603 **Session 3** **4:10-4:40**	**Cultivating Diversity, Inclusion, and Equity in English Classrooms: Thai EFL Teachers' Intercultural Competence and Sensitivity Levels** Pariwat Imsa-ard

Parallel Session 3
May 11 (Sat), 2024

Presentation room and time	Parallel Session 3 (2:50-4:40)
AW 604 **Session 1** **2:50-3:20**	**Fostering Meaningful Online Collaborative Learning: A place of Equity and Inclusion** Joe Mary G. Ibañez and Toshiaki Iimura
AW 604 **Session 2** **3:30-4:00**	**(Mis)representations of Africanity in Japanese EFL Textbooks** Gregory Paul Glasgow
AW 605 **Session 1** **2:50-3:20**	**Enhancing Inclusivity in ESL Classrooms Through Mangas: A Content Analysis Approach** Golay Amiri
AW 605 **Session 2** **3:30-4:00**	**Plurilingual Arts-Based Approaches for Critical Reflexivity** Yaya Yao
AW 605 **Session 3** **4:10-4:40**	**Raising Accessibility, Diversity, and Inclusivity in Tertiary Education via 3D Teaching and Learning Aids** Agnieszka Kałdonek-Crnjaković
AW 606 **Session 1** **2:50-3:20**	**Inclusive Literacy Development Training for Pre-Service Teachers in Early Childhood Education in Indonesia** Andy Cirocki
AW 606 **Session 2** **3:30-4:00**	**Women in ELT: Global Challenges, Future Aspirations** Heather Buchanan
AW 606 **Session 3** **4:10-4:40**	**Implicit Hiring Preferences in Japanese Higher Education Job Advertisements** Elizabeth Oba and Theron Muller

Parallel Session 3
May 11 (Sat), 2024

Presentation room and time	Parallel Session 3 (2:50-4:40)
	Online / Hybrid Presentations
AW 609 **Session 1** **2:50-3:20**	**Teaching English to Gifted Students: A Research** Alberta Novello
AW 609 **Session 2** **3:30-4:00**	**Code-Switching as an Inclusive Strategy in a Language Classroom: Beliefs and Practices of Foreign Language Teachers in Poland** Zuzanna Mrozicka
AW 609 **Session 3** **4:10-4:40**	**“Playing Catch-Up”: Vietnamese Rural Student Voices on Bridging Academic Marginalization** Danh Cong Vu
AW 610 **Session 1** **2:50-3:20**	**A World of Emotions: Be Kind & Be Contagious!** Tiziana Lorenzet
AW 610 **Session 2** **3:30-4:00**	**"Should we be Calling them Lazy?"** Fernanda Felix Binati
AW 610 **Session 3** **4:10-4:40**	**The Influence of English Language Instructors’ Emotions on Inclusivity and Diversity at a South African Language Centre** Shannon Bishop-Swart
AW 611 **Session 1** **2:50-3:20**	**Helping Teachers Explore Culturally Responsive Pedagogy in Ethnic Minority Group Areas in Vietnam** Hoa Nguyen

Parallel Session 4
May 12 (Sun), 2024

Presentation room and time	Parallel Session 4 (9:00-10:10)
AW 601 **Session 1** **9:00-9:30**	**Video Essays: A Holistic Assessment Strategy for Students Representing Predominantly Oral Cultures** Jack Massalski
AW 601 **Session 2** **9:40-10:10**	**Picturebooks as Learning Resources - Providing 'Windows' and 'Mirrors' for Young Learners and Young Adults** Alison Hasegawa
AW 602 **Session 1** **9:00-9:30**	**Applying Ethical Approaches to Language-Teaching** Gutkovskii Aleksandr
AW 602 **Session 2** **9:40-10:10**	**Critical Pedagogy in Action: Creating a Culturally and Linguistically Responsive Learning Space** Maria Guajardo
AW 603 **Session 1** **9:00-9:30**	**Introducing "Global Englishes" to First Year University Students** Risa Ikeda
AW 603 **Session 2** **9:40-10:10**	**Global or Local Identities? How Thai Learners in an English Program Project Themselves Through L2 Pronunciation in ELF Encounters** Pichet Prakaianurat and Preena Kangkun
AW 604 **Session 1** **9:00-9:30**	**Universal Design for Learning Meets Multilingual Learners with Exceptionalities** Andrea Honigsfeld and Audrey Cohan
AW 604 **Session 2** **9:40-10:10**	**The Intersectional Identities of Black Female English language Teaching professionals in Japan** Avril Haye- Matsui

Parallel Session 4
May 12 (Sun), 2024

Presentation room and time	Parallel Session 4 (9:00-10:10)
AW 605 **Session 1** **9:00-9:30**	**Reimagining the Role of Vision in Language Learning Through A Rural Japanese Woman's Story** Aya Hayasaki
AW 605 **Session 2** **9:40-10:10**	**Supporting Gender Diversity within a Multinational Academic Environment in Japan** Luke Kingsley Armstrong
AW 606 **Session 1** **9:00-9:30**	**Impact of Limited-Term Contracts on English as a Foreign Language Teachers' (EFLTs) Sense of Belonging** Bladimie Germain
AW 606 **Session 2** **9:40-10:10**	**Spatial Characteristics and Belonging in Sports English Classes** Devena Penelope Haggis
Online / Hybrid Presentations	
AW 609 **Session 1** **9:00-9:30**	**Exploring Equity and Inclusivity in Multi-level Classes through Teacher Support Strategies: A Case Study of Marginalized Students** Thanh Nguyen
AW 609 **Session 2** **9:40-10:10**	**Diverse Motivational Factors for Learning Additional Languages by Individuals with ADHD: Implications for Inclusive Classroom Practices** Agnieszka Błaszczak and Agnieszka Kałdonek-Crnjaković
AW 6010 **Session 1** **9:00-9:30**	**Language Support in English-Medium Programs: Recommendations from Teachers in Saudi Higher Education** Kate Elizabeth Heath
AW 610 **Session 2** **9:40-10:10**	**Towards Inclusive and Equitable Professional Learning for all Teachers: Addressing an Under-Researched National Challenge** Sari Hidayati and Kim Davies

Parallel Session 4
May 12 (Sun), 2024

Presentation room and time	Parallel Session 4 (9:00-10:10)
	Online / Hybrid Presentations
AW 611 **Session 1** **9:00-9:30**	**Learning Through Lenses: A Case Study of How Students Utilize Technology to Craft Multimodal Translanguaging Practices** Daniel Ari Widhiatama and Catharina Brameswari
AW 611 **Session 2** **9:40-10:10**	**Enhancing Awareness of Identity, Gender, and Equality for EFL Students in Indonesia** Catharina Brameswari
AW 612 **Session 1** **9:00-9:30**	**Continuous Professional Development as a Means of Teachers Getting a Grip on Marginalized Students' Learning** Bishnu Paramguru Mahapatra, K. Thomas Alwa Edison, M. Muthumanikandan, and P. Tamilarasan
AW 612 **Session 2** **9:40-10:10**	**Using Critical Pedagogy to Embrace Diversity in the EFL Classroom and to Promote Equity** Maria da Conceição Condinho Bravo

Parallel Session 5
May 11 (Sun), 2024

Presentation room and time	Parallel Session 5 (1:00-2:50)
AW 601 **Session 1** **1:00-1:30**	**'Ignored' Possible Selves in Foreign Language Learning: Three Narratives Voiced Across Two Asian EFL Contexts** Khanh Chi T. Vo
AW 601 **Session 2** **1:40-2:10**	**Views and Notions of Inclusive Education among Postsecondary English Language Teachers in Japan** Davey Young
AW 601 **Session 3** **2:20-2:50**	**Pre-Service TESOL Teacher Beliefs and Reflections about Inclusive Education: A Mixed-Methods Study** David O'Reilly
AW 602 **Session 1** **1:00-1:30**	**Staff Perceptions of Disability at a Japanese University** Jamison Taube-Shibata, Sammy Woldeab
AW 602 **Session 2** **1:40-2:10**	**Anti-Oppressive Approaches to Language and Language Teacher Education in Higher Education in Japan** Shawna M. Carroll
AW 602 **Session 3** **2:20-2:50**	**Teacher Agency in CLIL Policy Implementation: Building Bridges Between Colleagues Through Collective Autoethnography** Jenny Morgan and Mayumi Kawashima
AW 603 **Session 1** **1:00-1:30**	**Workplace Orientations of Language Teachers with ADHD** Gretchen Clark and Marc Jones
AW 603 **Session 2** **1:40-2:10**	**Shadow Education of English in Times of the Double Reduction Education Policy in China** Huang Siying
AW 603 **Session 3** **2:20-2:50**	**Initiating Inclusion: Redefining the Narrative of English Education in Japan** Hasuka Sukegawa

Parallel Session 5
May 11 (Sun), 2024

Presentation room and time	Parallel Session 5 (1:00-2:50)
AW 604 Session 1 1:00-1:30	**Exploiting CLT to Compensate for English Language Teachers' Current Capacity for Inclusive Practices** Davey Young
AW 604 Session 2 1:40-2:10	**Vietnamese EFL Teachers' Beliefs in Pronunciation Training: A Case at a Private Language School** Lu Dinh Bao
AW 604 Session 3 2:20-2:50	**Considering Language Teacher Positionality and Sociopolitical Context When Developing CMLA** Mimi Masson
AW 605 Session 1 1:00-1:30	**Perspectival Diversity in English Language Teacher's Professionalism: A Narrative Analysis** Siddhartha Dhungana
AW 605 Session 2 1:40-2:10	**Enhancing Language Assessment Literacy of Pre-service English Teachers: Insights from a Pilot Study in Hong Kong** Liubov Darzhinova
AW 605 Session 3 2:20-2:50	**Advocacy in Action: Challenging English L1 Paradigms for the EFL classroom** Kathleen Brown
AW 606 Session 1 1:00-1:30	**Language Teacher's Identity Negotiation in Border-crossing Context: An Autoethnography** Acep Gafar Auliya
AW 606 Session 2 1:40-2:10	**EFL Teacher - SEN Parent Communication: An Exploration of Polish Parents' Experiences, Expectations and Needs** Agata Klimczak-Pawlak

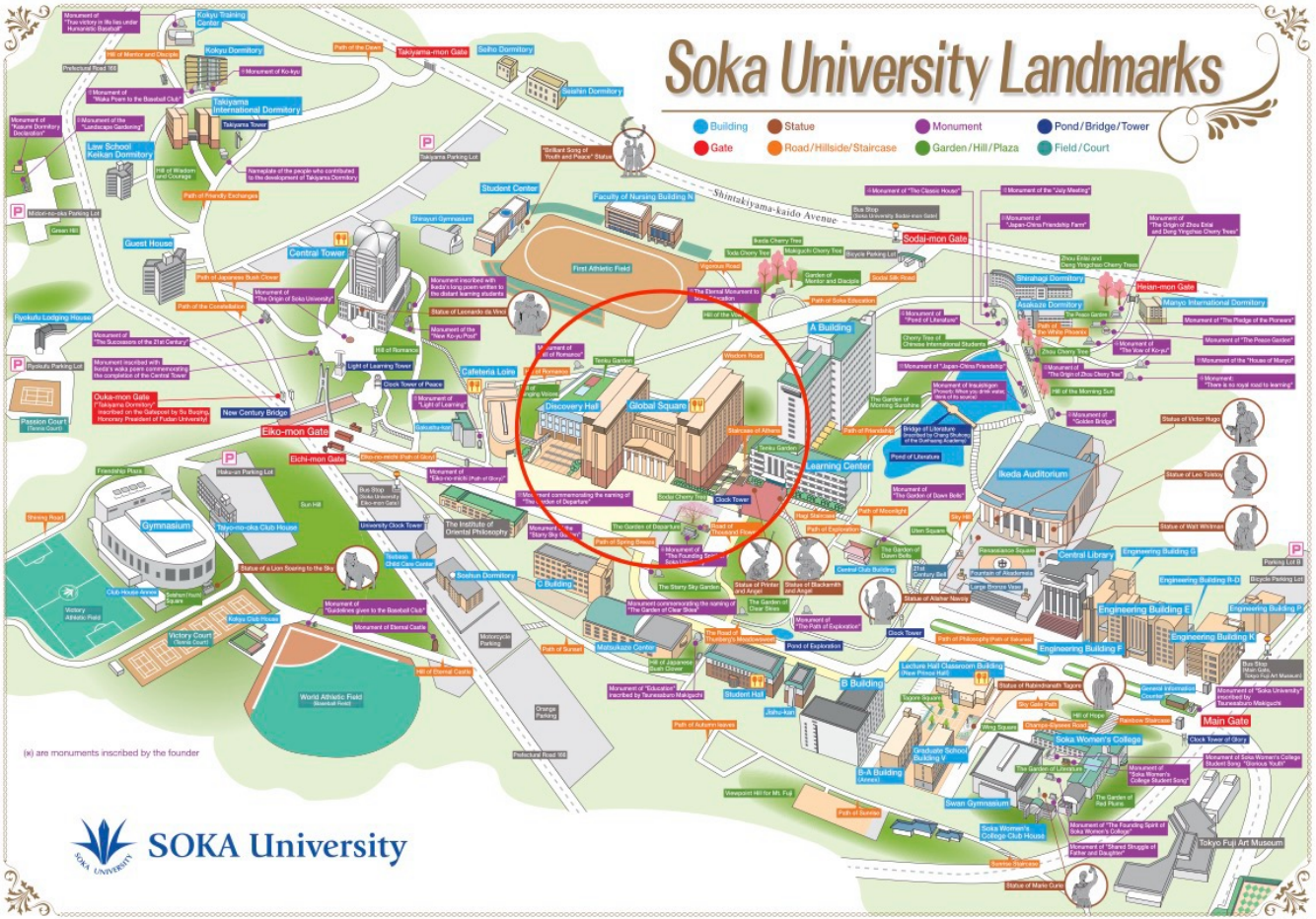
Parallel Session 5
May 11 (Sun), 2024

Presentation room and time	Parallel Session 5 (1:00-2:50)
	Online / Hybrid Presentations
AW 609 **Session 1** **1:00-1:30**	**Bridging the Gap: Understanding and Enhancing the Inclusivity of International EFL Teachers in the South Korean University Context** Francis Michael Brannen and Sun Shin
AW 609 **Session 2** **1:40-2:10**	**Crossing Borders, Bridging Identities: The Interplay of Wellbeing and Professional Identity Among International EFL Teachers in South Korea** Sun Shin
AW 609 **Session 3** **2:20-2:50**	**Exploring the Impact of Asynchronous and Synchronous Teacher Feedback in Inclusive Language Classrooms: A Study with Special Education Professionals** Sithumini Upekshika Kalansooriya Arachchi
AW 610 **Session 1** **1:00-1:30**	**Enhancing ELT Students' Critical Diversity Literacy and Antiracist Practice: Implications and Objectives for Teacher Education** Alena Beck
AW 610 **Session 2** **1:40-2:10**	**How are Pre-Service Teachers in Vietnam Ready for Diversity and Inclusivity in Classrooms?** Thi Phuong Lan Nguyen
AW 610 **Session 3** **2:20-2:50**	**English Language Teachers' Positions Towards Students with Functional Diversity** Cristhian Camilo Barrero Rico

Parallel Session 5
May 11 (Sun), 2024

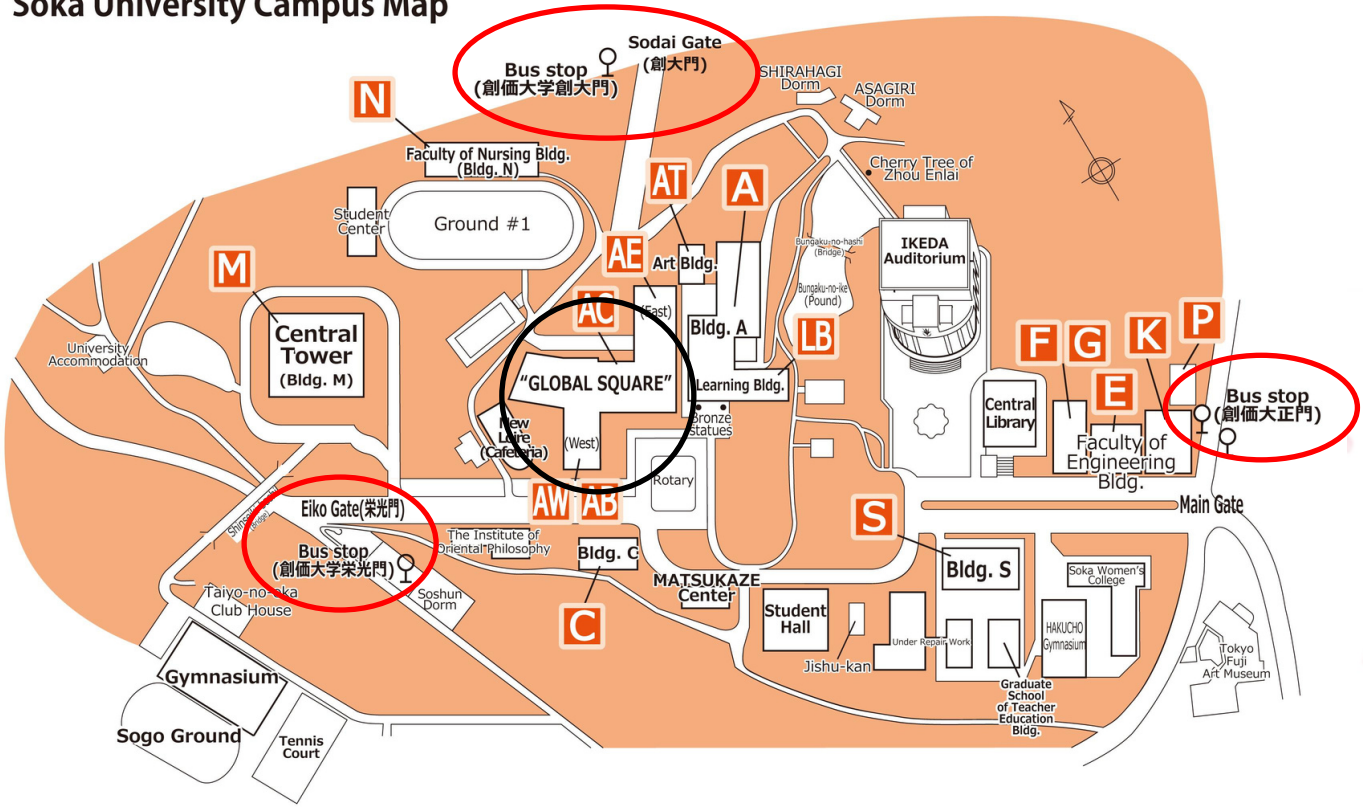
Presentation room and time	Parallel Session 5 (1:00-2:50)
	Online / Hybrid Presentations
AW 611 **Session 1** **1:00-1:30**	**Bridging Language Gaps: Translanguaging and Language Education for Empowering Sanitation Workers in the Philippines.** Kristel Mae Hilario, Maria Micaela S. Rojas, Antonio Miguel Inigo D. Espaldon, Sir Kevin Sansolis Revilla and Paul Matthew Villarta
AW 611 **Session 2** **1:40-2:10**	**Translanguaging in Philippine Commerce and Industry: Toward a Pedagogical Reflection of Translanguaging Practices from a Non-Academic Perspective** Prinz Danrian Joshua T. Dimalanta, Santiago Andres O. Avila, Alena Feliz R. Bartolome, Elizabeth Marie U. Borres, Augusto Antonio Nestor M. Mathay, Lilan Sebastian G. Unigo, Ysabella Dominique Q. Fulloso, Maria Sophia C. de la Torre and Chelsea Heart B. Toledo
AW 611 **Session 3** **2:20-2:50**	**The Politics of Translanguaging: Effectiveness of Translanguaging in Political Communication** Aidyn Grey T. Monteras, Antonio Juan H. Umali, Aliyah Coreen P. Pelayo, Ana Daniella V. German, Jayden James S. Baque and Ryanna Skye H. Cabrera
AW 612 **Session 1** **1:00-1:30**	**Exploring the Efficacy of Formative Peer Feedback with Error Coding and Metalinguistic Comments in Mixed-Ability Classes: A Mixed-Methods Study** Nguyen Duong Hoang Minh and Ha Nguyen Tuyet Minh
AW 612 **Session 2** **1:40-2:10**	**An Investigation into Perceptions of 'Taboo' Topics and Their Impact on Promoting Diversity and Inclusion** Paul Murphy
AW 612 **Session 3** **2:20-2:50**	**Promoting Diversity and Inclusivity Among Children – TOLA-GIMMIE Engine – a Tool for Raising Bilingual Children** Ilona Banasiak and Magdalena Olpińska-Szkiełko

