

7TH CELC SYMPOSIUM



Gearing Up Future Ready Learners

Rethinking Perspectives in English Language and Communication Teaching in Higher Education

7TH CELC SYMPOSIUM VENUE : THE STEPHEN RIADY CENTRE

Stephen Riady Centre Level 1



Designated Venues

- **UTown Auditorium 2**
(UT 25-01-19)
- **Lecture Theatre 50**
(UT 25-01-12)
- **Seminar Rooms 1 to 5**
(UT 25-01-14 to 18)

**7TH CELC SYMPOSIUM
VENUE : THE STEPHEN
RIADY CENTRE**

PROGRAMME



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Day 1

Day 1						
08:00-09:00		Registration @ Outside Auditorium 2				
09:00-09:30 Auditorium 2		Welcome remarks and Announcements. <i>Guests are to be seated by 9:15 am</i>				
09:30-10:00 Auditorium 2		Conference Opening and Guest of Honor's Speech Provost Professor Aaron Voon-Yew THEAN				
TEA BREAK 10:00-10:30						
10:30-11:30 Auditorium 2		Keynote Address <u>AI and the Evolution of Future Readiness in Education</u> Professor Cecilia K.Y. CHAN <i>Moderator: Marissa E Kwan Lin</i>				
Session 1: Paper Presentation						
11:35-12:05						
Room 1	Room 2	Room 3	Room 4	Room 5	Auditorium 2	LT50
<u>Complementary Evidence in the Early Stage Validation of Language Tests: Classical Test Theory and Rasch Analyses</u>	<u>Exploring Students' Perceptions of ESL Writing – At the GenAI Crossroads</u>	<u>The Efficacy of Checklist Questions when Conducting Student Peer Reviews</u>	<u>Sustainable AI Use in EAP: Student Perceptions and Practical Applications</u>	<u>An Investigation of Students' Ability to Adopt Audience-Centric Strategies to Communicate Science to the Public</u>	<u>Learners' Engagement with Ai-Automated, Peer, and Teacher Feedback: A Three-Pronged Approach to Improving Academic Writing</u>	<u>"Engineers don't look at the design documents as the Holy Grail": Coordinators' views of an English-in-the-discipline program for engineering students</u>
Albert WEIDEMAN	YUNG Hoi Hei Ivan	Timothy Luke GROOMBRIDGE, Deborah CHOO	Ryan HUNTER, Johanna SANDBERG, Jessica XIA	Misty COOK, Daron Benjamin LOO, LEE Kooi Cheng	R. Rosmawati, Karin AVNIT, Lim Li SIONG	Greg Chung-Hsien WU
<i>Moderator:</i> WU Siew Mei	<i>Moderator:</i> Jason PHAN	<i>Moderator:</i> Christian CHIA Shyh Chiuan	<i>Moderator:</i> Chitra SABAPATHY	<i>Moderator:</i> NETTY Mattar	<i>Moderator:</i> Jason BANTA	<i>Moderator:</i> CHEN Yingzhao

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Day 1

Session 2: Paper Presentation 12:10-12:40

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Gamification in Vocabulary Learning: An Analysis of Learners' Experience in Online Independent English Resources	Fostering Scientific Writing Skills in EMI: Insights from a Genre-Based, Technology-Integrated Pedagogy	Educational Inequality in PISA Reading Literacy among Asian Countries: Policy Implications from a Multidimensional Scaling	Facilitating Accounting Students' Critical Thinking Skills through the Use of Authentic Self-Selected Artifacts	Developing Student Feedback Literacy through Peer Feedback	Speech Acts in Hong Kong ELT Textbooks	Integrating ChatGPT into Teacher Feedback: A Case Study
Natalie FONG	Jack PUN	Sungworn NGUDGRATOKE	Christopher BEDWELL	LAM Tsui Eu Sandra, Hong YUCHEN	Liam D. WILSON	Jonna Marie A. LIM, Christian GO
<i>Moderator:</i> WU Siew Mei	<i>Moderator:</i> Jason PHAN	<i>Moderator:</i> Christian CHIA Shyh Chiuan	<i>Moderator:</i> Chitra SABAPATHY	<i>Moderator:</i> NETTY Mattar	<i>Moderator:</i> Jason BANTA	<i>Moderator:</i> CHEN Yingzhao