VENUE MAPS


Soka University Landmarks
Building
Statue
Monument
Pond/Bridge/Tower
Gate
Road/Hillside/Staircase
Garden/Hill/Plaza
Field/Court
Shintakiyama-kaido Avenue
Takiyama-mon Gate
Sodai-mon Gate
Eiko-mon Gate
Eichi-mon Gate
Ouka-mon Gate
Heian-mon Gate
Main Gate
Student Center
Central Tower
Guest House
Law School Keikan Dormitory
Takiyama International Dormitory
Takiyama Tower
Seiho Dormitory
Kokyu Dormitory
Kokyu Training Center
Shinsyuri Gymnasium
First Athletic Field
Faculty of Nursing Building N
A Building
B Building
B-A Building (Annex)
Discovery Hall
Global Square
Learning Center
Cafeteria Loire
Light of Learning Tower
Clock Tower of Peace
New Century Bridge
Gymnasium
Tokyo-no-oka Club House
Victory Court (Tennis Court)
Victory Athletic Field
World Athletic Field (Baseball Field)
Kohro Club House
Soshun Dormitory
The Institute of Oriental Philosophy
University Clock Tower
Matsukaze Center
Student Hall
Graduate School Building V
Soka Women's College
Soka Women's College Club House
Swan Gymnasium
Ikeda Auditorium
Central Library
Engineering Building E
Engineering Building F
Engineering Building K
Asakaze Dormitory
Shinshagi Dormitory
Hegyi Dormitory
Tokyo Fuji Art Museum
Passion Court (Tennis Court)
Ryokufu Lodging House
Ryokufu Parking Lot
Midori-no-oka Parking Lot
Takiyama Parking Lot
Hoku-on Parking Lot
Bus Stop (Soka University Eiko-mon Gate)
Bus Stop (Soka University Soka-mon Gate)
Bus Stop (Tokyo Fuji Art Museum)
Monument of "Two victory in life lies under Humanistic Baseball"
Monument of "Haiku Poem to the Baseball Club"
Monument of the "Landscape Gardening" Declaration
Monument of Ko-kyo
Monument of the Origin of Soka University
Monument of "The Successors of the 21st Century"
Monument of "The Pledge of the Pioneers"
Monument of "The Peace Garden"
Monument of "The Origin of Zhou Cherry Tree"
Monument of "The Classic House"
Monument of "The Jury Meeting"
Monument of "Japan-China Friendship Fame"
Monument of "Pond of Literature"
Monument of "Japan-China Friendship"
Monument of Inauguration
Monument of "The Founding Spirit of Soka Women's College"
Monument of "Shared Struggle of Father and Daughter"
Monument of "Soka University" inscribed by Tsunesaburo Makiguchi
Monument of Soka Women's College Student Song "Eternal Youth"
Monument of "Soka Women's College Student Song"
Monument of "Education" inscribed by Tsunesaburo Makiguchi
Monument of "Eternal Youth"
Monument of "Eiko-no-michi (Path of Glory)"
Monument of "Light of Learning"
Monument of "New Koyu Pond"
Monument of "Takiyama Dormitory" inscribed on the Gatepost by Su Buqing, Honorary President of Puqian University
Monument of "Haiku Poem to the Baseball Club"
Monument of "Quotations given to the Baseball Club"
Monument of Eternal Castle
Statue of a Lion Soaring to the Sky
Statue of Leonardo da Vinci
Statue of Victor Hugo
Statue of Leo Tolstoy
Statue of Walt Whitman
Statue of Rabindranath Tagore
Statue of Makiguchi
Statue of Toda
Statue of Ikeda
Statue of Printer and Angel
Statue of Blacksmith and Angel
Statue of Mario Curie
Nameplate of the people who contributed to the development of Takiyama Dormitory
Monument inscribed with Ikeda's long poem written to the distant learning students
Monument commemorating the naming of "The Garden of Departure"
Monument commemorating the naming of "The Garden of Clear Skies"
Monument commemorating the naming of "The Garden of Departure"
Monument of "The Path of Exploration"
Monument of "The Founding Spirit of Soka University"
Monument of "Shared Struggle of Father and Daughter"
"Brilliant Song of Youth and Peace" Statue
The Eternal Monument to Youth
Monument of the "New Koyu Pool"
Monument of "Pond of Literature"
Monument of "The Origin of Soka University"
Monument of "The Origin of Zhou Cherry Tree"
Monument of "The Peace Garden"
Monument of "The Pledge of the Pioneers"
Monument of "The Rise of Kin-yu"
Monument of "The House of Manyo"
Monument: "There is no royal road to learning"
Monument of "Golden Bridge"
Monument of "Eiko-no-michi (Path of Glory)"
Monument of "Light of Learning"
Monument of "The Garden of Dawn Bells"
Monument of "The Path of Exploration"
Monument of "Japan-China Friendship"
Monument of Inauguration
Monument of "Education" inscribed by Tsunesaburo Makiguchi
Monument of "Soka University" inscribed by Tsunesaburo Makiguchi
Monument of "Eternal Youth"
Monument of "Shared Struggle of Father and Daughter"
Monument of "The Founding Spirit of Soka Women's College"
Monument of Soka Women's College Student Song "Eternal Youth"
Monument of "Soka Women's College Student Song"
Monument of "The Origin of Soka University"
Monument of "The Successors of the 21st Century"
Monument of "Haiku Poem to the Baseball Club"
Monument of the "Landscape Gardening" Declaration
Monument of Ko-kyo
Monument of "Two victory in life lies under Humanistic Baseball"
Monument of "Eiko-no-michi (Path of Glory)"
Monument of "Light of Learning"
Monument of "New Koyu Pool"
Monument of "Takiyama Dormitory" inscribed on the Gatepost by Su Buqing, Honorary President of Puqian University
Monument of "Haiku Poem to the Baseball Club"
Monument of "Quotations given to the Baseball Club"
Monument of Eternal Castle
Statue of a Lion Soaring to the Sky
Statue of Leonardo da Vinci
Statue of Victor Hugo
Statue of Leo Tolstoy
Statue of Walt Whitman
Statue of Rabindranath Tagore
Statue of Makiguchi
Statue of Toda
Statue of Ikeda
Statue of Printer and Angel
Statue of Blacksmith and Angel
Statue of Mario Curie
Nameplate of the people who contributed to the development of Takiyama Dormitory
Monument inscribed with Ikeda's long poem written to the distant learning students
Monument commemorating the naming of "The Garden of Departure"
Monument commemorating the naming of "The Garden of Clear Skies"
Monument commemorating the naming of "The Garden of Departure"
Monument of "The Path of Exploration"
Monument of "The Founding Spirit of Soka University"
Monument of "Shared Struggle of Father and Daughter"
"Brilliant Song of Youth and Peace" Statue
The Eternal Monument to Youth
Monument of the "New Koyu Pool"
Monument of "Pond of Literature"
Monument of "The Origin of Soka University"
Monument of "The Origin of Zhou Cherry Tree"
Monument of "The Peace Garden"
Monument of "The Pledge of the Pioneers"
Monument of "The Rise of Kin-yu"
Monument of "The House of Manyo"
Monument: "There is no royal road to learning"
Monument of "Golden Bridge"
Monument of "Eiko-no-michi (Path of Glory)"
Monument of "Light of Learning"
Monument of "The Garden of Dawn Bells"
Monument of "The Path of Exploration"
Monument of "Japan-China Friendship"
Monument of Inauguration
Monument of "Education" inscribed by Tsunesaburo Makiguchi
Monument of "Soka University" inscribed by Tsunesaburo Makiguchi
Monument of "Eternal Youth"
Monument of "Shared Struggle of Father and Daughter"
Monument of "The Founding Spirit of Soka Women's College"
Monument of Soka Women's College Student Song "Eternal Youth"
Monument of "Soka Women's College Student Song"
(※) are monuments inscribed by the founder
SOKA University
Created by Ikeda Research Institute for Soka Education (IRISE). As of June 2023.

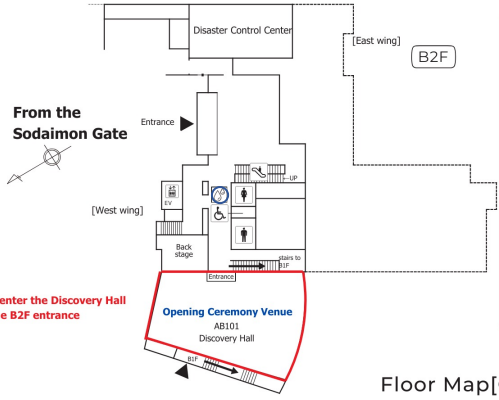
VENUE MAPS

Soka University Campus Map



VENUE MAPS

Floor Map[GLOBAL SQUARE/ B2F]



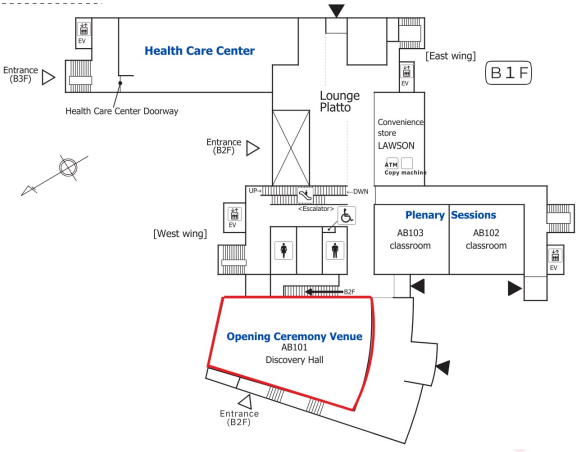
Main Venues

- Reception/Information Desk: 1F (Lobby)
- Opening Ceremony: Discovery Hall (B2F)
- Plenary Sessions: AB103 (B1F West Wing)
- Parallel Sessions: Classrooms (6F West Wing)
- Lunch/Tea Break: Gran Café (4F)

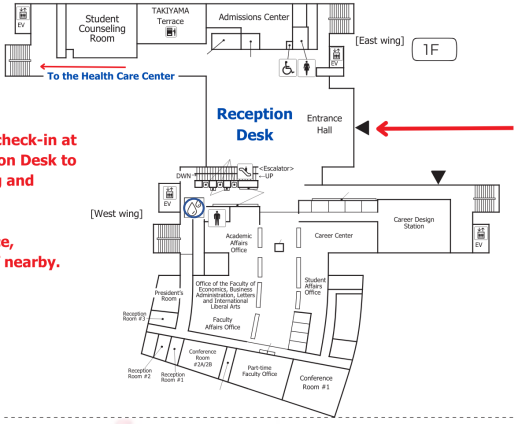
Other Facilities

- Health Care Center (B1F East Wing)
- Mother's Room (7F East Wing - AE751)
- Family Room (7F East Wing - Harmony Lounge)
- Prayer Room (7F East Wing)
- Accessible Restrooms (one on each floor from B2F ~ 6F)
- Water Fountain (B2F, 1F, 4F, 6F, 7F)

Floor Map[GLOBAL SQUARE/ B1F]



Floor Map[GLOBAL SQUARE/ 1F]

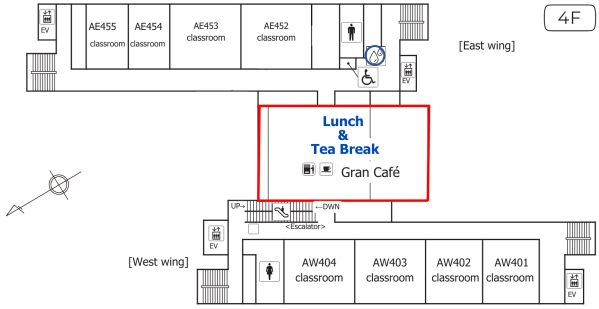


***Upon arrival, please check-in at the 1F Lobby Reception Desk to receive your nametag and souvenir.**

***For medical assistance, please contact a staff nearby.**

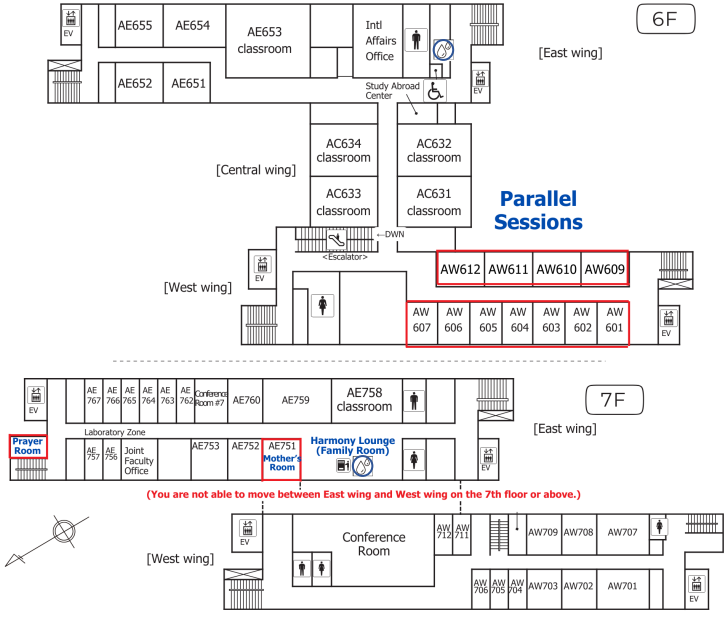
VENUE MAPS

Floor Map[GLOBAL SQUARE/ 4F]



*** Please note there will be another conference being held in the 5th floor on the same weekend**

Floor Map[GLOBAL SQUARE/ 6-7F]



***To go to the 7F East wing, please take the stairs/elevator on the 6F East wing**

VENUE INFORMATION

Accessing Global Square at Soka University from Keio Hachioji / Hachioji Stations

By bus

From Keio Hachioji Station or JR Hachioji Station (North exit), the trip to Soka University is about 25 minutes by public bus. Please ride a public bus bound for Soka University from the bus stop 14 from JR Hachioji Station (North exit) or from bus stop 4 from Keio Hachioji Station.

Please look for our student volunteers in their orange t-shirts who will be at both stations on Saturday morning, May 11, to help guide you to the correct bus. Please note the following bus schedule times in **red** to ensure arriving at the university to proceed through registration prior to the Opening Ceremony:

Bus departure times		Disembark times at Soka University		
Keio Hachioji	JR Hachioji	*Main gate (Seimon)*	*Sodaimon*	*Eikomon*
7:37	7:30	7:57	8:00	8:07
7:50	7:52	8:10	8:13	8:20
8:01	8:03	8:16	8:19	8:26
8:05	8:07	8:25	8:28	8:35
8:16	8:18	8:31	8:34	8:41
8:25	8:27	8:45	8:48	8:55
8:33	8:35	8:48	8:51	8:58
8:40	8:42	9:00	9:03	9:10

There are three gates at the University: Soka University Main Gate (*Seimon*)/Tokyo Fuji Art Museum, Soka University *Sodaimon Gate*, and Soka University *Eikomon Gate*. Please disembark from the bus at one of these gates where you will see our student volunteers. From each bus stop, you can then proceed to the front entrance of the Global Square Building where the registration desk will be located.

****Please note that bus schedules may be delayed due to traffic:**
Please select the bus departure accordingly**

Directions for using the bus in Hachioji

Enter the bus from the back entrance and take a paper ticket from the small machine inside the bus next to the door. The bus fare from Keio Hachioji and JR Hachioji Stations is approximately ¥350. You will need to use exact change (no foreign currency is accepted). If you do not have the correct change, you can use the change machine next to the driver as you exit. Place the paper ticket and the exact coins into the top of the box next to the driver. For more details about how to use buses in Japan, see the following guide for tourists using buses in the country:
https://www.japan-guide.com/e/e2015.html

VENUE INFORMATION

Accessing Global Square at Soka University from Keio Hachioji / Hachioji Stations

By taxi

Taxis are also available in front of both Keio Hachioji and Hachioji Stations. The trip to Soka University is approximately 20 minutes and will cost between ¥2,000 - ¥3,000. Please tell the taxi driver to take you to Soka University Main Gate (*Soka Daigaku, Seimon Gate*). At the main entrance security kiosk, tell the security guard you are going to the DIELE Conference at Global Square, and they should direct the driver to drop you off in the center of campus. In most taxis you can pay by credit card or online systems, and always in cash.

By personal car

If you choose to drive to the conference, enter through either the Soka University Main (*Seimon*) Gate or the Soka University *Eikomon* Gate. At the main entrance security kiosk, tell the security guard you are going to the DIELE Conference at Global Square, and they should direct you to the center of campus. The security guard will provide you with a parking permit to display on your dashboard. Please use the parking lot directly behind the Global Square building (through the doors there, you will enter in the B2 floor). If that parking lot is full, please use the large parking lot to the side of Global Square near the sports field.

Student volunteers

At the DIELE Conference, we are proud to have a team of dedicated student volunteers who are here to assist you throughout the event. Our student volunteers are our university undergraduate and graduate students from a variety of academic backgrounds who have been trained to support the DIELE Conference.

The student volunteers are available to help you with a wide range of tasks and questions, including providing directions and information about the conference venue and schedule, and assisting with the use of conference technology, such as the presentation equipment and troubleshooting any technical difficulties you may experience.

The student volunteers are easily identifiable by their distinctive orange t-shirts and can be found stationed throughout the conference venue, ready to lend a helping hand. If you need assistance at any point during the conference, please don't hesitate to approach one of our student volunteers. They are here to ensure your experience is smooth and enjoyable, so feel free to ask them anything!

First aid / Emergency

In the case a conference participant is in need of first aid assistance, the Soka University Health Clinic will be available throughout the conference. The clinic is staffed by licensed medical professionals and is in Global Square. If you require medical attention during the conference, please do not hesitate to contact one of our student volunteers or conference staff who will be able to assist you in locating the Soka University Health Clinic.

VENUE INFORMATION

Weather information

In May, the weather in Hachioji is generally mild and pleasant, with an average high temperature of 74°F (23°C) and a low of 54°F (12°C). The cool temperatures are often accompanied by a gentle breeze, creating a comfortable atmosphere.

Despite the mild temperatures, there is a 34% chance of rain on an average day in May. This means that while rain is not a daily occurrence, the possibility of rain should be kept in mind when planning travel and outdoor activities. Hachioji experiences moderate humidity in May, with an average relative humidity of 71%.

Given the mild temperatures and occasional rain, most would choose to dress in light clothing although others from warmer climates may wish to prepare a light jacket. The gentle breeze and cool temperatures allow most to wear comfortable lightweight, breathable fabrics.

Water stations

The Conference Chairs and Organising Committee have selected an eco-friendly tumbler as the commemorative souvenir for the Second International Hybrid Conference on "Diversity and Inclusivity in English Language Education" (DIELE) in 2024.

Eco-friendly tumblers are a sustainable alternative to disposable cups or plastic bottles, as they can be used repeatedly without contributing to waste in landfills or oceans. This reduces the demand for single-use items and helps preserve the environment for future generations. Plastic water bottles, on the other hand, take centuries to decompose and can release harmful substances into the water, with over 12.7 million tonnes being dumped in the ocean annually, potentially exceeding the weight of fish by 2050. By switching to a reusable bottle, our conference participants can save approximately 150 single-use plastic bottles per year, lower the amount of plastic waste in landfills, and reduce greenhouse gas emissions, all while benefiting from a sustainable way to stay hydrated.

Water stations are located at a number of points in the Global Square (please see the **Venue Maps**). The Conference Chairs and Organising Committee hopes that our conference participants will enjoy their DIELE tumbler both at the conference and upon their return home.

VENUE INFORMATION

**** To access these facilities, please proceed from the conference parallel session rooms in the West Wing (AW) 6th floor of Global Square to the East Wing (AE) 7th floor via the stairs or elevator located on the East Wing (AE) 6th floor (see the conference venue maps) ****

Family room

We understand that some of our attendees may be parents at the DIELE Conference with young children. To support these families, we are pleased to provide a dedicated Family Area. The Family Area is a comfortable, kid-friendly space designed for parents and their small children. The area includes soft play mats and age-appropriate toys, a small refrigerator and microwave for storing and warming snacks and meals, and comfortable seating for parents.

The area is a safe environment where parents' significant others can tend to their children's needs while still participating in the conference (*Conference participants' significant others attending the conference solely to supervise children will be provided with a conference fee waiver*). Please do not leave children unattended in this area.

For your convenience, a student volunteer will be available at this area throughout the conference.

Mothers' Room

At the DIELE Conference, we understand the unique needs of our attendees who are nursing mothers. To support these mothers, we are pleased to provide a dedicated Mothers' Room. The room is a private, comfortable space designed specifically for nursing mothers who may be caring for infants. The room features comfortable seating and electrical outlets. Just outside the room is a sink and small refrigerator.

The Mothers' Room is available for use by any female attendee throughout the duration of the conference. A female student volunteer will be available at this room to ensure privacy.

Prayer room

The DIELE Conference is committed to supporting the diverse religious and spiritual needs of our attendees. To that end, we are pleased to provide a dedicated Prayer Room for our Muslim participants. The room is furnished with prayer rugs, carpets or mats covering the floor, with access to water in nearby restrooms. The room is available for all attendees to use as a peaceful retreat, but it is primarily intended to facilitate the daily prayers of our Muslim participants.

Women may use the adjoining area, or if they prefer a more private space for their prayers, please contact one of our student volunteers or conference staff members.

CONFERENCE DINNER

**** Limited to participants who have pre-registered for the conference dinner****

Ukai Toriyama

Ukai Toriyama, a traditional Japanese restaurant, is located a short drive from Hachioji City in the foothills of Mt. Takao. The restaurant features several examples of traditional Japanese Sukiya-zukuri architecture situated in a beautiful garden setting. Ukai Toriyama offers seasonal Japanese cuisine in traditional rooms with tatami mats and shoji paper screens. A meal at Ukai Toriyama is a special and memorable occasion and an opportunity to enjoy a unique Japanese experience.

Transportation to Ukai Toriyama

From Soka University

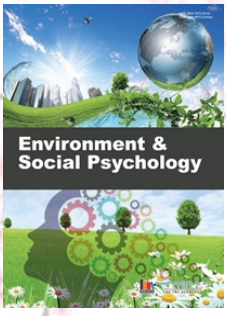
The bus will depart promptly from the university at 6:15 PM from the bus stop in front of the Global Square.

From Hachioji Station

For those participants who wish to go to Ukai Toriyama from Hachioji Station, go to Takao Station on the JR Chuo Line. Change to the Keio Line, and get off at Takaosanguchi Station. A free shuttle bus service leaves every 20 minutes between Takaosanguchi Station and Ukai Toriyama. The shuttle bus operates from 10:00 a.m. to 7:00 p.m. The bus departs from Takaosanguchi Station every 20 minutes starting on the hour. The shuttle bus takes about 10 minutes to reach the restaurant. Travelling by train from Hachioji Station to Takaosanguchi Station will take approximately 30 minutes. Please ensure that you take the 6:40 pm shuttle bus (or earlier) in order to arrive at the conference dinner on time. Please note that the bus stops at Ukai Toriyama after stopping at Ukai Chikutei.

CONFERENCE PUBLICATIONS

Special Issue hosted by the Environment and Social Psychology (ESP) Journal



All authors with accepted papers are invited to submit an extended version of their paper (7,000 words) before 31 May 2024. Contributing to this publication is entirely optional. The Special Issue is to be edited by Dr. Dat Bao, Dr. Jennifer Yphantides and Dr. Gary Bonar. Reviewers will be selected by the journal management.

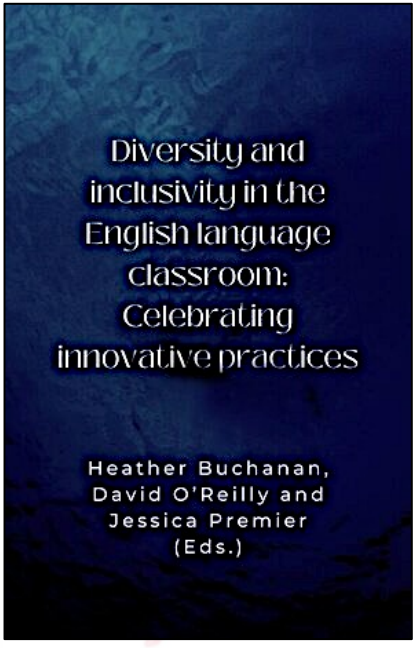
The issue will be hosted by the Environment and Social Psychology (ESP) journal (https://esp.apacsci.com/index.php/esp/index). The journal is Elsevier Scopus indexed Based on the Scopus data, the SCImago Journal Rank (SJR) of Journal of Environmental Psychology is 1.749. (https://www.scopus.com/sourceid/21101117183).

ESP accepts different types of articles. Please ensure that your manuscript follow the guideline here: https://esp.apacsci.com/index.php/esp/about/submissions#authorGuidelines

The article processing charge(APC) of the journal is normally 1500 USD, but we have negotiated with the journal so that submitters only pay 20% of that fee, which is 300 USD. The relevant link is https://esp.apacsci.com/index.php/esp/announcement

The special issue link: https://esp.apacsci.com/si.php/index/detail?id=113&jid=8.

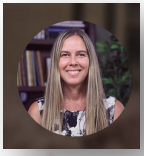
Edited Book



All authors with accepted papers are invited to submit a proposal for an extended version of their paper (5,000-6,000 words) to a post-conference volume. The volume, provisionally entitled *Diversity and Inclusivity in the English Language Classroom: Celebrating Innovative Practices*, will be submitted to a world-leading publisher, e.g., Multilingual Matters, Springer, Routledge, and will be edited by Dat Bao, Jennifer Yphantides and Gary Bonar. Both empirical and conceptual chapters will be included in the volume. Proposals (consisting of a 150-200 word abstract and an author bio) can be submitted via this link. The deadline for proposals is 31 May 2024.

If you have any questions about this volume or the submission process, please email heather.buchanan@york.ac.uk.

PLENARY ABSTRACTS



Plenary Presentation 1

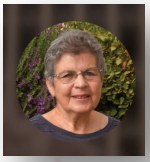
Raichle Farrelly
University of Colorado Boulder, United States

Raichle Farrelly, PhD, is an Associate Teaching Professor and Director of the TESOL Program for the Department of Linguistics at the University of Colorado Boulder. She offers courses on a range of topics, including language teaching principles, teaching L2 oral skills, pedagogical grammar, the TESOL Practicum, and Introduction to Linguistics. Her professional interests include second language teacher education, reflective teaching, curriculum design, community-engaged learning, and teaching refugee-background adults. She is committed to cultivating an awareness among TESOL practitioners about the role of social justice in ELT and approaches to ethical, antiracist and decolonising pedagogies. Farrelly has presented extensively on a range of pedagogical topics at national and international conferences, including TESOL, IATEFL, LESLLA, and Africa TESOL. In addition to peer-reviewed articles and chapters, Farrelly co-authored the book *Fostering International Student Success in Higher Education*. She co-edited *Educating Refugee-background Students: Critical Issues and Dynamic Contexts*, *The Handbook of Research on Cultivating Literacy in Diverse and Multilingual Classrooms,* and *Continuing Professional Development of TESOL Practitioners: A Global Landscape*.

Transgressive Teaching to Promote Equity in TESOL

Renowned author and educator bell hooks proclaimed that “I celebrate teaching that enables transgressions – a movement against and beyond boundaries. It is that movement which makes education the practice of freedom” (1994, p. 12). This talk will explore the idea of transgressive and transformational teaching enacted by brave teachers taking bold directions. On a daily basis, English language teachers make choices related to curriculum design, lesson delivery, classroom management, assessment, and so on. Teachers who are willing to transgress embrace the opportunity to challenge learners to think critically, question assumptions, identify inequities and act with confidence as global citizens committed to making the world better. By choosing to be both vulnerable and brave, to take risks and push limits, we can model for learners what it means to advance diversity, equity, inclusion, and access. This talk will consider educational frameworks that support instructors in making choices that value learners’ complex lives and the global issues that concern them. It will explore the power and potential of teacher decision-making as both a transformative act and a commitment to do more and do better when it comes to promoting equity in our classes and the TESOL field.

PLENARY ABSTRACTS



Plenary Presentation

Penny Ur
Israel

Penny Ur was educated at the universities of Oxford (MA), Cambridge (PGCE) and Reading (MATEFL). She emigrated to Israel in 1967, where she still lives today. She is married with four children and twelve grandchildren. Penny Ur has thirty years of experience as an English teacher in primary, secondary and tertiary education. Now retired, she has taught courses at BA and MA levels at Oranim Academic College of Education and Haifa University, and she has lectured at language teachers' conferences worldwide. She is interested in all aspects of language-teaching methodology, particularly vocabulary and grammar in language teaching, language-learning activity design, English as an international language, and the place of research as a source of professional knowledge. She was the editor of the Cambridge Handbooks for Language Teachers series for ten years. Her books include *Grammar Practice Activities* (2nd ed.) (2009), *Vocabulary Activities* (2012), *Discussions and More* (2014), *Penny Ur's 100 Tips (2016), Penny Ur's 77 Tips for Vocabulary Teaching, A Course in English Language Teaching (3rd ed.) (2024),* all published by Cambridge University Press. In 2013, Her Majesty the Queen awarded her the OBE (Officer of the British Empire) for services to English language teaching, and in 2022, the British Council awarded her the Outstanding Achievement award.

Learner Agency and Diversity

Scholars as well as education professionals have often remarked that the classroom is not a democracy. Most decisions relating to the teaching-learning process are taken by the teacher or other authorities. However, one of the factors feeding into such decisions is, or should be, the perceived preferences and opinions of learners. If individual learners within a diverse group are able to express such preferences and opinions, and/or act on them in the course of the teaching-learning process, this results in what is called learner agency. This is the empowerment of students in a class to make their own choices and influence not only the design of the course, but also practical activities within a lesson; for example, how they perform a task, or use or adapt materials. Learner agency contributes in an important way to an atmosphere of inclusivity within a diverse learner population. This talk will begin with a discussion of the areas within English language teaching in which empowering learners to make decisions may be more, or less, appropriate. With regard to those areas identified as most appropriate, a number of techniques will be explored by which the principle of learner agency can be implemented. These will be illustrated using examples of practical classroom strategies and procedures, as well as ways of adapting conventional materials to provide individual learners with more opportunities for choice making.

PLENARY ABSTRACTS

Plenary Presentation 3

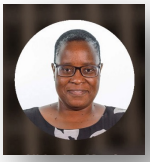
Toshinori Ishikuma
Tokyo Seitoku University, Japan

Dr Toshinori Ishikuma, Certified Public Psychologist and Certified School Psychologist Supervisor, is a Specially Appointed Professor of Psychology at the Tokyo Seitoku University in Japan. He is also an Emeritus Professor of Psychology at the University of Tsukuba, where he worked as a student counsellor and served as Vice President and Superintendent of Laboratory Schools. Dr Ishikuma was trained as a school psychologist in the US. He completed the PhD course in school psychology under Dr Alan Kaufman at the University of Alabama. His belief in career was influenced by Dr Kaufman's philosophy of "intelligent testing" to help neurodiverse children use their strengths in learning. He also experienced psychoeducational support for culturally and linguistically different children as a school psychology intern at an elementary school in California. Dr Ishikuma has worked to establish a system of school psychology services for all students, including neurodiverse students in Japan while developing the Japanese versions of Wechsler scales and K-ABC scales. As a scholar, he has authored numerous articles and book chapters, edited many books on school psychology services in Japan and has served as president of the Japanese School Psychology Association, the Japanese Organization of Certifying and Managing School Psychologists, and as Vice President of Japanese Association of Certified Public Psychologists. Also, he has served as an expert member of committees for the Ministry of Education, Culture, Sports, Science and Technology (MEXT) on special education and student guidance and counselling.

Promoting and Supporting Mental Health and Well-being in Schools

This plenary talk reports on a new *Guide for Student Guidance and Counselling*, which was issued in December 2022 in Japan. This guide has three main objectives: (1) supporting the well-being of all students, (2) implementing student guidance and counselling at every educational opportunity, and (3) promoting the concept of "Schools as Team" who are responsible for students' well-being. The phrase "all students" includes neurodiverse students and students engaged with support services because of their mental/physical conditions and/or family situations. In the guide, one of the aims of student guidance and counselling is to support students to recognise their personal characteristics and promote their strengths and potential. The term "characteristics" refers not only to the students' personality, but also to their styles of learning and behaviour. The tasks of teachers and school counsellors will therefore involve understanding students' strengths in these areas. The guide describes multiple tiers of support: developmental support services and preventive services for all students (e.g., universal design for lessons and social-emotional learning), early discovery and additional support services for students at risk or experiencing problematic situations, and individualised support services for students with special educational needs. It is essential to foster a psychologically safe environment in schools for all students, including neurodiverse students receiving all tiers of support. In Japan, all teachers are expected to help students with every aspect of their education, including their academic and social-emotional requirements, and with their career and health. This approach has both advantages and disadvantages. Consequently, numerous schools have now started employing professional school counsellors and school social workers to tackle the large, multidisciplinary task of making "Schools as Team" a success in Japan and to create a safe and inclusive environment in schools.

PLENARY ABSTRACTS



Plenary Presentation 4

Nhlanhla Mpofu
Stellenbosch University, South Africa

Dr Nhlanhla Mpofu is an Associate Professor specialising in Second Language Teacher Education and Language-in-Education at Stellenbosch University in Cape Town, South Africa. She is also a Visiting Professor at the Antwerp School of Education at Universiteit Antwerpen in Belgium. Dr Mpofu is a Fulbright alumna, having completed her fellowship at the University of Wisconsin-Madison. Dr Mpofu's research focuses on exploring the instructional practices used by both ESL (English as a Second Language) and content teachers who teach in English medium of instruction context. She explores how these practices are shaped by educators' beliefs, personal epistemology, disciplinary knowledge, implicit theories, and passion within multilingual education systems. Driven by an asset-based pedagogical approach, she places particular emphasis on valuing cultural and linguistic resources in diverse language contexts, including multicultural and super-diverse settings. As a scholar, Dr Mpofu has authored numerous articles and book chapters, delivered public lectures, served as a keynote and plenary speaker, presented at conferences, and has been featured in news stories and radio interviews within her area of expertise. Her scholarly contributions have earned her recognition as a researcher rated by the South African National Research Foundation and an induction into the South African Young Academy of Science (SAYAS).

Inclusivity and Diversity in Multilingual and Superdiverse English Language Education: Lessons from South Africa

In a globalised world with increasingly disparate populations, the need for inclusivity and diversity in education has become ever more urgent. In South Africa, a country with a rich cultural and linguistic heritage, English is an important medium of instruction, and English language education has a critical role to play in promoting inclusivity and diversity. This plenary examines the challenges and opportunities of building an English language education system in a multilingual and superdiverse context. It begins by exploring the complex nature of multilingualism and superdiversity in South Africa and its implications for English language education. It then highlights the challenges faced by learners and educators, including language barriers, cultural differences, and the need to address the legacy of inequality and exclusion. Lessons will be drawn from South Africa's experience in promoting inclusivity and diversity. These include the need to recognise and value linguistic and cultural diversity, build bridges between languages and cultures, involve communities in the education process and promote the development of multilingual proficiency. Strategies will also be discussed for creating a more inclusive and diverse English language education system. These include curriculum reform, teacher initial education, and the use of innovative pedagogies that recognise and leverage the strengths of diverse learners. This plenary will demonstrate that promoting inclusivity and diversity in English language education is not only a moral imperative, but also a practical necessity. By drawing on lessons from South Africa, an education system can be created that values linguistic and cultural diversity, promotes social justice and prepares learners to be active and responsible global citizens.

PARALLEL SESSION ABSTRACTS

May 11 (Sat), 2024, Parallel Session 1 (10:45-11:55)

Room AW 601 Session 1

Language Learning Trajectories of Older Adult Learners: An Exploration of Individual Differences for Inclusive Classroom Practices

Karolina Czopek

Abstract: The global population is undergoing a significant demographic shift, with projections indicating that by 2050, one in six individuals will be aged 65 or older (UN, 2019). This expanding demographic is increasingly engaging in lifelong learning activities, with foreign language courses emerging as a popular choice. However, older adult learners have not been extensively researched by applied linguists, and the diverse needs of this group need to be explored further to inform inclusive classroom practices. This mixed method study seeks to shed light into the experiences of older adult learners in Poland by examining the relationships between motivation, mindset, autonomy, and self-beliefs of 111 participants in an online EFL course (mean age 67.53). The cross-lagged panel models and regressions reveal significant relationships between these variables, with all of them showing growth during the course. The study also highlights the nonhomogeneous and diverse character of older adult learners, whose trajectories of self-beliefs and mindset were shaped non-linearly when controlled for learners' age. The qualitative part of the study consisted of semi-structured interviews conducted with 21 participants (mean age 66.9) from the same EFL course. The study sought to examine how contextual factors impact the variables examined in the quantitative component. The interview data, analyzed using thematic analysis and Ecological Systems Theory, revealed that the influential contextual factors include learners' age-related problems, anxiety, family, language biography, course curriculum, teaching methods, and status of English in society. The study deepens our understanding of older EFL learners' language learning journey, and offers valuable insights for the development of inclusive language learning programs and teaching approaches to meet the specific needs of this demographic.

AW 601 Session 2

Advancing Inclusivity, Equity, and Diversity In English Language Education: Empowering Underrepresented Students in Africa

Akem Solange Ojong and Eugene Hayford Addo

Abstract: This study examines the barriers faced by East, West, Central, and South African students in accessing education due to limited English proficiency in countries where English is not their first language (L1). The study focuses on the context of English-medium institutions and highlights the systemic challenges that underrepresented students encounter. It emphasizes that a high score in English is often required for admission to higher education, potentially excluding students with low English language proficiency. Additionally, the study emphasizes that students' success in other subjects is dependent on their English language skills since all subjects are taught in English. Using the quantitative methods approach, this study will examine the impact of English-medium institutions on students' academic performance in Education in general. To address these challenges, the study proposes practical strategies to promote inclusivity, equity, and diversity in English-medium institutions. These include curriculum reform, a holistic admission, targeted teacher training, equitable resource allocation, and community engagement initiatives. By implementing these recommendations, educational systems can accommodate diverse linguistic backgrounds, provide inclusive language support, and foster a supportive, and equitable learning environment for all students. Overall, this paper contributes to the ongoing discourse on inclusivity, equity, and diversity in English language education by offering practical insights and recommendations for policymakers, educators, and researchers. By addressing the specific challenges faced by African students in English-medium institutions, it aims to create a more inclusive, equitable educational system that values and supports students from diverse linguistic backgrounds.

Room AW 602 Session 1

Enhancing Inclusivity and Diversity in English Medium Instruction Programs: Case Study of a Polish University

Magdalena Walenta and Agniezska Kaldonek-Crnjakovic

Abstract: English Medium Instruction (EMI) is a growing global phenomenon as it facilitates the internationalization of higher education (HE) by offering English-taught programs in multilingual and multicultural settings. Such a diverse context calls for inclusive approaches; however, EMI practice has outpaced research in that regard. The present study is part of a larger project that aims to foster inclusion and diversity in the EMI setting by raising awareness of Universal Design for Learning (UDL) principles among EMI stakeholders at the Faculty of Architecture (FoA) at the Warsaw University of Technology (WUT) in Poland. At this stage, the study is investigating EMI students' espoused beliefs and needs regarding the inclusivity and diversity of the EMI courses in which they are enrolled. This gives rise to two research questions: (1) To what extent are the EMI practices offered by the FoA at WUT universally designed in the students' opinions? (2) What are the students' needs in that regard? Data are collected using a questionnaire that includes statements on a Likert-type scale and open-ended questions related to UDL in the context of EMI programs in architecture, following the recommendations outlined in the methodological guide drafted within the Supporting Content and Language Learning Across Diversity – SCALED project (https://scaled.uw.edu.pl/). Data collection is currently in progress, and we expect the number of participants to be around 100, given the number of students enrolled in the English program. The findings will inform the content of UDL workshops for EMI teachers, planned as the second stage of the project.

AW 602 Session 2

Students' Special Educational Needs in the Classroom

Mizuka Tsukamoto

Abstract: Students' special educational needs in the classroom setting vary, and while some are visible, others may not always be visible, which makes it more challenging for instructors to identify and accommodate students' needs. The presenter will share both of these experiences. One such experience is in the in-person classroom setting described in Tsukamoto (in print), and the other in an online classroom setting. These two cases differed not only in the teaching/learning environment, but also in that for one of the cases, I was informed by the university in advance, albeit with very short notice; for the other case, I was not notified at all by either the university or the student. It was through personal investigation, communication, and support from colleagues that I was able to identify the possible needs, and develop ways to assist the student. The presentation will share examples of what accommodations and adjustments were made to support the students' learning experience, the voice from one of the students as well as what they did to help themselves, and will end with an emphasis on the important factors to achieve better results for both students and instructors.

AW 603 Session 1

Challenges in Teaching and Learning English as a Second Language with Autism Spectrum Disorder

Fedelis Tangwan Abam

Abstract: The number of children diagnosed with Autism Spectrum Disorder (ASD) is increasing worldwide. While the challenges faced by English as a second language (ESL) learners are well-documented, little attention has been paid to those with Autism Spectrum Disorder as they learn the language. This research explores the difficulties faced by English as a second language learners with Autism Spectrum Disorder and the challenges faced by teachers who instruct them. The study was conducted through observation and interviews with 40 students with Autism Spectrum Disorder and ten teachers in 20 schools in Thailand. Despite the many challenges faced by those with Autism Spectrum Disorder, this research finds they can be overcome. This study sheds light on the realities of English as a second language instruction and learning for students with Autism Spectrum Disorder and provides suggestions for improvement.

AW 603 Session 2

Student Perceptions of Disability at a Japanese University: Stage 1

Danielle Haugland and Tina Brown

Abstract: Over the course of two years, the three researchers attempted to ascertain students' perceptions of disabilities at their university. Using a Google Forms survey, the researchers received 57 responses in the first year and 46 in the second year then analyzed the data carefully looking for patterns. The researchers were particularly interested in patterns in what their students consider to be a disability. By learning about perceptions of students at this university, the researchers hoped to achieve several goals. One goal was to measure the base knowledge of students so that teachers can create a more inclusive curriculum that contributes to the University's goal of creating global citizens. It is hoped that the survey can be repeated in the future with the same students, so the researchers can measure what students learn about this topic during their time at the university. In addition, by learning what students think, the researchers hoped that administrators will take the results seriously and make policy changes that can improve conditions for disabled students. This might take the form of creating more inclusive practices, including teacher training about disabilities, and so on. In this presentation we will briefly explain the research methods and highlight some of the results and the effects they've had on the university so far.

AW 604 Session 1

Students with Interrupted Formal Education: Meeting their Academic and Social-Emotional Learning Needs

Judith O'Loughlin

Abstract: This session will explore the various causes of interrupted schooling and the impact this educational gap has on academic and social-emotional learning. The multiple causes of these missing years of school may be attributed to war or political upheaval, as in the case of refugee children, or limited access to schooling in the home country for multiple reasons, such as poverty, threats to families, isolated geographic locales, limited transportation options, societal expectations around school attendance, or an economic need to leave school and enter the workforce to contribute to the family income. A review of culturally and linguistically appropriate classroom strategies to address the academic and non-academic needs of SLIFE learners will be part of the focus of the presentation. Specific suggestions for SLIFE learners include creating a unique newcomer program to meet their needs, finding appropriate classroom material that can help build background knowledge and closing educational gaps, as well as, providing non-academic supports to help these students with their personal, social-emotional, and physical needs, with the "I Have, I Am, I Can" model. Reading resources on the topic, as well as a bibliography of social-emotional authentic literature related to learners who have experienced interrupted education will be available to attendees.

AW 604 Session 2

How SEN and non-SEN Students Complete Reading Comprehension Tasks: An Eye-Tracking Based Evidence

Agnieszka Andrychowicz-Trojanowska

Abstract: Teachers, including EFL ones, meet a variety of students in their classrooms, as no student group is homogenous. In the (EFL) K-12 classroom there are usually some 'average' students and weak ones, some skilled and talented ones, together with those with special educational needs (SEN). Polish schools are getting more and more diverse as the group of SEN students is getting bigger and bigger. The aim of the presentation is to shortly characterise the way some SEN students, in our case dyslexic ones, complete the reading comprehension task. Some differences in the visual behaviour will be presented, based on the author's eye-tracking study results. The eye-tracking study was conducted with the help of SMI RED 500 eye tracker on the group of 60 Polish non-SEN secondary school students and 60 dyslexic ones, learning English as L2. One of the purposes was to examine the eye movement patterns of non-SEN and SEN (here: dyslexic) students working with the pages of an EFL textbook. So called areas of interest (AOIs') sequence charts show in detail the way the participants completed the given reading comprehension tasks and how it differed from the expected pattern. We conclude that: the secondary school students very often do not use any strategies of completing reading comprehension tasks; the dyslexic students can be more effective if

the layout of the textbook page is designed in a proper way; to be more inclusive, every school system should offer students some practice on reading comprehension strategies as early as possible.

AW 605 Session 1

Pragmatic Competence in English as a Foreign Language Acquisition: Diverse Profiles of School-Age Language Learners with and without ADHD as Implications for Inclusive Classroom Practices

Tanja Angelovska

Abstract: Several behavioral attention deficit hyperactivity disorder (ADHD) manifestations are related to interactional competence (Cain & Bignell, 2014) and may be labelled as pragmatic challenges (Green, Johnson & Bretherton, 2014). These are, for example, frequent excessive talking, difficulty waiting for one's turn, frequent interruption of others, and seeming not to listen when being talked to directly (Camarata & Gibson, 1999). In the context of EFL (English as a Foreign Language), there is a lack of studies investigating the relationship between ADHD and the conversational competence of language learners. The participants of this ongoing study are 43 school-age EFL learners at a pre-intermediate proficiency level of English, 12–13 years old. Nine of the participants are multilingual individuals with a first language other than German and English, with German (the language of the community) and English (foreign language school subject) being acquired subsequently.Based on the ADHD scores assigned by two teachers, we have formed conversation pairs and match interlocutors in such a way that a learner with a higher ADHD score matches a learner with a lower ADHD score, besides balancing for gender. Then, these pairs of learners have been given in-class speaking activities on topics of personal relevance and interest to them, with 4 minutes of interaction per pair. The interactions have been recorded, and each learner have been assessed by the EFL teachers according to the following factors: number of turn-taking attempts, number of interruptions, total amount of speaking time during the speaking activity, and each interlocutor will be evaluated according to Bishop & Baird (2001)'s communication checklist (CC).Findings will show whether ADHD is correlated with the communicative competence of the EFL learners and whether ADHD teacher-diagnosed individuals will interrupt and turn-take more frequently than the typically developing individuals. Strong implications for inclusive classroom practices will be derived on the basis of these findings, which also account for whether the ADHD-multilingual individuals will mask the challenges that ADHD brings. Hence, by providing such evidence-based and classroom-relevant findings, we will foster inclusive and more effective EFL classrooms whereby the needs of all diverse learners are met.

AW 605 Session 2

A Study on Predicting Stumbling Blocks for Japanese Learners in Learning Alphabetic Letters

Mutsumi IIjima

Abstract: In Japan, English education reform in elementary schools launched in 2020. Under this reform, English education as a subject began in the fifth grade of primary schools, and lessons were shifted from sound-based English activities to a classroom format using English alphabet letters. As a result, there were a number of cases where learners who had previously experienced no difficulties in sound-based learning activities suddenly began to experience difficulties or feel frustrated. Actually, this happened when students entered into junior high schools, but this problematic situation has come to be often observed after the English education reform at primary schools. This may be due to hidden difficulties in phonological awareness, which the learners themselves did not feel much when learning using the Japanese language. This phenomenon is resulted from the linguistic difference between Japanese and English. If they could notice any difficulties of learning English alphabet beforehand, it must help pupils learning them without stumbling blocks of difficulties. Therefore, this study examined possibilities of using "katakana" to foresee difficulties in learning English alphabet letters and found out it could work as an assessment method. Finally, the assessment method of using Japanese "katakana" before the start of English language education is proposed.

AW 606 Session 1

Inclusivity in Learning English as a Foreign Language in Children with Listening Attention Deficit

Magda Zelazowska-Sobczyk and Agnieszka Andrychowicz-Trojanowska

Abstract: Central auditory processing disorders (CAPD), deficits in the neural processing of auditory information in the central auditory nervous system, affect about 2–7% of schoolchildren. As CAPD are not included in the ICD-10 classification as a separate disorder, children with CAPD are usually not treated as students with special educational needs and are not given any support.

This presentation aims to present students' learning abilities and difficulties reported by parents, and other negative impacts of CAPD on learning languages. Recommendations and methods of inclusion in learning English as L2 or L3 in children with CAPD are also discussed. A questionnaire study among parents of CAPD children was performed to identify foreign language learning difficulties. Next, recommendations of inclusivity were created based on interviews with therapists who work with children with listening attention deficits. Over 94% of parents reported foreign language difficulties in their CAPD children, especially in English. They are: problems with focusing, foreign language anxiety, difficulties in learning vocabulary, using grammar rules in practice, and understanding auditory information. 93% of respondents see the need to offer additional learning support to children with CAPD in training their listening skills and listening attention. We conclude that inappropriate speech sound reception, and difficulties in their understanding and reproduction may cause language learning difficulties, e.g. in remembering vocabulary, and correct pronunciation. Furthermore, it may cause incorrect or even lack of communication results. Because of the lack of official support, some recommendations on how to include CAPD children into the school system have been created.

AW 606 Session 2

Shifting Boundaries, Shaping Selves: Insights From an Online Intercultural Exchange

Lindsay Herron

Abstract: In a world fraught and fractured by intolerance, it seems more important than ever to understand how students connect and communicate across differences. A key initial step in this is a nuanced perspective on how critical cosmopolitan literacies, which focus on criticality and an ethics of care toward others, might serve as a possible path toward encouraging more responsive, reflective dispositions in students. Most contemporary work in critical cosmopolitan orientations, however, has been from a Western perspective, with a dearth of work exploring how cosmopolitan orientations might manifest in other contexts. Situated in a sociocultural framework, this ethnographic case study explores how critical cosmopolitan literacies were practiced by Korean university students over the course of a semester-long, online intercultural exchange. Using a combination of mediated discourse analysis, discourse analysis, and thematic analysis to explore multimodal projects, emails, and post-exchange reflections, respectively, this study shows how the Korean students created a shared space of belonging over the course of the exchange—and in the process, seemed to gain reflective distance from some of their own assumptions and norms. The process wasn't entirely uncomplicated, however; tensions were evident as students' hospitable maneuvers sometimes seemed rooted in unquestioning acceptance of circulating national discourses. Ultimately, this presentation offers an asset-oriented approach to communication across difference, fleshes out understandings of cosmopolitan literacies in an Asian context, and offers a few practical considerations for practitioners seeking to incorporate diverse perspectives into the language classroom.