LUNCH 12:45-13:45

Session 3: Teaching Demonstration 13:45-14:15

Room 1	Room 2	Room 3	Room 4	Room 5	Auditorium 2	LT50
Using Digital Whiteboards to Scale up Active and Collaborative Learning	Using ChatGPT in the Classroom to Refine Research Questions and Find Keywords for Literature Searches	Integrating Artificial Intelligence with Vygotsky's Zone of Proximal Development in Language Teaching	Students in the Driver's Seat: Student-Led Feedback Practice in Second Language Writing	Modelling ChatGPT for Language Learning – Prompting, Interaction, Best Practices	Music: A Method of English Language Teaching and Learning	Future Proofing with Metacognition: Student Listening Journals to Build Metacognition
Dara RICHARD	Carrie ANKERSTEIN	Jonathan CULBERT, Wei (Gwen) GUO	Ashton E. DAWES	Marshall Warren YIN	Arenkala KICHU	John Jordan
<i>Moderator:</i> Sarah CHONG	<i>Moderator:</i> Sarah SOMARAJAN	<i>Moderator:</i> LEE Gek Ling	<i>Moderator:</i> ZHU Shenfa	<i>Moderator:</i> Anita TOH	<i>Moderator:</i> Susan LEE	<i>Moderator:</i> Chitra SABAPATHY

Workshop Sessions 1 14:20-15:20

Workshop 1 Auditorium 2	Professor Icy LEE & Dr. TEO Shi Ling What Artificial Intelligence Cannot Do in Students' Academic Literacy Development <i>Moderator:</i> LEE Kit Mun	Workshop 2 LT 50	Professor Jessie MOORE Promoting Integration and Transfer of Knowledge for Future-Ready Lifewide Writing <i>Moderator:</i> WONG Jock Onn
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TEA BREAK 15:30-16:00

Day 1

Session 4: Panel Presentation 16:00-17:00

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Better than a Bot: Developing Future-Ready Communicators	Teaching Public Speaking and Persuasion in Post-Pandemic Philippines: Responding to Political, Educational, and Digital Crises and Contexts	Approaching Teaching Writing and Communication Skills for the Future Workplace	A Covert Approach to Language Enhancement for Architecture Students	Enhancing Disciplinary Literacy through Seamless Collaboration between Language and Sports Science Teachers
LEE Gek Ling, Jinat R. BEGUM, Julie GOUIN, Timothy Luke GROOMBRIDGE, YURNI Said-Sirhan	Charles Erize P. LADIA, Holden Kenneth G. ALCAZAREN, Ma. Theresa DE GUZMAN	Jerrold QUEK, CHONG Yin Ting, Clare LIEM	Jose LAI, Adam FINGRUT, Olive CHEUNG, Man Long CHAN, Martha NG, Marion CHAI	Allen HO, John O'REILLY, Amy DAI, Jose LAI
<i>Moderator: Dara RICHARD</i>	<i>Moderator: Wisnu A. PRADANA</i>	<i>Moderator: Abdel Halim SYKES</i>	<i>Moderator: Dawn POH</i>	<i>Moderator: Tony GOH</i>

Session 5: Paper Presentation 17:05-17:35

Room 1	Room 2	Room 3	Room 4	Room 5	Auditorium 2	LT50
Language Usage and Interaction in the Sangguniang Panlalawigan Ng Albay	Integrating Artificial Intelligence into ESL Education in Oman: Opportunities and Challenges	Developing Students' Critical Multimodal Literacies in Professional Communication Contexts	Trust Moves in Teacher Written Feedback on Students' Oral Presentations	Developing Authorial Voice in a CLIL Course	Thought Leadership in English Language Education	Teacher Directed Peer Feedback on Academic Writing
Gemma B. BELLENA	Sapna DILEESH	Jenifer HO, Christoph HAFNER	Anita TOH, Doreen TAN	Jinat R. BEGUM, Uma JAYARAMAN, LEE Ming Cherk	Misty COOK, Gene NAVERA	Matthew Gordon
<i>Moderator: Dara RICHARD</i>	<i>Moderator: Wisnu A. PRADANA</i>	<i>Moderator: Abdel Halim SYKES</i>	<i>Moderator: Dawn POH</i>	<i>Moderator: Tony GOH</i>	<i>Moderator: Deborah CHOO</i>	<i>Moderator: Brenda YUEN</i>

18:00-20:00

SYMPOSIUM DINNER

College of Alice & Peter Tan (CAPT) Dining Hall

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Day 2

Invited Address
9:00-10:00

Auditorium 2

Professor Jessie Moore: [Key Practices for Fostering Future-Ready Engaged Learning in English Language and Communication Teaching](#)