AW 609 Session 1 Online / Hybrid

Diverse Voices in TESOL: The Impact of Female International Faculty on Higher Education in Japan

Sandra Healy and Olivia Kennedy

Abstract: This narrative case study investigates the impact of inclusivity and diversity on English language education in Japanese universities through the lens of female international faculty members. It delves into their personal and professional journeys, exploring how their status as visible minorities shapes their teaching methodologies and classroom dynamics. It utilises in-depth interviews with five educators, shedding light on their diverse roles in TESOL

education. As role models, they challenge traditional hierarchies and inspire students from various backgrounds. As mentors, they offer essential support and guidance to both international and Japanese students and colleagues, fostering a collaborative educational atmosphere. Additionally, their unique positions as curriculum and materials designers enrich course content, making learning more inclusive and engaging. The study reveals that these educators' intercultural competence and inclusive leadership skills, honed through their experiences, lead to effective TESOL practices. This includes culturally responsive pedagogy, adapting teaching to various learning styles and backgrounds; critical language awareness, encouraging critical thinking about language, power, and identity; and building intergroup understanding by facilitating dialogue and respect for cultural differences. The research underscores the crucial role of female international faculty in enhancing TESOL practice and the importance of fostering inclusive learning environments. It advocates for diversified faculty recruitment and promotion strategies, inclusive campus cultures that celebrate diversity and combat discrimination, and improved intercultural competency training for all TESOL professionals. By highlighting the significant contributions of female international faculty, this study highlights the need for a more inclusive and equitable English language education landscape in Japan.

AW 609 Session 2 Online / Hybrid

Diversity Beyond National Curriculum Standard: Spelling Errors of Indigenous and Malay Students in Malaysia

Farrah Diebaa Rashid Ali

Abstract: With more than one hundred mother tongues, Malaysia, a multiracial country unites its people through Malay and English. Introduced to school children as young as seven years old, English is well accepted in urban areas due to its instrumental function. The fact that proficient English speakers are reported to be more economically advantaged than their counterparts, casts light on the importance of equity in English language education among the various groups of Malaysians. This study compares the spelling proficiency of the Malay (the largest race in Malaysia) and the Temiar (an indigenous tribe) students. Data gathered from 108 secondary school students revealed that the Malay students produced more addition, punctuation, and confusion errors than the indigenous students did. In addition to orthography, the indigenous students' errors were of English homonyms, while the Malays' errors were both interlingual and intralingual in nature. English word structures were also found to play a role in these spelling errors. These findings highlight the fact that, despite the standard national English language curriculum adhered to by all schools, these students confront distinct obstacles in achieving spelling accuracy. The challenges faced by both the students and teachers should be addressed distinctively in each language classroom to ensure equity is achieved through inclusivity.

AW 610 Session 1 Online / Hybrid

Building Resilience through Trauma-Informed Pedagogy in War Time: Lessons from Ukraine

Uliana Tykha

Abstract: The full-scale war has unprecedentedly disrupted the educational landscape in Ukraine, leaving a substantial impact on both students and educators, causing trauma. Navigating through wartime challenges and pursuing a degree has become a real struggle for Ukrainian students. A plethora of research highlights the detrimental impact of trauma on students' learning, mental health, and well-being. In the current armed conflict, it is crucial to accommodate the needs of war-traumatized students, by implementing trauma-informed pedagogy. This methodological framework involves the application of a set of trauma-informed principles in educational policies and practices to alleviate students' acute traumatic experiences and prevent re-traumatization. The presentation will highlight effective strategies for embedding principles of trauma-informed pedagogy into the Ukrainian EFL classrooms and beyond. They will cover: 1) introducing peer counseling to enhance students' well-being and create a supportive campus environment; 2) designing a resilience-oriented curriculum to equip students with vital coping and problem-solving skills, as well as mindful and reflective practices; 3) facilitating collaborative projects to foster social cohesion, encourage teamwork and develop the sense of belonging; 4) empowering students' agency to encourage the sense of responsibility and commitment; 5) providing professional development for educators to improve their understanding of trauma and provide them with effective tools and strategies to support students. Paradigm shift towards trauma-informed pedagogy facilitates the synergy of academic success,

resilience and emotional agility. Fostering trauma-informed pedagogy aims to cultivate resilient learners capable of tackling the challenges in times of crisis.

AW 610 Session 2 Online / Hybrid

Incorporating Transcultural Awareness & Sense of Belonging into the Design of an EAP Pre-sessional Course

Michèle le Roux

Abstract: I will report on the comprehensive revision of the 4-week EAP Pre-sessional course for students with unconditional offers at the University of Birmingham BIA. The course aimed to support learner's reflective & critical thinking both through task & assessment design and through offering varied, challenging and sometimes unorthodox material, steering clear of run-of-the-mill topics. Under the umbrella theme of sustainability, learners engaged in tasks which raised awareness of transcultural issues: an ethnographic observation of loci of cultural difference, and a group project focused on the sustainability of their lives as students throughout their time at Birmingham. The assessment of each of these strands in the syllabus required learners to reflect on their own experience of belonging both orally and in writing.

Learners were free to choose as the topic of their assessed essay any aspect of the theme of sustainability which was relevant to their context and their discipline. The input provided on the course as a stimulus to reflection aimed to embody a socially just and inclusive pedagogy, e.g. by using sources authored by scholars from the global south and by recording, as listening input, bespoke authentic interactions between people from a variety of cultural and linguistic backgrounds. The final content block of the course provided rich input on the theme of refugees and sustainability. Overall, the course was designed to interrogate Anglo-normativity and to invite reflection on aspects of power and privilege.

Course evaluations for both learners and tutors were devised to promote reflection and to generate qualitative data by means of Critical Incident Questionnaires (adapted from Brookfield, 2017) and focus groups. I will report on the results of these evaluations.

May 11 (Sat), 2024, Parallel Session 2 (1:00-2:10)

AW 601 Session 1

Exploring Inequality Mediated by English Learning in Hong Kong Higher Education: A Language Ideology Perspective

Steven Yeung

Abstract: English language education in Hong Kong, as a colonial legacy, has contributed to inequalities arising from uneven access to this crucial form of capital. To understand the underlying mechanisms, this study investigates the English learning experiences and associated beliefs of two university English learners in Hong Kong. Drawing on the concepts of language ideology (Bauman & Briggs, 2003; Irvine & Gal, 2000) and positioning (Davies and Harré, 1990), this study explores how the language ideologies of these learners shape their language learning experiences, desires and overall academic pursuits. Taking a narrative inquiry approach, multiple in-depth interviews were conducted with two students from diverse social backgrounds and educational experiences over one academic term. The findings reveal problematic ideologies, such as standard language ideologies, that influence how these learners perceive themselves as inferior users of English. These ideologies perpetuate linguistic hierarchies and contribute to the marginalisation of certain language varieties. The study underscores the importance of promoting critical language awareness in English language education. By challenging dominant language ideologies and fostering a more inclusive understanding of English, educators can empower learners linguistically and promote social justice. This study offers insights into the complexities of language ideologies as well as their impact on learners and language education in Hong Kong and beyond.

AW 601 Session 2

Text, Genre and Beyond: A 3-R Framework for Enhancing Inclusive Learning

Hem Raj Kafle

Abstract: Traditionally, literary artefacts are taught either through verbatim recitations or explained superficially without encouraging diversity of responses. Some teachers even dictate readings informed by complex literary and critical theories. In such approaches, teachers spend a good amount of energy internalizing the theory and explaining the reading skills but giving less attention to the artefact and its potential to elicit multiple voices from students. Such approaches of teaching overall fail to nurture diversity and inclusion in the classroom.

In this presentation, I introduce a flexible and inclusive taxonomy for reading and appreciating literary artefacts. I call the taxonomy a 3-R approach comprising Review, Response, and Reflection in sequence. While 'review' involves recognizing the obvious factual and genre-specific dimensions of the text, 'response' takes the polysemic interpretations represented in published critiques and first-hand commentaries by casual readers, thereby promoting diversity in elicitation. 'Reflection' then embraces unique ways of assimilation of artefacts by individual students, thereby encouraging an inclusive learning process. I also extend the application of the 3-R approach to a critical analysis of everyday non-textual exigencies related to facilitating student cohorts that represent diverse cultural and linguistic backgrounds.

AW 602 Session 1

Exploring Students' Perspectives on Inclusive Democratic Practices in English Language Classroom

Samikshya Bidari

Abstract: In response to the increasing global emphasis on inclusive educational practices, this paper presents a systematic thematic review exploring the integration of John Dewey's democratic education principles within English as a Foreign Language (EFL) classrooms. The research employed a systematic thematic analysis of existing literature sourced from internet databases, utilizing the PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) approach. The findings highlights the crucial significance of employing progressive, humanizing, and communicative approaches in English language instruction to promote diversity and encourage active learner engagement. Additionally, the study revealed the impact of language on democratization and the essential teachers' role on pedagogical practices in fostering an inclusive learning environment. These findings are significant as they provide guidance to language teachers and educators in their pursuit of sustainable democratic education in their classrooms. This review contributes to the field by offering practical insights into the application of Dewey's democratic principles in EFL teaching. It underscores the transformative potential of democratic education in evolving language classrooms into spaces that teach language skills and simultaneously foster global citizenship and inclusivity. The conclusions drawn from this study offer valuable guidance for language educators and policymakers in designing and implementing more democratic, inclusive, and effective English language teaching practices.

AW 602 Session 2

"I'm the Mouse between the Cat and Owl Fight": Accessing Academic Knowledge in Diverse Contexts

Ilse Fouche

Abstract: South Africa is a diverse context, with 12 official languages. It is also the most unequal country in the world. Within the context of higher education, the majority of students in contexts such as the one in which we work, namely the School of Education at a South African university, are first-generation students from resource-poor environments, who are forced to study in English, an additional language for almost all of them. We've identified poor reading abilities in both English and their first languages to be a significant hurdle to our students' academic success, and this directly relates to the diverse, non-Eurocentric backgrounds from which most of them come. To understand the diversity in our students' reading habits more effectively, we asked them to complete a Reading Habits questionnaire. For this paper, we examine prominent findings from this questionnaire, and theorise how our students' diverse backgrounds could be harnessed to provide them with increased epistemic access to academic

knowledge by means of reading support through the medium of English, rather than having these diverse backgrounds act as stumbling blocks to their academic success.

AW 603 Session 1

Rupturing ELT in Korea: Secondary English Teachers' and Students' Views of Teaching and Learning WE/ELF

Kiwan Sung

Abstract: Many scholars have called for the inclusion of diverse Englishes in ELT for decades, as shown in the use of terms such as WE and ELF (e.g., Canagarajah, 2013; Kachru, 1985; Jenkins, 2009; Seidlhofer, 2001; Park & Jang, 2018; Pennycook, 2020; Sung, 2018, 2019). However, there are some reservations about including ELF and WE in many non-English speaking countries like Korea due to many practitioners upholding decontextualized views of English based on myths of standard English (SE) and native speakerism. More seriously, very few field-based studies have been done in actual classes where key contents and issues on WE/ELF are included in actual teaching practices in Korea (Shim, 2020). This study reports on a semester-long research on two Korean secondary English teachers' and more than students' views on exposure to WE/ELF based on pre-/post-surveys and interviews. The preliminary results show that both the teachers and students realized the importance of learning diverse English while developing their ownership of English as users of WE/ELF (More in-depth quantitative and qualitative data analyses are in progress). The paper also calls for concerted efforts by EFL pedagogues to rupture the current status quo of teaching English by urgently embracing WE/ELF, especially in the post-colonial, trans-lingual/-cultural worlds of superdiversity where both teachers and learners should play the role of change agents in fast-changing post-pandemic worlds.

AW 603 Session 2

Investigating L2 Engagement: A Case Study of L2 Students at the Tutoring School for Dyslexia

Azumi Naruse

Abstract: Although there has been growing attention to second language (L2) engagement in recent years, the research focusing on L2 learners with dyslexia is limited. While previous studies revealed dyslexic L2 learners' low motivation, how they think, act and feel in different L2 learning settings and timeframes remains unclear. This multiple case study explored how L2 students at the English tutoring school for dyslexia perceive their L2 behavioral, cognitive, and emotional engagement both in mainstream classrooms and the tutoring school. The participants were four Japanese L2 students of English aged from 19 to 22, with learning experiences at both mainstream classrooms and the English tutoring school for dyslexia. The tutoring teacher was also recruited. In-depth semi-structured interviews with the students and the teacher were conducted online, employing questions compiled from the literature on L2 engagement (e.g., Hiver et al., 2020). Documentations such as class journals and materials were also collected. Findings revealed fluctuations in the L2 students' engagement in different instructional settings and timelines. Before schooling at the tutoring school, students' negative emotional engagement in mainstream classrooms was reported. Their fake behavioral engagement was also identified especially in communicative tasks. However, students' tentative positive emotional and behavioral engagement was identified in the L2 tasks at the tutoring school, where the teacher followed multi-sensory and explicit instructions. Yet, students continued reporting negative engagement, attributing to their fixed underperformance in L2 despite the tutoring. Self-understanding as a dyslexic L2 learner appeared to moderate their negative engagement. Suggestions for future study are also addressed.

AW 604 Session 1

Trans-Speakerism: Voices of Japanese University Professors

Takaaki Hiratsuka

Abstract: This presentation embarks on an in-depth exploration firmly rooted in the transformative concept of trans-speakerism, as elucidated by Hiratsuka et al. in their works (2023a, 2023b). Its overarching objective is to challenge prevailing biases and redefine the discourse surrounding language teaching and learning. At its core, trans-speakerism seeks to advance the principles of diversity, equity, and inclusion, encompassing language speakers,

educators, and researchers. It endeavors to transcend the confining boundaries of native-speakerism and speakerhood categorizations. The presentation begins by offering a comprehensive definition of trans-speakerism, underscoring its significance, and introducing the rationale driving this inquiry. The research methodology involved the collection of narratives from a group of Japanese university professors, encompassing two novice and two seasoned educators. These narratives interwoven highly poignant and personal stories, offering a vivid and nuanced perspective on the intricacies of language education practices within Japanese universities. The findings within the participants' contexts unveiled the pivotal roles played by Global Englishes, intercultural awareness, and professionalism in the realization of trans-speakerism. Particularly noteworthy is the discussion on professionalism among the university professor participants, shedding light on the value of local contextual knowledge. The presentation concludes with practical implications for language teacher education and empirical recommendations involving trans-speakerism.

AW 604 Session 2

Effective and Easy-to-Implement EFL Classroom Practices to Address Learner Diversity and Engagement

Art Tsang

Abstract: Given the wide acknowledgement of learner diversity and individual differences in English as a second language (ESL) or English as a foreign language (EFL) education nowadays, it is essential for teachers to reconceptualize and refine their pedagogical practices in order to maximize the benefits different learners can reap. However, teachers in many places globally have been suffering from burnout. Since some may equate catering for learner diversity to shouldering additional workload (e.g. creating a few sets of worksheets for different learners in the same class). It is a constant struggle to balance learning effectiveness and teacher well-being. In this talk, multiple effective yet easy-to-implement practical ideas for the primary-, secondary-, and tertiary-level EFL classroom are shared. These battle-tested simple ideas are based on the author's decade-long EFL teaching experience, completed research projects, and hundreds of EFL classroom observations in Hong Kong. Highlighting flexible and individualized curricula, gamification, classroom arrangement, and minimal extra burden for teachers, these effective practices are highly likely applicable to teachers working in different contexts.

AW 605 Session 1

Hip Hop Cyphers and Soka Education: Unique Approaches in English Language Teaching for Diversity and Inclusion

Tan Beng Hwee

Abstract: In the evolving landscape of English language education, fostering an environment of diversity and inclusion remains a pivotal challenge. This presentation introduces innovative approaches that amalgamates Hip Hop culture, specifically the use of cyphers, with the principles of Soka Education to create a dynamic, inclusive classroom setting. Cyphers, a fundamental element of Hip Hop, are used as a tool to encourage self-expression, linguistic creativity, and cultural exchange among students. Concurrently, Soka Education's emphasis on value-creation, global citizenship, and respect for diversity underpins the pedagogical framework. This fusion not only enhances language acquisition but also promotes a deeper understanding and appreciation of diverse backgrounds and perspectives. The presentation will showcase practical activities, classroom management approaches, and student feedback, illustrating how this approach can transform English language classrooms into hubs of inclusivity and authentic interaction.

AW 605 Session 2

Portraying Inclusive Education in a High-Performance Athlete School in East Borneo: English Teachers' Narratives

Safitry Wahyuni, Made Hery Santosa, Elvira Siahaan, and Diana Iriantina

Abstract: Teaching for diversity refers to acknowledging a range of differences in the classroom to promote equity among students, meanwhile teaching for inclusivity entails accepting differences. Athlete students, who are labeled as 'special students', require equity as the other regular students do. As a special school for athletes, SKOI Kaltim provides the athlete students opportunities both in learning in formal hours at school and pursuing their careers as professional athletes. This study aimed to portray English teachers' stories and experiences in implementing

inclusive education in their teaching. Framed with narrative inquiry and RASE learning design framework, two English teachers at SKOI Kaltim participated in this study. They shared their teaching experiences, described the affordances, and the challenges they encountered in implementing the inclusivity at SKOI Kaltim. The data were collected by utilizing an in-depth interview and an observation checklist to the participants and analyzed with thematic analysis. Findings revealed that the English teachers varied the learning resources and related them to the athletes' world, employed differentiated instruction, integrated technology in learning, promoted students' collaboration, and conducted flexible assessments. They also confirmed that the students have been supported in learning outside the classroom, academically (e.g. books and English club) and non-academically (one-to-one and/or group consultation). Some challenges, like low students' motivation, lack of study time, and teacher-coach communication issues have become the challenges in implementing the inclusivity in the context.

AW 606 Session 1

Diverse Voices in Japanese Classrooms: Experiences of Women of Color Teaching English

Doris Wairimu Murungu

Abstract: The presentation reviews the situation of women of colour (WOC) in English language education in Japan, addressing the timely theme of women of colour, specifically focusing on Caribbean, African, African American, Southeast Asian, and South Asian teachers. As the demographic of WOC in Japan continues to grow, the review of research examines the teachers' unique experiences as language educators and academics, exploring the narratives of WOC traversing language barriers and cultural differences concerning issues related to diversity and inclusivity in the Japanese educational landscape. The limited literature on women of colour in academia and their impact in the classroom is evident as the teachers navigate themes related to intercultural communication, issues of race, and diversity. Therefore, the presentation anticipates a broader understanding of WOC challenges and triumphs, further enriching the dialogue surrounding inclusivity, diversity, and belonging for women of colour in the Japanese education system. The review of the research will ultimately lead to my doctoral research.

AW 606 Session 2

Phobia and Philia: Disentangling the Fear and Fascination of Racialised Caribbean Teachers in TESOL

Jenson Deokiesingh

Abstract: To state that the TESOL industry is a bedrock of violence will be greeted with odium. To dismiss such claims of violence is to reject the ontological experiences of those whose corporeal frames cast them as objects of fear and fascination. Franz Fanon's (1952) experience while walking on the streets of Paris in which a young child points at him and enounces to his mother, "Look, a Negr*!" encapsulates the oscillation of this fear and fascination. More contemporaneously, the recent transnational Black Lives Matter movement sparked by the murder of George Floyd illuminated these connections, provoking important conversations on the historical debasement of racialised people globally. However, within the field of TESOL, such discourses remain largely muted. Using Caribbean English language Teachers of Colour in Asia as an illustrative example, this paper employs Critical Race Theory and decolonial thought as its main theoretical lenses to attempt to foreground the under-discussed issues of violence, objectification and racism in TESOL. The paper draws from a larger study that examines the lived experiences of twelve Anglophone Caribbean teachers with racism in the field of applied linguistics. Using ole talking, a storytelling methodology unique to the Caribbean in which the researcher-participant relationship is blurred thereby precipitating a form of community and solidarity (Nakhid-Chatoor et al., 2018), this study uses the counter-stories of four Caribbean English teachers of the Colour working abroad to unveil the minutiae of the entanglement of fear and fascination in TESOL. A thematic analysis approach to these stories foregrounds the modus operandi of dehumanisation by means of surveillance, exoticism, sexualisation and caricaturisation. The paper concludes by illustrating how these acts of dehumanisation are transformed by these teachers into tools for rehumanisation.

AW 609 Session 1 Online / Hybrid

Digital Tools to Assist Language Learning Among Learners with Dyslexia.

Tharushi Hirunika Perera

Abstract: The current shift in language teaching and learning is away from the conventional teacher-centered method and toward Computer-Assisted Language Learning (CALL), as a result of the change in the way language is produced and consumed in contemporary society. This directly affects the way language is learned by individuals with Specific Learning Difficulties (SpLDs), especially dyslexia. Dyslexia presents particular challenges with language learning, frequently impacting reading and writing abilities. These challenges vary from understanding word boundaries, visual distortions when reading, speed of reading, and accurate spelling as discovered time and time again in research done in this field. Acknowledging the above challenges faced by learners with dyslexia, this study aims to disclose existing online tools that can be integrated into language learning to make the process more inclusive and assistive. In this study, we primarily focus on online tools such as padlet, natural reader text-to-speech, and uptoten.com which can help learners with dyslexia with writing, reading speed, pronunciation, and vocabulary growth. Integrating these tools into language instruction for those with dyslexia stresses a multi-sensory language learning (MSLT) approach, capitalizing on the potential of visual, auditory, and interactive features to assist language learning. This study intends to give multiple dimensions of using the above digital tools as a language learning assistive medium when making teaching and learning inclusive by examining their unique features and their alignment with inclusive teaching approaches for learners with dyslexia.

AW 609 Session 2 Online / Hybrid

Social-Emotional Learning as a Tool to Promote Inclusiveness and Diversity in Language Education: The Case of Pre-Service Teachers at the University of Warsaw

Agnieszka Błaszczak, Agnieszka Kaldonek-Crnjakovic and Anna Jarszewska

Abstract: The study aims to investigate Social-Emotional Learning (SEL) in the context of various foreign languages (Pentón Herrera & Martínez-Alba, 2021) with a belief that teacher SEL competencies are prerequisites for creating inclusive learning and teaching environment. The participants are pre-service teachers of English, French, German, and Italian as foreign languages at the University of Warsaw. The research questions are as follows: How will the participants assess their SEL competencies? What SEL competencies are important in language learning and use in the participants' view? What emotions would participants experience in given SEL-related situations?, and To what extent will they feel agentic to deal efficiently with the presented situations?

Data are collected using a questionnaire with statements on a Likert-type scale related to the five core SEL competencies (Pentón Herrera & Martínez-Alba, 2021). We also present the participants with vignettes presenting possible situations in Polish schools experienced by students with diverse educational, linguistic, and cognitive backgrounds, drawn upon the vignettes presented by Pentón Herrera (2021). The participants are asked to express emotions they would experience in a given situation and the agentic actions they would take to respond to the situations concerning the five core SEL competencies. We will also conduct interviews to gain further insight into the participants' responses. The project runs from November 2023 to March 2024. Undoubtedly, the findings will be important in the context of the education of language teachers in Poland. In the current scheme, SEL competencies are not directly prescribed in the ministerial relevant documents. Yet, SEL skills are invaluable in the current school setting to promote inclusiveness, diversity, and well-being. The findings will help us to design a workshop on SEL and continue investigating SEL among students who major in modern languages at tertiary institutions in Poland.

AW 610 Session 1 Online / Hybrid

Addressing Non-Inclusive Materials' Impact on Language Learning in Sri Lanka: Overcoming Classroom Challenges

Kamburugamuwe Gamacharige Nalini Sulochana Chathumali

Abstract: English language teaching and learning play a crucial role in Sri Lanka. Additionally, English language materials are considered to be fundamental in this context. This study explores the multifaceted challenges encountered by learners within the Sri Lankan context due to inadequate inclusive materials which refers to

resources, contents and tools that are designed to accommodate and represent diverse learners who come from various backgrounds, abilities, perspectives and experiences in English language teaching and learning.

The data for this study was gathered through an analysis of materials such as teacher's guides and textbooks related to grades 5, 9, and 12. The selection of these grades aimed to cover learners across various age groups. Furthermore, this analysis was evaluated using standard criteria, including age and level appropriateness, accessibility, authenticity, usage of inclusive techniques, methods, and approaches employed in teaching specific skills or functions, as well as the nature of the content and activities. As a result, this study asserts that the lack and absence of inclusive materials significantly impact overall English language learning. It also highlights the critical need for appropriate inclusive materials, especially in language education. Using such materials proves more beneficial not only for the learners but also for the teachers in mitigating these challenges. Consequently, this study recommends providing authentic, inclusive input that is suitable for learners to create a comfortable and effective learning environment.