Moderator: Gene NAVERA

Session 6: Paper Presentation 10:05-10:35

Room 1	Room 2	Room 3	Room 4	Room 5	Auditorium 2	LT50
<u>EAL International Students' Experiences of Academic Writing in Higher Education</u>	<u>Four Frame Model of Assessment to Test Oral Communication Skills of Engineering Students in India</u>	<u>Evaluation of Teacher-Designed Course Pack for Flexible Learning</u>	<u>Wild Card Story: Assessing Critical Thinking and Communication in Mediated Context</u>	<u>Teaching Multimodal Aspects of Academic Oral Presentations</u>	<u>Enhancing the Approach to Cultivating Creative Thinking and English Language Skills in Students through Problem-Based Teaching Techniques</u>	<u>Breaking the Paper Habit: Teacher Insights on Digital Classrooms</u>
Matthew SUNG	Swapna K. S., Devika RANI	Jocelyn I. BARTOLATA	Jodie LUU, LEE Kit Mun	Tetyana SMOTROVA, Anita TOH	Gulbakhor Mamadiyeva	Michelle JERREMS
<i>Moderator:</i> HOONG Shao Ting	<i>Moderator:</i> KIM Jungyoung	<i>Moderator:</i> NORHAYATI Ismail	<i>Moderator:</i> LEE Jun Hiang	<i>Moderator:</i> Brenda YUEN	<i>Moderator:</i> Jonathan PHAN	<i>Moderator:</i> HAH Sixian

**Tea Break & Poster Presentation
10.40-11:10**

[Perceptions About Instructor and Peer Feedback in ComScience Communication Module](#)
Thirunalini PALANIAPPAN

Session 7: Paper Presentation 11:10-11:40

Room 1	Room 2	Room 3	Room 4	Room 5	Auditorium 2	LT50
<u>Reconceptualizing the Able Communicator of the Future: Reflections on the CELC Curricula</u>	<u>Exploring Teaching Presence in IEC/RVX Classrooms: A study of Blended Learning at NUS</u>	<u>Integrating Metacognitive Strategies and ChatGPT to Improve L2 English Speaking</u>	<u>Learning Speaking Skills through 'Collaborative Engagement Approach': A Case Study of Indian Engineering Students</u>	<u>Student Feedback Literacy in Second Language Writing: A Systematic Review</u>	<u>A Comprehensive Study of Self-Directed English Learning Programme Utilizing Open Educational Resources and AI Technology</u>	<u>Preferences and Perceived Helpfulness of Activities in University English Classes</u>
Gene NAVERA, Misty COOK	Jason BANTA, Uma JAYARAMAN	M. ASWINI	Adithi Shastry KALLAJE, Praveen K. SHETTY	Xiaoting LIANG, SOH Siak Bie, Nurul Huda HAMZAH	Helen Wai Man YEH	Cheryl DICELLO, Takahiro TAMADA, Keita KODAMA
<i>Moderator:</i> HOONG Shao Ting	<i>Moderator:</i> KIM Jungyoung	<i>Moderator:</i> NORHAYATI Ismail	<i>Moderator:</i> LEE Jun Hiang	<i>Moderator:</i> Brenda YUEN	<i>Moderator:</i> Jonathan PHAN	<i>Moderator:</i> HAH Sixian

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Day 2

Workshop Sessions 2 11:40-12:40

**Workshop 3
Auditorium 2**

Professor Cecilia K. Y. CHAN
[The Balancing Act of AI in Assessment](#)

Moderator: Jodie Luu

**Workshop 4
LT 50**

Professor Heath ROSE
[How Can We Make a Meaningful Transition from EAP to ESAP?](#)

Moderator: Cao Feng

12:50-13:50 LUNCH

Session 8: Paper Presentation 13:50-14:20

Room 1	Room 2	Room 3	Room 4	Room 5
Positionality as a Pedagogical Approach in Building Writer's Voice	Investigating the Effectiveness of Grammar Guru to Support Grammar Learning	Teacher Perception of GenAI as an Assessment Aid	Using Videos to Assist Students with Academic Reading	Exploring Longitudinal Effects of Vocabulary Instruction on Japanese Students' Language Skills
YURNI Said-Sirhan, Nina VENKATARAMAN	CHONG Yin Teng	Bruce MA, Martin MA	Marissa E Kwan Lin, Anuradha RAMANUJAN, Gene NAVERA	Chih-Hao CHANG
Moderator: Doreen Tan	Moderator: Timothy Luke GROOMBRIDGE	Moderator: LEE Jun Hiang	Moderator: CHIN Yen Looi	Moderator: Jinat R. BEGUM

Session 9: Lightning Talk & Product Demonstration

		Room 1	Room 2	Room 3	Room 4	Auditorium 2
14:25 14:55	Lightning Talk 1	Students' Use of Generative AI for Business Communication Assessments Aileen LAM	Gamification of Homework in Higher Education Language Learning HOONG Shao Ting	Bridging Design and Communication: Exploring the Potential for Reflection in CDE2000: Creating Narratives Sarah SOMARAJAN	How Does Culture Impact the 'Kind of Learner' One Becomes? Chengchen QIAN	Product Demonstration
	Lightning Talk 2	Evaluation of User Experience in an AI-Enhanced VR and Mobile English Interactive System Kasina Ka Sin WONG, Alice Hoi Ying YAU	Developing Intergenerational Communication Skills in an Elderly Service/Engagement module WU Siew Mei		Intrusive /R/ In L2 English of Native Japanese Speakers: Analysis and Comparison with British Vernacular Kanon TOYAMA	Creating Critical Thinkers and Communicators with Kialo Kialo
		Moderator: YURNI Said-Sirhan	Moderator: Jinat R. BEGUM	Moderator: Uma JAYARAMAN	Moderator: KIM Jungyoung	Moderator: Sylvia SIM