AW 610 Session 2 Online / Hybrid

Remembering the Holocaust through Picturebooks in ELT

Tatia Gruenbaum

Abstract: In 2019, the UN General Assembly identified four priorities, which included not only addressing the problem of antisemitism internationally but also developing educational programmes that 'address antisemitism in a framework of human rights and global citizenship'. According to UNESCO, Holocaust education lays bare the threat of 'prejudice, discrimination, and dehumanisation, be it the antisemitism that fuelled the Holocaust or other forms of racism and intolerance' (UNESCO, 2023). Whereas links have been established between ELT and the teaching of global citizenship education, SDGs, and multiliteracies, the inclusion of the Holocaust or Holocaust literature, such as represented through picturebooks, is limited. During this presentation, participants will discover three picturebooks that focus on experiences during the Holocaust and which include messages of hope. Teachers can draw on these books to mark, for example, the annual Holocaust Remembrance Day. The suggested picturebook-based ELT approach is underpinned by a story-based methodology (Ellis and Brewster, 1991; 2014) and a story-based e-methodology for video picturebook read-alouds (Ellis and Gruenbaum, 2023a). The approach is also embedded in a children's rights perspective (Pedagogy of Children's Rights) (Ellis and Gruenbaum, 2023b). This session is especially suitable for (upper) primary and lower secondary English Language Teachers and Teacher Educators with a strong interest in citizenship education and in using picturebooks as an authentic and motivating resource in ELT.

May 11 (Sat), 2024, Parallel Session 3 (2:50-4:40)

AW 601 Session 1

Translanguaging Beyond the Classroom: A Reflexive Exploration of Multilingual Performative Gestures in Occupational Contexts for Filipino ESL Teachers

Princess Santos Calacala and Jan Marvin A. Goh

Abstract: The recent surge in research on the dynamics of Translanguaging in the Philippines (e.g., Calingasan, et al., 2022; Casalan, 2022; Gatil, 2021; Reyes, 2018, among others) emphasizes a predominant focus on the perceptions of academics (e.g., high school teachers, university professors, adjuncts) and students regarding "Translanguaging as a pedagogical resource" (Macawile & Plata, 2022) within the confines of English Language classrooms. However, acknowledging Translanguaging as a transformative act, as conceptualized by Li Wei (2011), reveals its potential to create a social space for multilingual language users, bringing together diverse dimensions into a coordinated and meaningful performance that manifests as a lived experience (p. 1223). Departing from the educational context of Translanguaging, this phenomenological study aims to offer a preliminary exploration of how Translanguaging functions as a multilingual "performative gesture" in non-academic settings. Employing purposive sampling, the

study selects participants from diverse occupations (e.g., house help/maids, comedians/drag performers, waste disposal personnel) who will undergo semi-structured interviews. The study concludes with reflections on the practical applications of Translanguaging in everyday tasks, expanding its utility beyond educational discourses.

AW 601 Session 2

The Influence of (Un)Belonging on Work for English Language Teachers

May Kyaw Oo and Gretchen Clark

Abstract: Without a doubt, a teacher's sense of belonging (Allen, 2021) within the greater professional community affects their motivation, ambition and general affinity for work. For language teachers, the ease with which a multilingual educator may feel part of their workplace or professional organization may be complicated by additional factors including cultural differences, alternative global perspectives, or proficiency in the language of country of residence. This session will report results from a qualitative study to be conducted in February 2024. A Google Forms questionnaire will be administered using social media sites asking English language teachers working in Japan to narrate short stories of belonging and unbelonging in their workplaces or professional organizations. We seek to understand two questions: First, in what situations do people have a sense of belonging and unbelonging? Second, how do incidents of belonging and unbelonging impact educators in terms of their teacher identity, pedagogical choices, and job satisfaction? The data will be analyzed from a narrative inquiry perspective (Barkhuizen, 2013). Through this study, we hope to have deeper insights into the lived experiences of English language teachers in Japan and with this understanding be able to ensure our workplaces and professional organizations are vibrant communities upholding equity for all.

AW 601 Session 3

Inclusive Grammar-Based Activities and Confidence Building in a Culturally Diverse Classroom

Magda Smith

Abstract: This paper is a practical guide on how to implement repetition practice of grammar-based activities in a culturally diverse classroom. Improvement of students' grammar accuracy and their confidence in speaking tasks are contributing factors to a well-balanced inclusive classroom which promotes students' independence and provides a supportive learning environment. While speaking fluency can often be prioritized in communicative skills development, it is essential that grammar accuracy should not be overlooked. The misuse of basic grammatical structures at the first stages of learning can often lead to fossilization of errors and issues in more complex grammatical structures. The classroom activities described in this paper were practised with students from diverse linguistic and cultural backgrounds whose English levels varied from beginner to upper-intermediate. These activities allow for equal student participation despite cultural communicative style such as tendencies to hold back or defer to others, and help promote and establish an inclusive classroom environment through a guaranteed space for each student to actively contribute to the task. The activities implemented in the classroom tasks, aimed at improving students' linguistic competence and general confidence. As a result, the learners used the language more precisely and more confidently, thus helping avoid fossilization of errors. This ensured a more accurate use of grammatical structures which resulted in a simultaneous practice of grammar accuracy and speaking fluency. The findings of this practical approach to classroom speaking tasks will be discussed in more detail, and further suggestions on the implementation and the improvement of the adopted techniques will be shared.

AW 602 Session 1

The Silence Gap: Challenge and Opportunities of Implementing Silence in Indonesian Primary School

Ashanti Dayani Ajengpitaloka

Abstract: Despite the fact that silence in the classroom is advantageous for both silent and speaking students, implementing it in a primary school setting posed numerous obstacles. The lack of implementation of the silent period in many schools continues to be attributed to the perception that it is an unproductive use of time that ought to be occupied with an alternative activity. This is particularly evident among young learners, as they frequently experience boredom and disengagement. Therefore, the purpose of this research is to determine the rationale for

the absence of silence in EFL classrooms from the teachers' perspective. This study comprised interviews with five EFL teachers from various primary schools located in Semarang, Indonesia. Regarding the extent to which they implement the silence moment in the classroom, teachers are requested to elaborate on their comprehension of the silence concept. The results reveal that many teachers disregard the implementation of silence in the classroom due to their insufficient focus. They noted that allocating a period of silence for primary school students would potentially interfere with the overall focus of the lesson due to their susceptibility to distractions. However, teachers still acknowledge that silence can potentially deliver benefits in stimulating students' creative thinking. Students can generate more brilliant concepts as a result of the additional time they are granted. Thus, some recommendations for allocating the appropriate amount of time in the classroom are provided at the end of the study.

AW 602 Session 2

English Language Teacher Education and Inclusive Practices for Students with Specific Learning Difficulties (SpLDs) in Indonesia

Hidayat Polim

Abstract: Progress in achieving education equity for all learners has gained increased attention globally. Each country has a unique history of education transformation, encompassing policies and plans for implementing inclusive education. While some nations have implemented inclusive education to a more successful degree, others encounter various obstacles to fostering inclusivity in education. Inclusive education aims to facilitate participation for all students, irrespective of their backgrounds, including those with specific learning difficulties (SpLDs). Differences in cognitive processing often present challenges in foreign language learning for learners with SpLDs, including in the realm of EFL learning. Addressing this condition requires English language teachers to possess relevant knowledge and skills crucial for supporting students with SpLDs in their language learning journey. English language teacher education, as an integral part of English language education, plays an essential role in preparing pre-service teachers (PSTs) with inclusive approaches to teaching. The presenter will provide a summary and analysis of preliminary studies in English language teacher education in Indonesia, with a specific focus on preparing PSTs to effectively support students with SpLDs in inclusive classrooms. The preliminary study utilizes a mixed-methods approach, combining a review of relevant research literature with interviews conducted with PSTs and teacher educators on the issue of inclusive teaching approaches in supporting students with SpLDs. The presentation is intended to shed light on current practices and identify potential areas for further advancement in English language teacher education towards inclusivity for supporting students with SpLDs in Indonesia.

AW 602 Session 3

From Language Diversity in Europe to the Multilingual Education

Ewa Żebrowska

Abstract: This presentation aims to show and discuss the linguistic situation in Europe, focusing on the status of English. According to Eurostat, English has become a dominant foreign language in Europe and one of the most frequently chosen languages for learning in primary and lower secondary education. On the other hand, it remains an official and working language of the EU institutions (despite the United Kingdom having left the EU). It is also one of Ireland's and Malta's official languages. This high position of English over foreign languages may inhibit and exclude further multilingualism in Europe. This presentation will focus on this conditioning and connection, considering that a symbol of the European Union's idea of being united in diversity is the co-existence and equality of 24 official languages in Europe. Linguistic diversity has been entered in Article 22 of the Charter of Fundamental Rights of the European Union. Together with the multi-/plurilingualism, they are fundamental principles of an internationally competitive Europe. Both are also guaranteed in the European Charter for Plurilingualism. According to the newest Recommendation to member States on the importance of plurilingual and intercultural education for the democratic culture (2022), the development and practice of plurilingual education are among the Council of Europe's most important priorities. The goal set by the Council of the EU is ambitious: EU citizens should speak at least two languages other than their mother tongue.

AW 603 Session 1

Rethinking Learner Silence for Inclusive Pedagogy

Dat Bao

Abstract: In the discourse that advocates speech, silence is frowned upon as a form of disability. For a long time, many experimental studies have been designed to terminate silence in the classroom, treating it as a problem that harms learning and needs to be eliminated at all costs. Recent research, however, reveals the need to think twice. While silence in some students denotes incompetence, passivity and uncooperation, silence in others reveal high intelligence, incubated ideas, and complex ways of participating. Based on research in Australia, China, Japan, Korea and Vietnam, the paper reveals multiple layers of classroom silence and argues that treating all learner silences as the same thing might damage many positive learning moments. By understanding diverse silences within every student, teachers can make pedagogy more inclusive.

AW 603 Session 2

Unveiling Diversity, Equity, and Inclusion in Hiring Practices in Japanese University Language Instructor Recruitment

Lily Thukral and Michael Corbett Sr.

Abstract: With the increasing importance of English as a language of global communication and a mode of intercultural competency, it is crucial that English language teaching is inclusive and representative of diverse perspectives. However, with predominantly White native English speakers as language teachers in Japanese universities, there is a risk that students may associate the language with those who resemble their instructors. This limited perspective may lead them to view English as legitimate only in how their teachers present it (Bryan et al., 2022). This study investigates the explicit Diversity, Equity, and Inclusion (DEI) hiring considerations within Japanese universities, focusing on language instructors. The authors aim to ascertain the extent to which DEI is explicitly mentioned in recruitment for language instructors by analyzing how DEI is articulated through content analysis of 527 job advertisements from the Japan Research Career Information Network (JREC) posted from March 2023 to December 2023. Additionally, it aims to identify academic disciplines that explicitly prioritize diversity in their hiring practices. Preliminary results suggest that diversity recruitment in Japanese universities focuses on cisgender females; further, diversity policies recruit mainly within STEM-based fields. This research establishes the extent of DEI recruiting practices for language instructors in Japanese universities. The results will shed light on how universities may attempt to reflect within their faculty the global demographics of English speakers, whose diversity is needed to address the language's real-world context and usage.

AW 603 Session 3

Cultivating Diversity, Inclusion, and Equity in English Classrooms: Thai EFL Teachers' Intercultural Competence and Sensitivity Levels

Pariwat Imsa-ard

Abstract: In today's globalized world, fostering intercultural competence is crucial for effective interactions among individuals from diverse backgrounds. This imperative extends to EFL teachers, recognized as key contributors to language education. This research aimed to investigate the perspectives of 395 Thai EFL secondary school teachers on intercultural communicative competence (ICC) and intercultural sensitivity (IS). Follow-up interviews with six teachers provided additional depth to their views regarding their ICC and IS. Descriptive statistics revealed commendable ICC and IS levels, emphasizing the role of these educators in promoting diversity and inclusivity in language classrooms. The correlational study identified significant relationships between ICC and IS components, except for the link between the knowledge dimension of ICC and the respect for other cultures and interaction enjoyment dimensions of IS. The implications and future research recommendations discussed aim to support the development of English language materials that prioritize both linguistic proficiency and cultural diversity, contributing to the diversity and inclusivity in English language classrooms.

AW 604 Session 1

Fostering Meaningful Online Collaborative Learning: A place of Equity and Inclusion

Joe Mary G. Ibañez and Toshiaki Iimura

Abstract: The purpose of this presentation is to share with English teachers and educators the findings of the case study of the SMILE Project (Students Meet Internationally through Language Education) on the online collaboration class between the Gr. 9 students of Science Mathematics and Technology Programme (SMTP), Benjamarachutit School, Nakhon SinThammarat, Thailand and Junior & Senior High School of Kogakuin University, Tokyo, Japan. This study examines how online collaboration class improved Thai (and Japanese) students' confidence and self-evaluation of their English abilities, cultural awareness, and Information and Communication Technology (ICT) skills; collaboration classes through the internet had strong positive effects on the students (Mayuroh, Wakabayashi, Iio, et al., 2023) emphasizing the students' experience, before, during, and after the collaboration class, which promotes diversity and its potential impacts on language learning. It is also worth noting that providing students with an equitable space where they can freely express their ideas, be engaged in communication and enhance their understanding of others' culture, identity, and backgrounds; where they can have a sense of inclusion and be who they are, is an important factor to be considered in students' overall development and well-being. This presentation gives the attendees an extensive view of understanding and discovering new educational methods that support and enhance cultural awareness without harming one's identity while learning the English language in various contexts and purposes outside the traditional classroom setting.

AW 604 Session 2

(Mis)representations of Africanity in Japanese EFL Textbooks

Gregory Paul Glasgow

Abstract: Recent pedagogical paradigms, including Teaching English as an International Language and Global Englishes Language Teaching (Matsuda, 2018; Rose & Galloway, 2019), have been advocating for a more inclusive approach to language education. These approaches emphasize the importance of exposing students to linguistic diversity and the cultural richness within the English-speaking world as part of their learning experience. Notably, though Black-majority countries in Africa and the Caribbean that recognize English as an official language constitute approximately 14% of the UN Member States, their cultures are often underrepresented in ELT materials, including government-approved EFLT textbooks in Japan. This presentation, based on an exploratory study, aims to address this issue through a content analysis of 26 elementary and junior high school textbooks approved by the Japanese Ministry of Education, coupled with semi-structured interviews with English teachers from continental Africa and the Afro-Caribbean. The findings highlight that, while there have been some advancements, more effective strategies are required to accurately represent Africa and the African diaspora. The presentation concludes with a discussion on the implications for future material development in the Japanese educational context.

AW 605 Session 1

Enhancing Inclusivity in ESL Classrooms Through Mangas: A Content Analysis Approach

Golay Amiri

Abstract: This research delves into the potential of incorporating mangas, specifically Doraemon Manga, within ESL classrooms to amplify diversity and inclusivity. The primary qualitative methodology employed is content analysis, focusing on the visual and cultural elements inherent in mangas as pivotal contributors to educational enrichment. The study views visual content as a pedagogical tool transcending linguistic barriers, providing a more accessible and engaging platform for comprehension among diverse learners. Emphasizing the incorporation of culturally relevant content, as exemplified by the Japanese cultural context in Doraemon Manga, emerges as a pivotal factor in fostering inclusivity. Employing content analysis, the research systematically scrutinizes the presence of cultural themes in manga. It illustrates how these narratives contribute to a comprehensive understanding of diverse perspectives within ESL classrooms, extending language education beyond traditional linguistic boundaries. This multifaceted approach actively cultivates cultural competence and nurtures an appreciation for global issues. In conclusion, the research strongly advocates for the intentional integration of mangas as an effective pedagogical strategy in ESL

contexts. The visual and culturally relevant dimensions within these mangas significantly contribute to promoting diversity, inclusivity, and a holistic understanding of language and culture within ESL learning environments, benefiting classrooms with students from diverse backgrounds.

AW 605 Session 2

Plurilingual Arts-Based Approaches for Critical Reflexivity

Yaya Yao

Abstract: Eurocentric, monolingualist conceptions of EFL persist in the Japanese secondary school context. But far from training learners to become fluent according to native-speakerist (Holliday, 2006) standards, EFL education must innovate by supporting learners to explore the complex, dynamic nature of their linguistic development in sociopolitical context. A plurilingual stance inherently challenges the hegemony of monolingualism. It understands each language user as holding a unique holistic language repertoire, or idiolect (Otheguy et al., 2015). Integrating this paradigm with arts-based approaches can offer inclusive curricular methods that facilitate metacognition, embodied reflexivity, and plurilingual identity formation. This presentation discusses the potential of plurilingual arts-based approaches as inclusive pedagogy in Japanese high school EFL education. A series of two workshops (n=17) were conducted with an after-school English debate club at an urban public high school in Japan. Through the workshops, participants created life-sized "body maps," and then "mapped" their names and languages onto their bodies through an interactive multi-arts process. Ethnographic and arts-based data in the form of the body maps/language portraits, poems, open-ended questionnaire responses, and stories shared verbally in the workshops were collected and analyzed using an integrative qualitative approach with an emphasis on narrative inquiry. Findings contribute to understandings of how plurilingual arts-based methods can foster learners' reflexivity around their holistic repertoires and can enhance critical awareness of the sociocultural dynamics that shape their affective, embodied experiences of language.

AW 605 Session 3

Raising Accessibility, Diversity, and Inclusivity in Tertiary Education via 3D Teaching and Learning Aids

Agnieszka Kałdonek-Crnjaković

Abstract: The study concerns the use of 3D resources in tertiary education in the areas of phonetics, phonology, and practical pronunciation with the common view of raising accessibility and recognizing the variety of all students' learning needs. The main research aim is to investigate the impact of 3D materials on language learning experiences and acquisition processes of students at four European universities – the University of Warsaw (Poland), Heidelberg University (Germany), Charles University (Czechia), and the University of Copenhagen (Denmark). The project received a grant within the SEED4EU+ programme (https://4euplus.eu/4EU-714.html). The project runs from October 2023 to September 2024. The research question we posed was as follows: To what extent does the multisensory approach facilitated by the use of 3D resources enhance university students' learning experiences in phonetics, phonology, and practical pronunciation of different languages? Data are collected from the university students who have used the 3D resources produced specifically for a given course and the instructors who have taught using the 3D resources. Research data are being collected using a questionnaire with statements on a Likert-type scale and open questions as well as interviews. Based on the pilot study's results, we expect the 3D resources to be a useful learning and teaching tool.

AW 606 Session 1

Inclusive Literacy Development Training for Pre-Service Teachers in Early Childhood Education in Indonesia

Andy Cirocki

Abstract: Literacy development is a crucial stage in a child's life because of the dramatic effect it may have on their education and future. It includes nurturing alphabetic fluency, understanding sound/letter correspondence, learning words and patterns, and developing reading. Literacy development may be impeded by learning difficulties and disorders. For instance, learners with dyslexia frequently encounter difficulties in accurate and/or fluent word recognition, spelling, and decoding abilities (Kormos, 2017). Consequently, they often face difficulties in

comprehending texts and learning vocabulary. However, early identification and implementation of inclusive teaching techniques to develop literacy among learners with such difficulties can aid these learners in the often turbulent learning process. This presentation reports on a British Council-funded project titled Inclusive Literacy Development Training for Pre-Service Teachers in Early Childhood Education in Indonesia. This project aimed to design a Continuing Professional Development (CPD) course for pre-service teachers in early childhood education in Indonesia. It was developed as part of a 35-hour workshop conducted for 14 early childhood education teacher trainers (7 male and 7 female) representing all seven geographical regions of Indonesia (2 participants per region). The participating teacher trainers reviewed existing materials from other contexts, adapted them to suit their own context, and then developed a bilingual CPD course for early childhood practitioners in Indonesia. The designed CPD course has been included on the government platform promoting CPD courses for Indonesian teachers. It is hoped that this course will directly benefit thousands of children who need extra support for their literacy development and will promote inclusive education across the country.

AW 606 Session 2

Women in ELT: Global Challenges, Future Aspirations

Heather Buchanan

Abstract: This talk explores the opportunities and challenges faced by women in ELT, working in a variety of professional (e.g. teaching, publishing and writing), geographical and cultural contexts. It focuses on their professional experiences in relation to leadership, professional development, workplace politics and culture, and career progression, as well as their aspirations for women in ELT. It presents the findings of a small-scale study, which explored women's experiences of leadership, professional development, workplace politics and culture, and career progression, and the perceived impact of their gender on their experiences.The study aimed to uncover what inspires and frustrates women in their professional lives and how they deal with these frustrations. It explored if and how women have been affected by issues, such as 'second generation' gender bias, and addressed subtle, often invisible barriers which women encounter due to cultural norms, organisational structures, practices and patterns of interaction. For example, issues such as women role models, gendered expectations regarding career paths, roles, responsibilities, and networking. The issue of how women are stereotypically expected to behave and its potential impact on their careers is also considered. Despite legislation such as the UK Sex Discrimination Act (1975) and the Equal Pay Act (1970) and significant progress in gender equality, huge discrepancies still exist in the workplace. For example, in UK Higher Education, 46% of academic staff are women, but females represent only 27% of professors and 38% of other senior academics (x, 2021).In an international context where significant progress has been made in gender equality but huge discrepancies still exist in, for example, the representation of women in senior roles, the talk offers an opportunity to raise awareness, reflect on these issues in relation to ELT and consider potential avenues for future research.

AW 606 Session 3

Implicit Hiring Preferences in Japanese Higher Education Job Advertisements

Elizabeth Oba and Theron Muller

Abstract: Japanese higher education has been described as largely closed to foreign faculty. While this has its origins in national policy, despite such discriminatory policies having ostensibly ended, in 2016 only about 20% of foreign faculty at national universities held professor positions, with around half at the relatively lower 'lecturer' or 'assistant professor' levels (Cabinet Office of Japan, 2017; Muller & Gallagher, 2023). While the precarity of language work within higher education is a larger theme globally (Turner, 2011), the institutional status of English language teachers in Japanese higher education can present constraints that impede their professional development (Adamson, 2010). This particularly applies to generally marginalized foreign faculty (Brotherhood, Hammond, & Kim, 2020) and English language teachers (Hall, 1998; McVeigh, 2002), notably adjunct, part-time faculty (Whitsed & Volet, 2013; Whitsed & Wright, 2011). However, the majority of investigations to date tend to gather anecdotal evidence through participant research and so present only a partial view of the state of marginalization of such faculty within Japanese higher education. To better understand the full extent of the institutional marginalization of such faculty, in this preliminary investigation we analyze job listing data posted to JRECIN in 2002 and 2022, examining how the

proportion of jobs with and without employment terms changed based on the language the posts were made in, English, Japanese, or both and the type of job advertised, full or part-time. Understanding such trends can clarify the extent to which Japanese higher education continues to treat foreign faculty differently from their Japanese counterparts.

AW 609 Session 1 Online / Hybrid

Teaching English to Gifted Students: A Research

Alberta Novello

Abstract: Gifted and talented students show specific features in the language learning process that need to be considered when tailoring inclusive language programmes. If this distinctiveness is not taken into consideration in teaching, the efficacy of their learning can be strongly affected. The speech aims to present the results of a survey on gifted aspects of learning a foreign language as well as their favourite language activities. Data from the survey will be shown regarding teachers' and students' perspectives. Some proposals to successfully include gifted students in the language classroom will then be described.

The speech, in particular, refers to research conducted by the presenter on gifted student processes in learning a foreign language. The survey was proposed to teachers and students of foreign languages in Italy. The questions in the survey have been created on the basis of the scientific literature about characteristics of gifted students in language acquisition (Lowe 2002; Sousa 2003; Deveau 2006; Duchovicova 2007, 2009, 2010; Okan e Ispinar 2009). Data were collected from 210 teachers with experience teaching languages to gifted students and 35 gifted students aged from 6 to 18. The focus of the survey was to investigate:

- students' strongest language abilities
- students' features in language learning
- students' favourite language activities.

Also, the cognitive processes implied in speaking a foreign language have been analysed and then compared to the main cognitive features of talented students in order to identify the most suitable activities to develop language acquisition. The main characteristics in language learning observed in highly able students will be presented as well as the appropriate classroom activities related to each feature. Some examples of inclusive lesson plans for the language classroom will also be given.

AW 609 Session 2 Online / Hybrid

Code-Switching as an Inclusive Strategy in a Language Classroom: Beliefs and Practices of Foreign Language Teachers in Poland

Zuzanna Mrozicka

Abstract: The study discussed the use of code-switching in the foreign language classroom as an inclusive approach according to Universal Design for Learning (UDL; Hall, Meyer, & Rose, 2012), considering differential instruction for groups of students with specific needs such as students with dyslexia, attention deficit/hyperactivity disorder (ADHD) or on the autism spectrum disorder (ASD). The study aimed to examine practices and beliefs of Polish foreign language teachers regarding the deliberate use of code-switching. One-hundred and ten language teachers working in different educational settings participated in the study. The research questions asked about the salience of the participants' educational background, the length of teaching experience and work place as to the frequency of the use of code-switching, as well as the usage of this approach with learners with specific needs, including students with dyslexia, ADHD, and ASD. Data were gathered using a questionnaire in an online Google form with closed- and open-ended questions. Participants were asked to respond to the statements with a five-point Likert scale. The descriptive and interferential analysis included internal consistency, group correlation, and comparisons. Overall, the findings showed a positive attitude of the teacher participants towards code-switching. The participants also reported code-switching activities among specific groups of students as a facilitating communication strategy. Therefore, code-switching may be considered an inclusive multilingual strategy along UDL. Specific pedagogical

implications will be discussed, including the benefits and costs of code-switching in the context of teacher and learner well-being.

AW 609 Session 3 Online / Hybrid

"Playing Catch-Up": Vietnamese Rural Student Voices on Bridging Academic Marginalization

Danh Cong Vu

Abstract: As English has become the instructional language of higher education globally, profound learning barriers have emerged for rural students in Vietnam. Their under-resourced schools and an English-neglected curriculum provided limited foundations prior to engaging in lectures, presentations, and discussions now conducted exclusively in academic English. This frequently results in skill deficits and identity struggles for disadvantaged rural students transitioning into demanding participation in a new academic environment. While extensive studies have quantified rural-urban student academic performance gaps, few deeply explore the coping strategies these students employed. This paper reports a case study examining two Vietnamese undergraduate English majors of low-income, countryside origins to showcase the coping strategies employed to achieve competency. The findings reveal initial frustration when facing significant skill lags behind urban peers which resulted in their feelings of classroom humiliation and depression. However, emergence of motivation sparked through private, personalized academic consultations eventually facilitated small wins that converted participation fears into increased confidence and learning autonomy. The study highlights the limitations of the one-size-fits-all approach and demonstrates how personalized interventions directly addressing marginalized individual learners are essential and can promote more equitable access and inclusion in language education.

AW 610 Session 1 Online / Hybrid

A World of Emotions: Be Kind & Be Contagious!

Tiziana Lorenzet

Abstract: This project focuses on kindness and its positive effect on learning, on mental well-being and physical health, and it aims at developing students' cognitive empathy, critical thinking, emotional intelligence, critical creativity and cross-cultural awareness.

Cultivating kindness generates a prosocial behaviour, which tends to build relationships based on respect, reciprocal help, mutual understanding and trust and to create an inclusive learning environment open to dialogue and interaction where everyone can feel respected, supported and free to express themselves, and can experience well-being and a sense of belonging.

The project, based on 'learning by feeling and doing together' and on Tomlinson's ideas of humanising, localising and personalising materials and activities, promotes the role of emotions in the language classroom, invites students to investigate their local communities, to reflect on their relationships with the other people and on their inner world, and it encourages them to give voice to their inner voices and to take action.

Students are given choice, autonomy, freedom and authentic tasks in the classroom and out of the classroom, which stimulate interaction and boost motivation. They always work cooperatively, in pairs or in groups, but according to their skills and preferences. In the end, they create and put into practice a simple action plan from a problem solving perspective in order to help people in need in their local communities, such as refugees, elderly people, poor people, lonely people and ill children.

AW 610 Session 2 Online / Hybrid

"Should we be Calling them Lazy?"

Fernanda Felix Binati

Abstract: Technology and A.I. have given us boundless means to explore teaching, however, the ultimate question remains unanswered: have recent approaches to community-building followed the demands of the 21st century classroom?

On two research projects based on classroom observations and teacher interview within the Brazilian and Indian systems demonstrated that discipline without methodological rigour, or like Paulo Freire calls as “the hypocritical formula” of "do as I say, not as I do”, neither fosters community values nor promotes learner autonomy, which in turn have become unprecedented issues we are facing in modern times.

By engaging with the questions posed from one year study in pedagogical approaches and practices, in this session we will briefly tap into central issues which have revolved around the social role of education in the 21st century backed up by cultural anthropology, psychology and sociological theories as a way to help us reclaim the tools we may already possess, or be reminded of, for learning to take place.

AW 610 Session 3 Online / Hybrid

The Influence of English Language Instructors’ Emotions on Inclusivity and Diversity at a South African Language Centre

Shannon Bishop-Swart

Abstract: To gain insight into the emotional effects of teaching English to multilingual international students at a South African Higher Education University Language Centre, three English Second Language (ESL) instructors provided reflections and feedback of the adjustments made to their English language teaching practice during the initial Covid-19 lockdown. A thematic analysis of the qualitative data of weekly digital diaries over a period of an eight-week academic block revealed instructors’ perceptions of aspects which they felt simultaneously challenged and promoted English language learning in the unique online learning environment that resulted from the global pandemic. Instructor’s perceptions of the factors that challenged English language learning and prohibited inclusion involved intermittent Wi-Fi access, equipment failure, electricity power outages, as well as reduced access to textbooks, isolation and the resultant mental and physical well-being of themselves and their students. Factors that instructors perceived promoted online English language learning and inclusion of multilingual students involved regular synchronous communicative practice, adjustments to the length and frequency of synchronous sessions, redesigning of assessments, including digital tools and applications in their language instruction, and using a shared digital platform for communication, storing of resources and sharing good practice. Instructors’ concluded that their sudden up-skilling in technology and regular sharing of good practice were the two most effective aspects to influence inclusivity in their English language teaching practice. The instructors' concern for the mental and physical wellbeing of their international students during the pandemic lockdown, however, was a consistent and constant challenge affecting their own well-being and belonging.

AW 611 Session 1 Online / Hybrid

Helping Teachers' Explore Culturally Responsive Pedagogy in Ethnic Minority Group Areas in Vietnam

Hoa Nguyen

Abstract: Our presentation discusses a project which aimed to support English language high school teachers in Vietnam to develop a culturally responsive pedagogy suited to the needs of learners from ethnic minority groups. This much-needed project comes amidst growing national and global concerns around diversity and inclusivity in education and how to ensure all learners have access to quality and equal education. In Vietnam, remote mountainous provinces tend to be neglected in the roll-out of teacher development programmes. Many English teachers are not confident in teaching learners from diverse cultural and multilingual backgrounds. They may struggle to engage learners and to find appropriate pedagogy which reflects and values learners’ language and cultural heritage.

To help address this, our project trialled an innovative teacher-led professional development model. This model is based on a culturally responsive pedagogy framework which helps teachers understand and use their learners’ culture, characteristics and experience to enhance teaching and learning (Gay, 2000). It takes an exploratory practice approach, which encourages teachers to puzzle and investigate their classroom practice in collaboration with learners (Hanks, 2017), and includes collaborative researcher-teacher mentoring. We share findings of teachers' perceptions and experiences of culturally responsive pedagogy and the impact of the project on teachers' classroom

practice and their pedagogic puzzles. We highlight case studies of how teachers have integrated culturally responsive pedagogies through learner-based projects.

May 12 (Sun), 2024, Parallel Session 4 (9:00-10:10)

AW 601 Session 1

Video Essays: A Holistic Assessment Strategy for Students Representing Predominantly Oral Cultures

Jack Massalski

Abstract: The academic essay has long been the staple of choice as far as assessment is concerned in many areas of post-secondary education. In a typical scenario, judging the student's level of understanding of the subject matter amounts to evaluating the student's final written product, i.e., the essay. Instructors use grading rubrics and scoring guides to assess various criteria such as the student's abilities to convey ideas effectively, to support points with reliable evidence, to cite external sources, to employ area-specific academic vocabulary, or to use proper formatting techniques. Due to the written nature of the assignment, however, assessment criteria are likely to highlight and exaggerate the importance of academic writing skills and knowledge of the essay genre itself, not necessarily of the content and/or ideas presented therein. The emphasis on complying with the constraints imposed by the assessment form raises serious equity questions in an increasingly diverse classroom comprising of students representing various cultural backgrounds. Recent proliferation of communication technology, namely camera-equipped smartphones, has made alternative forms of assessment much easier to implement.

This presentation will focus on sharing the experience of incorporating video essays into course curriculum as means of mitigating the assessment inequalities and barriers faced by students from cultures with rich oral traditions. The presentation aims to provide instructors with equitable assessment solutions that allow students of various cultural backgrounds to demonstrate their knowledge in a more holistic manner.

AW 601 Session 2

Picturebooks as Learning Resources - Providing 'Windows' and 'Mirrors' for Young Learners and Young Adults

Alison Hasegawa

Abstract: Picturebooks have been recognised by numerous educators as engaging and authentic teaching materials for language learners. They have the potential for developing not only international and intra-national understanding, but other cognitive and social-emotional skills through the target language, (Bland, 2016; Ellis & Gruenbaum, 2023; Ghosn, 2002; & Mourão, Kik, & Matos, 2022). In contrast to textbooks, picturebooks can provide less stereotyped, realistic narratives from individuals who are communicating their life-experiences through the powerful combination of the written word – text, and visual image – illustration. However, Bishop, who first coined the infamous 'windows and mirrors' analogy, importantly reminds us that, 'when children cannot find themselves reflected in the books they read, or when images they see are distorted, negative or laughable, they learn a powerful lesson about how they are devalued in the society of which they are a part' (Bishop, 1990, p. ix). We can 'mirror' or represent and celebrate our learners' diversity and special physical and mental abilities, or open a 'window' into someone else's reality and walk in their shoes through picturebooks. So, how do we scaffold thoughtful discussions around carefully selected picturebooks, and by integrating this versatile resource into our language lessons, what skills can we develop? In this presentation picturebooks that introduce various dimensions of human diversity positively will be introduced alongside examples of how they can be utilized with students of all ages, to develop communication and thinking skills. In addition, ways to utilize them to foster positive interpersonal and intercultural attitudes will also be demonstrated.

AW 602 Session 1

Applying Ethical Approaches to Language-Teaching

Gutkovskii Aleksandr

Abstract: Teaching is an endeavor that is tightly connected to ethics. We as educators often have to make complex ethical choices that might influence our students and ourselves. Ethical choices such as creating class rules, accommodating students, and dealing with cheating arise in every classroom but are especially prominent in the field of language learning. Multiple studies demonstrate that Japanese EFL students tend to be prone to risk aversion due to fear of losing face. This situation is further complicated by the fact that communication-driven English classes in university often differ from the assessment-driven ones in high school. Thus, students who undergo this transition might feel both elated and vulnerable. In this context, ethical decisions made by educators can have both liberating and devastating consequences. In this presentation, we will discuss two major approaches to ethics, deontology (duty-based ethics) and consequentialism (consequence-based ethics). We will also talk about how these two approaches might be reflected in teaching practices in the form of class rules, assessment, and classroom management. Then, the presenter will address an alternative framework of ethics called "Ethics of Care". The presenter will draw on his classroom experience to describe how Ethics of Care can be applied to create a safe space in a class without decreasing students' accountability.

AW 602 Session 2

Critical Pedagogy in Action: Creating a Culturally and Linguistically Responsive Learning Space

Maria Guajardo

Abstract: The lived narratives of university students can be instrumental in advancing inclusion and belonging when intentionally brought into the learning space. Featuring the importance of bringing the world into our learning spaces, connecting the relevance of global issues to student lives, while deepening a sense of belonging, and connection, allows new transformative learning for both ELL students and teacher. Through the lens of critical pedagogy, Freire's (1998) social justice principles of teaching and learning include a social justice lens, critical inquiry, praxis, and dialogic experiences, specifically examining how power works and how to use power in the service of justice. Featuring the importance of bringing the world into our learning spaces, connecting the relevance of global issues and justice to student lives allows new transformative learning for both the students and teacher in EMI courses. Five strategies will be explored for advancing inclusion and belonging:

1. Critical Inquiry - Deep Questions

2. Relevance of content

3. Purpose and Intention

4. Reflection

5. Praxis - Agency and Co-creation

Contributing to a sense of agency and awareness of student power, self-determined students step into their role as global citizens and leaders, with increased critical awareness, commitment to social change, and an enhanced sense of belonging. Questions to be addressed include:

How to bridge contemporary DEI issues to lived student experiences?

How to introduce the five strategies in the learning space?

How to cultivate a sense of community and belonging in an EMI university course with students from the Global North and South?

AW 603 Session 1

Introducing "Global Englishes" to First Year University Students

Risa Ikeda

Abstract: To this day, English language education and learning in Japan is influenced heavily by an emphasis on standardized testing, on the one hand, and preferential treatment of teachers and materials reflecting native-speakerism on the other. Students who are a part of this educational system are faced with pressure to conform to these ideologies to achieve academic success, compromising their opportunities to use English as a lingua franca with English users of diverse backgrounds in their actual lives. The Global Englishes paradigm in TESOL has been promoting critical awareness of these traditional discourses, encouraging gradual changes in curricula and attitudes. In this presentation, I introduce my own efforts to raise awareness of Global Englishes through a content lecture for freshman students at a rural Japanese university. While systemic change in this context has been slow, I aim to provide students with basic conceptual tools for thinking critically about their own English learning. Based on about 200 student assignments for the lecture collected over the last two years, learners generally welcomed the concept of the multiplicity of Englishes and seemed to comprehend the problems associated with native-speakerism. Although most responses did not go far beyond regurgitation of what was stated in the lecture, introducing students to Global Englishes provides impetus for incorporating acceptance of linguistic diversity and inclusion into our day-to-day English language teaching and learning practices.

AW 603 Session 2

Global or Local Identities? How Thai Learners in an English Program Project Themselves Through L2 Pronunciation in ELF Encounters

Pichet Prakaianurat and Preena Kangkun

Abstract: This study combines qualitative and quantitative methods to explore 15 English program (EP) students' attitudes toward English varieties and how they negotiate social meanings and construct their identity through stylistic practices in classroom discourse and English as a lingua franca (ELF) interactions. Through a verbal guise test, semi-structured interviews, and auditory impression analysis, the results indicated a strong preference for native-based English varieties, with American English linguistic resources being more prevalent in the speech of EP students than those of British English. The findings revealed that in ELF talks all EP students adopted native-like speech styles, which were perceived as more socially prestigious and communicatively advantageous, to indexically construct a "proficient" English speaker identity and establish a sense of in-group global community membership. However, within EP classroom discourse, certain participants demonstrated style-shifting by using the local variants of Thai-accented English to evoke a sense of solidarity and index certain social meanings through L2 pronunciation, projecting a "Popular" identity to distance themselves from the "Bookishness" group within the EP community of practice. The study underscores the importance of native-based norms and socially sensitive pedagogical approaches, enabling students to construct their distinct identities through L2 pronunciation while also recognizing the plurality of English varieties present in their particular linguistic landscape.

AW 604 Session 1

Universal Design for Learning Meets Multilingual Learners with Exceptionalities

Andrea Honigsfeld and Audrey Cohan

Abstract: Students in contemporary classrooms where English is taught as a foreign, second, additional, or international language represent a broad continuum of abilities as well as a rich diversity of talents, gifts, and background experiences. Many teachers are concerned that they are underprepared to support one subgroup of students who are learning English while being classified as having special education needs, in some contexts also referred to as dually identified multilingual learners. Rather than receiving disjointed or fragmented services, these students deserve a carefully constructed, inclusive learning environment and intentionally planned cohesive learning experiences that simultaneously address their language and literacy development needs and support their unique learning differences. We recognize the urgency for these students to have access to quality instruction and we advocate for a UDL-based collaborative model. In this conceptual presentation informed by our field-based research,

we take an asset-based approach to multilingual learners with exceptionalities and showcase a collaborative, inclusive framework consisting of collaborative planning, instructional delivery, and assessment practices. We introduce an adapted version of UDL that has an enhanced focus on identity-affirming pedagogy and identity-safe places for multilingual learners with exceptionalities. We highlight multidimensional teaching practices and authentic, student-focused learning experiences while centering educator and learner voice and choice.

AW 604 Session 2

The Intersectional Identities of Black Female English language Teaching professionals in Japan

Avril Haye- Matsui

Abstract: This presentation focuses on the growing diversity of English language teachers in Japanese educational contexts—namely Women of the African Diaspora (Black women). In the last two decades, there has been an increase in research on English language teacher identity in Japan. However, much of this research lacks inclusivity and predominantly highlights the identity development of Caucasian teachers from inner-circle countries. (Appleby, 2014; Kiernan, 2010; Nagatomo, 2016; McCandie, 2021; Simon- Maeda, 2004). This qualitative study is the first to focus on the narratives of Black female English teaching professionals in Japan who hail from various parts of the African Diaspora. This study was longitudinal, and the researcher used semi-structured interviews to collect data from nine women over a two-and-a-half-year period. Using intersectionality (Crenshaw, 1989; Collins & Bilge, 2016) as a theoretical lens, the researcher will show how Black female teachers may navigate discourses of race, gender, and native- speakerism (Holliday, 2006) within their workplaces. The women in this study came from four locations: Europe, the Caribbean, Africa, and North America. This was important because national origin often determined how they were perceived within their workplaces and Japanese society. Furthermore, the study revealed the various ways their "embodied intersectionality" (Mirza, 2017, p.40) impacted their pedagogy and their relationships with their students and colleagues in challenging yet largely positive ways.

AW 605 Session 1

Reimagining the Role of Vision in Language Learning Through a Rural Japanese Woman's Story

Aya Hayasaki

Abstract: Today, there has been concern about unequal access to English in rural areas of countries where English is learnt as a foreign language. Lamb (2013) revealed that learners from rural Indonesia form unrealistic ideal L2 selves, and despite their efforts to learn English, they often face challenges stemming from a lack of systematic organisation and resources for education. Motivation, including future visions and ideal L2 selves, is a significant factor in shaping agency in language learning. However, does the absence of a realistic vision always lead to negative outcomes? Additionally, prior research on learners from rural areas have predominantly focused on the lack of resources, possibly overlooking the positive potentials within local contexts. In this study, I aim to reimagine the role of motivation and context in language learning, focusing on the case of one woman from rural Japan. Life story interviews were conducted to grasp the nature of her agency and how it is shaped by contextual constraints and opportunities. The findings revealed how her rural background played both advantageous and disadvantageous roles in her career trajectory. Notably, the narrative highlights her confidence and hope nurtured through her supportive small-scale school communities. Despite (reportedly) only having vague visions as an English user during her high school and university years, she pursued her career by venturing into new environments in three different Asian countries and even overcame challenges in the pandemic situation. I conclude by suggesting a different form of empowerment for learners from rural contexts, beyond addressing their constraints.

AW 605 Session 2

Supporting Gender Diversity within a Multinational Academic Environment in Japan

Luke Kingsley Armstrong

Abstract: I have been investigating the ways that the university I work at succeeds or fails to support gender identity from the perspective of its gender nonconforming students. My research is ongoing and has already provided some valuable insights. The university has a diverse campus, with significant queer representation within its student body,

and an unusually high (for Japan specifically, and Asia in general) percentage of trans* and gender nonconforming students. I ran informal interviews with 4 students from different cultural backgrounds and gender identities as research to prepare a pilot study. I have written up these interviews and our shared conclusions regarding how the university could improve its support of student' gender identity. I intent to engage in a multi-pronged approaches to improve inclusivity on campus, with student involvement, as well as continuing research with my pilot study next semester. These are the current intended actions based on the outcomes of student interviews;

1. Community Building: in coordination with 2 key members of the genderqueer community, I will organize an informal "Gender Euphoria" event to address student issues with lack of access to community, visibility, and isolation by coming together, engaging in community building activities and experience sharing.

2. Gender Inclusivity Issues Forum: the previous event will also be a jumping point to access more student input and to plan a formal forum with administrative representation where students can bring issues they would like to see improved such as the lack of gender inclusivity in some campus facilities.

3. Departmental Gender Inclusivity Training: I will deliver a training session for fellow faculty within the language department aimed at raising awareness of gender inclusivity issues and improving faculty support for non-gender conforming students, to be implemented in the run up to the next semester. In all of these points, I hope to get some useful input and feedback from members of this conference.

AW 606 Session 1

Impact of Limited-Term Contracts on English as a Foreign Language Teachers' (EFLTs) Sense of Belonging

Bladimie Germain

Abstract: Research demonstrates that integration and belonging directly contribute to an individual's personal perceptions of their professional identity which can affect their well-being, professional efficacy, and their commitment to their institution (Zhu, 2022; Scuzzarello & Moroşanu, 2023). However, exploration of belonging in the context of foreign language teachers (FLTs) on limited-term contracts (LTCs) in Japan is lacking, despite universities predominantly hiring FLTs to teach English using LTCs. The lack of research could have unintended consequences on English education in Japan. Therefore, this research expands on Germain's (2023) analysis of factors that contribute to FLTs perception of their integration by examining if, when, and how integration led to a sense of belonging. To do so, this research employed a qualitative methodological approach through questionnaires and semi-structured interviews. The FLTs in this research are exclusively English language lecturers on LTCs in a private Japanese university, and belonging is analysed under three categories: institutional, departmental and peer-centred. The results demonstrate that in many cases inclusion at various levels often led to FLTs feeling a sense of integration. However, due to perceptions of English language lecturers not being "true" academics, integration did not necessarily lead to them feeling a sense of belonging. Thus, the findings not only challenge the notion that integration is equivalent to belonging, but also urges institutions to create a more conducive environment which fosters deeper understanding of belonging, well-being, and integration within their institutions, and to reassess the application of limited term contracts as a whole, especially in the English language context.

AW 606 Session 2

Spatial Characteristics and Belonging in Sports English Classes

Devena Penelope Haggis

Abstract: Classroom space has been considered within various contexts including traditional and dispersed environments (Harrison and Hutton, 2013), and hybrid virtual environments (Eyal and Gil, 2022). These learning environments are impacted by spatial characteristics, the pedagogies used within them and student engagement (Jin and Peng, 2022). Other studies have considered spatial choices by students and the effect on learning capacity and results (Bergtold et al., 2019). In addition, a sense of 'belonging' to a university and its formal and informal spaces has been found to influence positive perceptions and experiences of education Collina et al., 2022) and retention of students (Pedlar et al., 2022). Spatial choices such as grouping and movement in class and students' sense of belonging is less well defined. Therefore, this paper considers the spatial characteristics of location and association, on learning and its impact on the belonging of students in a sports English classroom during 2023. The

diversity in the sport major cohort was represented by their grade, gender, sport specialization, characterization and English language ability. The students reflect Perez et al.'s., (2020, p. 139) definition of diversity, that of people who "hold a variety of socially constructed identities, values, and beliefs". Belonging and inclusion in the classroom reflected spatial choices (e.g. sports and gendered seating, movement or non-attendance). Mapping, observation and student responses elucidate the changes and spatial characteristics of five classrooms and their connections. It assesses the strategies of students to mediate belonging and inclusion in their learning environment via the use of space.