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Day 2

TEA BREAK 14:55-15:25

**Session 10: Paper Presentations
15:25-15:55**

Room 1	Room 2	Room 3	Room 4	Room 5	Auditorium 2	LT50
Developing and Evaluating a Communication Model for Live Online Proctoring	Exploring Student Engagement with AI-Generated Content-Focused Feedback on L2 Writing	Enhancing Technical Job Interview Skills with an E-Learning Platform	From Take-Home to In-Class Writing: Generative AI in Medical Humanities	Effectiveness of the Infusive Approach in Teaching Critical Thinking: Refining Concepts and Definitions	A More-Than-Human Language Education: Reexamining Language through Posthuman and Disability Perspectives	Impact of International Internships on Japanese Students' English Proficiency via Cultural Capital Theory
Brenda YUEN, Jodie LUU, Anita TOH, LEE Kit Mun	Dunming (Jason) LU	NIE Yanwei Eddie	Elaine NG	Jessie TENG, Anuradha RAMANUJAN, Marissa E Kwan Lin	Wisnu A. PRADANA	Chih-Hao CHANG, Yuji UTSUMI
<i>Moderator:</i> Dara RICHARD	<i>Moderator:</i> Doreen TAN	<i>Moderator:</i> ZHU Shenfa	<i>Moderator:</i> HOONG Shao Ting	<i>Moderator:</i> HAH Sixian	<i>Moderator</i> Jonathan PHAN	<i>Moderator:</i> Aileen LAM

Keynote Forum

**Auditorium 2
16:00-17:00**

What Matters Most in Preparing Learners for Communication in Shifting Academic, Professional and Social Landscapes —and Who or What Shapes these Choices

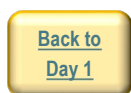
Professor Icy LEE, Professor Jessie MOORE, Professor Cecilia K.Y. CHAN and Professor Heath ROSE

Moderator: A/P LEE Kooi Cheng

After 17:05

**WALKING TOUR OF GARDENS BY THE BAY
OPTIONAL**

PROGRAMME



Day 3

**Invited Address 2
9:00-10:00**

Auditorium 2

Professor Icy LEE

[Feedback over Grades: Enhancing Student Feedback Literacy through Ungrading](#)

Moderator: Misty COOK

**Session 11: Paper Presentation
10:05-10:35**

Room 1	Room 2	Room 3	Room 4	Room 5	Auditorium 2	LT50
<u>Ends and Means: Information Literacy Practices in Assessed First-Year Writing</u>	<u>AI Vs. Teachers: Comparing Feedback Companions in Writing Classrooms</u>	<u>Collaborative Online International Learning (COIL): An Innovative EFL Teaching Method in Higher Education</u>	<u>Partnerships in a Content and Language Collaborative Teaching Framework in Higher Education</u>	<u>AI Disadvantage in Writing and Coping Strategies of Graduate Students</u>	<u>Mind the Gap: Managing Changing Workplace Expectations</u>	<u>Impact of Multimodal Formative Feedback on Undergraduate Students' Public Speaking Performance</u>
Norman WILLIAMS	Ashton E. DAWES	Anca Daniela FRUMUSELU	Chammika UDALAGAMA, Brenda YUEN, LEE Ming Cherk	Divija Vaishnavi AALLA	NORHAYATI Ismail, Susan LEE, Sylvia SIM	Santosh MAHAPATRA
<i>Moderator:</i> Amelyn THOMPSON	<i>Moderator:</i> Jenson DEOKIESINGH	<i>Moderator:</i> Arby Ted SIRAKI	<i>Moderator:</i> Tetyana SMOTROVA	<i>Moderator:</i> Deborah CHOO	<i>Moderator:</i> Julie GOUIN	<i>Moderator:</i> Owen David HARRY

TEA BREAK 10:35-11:05

**Session 12: Paper Presentation
11:05-11:35**

Room 1	Room 2	Room 3	Room 4	Room 5
<u>An Experimental Study on Metacognitive Regulation in Speaking and Writing Skills of Indian ESL Learners</u>	<u>Teaching Writing Using Generative AI: Evolving Practices in Southeast Asia</u>	<u>Empowering Critical Communicators: A Corpus-Based Gender Analysis in <i>Meatless Days</i></u>	<u>Perceptions of Difficulty in the Academic Literacies Classroom</u>	<u>A Study of Engagement in Research Articles and Textbooks</u>
Bharath Suresh KUMAR, Christine Ann THOMAS	Joel C. MENIADO	AWAIS Rubbani	Gene NAVERA, Marissa E Kwan Lin	CHOO Li Lin
<i>Moderator:</i> Amelyn THOMPSON	<i>Moderator:</i> Jenson DEOKIESINGH	<i>Moderator:</i> Arby Ted SIRAKI	<i>Moderator:</i> Tetyana SMOTROVA	<i>Moderator:</i> Deborah CHOO

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Day 3

Keynote Address

**Auditorium 2
11:40-12:40**

Professor Heath ROSE

The Centrality of Academic English Support in English Medium Higher Education

Moderator: ZHOU Ziqian Jan

12:45-13:45

Committee's Closing Vote of Thanks

Group Photograph

End of Symposium



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KEYNOTE ADDRESS



AI AND THE EVOLUTION OF FUTURE READINESS IN EDUCATION

Cecilia K. Y. Chan
The University of Hong Kong, China
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ABSTRACT

In this Keynote Address, we will explore a comprehensive AI literacy framework, emphasizing its significance in preparing students for an AI-driven world. This framework based on research evidence, tailored for educational contexts, combines technical skills with ethical, social, and practical AI knowledge. The focus then shifts to how this literacy impacts different roles in different disciplines. The session aims to provide educators, policymakers, and academic leaders with insights into developing future-ready educational environments, ensuring students are equipped to navigate and contribute to an increasingly AI-centric world.

KEYWORDS

AI literacy, framework, future-readiness, ethical AI knowledge, academic leadership

BIODATA

Cecilia Chan is Professor in the Faculty of Education at the University of Hong Kong (HKU). With a dual-discipline background, she possesses expertise in both engineering and education. Her combined expertise in these fields has enabled her to lead and conduct research on topics such as assessment and feedback, experiential learning, and technology-enhanced learning, with a particular focus on artificial intelligence in education and the development and assessment of holistic competencies. Prof. Chan serves as the President of the Asian Society for Engineering Education and is an associate editor for both the Journal of Engineering Education and Studies in Educational Evaluation. Her book titled "Generative AI in Higher Education: The ChatGPT Effect," published in March 2024 is the first of its kind in exploring the intersection of Generative AI and Higher Education. Prof. Chan has been invited as a keynote speaker to share her work by many organisations worldwide including UNESCO, QS Summit, Harvard, Oxford, UCL, Sydney University. In addition, her work is being adopted by software companies and organisations particularly on the accreditation of holistic competencies and AI Literacy (visit: <http://tlterg.talic.hku.hk/>).



THE CENTRALITY OF ACADEMIC ENGLISH SUPPORT IN ENGLISH MEDIUM HIGHER EDUCATION

Heath Rose

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heath.rose@education.ox.ac.uk

ABSTRACT

The role of English language support in English medium higher education can vary widely depending on education policy objectives and teachers' responses to students' language and learning needs. This presentation provides an overview of research at the crossroads of English medium instruction (EMI) and students' linguistic needs to meet the academic literacy demands of higher education. Such research highlights the fundamental roles that English for Academic Purposes (EAP) and English for Specific Purposes (ESP) have in the provision of targeted language support for all students. I will show how students enter higher education with varying levels of preparedness; thus, academic literacy support is essential to achieving greater equity in terms of supporting students to reach the required education outcomes in their education. I explore ways to improve English language preparatory or in-sessional programs to best support different students' needs. Underpinning these recommendations is a need for greater cooperation between English language practitioners and discipline specialists to ensure the right type of literacy development and genres are being provided to students. Fundamentally, the presentation concludes that English medium universities need to account for their unique institutional characteristics to ensure Academic English provision is central in organizational and curricular structures; otherwise, they may be leading their own students to struggle in their educational endeavours.

KEYWORDS

EMI, literacy, equity, academic English support, universities

BIODATA

Heath Rose is Professor of Applied Linguistics at the Department of Education, University of Oxford. He is the coordinator of the English Medium Instruction Research Group and runs the wider EMI Oxford Research Network. Heath's research interests are situated within the field of language teaching and language learning. He has published books on Global Englishes, research methods, and data collection. He is series co-editor of Cambridge Elements in Language Teaching. Before moving into academia, Heath worked as a language instructor in a range of settings in Australia and Japan.

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INVITED ADDRESS



KEY PRACTICES FOR FOSTERING FUTURE-READY ENGAGED LEARNING IN ENGLISH LANGUAGE AND COMMUNICATION TEACHING

Jessie L. Moore
Elon University, United States
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ABSTRACT

Engaged learning *is* future-ready learning. When students actively and intentionally participate in their own learning, not only at discrete moments but rather as an ongoing, lifelong activity (Moore, 2023), they develop habits of mind to adapt their prior knowledge and experiences to new workplace and community contexts. They also adeptly reflect on when they need to seek new professional learning to remain future-ready. After briefly introducing the six Key Practices for Fostering Engaged Learning, this presentation focuses on English language and communication research related to three of the Key Practices: offering feedback, framing connections to broader contexts, and promoting integration and transfer of knowledge and skills. These evidence-based Key Practices prepare lifelong learners for ethical and effective lifewide communication.