AW 609 Session 1 Online / Hybrid

Exploring Equity and Inclusivity in Multi-level Classes through Teacher Support Strategies: A Case Study of Marginalized Students

Thanh Nguyen

Abstract: The dynamics of educational settings have witnessed an increase in the prevalence of multi-level classes, where students of varying academic abilities and levels are grouped within a single learning environment. Despite existing research on diversity, equity, and inclusiveness in education, educators express concerns about establishing inclusive learning environments that ensure equality in how students from various cultural, linguistic, and socio-economic backgrounds access and participate in the learning process to succeed academically. Maximizing inclusiveness and equality in the classroom involves implementing teacher support strategies to address the specific needs of diverse learners. To investigate whether or not teacher support strategies promote equity and inclusivity in the learning process of marginalized students, this study was conducted with 59 university students in two traditional classes where students are diverse in terms of academic abilities and cultural backgrounds. The research involved in-depth case studies examining classrooms where two distinct teacher support strategies were implemented within 13 weeks. The results from classroom observation, surveys, and semi-structured interviews revealed positive changes in the attitudes and experiences of marginalized students toward learning and their academic capabilities. The findings carry significant implications for educators and administrators striving to create inclusive learning environments that cater to the needs of students from diverse backgrounds.

AW 609 Session 2 Online / Hybrid

Diverse Motivational Factors for Learning Additional Languages by Individuals with ADHD: Implications for Inclusive Classroom Practices

Agnieszka Błaszczak and Agnieszka Kałdonek-Crnjaković

Abstract: Attention deficit/hyperactivity disorder (ADHD) is a specific learning difficulty that may affect additional language learning (Kałdonek-Crnjaković, 2018); or it may be considered as a difference that may have a positive effect on additional language acquisition (Kałdonek-Crnjaković, 2023). The latter statement considers ADHD from the perspective of inclusiveness and diversity in language education to a greater extent. To explore this issue, in this study, we examined the motivation for learning an additional language of eight individuals with ADHD. The data were first collected through individual semi-structured in-depth interviews and, subsequently drawing on the findings of the interview data, from a focus group. The question that guided our study was as follows: What motivates individuals with ADHD to learn additional languages? A few lines of data coding were employed to identify motivational factors across the sample along with the recommendation in the literature (Papi & Hiver, 2022; Ushioda, 2019), including the L2 motivational self-system (Dörnyei, 2009). Findings suggest that specific ADHD manifestations affect the participants' motivation. We also observed that the teacher played a salient role. The findings of this study therefore form pedagogical implications regarding inclusive classroom practices. The findings may also inform potential research on engagement and boredom in the context of ADHD and additional language education.

AW 610 Session 1 Online / Hybrid

Language Support in English-Medium Programs: Recommendations from Teachers in Saudi Higher Education

Kate Elizabeth Heath

Abstract: English as a medium of instruction (EMI) has become an integral aspect of institutions' internationalization strategies (de Wit, 2019). However, this approach poses difficulties for students with limited English language skills, and EMI is often adopted without considering the needs of key stakeholders (Lasagabaster, 2022). As a result, these programs can disadvantage students who do not have high levels of English language proficiency (Hopykns, 2023; Louber & Troudi). To better understand how English-medium programs can cater to students' diverse needs, this study gauged teachers' opinions and experience regarding language policies and their recommendations for improving English-medium programs. This study used a mixed methods design, and a questionnaire was used to collect data from 150 teachers working in higher education in Saudi Arabia. Their responses were analyzed using statistical and thematic analysis. Teachers' responses showed support for translanguaging, language support mechanisms, and interactive methodologies. In line with their suggestions, these programs should develop language policies that recognize the pedagogical role of students' L1, offer professional development opportunities in language teaching, and integrate concurrent English language courses. Overall, this study addresses gaps in the implications of adopting EMI as related to policies, methodologies, and training (O'Dowd, 2018; Sahan et al., 2021). While EMI can act as a barrier to students' access and achievement in higher education, inclusive language policies and language-focused practices can support equity in English-medium programs.

AW 610 Session 2 Online / Hybrid

Towards Inclusive and Equitable Professional Learning for All Teachers: Addressing an Under-Researched National Challenge

Sari Hidayati and Kim Davies

Abstract: High quality professional learning for English language teachers is centrally important, directly to their professionalism and professional identity, and indirectly to students through the provision of high-quality teaching and enhanced learning outcomes. However, recent research indicates that not all teachers have equitable access to such high-quality professional learning. There is very limited current research addressing this issue, despite its centrality to Indonesia's Teacher Competences and improving student learning outcomes. This paper investigates this complex issue through a recent case study of English language teachers in Yogyakarta reporting upon their experiences of professional learning. This qualitative case study involved twelve teachers of English at senior secondary schools in the municipality of Yogyakarta, Indonesia. Data were collected using semi-structured interviews, and were subsequently analyzed thematically. The analysis of data indicates that issues like work role, works load, gender (as it connects with home caring and other non-work responsibilities) and a one-size-fits-all approach that is unresponsive to the specific learning needs of individual teachers, emerge as significant obstacles to accessing high quality professional learning for Indonesian English language teachers. Despite their considerable professional experience and metropolitan location, these teachers still reported concerns about their accessibility to high quality professional learning. This paper will unpack this data in detail and offer insight into ways to make professional learning accessible to all Indonesian English language teachers.

AW 611 Session 1 Online / Hybrid

Learning Through Lenses: A Case Study of How Students Utilize Technology to Craft Multimodal Translanguaging Practices

Daniel Ari Widhiatama and Catharina Brameswari

Abstract: Translanguaging has been observed and deemed to be an effective tool to help EFL and ESL learners master the language skills. Some studies have mentioned that translanguaging strategies make a significant benefit for EFL students as it increases effectiveness and understanding of content. In the teacher training and education field, especially in the English Language Study Program of Indonesia, Translanguaging strategies are acknowledged as a useful means to help teachers who did not share the same L1 norm L2 to students to deliver content and manage the classroom activities. However, the use of technology to support Translanguaging practice in various

multimodalities by non-native Indonesian pre-service teachers to address the barriers of English language learning remained understudied. Therefore, this case study would like to seek how they use technology in class to support them implementing Translanguaging while conducting teaching practice in a microteaching setting. Besides, the types of technology used by the non-native Indonesian pre-service teachers would also be observed as well as the pedagogical implications of technology for supporting inclusive language learning environments in Indonesia's diverse educational landscape. Data sources include two teachers' written coursework and exit interviews, and class observations. Inductive coding approaches will be used to analyze the data.

AW 611 Session 2 Online / Hybrid

Enhancing Awareness of Identity, Gender, and Equality for EFL Students in Indonesia

Catharina Brameswari

Abstract: Literature works often delve into themes such as class discrimination, racism, gender, equality, culture, and identity. Employing a critical literacy perspective, the study engaged students in class activities and assignments that were designed to apply their critical literacy skills in evaluating and interpreting the themes related to identity, gender, and equality. This article will present the result of the present study, which examines the use of various literature works in teaching Indonesian EFL students to recognize and challenge the socially constructed values and systemic inequalities. Data sources were primarily collected through students' assignments, projects, reflection notes, and interview transcripts. The study aims to unveil to what extent various literature works used in the Introduction to English Literature class can enhance students' awareness and concern regarding identity, gender, and equality. The findings of the present research will reveal two key aspects. Firstly, it will demonstrate how students show appreciation, tolerance, and respect for individuals and groups without any prejudice, proven by their interview transcripts. Secondly, within the context of diversity and equality, the study will highlight students' commitment to promoting a more inclusive mindset, as reflected in their assignments, projects, and reflection notes. Importantly, this research emphasizes the use of literature works to develop critical thinking skills and ability to analyse and interpret themes related to identity, gender, and equality.

AW 612 Session 1 Online / Hybrid

Continuous Professional Development as a Means of Teachers Getting a Grip on Marginalized Students' Learning

Bishnu Paramguru Mahapatra, K. Thomas Alwa Edison, M. Muthumanikandan, and P. Tamilarasan

Abstract: The present paper investigates improving marginalized students' learning through the continuous professional development of teachers. Despite several attempts to get a grip on the challenges experienced by marginalized students, their accomplishments in college-based assessments reveal that they are still struggling to learn English. Taking a number of observations and successive college visits into account, the researcher was able to trace out the complexities experienced by teachers in imparting English to college students. To address the above issues, the current study investigated the development and application of new teaching strategies and pedagogical skills. With the help of action research, a project was undertaken on marginalized Engineering students at different English medium state-run colleges in Odisha, India, with a focus on developing their different language skills in English. Participants were teachers and students who participated in quantitative and qualitative data collection. The study revealed that teachers are accustomed to following their own ad-hoc English teaching strategies, and most were not well equipped to administer an alternative teaching strategy in order to support marginalized students' learning, which shows they lack the requisite pedagogical skills. As a result, students become disinterested in learning English. Thus, to get a grip on the prevailing conditions, new teaching assignments/modules were established to cater to the needs of students and teachers. At the same time, teachers were exposed to the notion of empirical research. Initial findings revealed that the new modules helped the teachers to a greater extent in delivering good education, motivating the marginalized students to learn English by involving themselves in the tasks and activities for their development.

AW 612 Session 2 Online / Hybrid

Using Critical Pedagogy to Embrace Diversity in the EFL Classroom and to Promote Equity

Maria da Conceição Condinho Bravo

In the context of undergraduate students at a university in Southern Portugal, the typical EFL classroom used to consist mostly of students from the same community, sharing the same first language. Nowadays, the ever-increasing enrollments of Erasmus exchange students has changed the EFL classroom dynamics. In addition to these, every year there is a growing number of learners enrolling from Portuguese ex-colonies, such as Angola, Brazil and Cape Verde. These students share the same first language, with variations, but have different cultural heritages, different language learning experiences and, often, different levels of foreign language fluency.

This talk examines, first, the challenges these students from diverse cultural backgrounds face, as well as the challenges the teacher has in finding materials and tools effective in facilitating language learning within such diversity.

Second, it will address how implementing Critical Pedagogy can turn the diversity in the EFL classroom into a place where dialogue is facilitated and critical thinking encouraged. This, by raising awareness to diversity and to learners' realities, students understand and value their own identities and their own society.

The materials used were adopted from "English for a Critical Mind" and can be localised and personalised to offer individual learners and opportunity to be seen and heard.

Starting from an EFL classroom of diversity, with learners from different cultural and linguistic backgrounds, Critical Pedagogy can turn the English language education into a rich experience where equity and social justice are values practised by learners and teachers.

May 12 (Sun), 2024, Parallel Session 5 (1:00-2:50)

AW 601 Session 1

'Ignored' Possible Selves in Foreign Language Learning: Three Narratives Voiced Across Two Asian EFL Contexts

Khanh Chi T. Vo

Abstract: This study revisits the L2 possible selves construct of the L2 Motivational Self System (L2MSS) (Dörnyei, 2005, 2009) based on one of its parent theories – Self-Discrepancy Theory (SDT) (Higgins, 1987). The revisited construct covers the own and other standpoints of the SDT which have been overlooked by the L2MSS, and adds the own-on-other standpoint that reflects one's perspectives on others' attributes. It is then applied to interpret the language learning narratives of three Vietnamese alumni who studied in Thailand. In many Asian countries, the ideal L2 self is typically associated with nativelikeness (Apple & Da Silva, 2016), which raises a question of how L2 learners of an EFL country residing in another EFL context – where English is also not a dominant language, localized, and being challenged by the "diverse multilingual nature of ELF communication" (Jenkins, 2015, p. 58) – would (re)construct their L2 selves. The findings display a variety of L2 possible selves established on the own, other and own-on-other standpoints across the participants' Asian EFL learning contexts. The study provides more delineation of L2 possible selves and their relation to language learning motivation; highlights the necessity to take account of the standpoints on the self and the variation of contexts in researching L2 selves and motivation; and proposes related pedagogical implications.

AW 601 Session 2

Views and Notions of Inclusive Education among Postsecondary English Language Teachers in Japan

Davey Young

Abstract: It is well-documented that teachers with a more developed understanding of inclusive education have more positive views of it and perceive themselves to be more prepared to implement inclusive practices (Dignath et al., 2022; Krischler et al., 2019; Wray et al., 2022). However, English language teachers (ELTs) generally lack training and confidence to teach students with disabilities despite the clear need for the field of English language teaching to accommodate such students. Therefore, as a paradigm shift towards greater inclusivity occurs in this field, high-level stakeholders such as policy makers, school leaders, and teacher trainers need to understand more about ELTs' relationship with inclusive education. This research presentation reports on a mixed-methods study investigating ELTs' views and conceptions of inclusive education. A concurrent triangulation method (Boeije, 2010) was adopted to first survey 239 postsecondary ELTs in Japan using a modified version of the Sentiments, Attitudes, and Concerns about Inclusive Education Revised Scale (SACIE-R, Forlin et al., 2011) before conducting lesson observation and interviews with a subset of survey respondents (n = 13). Survey results reveal that respondents had a generally positive view of inclusive education, though not without concerns, and that these views were most strongly predicted by pre- and in-service training in inclusive practices. Furthermore, thematic analysis of interview data revealed that the subset overwhelmingly viewed inclusive education as a human right and had positive attitudes about including learners with different support needs, but expressed concern for several context-specific factors. Implications for high-level stakeholders will conclude the presentation.

AW 601 Session 3

Pre-service TESOL Teacher Beliefs and Reflections about Inclusive Education: A Mixed-Methods Study

David O'Reilly

Abstract: Inclusive Education (IE) is a process of educational transformation which acknowledges the right to learning, diversity, and a broad range of learning requirements and choices (EASNIE, 2018; UNESCO, 2009). Despite being widely embraced, IE continues to be problematised by issues such as narrow definitions (Ainscow, 2020), unclear and/or absent policy/guidance (Montaño Moreno & Rodríguez, 2012), and inadequate teacher training and CPD (Dash, 2006). While a growing number of TESOL studies are focusing on IE for specific types of learner (e.g., Rapti, Koukou & Soulis, 2021) and the development of teacher beliefs more generally (Qiu, Xie, Xiong & Zhou, 2021), more research is needed on, especially, pre-service teachers' understandings and views towards various aspects of IE.

The current study addresses this gap via (1) a specially designed questionnaire eliciting 109 UK-based (predominantly Chinese), pre-service teachers' beliefs about students, the teaching/classroom experience, materials, and techniques disabilities with regard to five protected characteristics (disability, gender, race, religion, sexual orientation); and (2), a follow-up verbal task eliciting 11 participants' understandings of IE and its role within TESOL teacher education programmes. The questionnaire results showed that participants had an overall positive disposition towards IE, but significant differences in characteristic prioritisation, notably, disability deemed more important than all other characteristics. Thematic analysis of the verbal recording task responses revealed a rich variety of understandings of IE, beliefs about its general importance, and differing perspectives on whether/how teachers might practice (and be equipped to practice) it. Implications for future research, pedagogy, and policy will be discussed.

AW 602 Session 1

Staff Perceptions of Disability at a Japanese University

Jamison Taube-Shibata and Sammy Woldeab

Abstract: This presentation will discuss the initial findings of a research study on how teaching and administrative staff at a Japanese university view disabilities. The format of this study closely follows research done by Brown et al. (2023) regarding student perceptions at the same university and is meant to be a companion piece that expands and

facilitates progress in disability inclusion. Maeda et al. (2021) state that the Japanese education system has been undergoing a transformation in terms of disability, specifically "shifting from a segregated model to a more inclusive form" (p. 1). While many modern institutions have made great efforts in terms of inclusion, understanding of disability requires constant work and updating of knowledge. At the individual level, understanding of disability is nuanced and affected by social and cultural norms. To get an understanding of these individual differences, we administered a survey with 39 questions and collected data from 59 teaching and administrative members of staff, 31 of whom responded in Japanese. Given the broad range of cultural backgrounds at a university of international studies, we felt it imperative to represent the differences in perception of disabilities in order to gauge and work toward greater progress with inclusivity. We will give a brief overview of disability knowledge, the methodology and results of the survey, followed by some perspectives for future direction.

AW 602 Session 2

Anti-Oppressive Approaches to Language and Language Teacher Education in Higher Education in Japan

Shawna M. Carroll

Abstract: Teaching language necessitates teaching culture, as the two are intertwined (Kumashiro, 2015). This process of teaching language/culture is inherently political, as which language/culture is taught is often done so through the hidden curriculum (Rossouw & Frick, 2023). Furthermore, through teaching/learning language, we teach/learn stereotypes and prejudice, which leads to discriminatory actions and systemic oppression (Sensoy & DiAngelo, 2017). With this foundational understanding of the political nature of teaching English, the research project explained in this presentation asked the research question: what approaches to anti-oppressive education are language and pre-service language teacher educators using in Japan? This presentation builds on a pilot project, where one Canadian high school language educator was interviewed (Author, 2023). The data was coded in NVivo with Tuck's (2009) desire-based framework at the foundation of the analysis, revealing a three-pillar approach to the educator's anti-oppressive approach to education (1. representing minoritized identities, 2. teaching the language of systemic oppression, and 3. meeting students where they're at). Building on this framework, I will explain the results of the current project, where both mixed-methods surveys and 60-120-minute semi-structured interviews were used to understand the anti-oppressive approaches of 16 educators across 9 provinces in Japan. Participants were asked if and how they would alter or expand on the 3-pillar anti-oppressive framework described in the pilot study in an effort to further expand it. The preliminary results of the project will be explained, and new themes such as the importance of critical thinking, respect, and incorporating diverse perspectives will be highlighted.

AW 602 Session 3

Teacher Agency in CLIL Policy Implementation: Building Bridges Between Colleagues Through Collective Autoethnography

Jenny Morgan and Mayumi Kawashima

Abstract: This paper presents findings of a collective collaborative autoethnography conducted by four colleagues who teach Content and Language Integrated Learning (CLIL) courses at a university in Japan. While CLIL implementation has become increasingly common in Japan due to institutional policies (Ikeda & Pinner, 2020; Nitta & Yamamoto, 2020), teachers often feel underprepared (Lee, 2022). Although Banegas (2012) has suggested collaborative action research for teachers to become agents in top-down CLIL implementation, existing studies have predominantly focused on course development (e.g., Davis, 2020; Smith & Ssali, 2019) rather than on teachers as agents. Therefore, this study aimed to fill this gap by adopting collective autoethnography (Karalis Noel et al., 2023) to investigate teacher agency in implementing CLIL policies in classrooms. Collective autoethnography is a democratic and participatory research methodology that relies on group interviews and analyses to co-construct narratives rather than individual reflective writing for data collection (Karalis Noel et al., 2023). Findings showed that teachers exercise agency in shared and distinct interpretations of institutional CLIL policy, and that policy can be a potential means to evolve teaching practices. Furthermore, this inclusive methodology allowed the participant teachers to hold a heightened awareness of their collective teacher agency (Gao & Tao, 2022), resulting in a mutual appreciation of diversity within their colleagues. The methodology can support ongoing professional development

for language educators grappling with the varying roles they play and challenges they face in their teaching contexts, and future research may explore its potential in developing collegial relationships among diverse language teachers.

AW 603 Session 1

Workplace Orientations of Language Teachers with ADHD

Gretchen Clark and Marc Jones

Abstract: In Japan, much research has been conducted regarding the experiences of neurodiverse students in the language classroom with several teacher-researchers offering recommendations for how to make language classrooms more inclusive and equitable (e.g., Burke, 2020; Plummer, 2020; Sato, 2021). A focus on learners is necessary if we, as language educators, are to provide neurodiverse students opportunities for academic success. However, it is also prudent to examine neurodivergence in teachers in order to understand how it affects teaching practices and perspectives on learning. Current research on the experiences of neurodiverse language teachers is scarce, with Cuervo Rodriguez and Castañeda-Trujillo's (2021) study of two dyslexic pre-service teachers and Jones and Noble's (2023) duoethnographic account of their experiences as language teachers with ADHD being notable exceptions. To develop knowledge about neurodiversity in the field of language teaching, the presenters conducted an interview study with 6 non-Japanese tertiary level educators. In this session, we will report our initial findings concerning three themes: 1) how teachers with ADHD describe their relationship to the work 2) what kind of supports and obstacles they experience in the workplace and 3) how they can be better supported. While the sample population is university teachers in Japan, findings are relevant to other settings and contexts. The session will be of interest to administrators and educators who wish to create a working environment that is inclusive for neurodiverse teachers.

AW 603 Session 2

Shadow Education of English in Times of the Double Reduction Education Policy in China

Huang Siying

Abstract: Education in the 21st century needs to be inclusive, encouraging students to learn from a variety of modes. Shadow education, considered a supplement to school teaching, tends to be excluded in Chinese education by policymakers, and this is particularly evident since the Chinese Ministry of Education announced the "Double Reduction" Education Policy in June 2021. It aims to reduce students' academic burden by promoting the quality and efficacy of school teaching and weakening the role of shadow education by imposing stricter regulations. However, students' daily lives do not have a substantial change. Moreover, as the policy tends to be adopted top-down, the voices of the critical, and frequently excluded, stakeholders need to be heard. Although the existing literature provides a rich understanding of the nature and scale of shadow education, little of it focuses primarily on English tutoring. This study, therefore, attempts to respond to the call for a comprehensive understanding of students' diverse English learning experiences (Lee, 2010). With this in mind, this talk aims to present the design of a proposed doctoral project. It intends to investigate the perspectives and experiences of tutors and parents against the backdrop of the recent policy. It draws from an interpretivism perspective and aims to unpack the lived experiences of tutors and parents by exploring their perspectives within the contexts in which they are embedded. It is hoped that the feedback from the audience will have implications for the next step of this study.

AW 603 Session 3

Initiating Inclusion: Redefining the Narrative of English Education in Japan

Hasuka Sukegawa

Abstract: Compulsory English language education is a shared cross-cultural opportunity in Japan yet despite this emphasis, the Japanese struggle to master the language (EF English Proficiency Index, 2022), and remain a country of low English proficiency. The failure experience results in emerging feelings of insecurity and admiration toward the English language and its native language speakers. These accumulated complex emotions, combined with an educational policy that strongly reflects Anglicization, reinforces the mood of exclusion towards the non-Japanese

national and non-Japanese speaking, the superiority of the West and the United States, and the restrictive definition of the English language and its speaker (Kubota, 2002). Based on the context of Japan:

- How can students with locality abroad (returning, mixed-raced, and immigrant students) feel included in the language classroom?

- How will inclusion in the language classroom positively impact societal notions?

- What competencies are needed for an English language teacher to manage an inclusive Japanese classroom?

These questions guided an exploratory case study conducted at a private Japanese University from the perspective of relationships and power in language teaching. Four universal principles for language teachers emerged from interviews with Japanese national teachers .

- Value creation for the students,

- Balanced and flexible approach,

- Reflective exercise of power and teacher attitude, and

- Creating connection

This session will present how these principles can be applied to English language teaching in Japan, by Japanese national teachers. Through the modeling of real-life lessons learned in working with culturally and linguistically diverse groups, examples of successful classroom practices will be shared.

AW 604 Session 1

Exploiting CLT to Compensate for English Language Teachers' Current Capacity for Inclusive Practices

Davey Young

Abstract: Language learning presents several unique barriers to students with disabilities (SWDs), especially those with sensory impairments and/or specific learning difficulties (Kormos, 2017). Despite these barriers, many English language teachers (ELTs) have reported a lack of confidence and training to teach such students (e.g. Ali, 2018; Cimermanová, 2017; Fernández-Portero, 2021; Francisco et al., 2023; Nyikes, 2019; Smith, 2006; 2008; Sowell & Sugisaki, 2020). However, ELTs may already have a foundational skill set for inclusive teaching. Several principles of communicative language teaching (CLT), for instance, overlap with inclusive practices, making a communicative approach compatible with inclusive education as a field. There is also a sizeable body of normative practical research demonstrating the efficacy of CLT principles for accommodating SWDs (e.g. Cohen, 2011; Dykes, 2017; Nyikes, 2019; Stinson, 2018). This research presentation will report relevant findings from an investigation into 13 ELTs' demonstration of inclusive behaviors using the Inclusive Practices in English Language Teaching Observation Scale, a novel instrument based on Sharma and Sokal (2016) and the New Jersey Coalition for Inclusive Education (2010). The findings suggest that taking a communicative approach helps create a more inclusive language learning experience for SWDs, especially in regard to task organization, even when teachers are unaware of this effect. However, some notable insufficiencies in inclusive practices, particularly those related to differentiation and specific consideration for SWDs, were also observed. These findings have important implications for in-service ELTs wishing to maximize their existing skill set to teach inclusively, as well as for pre- and in-service teacher training.