REFERENCE

Moore, J. L. (2023). *Key practices in fostering engaged learning: A guide for faculty and staff*. Routledge.

KEYWORDS

Engaged learning, feedback, framing connections, knowledge transfer, lifewide communication

BIODATA

Jessie L. Moore, PhD, Director of the [Center for Engaged Learning](#) (CEL) and Professor of professional writing & rhetoric at Elon University (U.S.), studies engaged learning practices and the writing lives of college students and professionals. She previously coordinated Elon's first-year writing and professional writing & rhetoric programs. Jessie is the author of *Key Practices for Fostering Engaged Learning: A Guide for Faculty and Staff* (Stylus, 2023) and co-editor of five books, including *Writing Beyond the University: Preparing Lifelong Learners for Lifewide Writing* (with Julia Bleakney and Paula Rosinski, CEL Open Access, 2022), *Understanding Writing Transfer: Implications for Transformative Student Learning in Higher Education* (with Randy Bass, Stylus, 2017), and *Critical Transitions: Writing and the Question of Transfer* (with Chris Anson, WAC Clearinghouse/University Press of Colorado, 2016). [Learn more about her research and professional work](#). Link for university staff page (also embedded at end of bio): <https://www.centerforengagedlearning.org/about-cel/center-staff/jessie-moore/>



FEEDBACK OVER GRADES: ENHANCING STUDENT FEEDBACK LITERACY THROUGH UNGRADING

Icy Lee

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ABSTRACT

Over the past several decades, feedback has garnered significant research attention. In higher education, it is increasingly recognized that feedback presents formidable challenges, often being perceived as inadequate, discouraging, and difficult to understand (Carless & Winstone, 2023). The potential of feedback to enhance student learning depends on student feedback literacy (e.g., Sutton, 2012; Winstone et al., 2019), which refers to “students’ understandings, capacities, and dispositions needed to make sense of information and use it to enhance work or learning strategies” (Carless & Boud, 2018, p. 1319). To develop feedback literacy, students must be given opportunities to make judgments about their own work and that of their peers, act upon the feedback received, and engage actively and meaningfully in the feedback process (Xu & Carless, 2017).

In this presentation, I propose ungrading as a powerful and transformative practice to enhance student feedback literacy and promote learning. Ungrading is an “alternative approach for promoting and measuring learning” (Ferns et al., 2021, p. 4500) that minimizes the emphasis on grades to support student learning, highlighting the importance of feedback, self-assessment, and self-reflection instead of assigning grades (Blum, 2017). Feedback and ungrading are interconnected concepts that complement each other and work synergistically to improve learning outcomes.

I will begin by examining the what, why, and how of ungrading in the context of writing, as well as its synergy with student feedback literacy. I will then provide examples of how ungrading can be implemented and conclude by addressing potential challenges.

REFERECNES

- Blum, S. D. (2017, November 13). Ungrading. *Inside Higher Ed*. <https://www.insidehighered.com/advice/2017/11/14/significant-learning-benefits-getting-rid-grades-essay>
- Carless, D., & Boud, D. (2018). The development of student feedback literacy: Enabling uptake of feedback. *Assessment and Evaluation in Higher Education*, 43(8), 1315-1325.
- Carless, D., & Winstone, N. (2023). Teacher feedback literacy and its interplay with student feedback literacy. *Teaching in Higher Education*, 28(1), 150-163.
- Ferns, S., Hickey, R., & Williams, H. (2021). Ungrading: Supporting our students through a pedagogy of care. *International Journal for Cross-Disciplinary Subjects in Education*, 12(2), 4500-4504.
- Sutton, P. (2021). Conceptualizing student feedback literacy: Knowing, being, and acting. *Innovations in Education and Teaching International*, 49(1), 31-40.
- Winstone, N., Mathlin, G., & Nash, R.A. (2019). Building feedback literacy: Students’ perceptions of the developing engagement with feedback toolkit. *Frontiers in Education*, 4, Article 39.
- Xu, Y., & Carless, D. (2017). ‘Only true friends could be cruelly honest’: Cognitive scaffolding and social-affective support in teacher feedback literacy. *Assessment and Evaluation in Higher Education*, 42(7), 1082-1094.

KEYWORDS

feedback, literacy, ungrading, learning, assessment

BIODATA

Icy Lee is Professor of Education (TESOL and Language Education) at the National Institute of Education in Nanyang Technological University, Singapore. Her main research interests are second language writing and second language teacher education. Her publications have appeared in numerous international journals, such as TESOL Quarterly, Journal of Second Language Writing, Language Teaching, and System. She is former Co-editor of the Journal of Second Language Writing and currently Principal Associate Editor of The Asia-Pacific Education Researcher and Co-editor of the International Journal of Christianity and English Language Teaching. She was Chair of the NNEST (Nonnative English Speakers in TESOL) Interest Section of the International TESOL Association from 2011 to 2012 and President of Hong Kong Association for Applied Linguistics from 2008 to 2010.

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WORKSHOPS



THE BALANCING ACT OF AI IN ASSESSMENT

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ABSTRACT

This workshop delves into the balancing act of using AI in assessment. We will address the spectrum of 'Aigiarism' practices – ranging from ethical AI use to misuse – and provide concrete tools for fostering AI literacy among students. Participants will learn to design assessments using diverse approaches from the AI Assessment Integration Framework, including performance-based assessments and lifelong learning portfolios.

KEYWORDS

AI, assessment, literacy, ethical use, life-long learning portfolios

BIODATA

Cecilia Chan is Professor in the Faculty of Education at the University of Hong Kong (HKU). With a dual-discipline background, she possesses expertise in both engineering and education. Her combined expertise in these fields has enabled her to lead and conduct research on topics such as assessment and feedback, experiential learning, and technology-enhanced learning, with a particular focus on artificial intelligence in education and the development and assessment of holistic competencies. Prof. Chan serves as the President of the Asian Society for Engineering Education and is an associate editor for both the Journal of Engineering Education and Studies in Educational Evaluation. Her book titled "Generative AI in Higher Education: The ChatGPT Effect," published in March 2024 is the first of its kind in exploring the intersection of Generative AI and Higher Education. Prof. Chan has been invited as a keynote speaker to share her work by many organisations worldwide including UNESCO, QS Summit, Harvard, Oxford, UCL, Sydney University. In addition, her work is being adopted by software companies and organisations particularly on the accreditation of holistic competencies and AI Literacy (visit: <http://tlerg.talic.hku.hk/>).



HOW CAN WE MAKE A MEANINGFUL TRANSITION FROM EAP TO ESAP?

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ABSTRACT

In this workshop we discuss ways in which English for Academic Purposes can be transformed into English for Specific Academic Purposes. We will explore examples from curricula in other contexts and evaluate their relevance and feasibility for CELC. Through interaction, we will share the workshop participants' own practices, as well as discuss ways to address barriers to implementation of ESAP at NUS.

KEYWORDS

EAP, ESAP, teaching practices, curricula, implementation

BIODATA

Heath Rose is Professor of Applied Linguistics at the Department of Education, University of Oxford. He is the coordinator of the English Medium Instruction Research Group and runs the wider EMI Oxford Research Network. Heath's research interests are situated within the field of language teaching and language learning. He has published books on Global Englishes, research methods, and data collection. He is series co-editor of Cambridge Elements in Language Teaching. Before moving into academia, Heath worked as a language instructor in a range of settings in Australia and Japan.



WHAT ARTIFICIAL INTELLIGENCE CANNOT DO IN STUDENTS' ACADEMIC LITERACY DEVELOPMENT

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ABSTRACT

This colloquium examines the limitations of generative AI (GAI) in fostering students' academic literacy, focusing on communicative competence and authorial voice in writing. It also explores strategies for teachers to effectively complement GAI, thereby enhancing critical thinking, cultural awareness, and the credibility of students' academic writing.

KEYWORDS

AI, literacy, communicative competence, authorial voice, critical thinking

BIODATA

Icy Lee is Professor of Education (TESOL and Language Education) at the National Institute of Education in Nanyang Technological University, Singapore. Her main research interests are second language writing and second language teacher education. Her publications have appeared in numerous international journals, such as TESOL Quarterly, Journal of Second Language Writing, Language Teaching, and System. She is former Co-editor of the Journal of Second Language Writing and currently Principal Associate Editor of The Asia-Pacific Education Researcher and Co-editor of the International Journal of Christianity and English Language Teaching. She was Chair of the NNEST (Nonnative English Speakers in TESOL) Interest Section of the International TESOL Association from 2011 to 2012 and President of Hong Kong Association for Applied Linguistics from 2008 to 2010.

Teo Shi Ling is currently Lecturer in the English Language & Literature Department in the National Institute of Education, Nanyang Technological University, Singapore. Her current teaching and research areas broadly focus on language and identity (especially language teacher identity), sociolinguistics, and critical discourse analysis.