AW 604 Session 2

Vietnamese EFL Teachers' Beliefs in Pronunciation Training: A Case at a Private Language School

Lu Dinh Bao

Abstract: As an International language, English has constantly experienced significant changes in the perceptions toward its usage. With the recent widespread use of World Englishes, there is a growing emphasis on achieving international intelligibility rather than striving for nativism. This is especially critical for pronunciation teaching in English as a Foreign Language(EFL) contexts including Vietnam. However, there is still a very limited understanding of this transformation from the teacher's viewpoint. This qualitative study was conducted in a renowned private language school in Southern Vietnam where all the resources have been dedicated to help learners enhance their

communicative competence with an emphasis on pronunciation. 07 Vietnamese EFL teachers were first invited to participate in in-depth interviews to shed more light on their beliefs of nativelikeness and non-nativelikeness, and the aims of teaching pronunciation. Subsequently, the classroom observations were employed to gain more understanding of the classroom practices. The collected data from the two phases was analysed to draw a comprehensive picture of pronunciation training: from teachers' beliefs to their teaching practices. The findings revealed a positive attitude of the teachers towards the pronunciation of 'Englishes' rather than native-like accents, yet there was an unalignment in how the teachers perceived the aim of pronunciation teaching and the classroom application. The conclusion presents several implications for pronunciation training in the EFL context.

AW 604 Session 3

Considering Language Teacher Positionality and Sociopolitical Context When Developing CMLA

Mimi Masson

Abstract: Knowing that language teachers are not always aware of how colonial ideologies permeate their teaching (Gerald, 2020), this paper responds to calls for critical inquiry into intersections of language, race, culture, and power in language teacher education (Kubota, 2015). The study took place in an English as a second language (ESL) and French as a second language (FSL) pre-service teacher preparation program in Canada. Teachers reflected critically on their attitudes towards adopting plurilingual and translanguaging pedagogies by creating plurilingual poems (Burton et al., 2020). Data were collected from five ESL and seven FSL teachers via coursework and interviews. Using critical multilingual language awareness (CMLA) (Garcia, 2017) and the history of educational policies related to multiculturalism and bilingualism in Canada, preliminary analysis indicates that openness towards plurilingual and translanguaging pedagogies was decidedly marked by teachers' positionality and the status of the target language. Evidence suggests aspects of translanguaging and plurilingualism were understood on a conceptual level, but ESL teachers struggled more than FSL teachers with adopting related practices. We will conclude by opening the floor for discussion with colleagues in the Japanese context to consider what sociopolitical factors related to coloniality in ESL education need to be explicitly and intentionally addressed to develop teachers' CMLA.

AW 605 Session 1

Perspectival Diversity in English Language Teacher's Professionalism: A Narrative Analysis

Siddhartha Dhungana

Abstract: This presentation investigates dimensions of English language teacher professionalism by incorporating Eastern philosophical values. The major concern is about perspectival diversity, that means appropriating the profession growth with a local knowledge system. It aims at conceptualizing a process of professional development with perspectival diversity which refers to diverse philosophical orientation based on the eastern knowledge system. The analysis incorporates the narratives of three English language teacher to align with diverse knowledge practice. The paper incorporates the diversity of knowledge system, i.e., eastern philosophical orientation, from the Bhagavad Gita, as perspectival diversity on professional growth. It is a practice of making knowledge orientation inclusive in a discourse of professional development. Essentially, it explores the three categorical practices in teachers' professionality, as a journey of Karma Yoga, Jnana Yoga, and Bhakti Yoga. During such a journey, a teacher attains a professional essence as s/he surpasses Karma Yoga, Jnana Yoga, and Bhakti Yoga in terms of basic quality formation. The three narrative stories for each of the above-mentioned categories are analyzed to demonstrate professionalism and its journey. It uses narrative data collected from an in-depth interview with an English language teacher from Nepal. This presentation justifies diversifying the concept of teacher professionalism with the glocal knowledge system.

AW 605 Session 2

Enhancing Language Assessment Literacy of Pre-service English Teachers: Insights from a Pilot Study in Hong Kong

Liubov Darzhinova

Abstract: Language assessment literacy (LAL) encompasses the ability to design and administer language tests as well as interpret their results to make informed decisions about a student's progress and instructional adjustments

(Coombe et al., 2020). Therefore, it is critical to raise pre-service teachers' awareness about bias, stereotypes, and cultural assumptions, thus ensuring fairness, equity, and cultural sensitivity in their language assessment practices. The pilot study was conducted with 30 pre-service English teachers from a renowned teacher education institution in Hong Kong. The study spanned five weeks, during which various data collection methods were employed, including the web-based LAL modular training, pre- and post-training questionnaires, and reflective statements. As a result, the pilot study demonstrated the positive impact of the LAL modular training on the learning outcomes of pre-service English teachers, as evidenced by their post-training questionnaire results and reflective statements. The study revealed a significant increase in the participants' self-perceived confidence levels pertinent to LAL. Additionally, the study found important changes in relevant learning needs and attitudes toward using technology in language assessment. Overall, the findings highlight the significance of creating inclusive student-centered learning environments. The study's instruments provide a methodological foundation for future research on LAL. The materials of the LAL modular training are resourceful, as they can be used in English teacher education programs.

AW 605 Session 3

Advocacy in Action: Challenging English L1 Paradigms for the EFL Classroom

Kathleen Brown

Abstract: Critical discourse addressing problems with the native/non-native English speaker teacher (NEST/NNEST) paradigm in English language teaching has been a part of the literature since the late 1990s (e.g., Kubota, 1998; Pennycook, 1998) and yet it is still an issue that continues to impact the diversity of our EFL classrooms today. There is an increasing collection of narratives from EFL teachers who regularly experience exclusion, marginalization, and microaggression as English L2+ users (e.g., Hashimoto, 2023; Matikainen, 2023; Okada, 2020; Oo, 2023). How can we effectively impact change to this narrative within our EFL classrooms and workplaces? The presenter will discuss the concept of "advocate" in the TESOL workplace and how this can inform our practices as teachers as well as leaders responsible for decision making in staffing our classrooms. We will explore the spectrum of "ally," "accomplice," and "co-conspirator" as introduced by Tiffany Jana (2021) and Jana & Baran (2020). In doing so, we will expand traditional advocacy/allyship constructs and discuss the realities, pragmatics, and pitfalls of challenging the NEST/NNEST paradigm. Participants will be encouraged to tap into their own teaching/leadership experiences and potential as we explore this topic and solutions together.

AW 606 Session 1

Language Teacher's Identity Negotiation in Border-crossing Context: An Autoethnography

Acep Gafar Auliya

Abstract: In recent years, language teachers' identity (LTI) has become a pivotal focus in second/foreign language teaching, addressing sociocultural and socio-emotional issues. LTI construction, a socially negotiated process, is important in teacher education, shaping learning processes and teaching practices. Numerous studies have documented the process of LTI construction across pre-service and in-service teachers in various contexts. However, limited research explores LTI construction in the context of international border crossing, where disruptions and disparities may emerge. This study addresses this gap, offering insights into LTI construction during a teacher's study abroad experience, which is crucial for understanding teachers' lives and fostering language teachers' professional development. Presenting an autobiographical narrative inquiry, this study narrates the author's journey as an English as a foreign language (EFL) teacher from Indonesia studying abroad in Australia. The exploration centres on the intricate process of LTI negotiation influenced by curriculum structures, interpersonal interactions, past teaching experiences, and career projections. The theoretical framework emphasises identity negotiation, revealing how teachers respond to diverse situations that shape their external and internal conceptions of identity. This study contributes methodologically by employing the autoethnography data collection method and the Labovian model of narrative analysis. Enriching the literature on LTI from an insider perspective, this study sheds light on the complex interplay between identity negotiation, imagined practice, and the lived experiences of language teachers in diverse educational settings.

AW 606 Session 2

EFL Teacher - SEN Parent Communication: An Exploration of Polish Parents' Experiences, Expectations and Needs

Agata Klimczak-Pawlak

Abstract: Parent-teacher communication has long been recognized as an important aspect of success in education, particularly relevant in the case of students with special educational needs (SEN) (e.g. Lendrum, Barlow & Humphrey, 2015; Madsen & Madsen, 2022). However important, the parent-teacher collaboration has been found to be filled with difficulties, including insufficient teacher training, lack of support teachers receive in collaborating with students' parents, and growing parental interference in their professional autonomy (e.g. Paccaud et al., 2021). Building on the experience of working with teachers, parents and learners from a small scale innovative language center, the present study investigates the needs of parents of children with SEN in the Polish context of primary level education. The study aims to explore parents' experiences, expectations and suggestions that could help lower the stress level involved in school-family collaboration and promote mutual support. To reach the aim, a three step method is employed: first, semi structured interviews are conducted in order to recognize key aspects to be included in a larger scale questionnaire, followed by in-depth interviews with selected participants. The results are hoped to allow the formulation of guidelines for teachers on how to plan and structure their communication with parents, and to raise awareness as to the aspects most important for parents in this relationship.

AW 609 Session 1 Online / Hybrid

Bridging the Gap: Understanding and Enhancing the Inclusivity of International EFL Teachers in the South Korean University Context

Francis Michael Brannen and Sun Shin

Abstract: EFL teachers not only bring their expertise of linguistics to the classroom environment but also serve as ambassadors giving students exposure and contact to new cultures. Though EFL teachers wish to provide the necessary tools and direct access for their students' essential needs for educational growth and success, they are hindered by their limitations afforded to them. Not only do cultural differences and language barriers hinder success, but facing different promotion systems, lack of communication and support from local staff while being limited to opportunities within their local communities they serve results in their marginalization.

This qualitative study, set within the South Korean university context, aims to explore the experiences of international EFL teachers, focusing on their sense of inclusivity and professional treatment. By using a requirement of having a minimum of ten years teaching experience at a university and originating from and educated in Inner Circle English-speaking countries, five participants were recruited. Through a series of three in-depth semi-structured interviews per participant, this study collected nuanced insights into their experiences. The data will be subjected to an inductive coding process for analysis, revealing key themes around the challenges and barriers these teachers face. The findings of this study have implications for suggesting the ways for enhancing inclusivity in these teachers' work environments, who, despite being hired for their expertise, feel isolated within systems in various contexts.

AW 609 Session 2 Online / Hybrid

Crossing Borders, Bridging Identities: The Interplay of Wellbeing and Professional Identity Among International EFL Teachers in South Korea

Sun Shin

Abstract: Teacher wellbeing is crucial for maintaining both a positive teaching experience and creating an optimal learning environment (Mercer & Gregersen, 2020). While research on language teacher wellbeing has increased, the unique challenges faced by international language teachers in foreign countries are less documented. This study investigates these challenges within the South Korean context, where international EFL teachers struggle with social legitimacy, professional marginalization, and difficulties in developing a positive teacher identity, leading to feelings of exclusion and restricted involvement in the local teaching community (Yim & Hwang, 2018; Yim & Ahn, 2018). The qualitative analysis examines the wellbeing of two international EFL teachers in South Korea, linking it with the

construct of language teacher identity. Findings reveal that the participant with a stronger professional identity experiences more significant wellbeing fluctuations, attributed to a deeper emotional commitment to their role. This study contributes to the discourse on teacher wellbeing and identity by examining the nuanced experiences of international teachers. It highlights how a robust professional identity can paradoxically engender vulnerability in wellbeing for those deeply invested in their teaching roles. The findings prompt a call for increased support for international teachers, advocating for more inclusive practices to integrate them into the local educational setting.

AW 609 Session 3 Online / Hybrid

Exploring the Impact of Asynchronous and Synchronous Teacher Feedback in Inclusive Language Classrooms: A Study with Special Education Professionals

Sithumini Upekshika Kalansooriya Arachchi

Abstract: This research anticipates shedding light on the nuanced dynamics of teacher feedback in TESOL settings, offering valuable insights into the advantages and challenges associated with asynchronous and synchronous approaches. The findings aim to inform instructional practices in English language education, fostering a deeper understanding of inclusive strategies for diverse learners.

AW 610 Session 1 Online / Hybrid

Enhancing ELT Students' Critical Diversity Literacy and Antiracist Practice: Implications and Objectives for Teacher Education

Alena Beck

Abstract: School curricula, materials, and teaching and learning practices in general continue to assert symbolic power (e.g. Kramsch, 2021), and thus also (re-)produce structural inequity, e.g. by reinforcing dominant perspectives and discourses about conceptualizations of 'the normal' and 'the other'. However, socially constructed notions of 'us' and 'them' and the power hierarchies that these binaries perpetuate collide with the demands of promoting diversity and inclusivity in school contexts. By situating tensions between inclusion and exclusion, this paper raises questions on (re)productions of discrimination and (racial) injustice in English language education.

Adopting (power-)critical perspectives on (mis)representations of diversity in German teaching materials, it draws on exemplary results from a critical textbook analysis that examined (de)constructions of race and racialized discourses in selected German EFL (English as a foreign language) textbooks for advanced learners. Based on these insights, the paper discusses implications for future teachers' professional development in the context of English language teaching for social justice (e.g. Ortaçtepe Hart 2023) and proposes approaches to initiate moments of critical reflection. In this regard, it argues for the need to enhance ELT students' critical (self-)awareness and critical (diversity) literacy (e.g. Steyn & Vanyoro 2023) to recognize, deconstruct and transform racial injustice as crucial objectives of their teaching profession(alization).

AW 610 Session 2 Online / Hybrid

How are Pre-Service Teachers in Vietnam Ready for Diversity and Inclusivity in Classrooms?

Thi Phuong Lan Nguyen

Abstract: Vietnamese English Language Teacher Education (ELTE) is proving dramatically invested and improved to meet the requirements of integrating in the internationalized and globalized era. The ELTE is greatly invested in all areas from curriculum, pedagogy, assessments to teaching materials and educational human resources. The ELTE pre-service teachers show confidence in entering the domestic teaching contexts while appearing to be challenged in places where cultural and intercultural skills are required. This paper is to explore the perceptions of ELTE pre-service teachers about their preparation and readiness for diversity and inclusivity in classrooms. A qualitative study was conducted across representatives of ELTE programs in Vietnam with their pre-service teachers and lecturers. The findings illustrate an ill-preparation for both knowledge and skills of cultures and intercultural competencies, leading to unreadiness for diversity and inclusivity. These shortcomings are perceived from students' reluctance of cultural courses during the program and the limited credit hours allocated for these courses as well as the ineffective pedagogies of lecturers within cultural courses. Recommendations for revising curricula to promote diversity and

inclusivity knowledge and skills; and providing ELTE educators with more professional development on these critical themes. The findings of the paper are not only helpful to ELTE students and lecturers but also to other stakeholders involved. They can also be applicable to neighboring countries who share similar English Language teaching and learning contexts.

AW 610 Session 3 Online / Hybrid

English Language Teachers' Positions Towards Students with Functional Diversity

Cristhian Camilo Barrero Rico

Abstract: This study has addressed and challenged discourses and practices embedded in rights, policies, and norms that legitimate a positivist and deficitarian construction of students with disabilities and their EFL education through official discourses that influence the pedagogical practices, social reality, and decision making of teachers. This research departs from a critical disability interpretative framework. In this view, three main constructs were identified: Human right-based deficitarian representation(s), political disability discourse(s), and teachers´ positions. The study interpreted the relationality between EFL teacher´s discourses and their positions about students with functional diversity. The participants were EFL Colombian teachers in service who were beneficiaries, informants, participants and co-interpreters of the present inquiry. The data were collected through oral and written narratives. Preliminary findings suggest that teachers normalize and simultaneously denaturalize deficitarian representations through human rights models (i.e. social, medical, moral models) that reproduce Western images of disabilities. Those images are materialized through positivist and neoliberal language enacted by standardizing norms and policies.

611 Session 1 Online / Hybrid

Bridging Language Gaps: Translanguaging and Language Education for Empowering Sanitation Workers in the Philippines.

Kristel Mae Hilario, Maria Micaela S. Rojas, Antonio Miguel Inigo D. Espaldon, Sir Kevin Sansolis Revilla and Paul Matthew Villarta

Abstract: In a multilingual workplace setting, sanitation workers in the Philippines demonstrate remarkable translanguaging abilities, strategically switching between languages to achieve successful communication and collaboration. Using thematic analysis, this qualitative study explores how they leverage translanguaging for client-centric communication, bridging cultural and linguistic gaps, and fostering effective teamwork. By understanding these practices, the research suggests a shift in ESL program design. Instead of traditional approaches, programs can empower sanitation workers by building strong foundational skills in their native language, incorporating translanguaging principles for a more learner-centered environment, and developing targeted English language instruction focused on work-relevant vocabulary and communication skills. This revised approach holds the potential to not only enhance communication but also foster a sense of agency and confidence among sanitation workers in the multilingual realities of the modern workplace. Ultimately, the study contributes to understanding the role of language and culture in sanitation workers' lives, advocating for increased awareness and support for these contributors to public health and environmental sustainability.

AW 611 Session 2 Online / Hybrid

Translanguaging in Philippine Commerce and Industry: Toward a Pedagogical Reflection of Translanguaging Practices from a Non-Academic Perspective

Prinz Danrian Joshua T. Dimalanta, Santiago Andres O. Avila, Alena Feliz R. Bartolome, Elizabeth Marie U. Borres, Augusto Antonio Nestor M. Mathay, Lilan Sebastian G. Unigo, Ysabella Dominique Q. Fulloso, Maria Sophia C. de la Torre and Chelsea Heart B. Toledo

Abstract: This study examines translanguaging practices within non-academic, multilingual, and multinational sectors in the Philippines, focusing on transportation (aviation and automobile) and construction company HR departments. It investigates how multilingual employees leverage translanguaging in their workplace routines, explores the perceived benefits and challenges within these multinational companies, and inquires whether these

practices can inform pedagogical approaches for language learning or multilingual education in the Philippines. Utilizing a qualitative research method with semi-structured interviews on two participants from each sector, the study explores the practicalities and diverse realities of using multiple languages (e.g., English, Arabic, Hindi, Tagalog/Filipino, Bisaya, among others) in professional settings, its impact on communication, and identifies thematic patterns and challenges associated with translanguaging for specific purposes. Ultimately, the study aims to offer practical pedagogical guidance, providing non-academic-based academic reflections and suggestions tailored for English as a Second Language (ESL) teachers instructing English Communication subjects within the Accountancy, Business, and Marketing (ABM) strands in Senior High School.

AW 611 Session 3 Online / Hybrid

The Politics of Translanguaging: Effectiveness of Translanguaging in Political Communication

Aidyn Grey T. Monteras, Antonio Juan H. Umali, Aliyah Coreen P. Pelayo, Ana Daniella V. German, Jayden James S. Baque and Ryanna Skye H. Cabrera

Abstract: This paper delves into the application of translanguaging in enhancing local governance and community development programs in the Philippines. Focused on the context of a diverse nation with multiple dialects and languages, it explores how translanguaging practices facilitate effective communication between politicians and constituents, encouraging active participation and understanding of citizens' needs. The utilization of native dialects by politicians, whether during campaigns or through digital platforms, is examined as a means to bridge communication gaps and strengthen relationships with the public.

The study evaluates the extent to which translanguaging augments citizen engagement with government services and its implications for equitable access to public resources. It highlights how the utilization of diverse languages fosters a deeper connection between officials and citizens, enabling a more comprehensive understanding of community demands and subsequently enhancing service delivery. Furthermore, it analyzes the implications of language policies on inclusive governance and service delivery, noting the challenges posed when politicians neglect translanguaging, thereby excluding ethnic communities from active participation in policy-making processes.

The paper argues that embracing translanguaging in government agencies promotes inclusive governance, ensuring that diverse voices are heard and accounted for in policy formulation and implementation. It emphasizes the importance of language policies that support translanguaging as a means to foster inclusivity, enhance communication, and facilitate equitable access to resources. Drawing on empirical evidence and conceptual frameworks, this paper contributes insights into the role of translanguaging in promoting diversity and inclusivity in classrooms where English is taught as a foreign, second, additional, or international language.

AW 612 Session 1 Online / Hybrid

Exploring the Efficacy of Formative Peer Feedback with Error Coding and Metalinguistic Comments in Mixed-Ability Classes: A Mixed-Methods Study

Nguyen Duong Hoang Minh and Ha Nguyen Tuyet Minh

Abstract: Extensive studies suggest peer feedback as a promising tool to enhance language learning, research on its implementation in mixed-ability classrooms with diverse proficiency levels to enhance inclusivity among learners remains limited. This study aims to explore how pairing high and low proficiency students to exchange feedback affects learning outcomes. Using a mixed-methods approach, the study involved participants working in structured pairs, where they provided and received feedback on writing samples, using specific error codes and metalinguistic commentary. The quantitative data of the study involved pre and post-tests to gauge the improvement in language skills, including coherence, lexical resources and grammatical accuracy. Qualitatively, the research gathered data through student interviews, classroom observations, and document analysis. This dual approach aims to capture not only the effectiveness of the feedback in terms of language acquisition but also the perceptions and attitudes of students towards this method. Results indicate that students receiving peer feedback showed significant improvement in targeted language areas. Interestingly, both high and low proficiency students reported benefits; higher-level students deepened their understanding by articulating and clarifying concepts, while lower-level students gained personalized insights into their language use with tailored, comprehensible feedback. These findings

underscore the potential of formative peer feedback with error coding and metalinguistic comments as a powerful tool in mixed-ability language classrooms for not only facilitating improved language proficiency but also promoting a collaborative, inclusive, and effective learning environment. The findings from this study are particularly relevant for language educators seeking to implement innovative feedback techniques that cater to diverse learner needs and proficiency levels. Further research on broader demographic sampling, including age groups, cultural backgrounds, motivation factors would offer a more holistic view of the learning process.

AW 612 Session 2 Online / Hybrid

An Investigation into Perceptions of 'Taboo' Topics and Their Impact on Promoting Diversity and Inclusion

Paul Murphy

Abstract: Reading textbooks often focus on formulaic topics, designed to reach as wide a global audience as possible. While this makes sense in the context of preparation for international English language tests, it is unclear if these topics are motivating for students who may not have a regular reading habit. Restrictions imposed by taboo topics and the popular PARSNIP guideline may also limit what teachers can do. The exclusion of certain topics of interest may even be considered as a failure to respect cultural diversity by imposing such restrictions. It could also limit the development of critical thinking skills. This investigation focuses on the reading interests of EAP students in the first year of a university course in Thailand. It aims to identify the types of topics that may be more motivational than those that are popularly chosen by publishers. Students are surveyed on the topics that they enjoy reading about in general. They are also asked to compare levels of interest in the generic topics found in textbooks, compared to the taboo topics that are often discouraged. The results of the survey are intended to provide guidance on what the current student demographic enjoys reading about and to provide an indication of the levels of interest in so-called taboo topics.

AW 612 Session 3 Online / Hybrid

Promoting Diversity and Inclusivity Among Children – TOLA-GIMMIE Engine – a Tool for Raising Bilingual Children

Ilona Banasiak and Magdalena Olpińska-Szkiełko

Abstract: During our presentation, we will discuss the theoretical underpinnings and results of the TOLA-GIMME (TOtal LAnguage-Game IMMErsion) project implemented by Yellow House English and co-financed by the National Centre for Research and Development in Poland in 2021 and 2022. The project aimed to promote early second language learning as a strategy for social inclusivity and equalisation of educational and vocational opportunities in the future and create optimal conditions for the development of linguistic competence in the mother tongue and English for every child regardless of family economic status and linguistic ability by taking advantage of a period of particular linguistic sensitivity and children's natural ability to learn. The project's premise allowed for integrating second language learning and world knowledge development (CLIL) through educational games in grades 1-3. In the project, a content and game generation engine was developed to stimulate children's curiosity in various areas and provide opportunities for assessing acquired competencies and identifying preferred interests. The engine developed is linked to an AI-based evaluation and recommendation system that can predict the most effective scenarios for achieving the desired outcome in a given case and matches content at the appropriate language level and in line with the learner's interests, taking into account the diversity of children's language needs and preferences. Thanks to the application of this system, all children are provided with favourable circumstances for becoming bilingual by individualising the language acquisition process.