PROMOTING INTEGRATION AND TRANSFER OF KNOWLEDGE FOR FUTURE-READY, LIFEWIDE WRITING

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ABSTRACT

Promoting integration and transfer of knowledge is a key practice for fostering engaged learning as a lifelong activity (Moore, 2023). This workshop explores knowledge transfer strategies for preparing students for future writing success in university coursework, work-integrated learning, employment, and other writing contexts in their daily lives (Bleakney et al., 2022)

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Moore, J. L. (2023). *Key practices in fostering engaged learning: A guide for faculty and staff*. Routledge.

KEYWORDS

Integration, knowledge transfer, engaged learning, writing, strategies

BIODATA

Jessie L. Moore, PhD, Director of the [Center for Engaged Learning](#) (CEL) and Professor of professional writing & rhetoric at Elon University (U.S.), studies engaged learning practices and the writing lives of college students and professionals. She previously coordinated Elon's first-year writing and professional writing & rhetoric programs. Jessie is the author of *Key Practices for Fostering Engaged Learning: A Guide for Faculty and Staff* (Stylus, 2023) and co-editor of five books, including *Writing Beyond the University: Preparing Lifelong Learners for Lifewide Writing* (with Julia Bleakney and Paula Rosinski, CEL Open Access, 2022), *Understanding Writing Transfer: Implications for Transformative Student Learning in Higher Education* (with Randy Bass, Stylus, 2017), and *Critical Transitions: Writing and the Question of Transfer* (with Chris Anson, WAC Clearinghouse/University Press of Colorado, 2016). Learn more about her research and professional work. Link for university staff page (also embedded at end of bio): <https://www.centerforengagedlearning.org/about-cel/center-staff/jessie-moore/>

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PRODUCT DEMONSTRATION



CREATING CRITICAL THINKERS AND COMMUNICATORS WITH KIALO

ABSTRACT

Class discussions are a cornerstone of language arts education, but their potential can be constrained by familiar problems. The most extraverted, confident students tend to dominate, while the need for turn-taking often leaves some voices unheard. These dynamics limit opportunities for all students to develop critical thinking and communication skills equally.

This session will demonstrate how Kialo, a 100% free argument-mapping platform, addresses these challenges to inclusivity in class discussions. Discussions on Kialo start with a central thesis, to which students respond with successive pro and con claims. As students engage with each other's ideas, they collaboratively build out an interactive map of the entire discussion. Kialo's intuitive, visual interface helps students to trace the logical structure of complex arguments, enhancing their ability to think critically and communicate effectively.

Students contribute simultaneously, in a text-based format, and with the option of participating anonymously – removing many common barriers to inclusion. Educators report 3-5 times more participation on Kialo. An array of features also allows educators to set specific participation goals, assign grades and feedback, and replicate small-group discussions.

Kialo is already whitelisted by the Ministry of Education as an approved external resource with Student Learning Space. We are currently working with the Ministry to fully integrate Kialo into the SLS environment to make adoption even easier for educators and students.

Join this session for a hands-on demonstration of how Kialo's free, research-backed, and award-winning platform can transform discussions into more equitable, engaging, and reflective learning experiences.

KEYWORDS

Kialo, free tool, argument mapping, class discussions, critical thinking, communication skills

ABOUT KIALO

Kialo is a 100% free, award-winning discussion platform used by over one million educators and students. Designed to build critical thinking and reasoning skills, its pro/con format helps students explore arguments and engage in civil discourse.

Our goal is to make the world a more thoughtful place, which is why Kialo is, and will always be free.

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ASSESSMENT AND FEEDBACK



COMPLEMENTARY EVIDENCE IN THE EARLY STAGE VALIDATION OF LANGUAGE TESTS: CLASSICAL TEST THEORY AND RASCH ANALYSES

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ABSTRACT

While a good test gains in reputation as it is administered over time, the early stages of its validation are perhaps the most critical. The paper takes the early stage validation of an Assessment of Language for Economics and Finance (ALEF) to demonstrate the employment of an extended framework of principles for the initial validation of a test. ALEF is an assessment of the language ability of English additional language users, who are prospective or entry-level employees in the banking sector, to determine whether their ability is at the required level for post-school training. Six claims are investigated, linked to the same number of principles in the framework that is employed. The claims are that ALEF

1. Exhibits a sufficient degree of homogeneity, for which there are several warrants;
2. Shows that it is a reliable measure of language ability on several counts: at test level, as well as at item level;
3. Is organised as a differentiated whole, with each subtest functioning both uniquely and together with others in contributing to the viability of the measurement;
4. Exhibits an adequate degree of fit by distributing candidates normally as regards language ability, while it simultaneously has an acceptable degree of difficulty; moreover, it can be demonstrated that the test fits the ability of candidates, in that there is a likelihood of minimal misfit either of items or persons in its measurements;
5. Yields scores that are clear, meaningful and intelligible;
6. Measures so consistently that the number of potential misclassifications it produces is smaller than 5% of the total test population, and the test developers have a way of identifying such misclassifications in order to give those potentially misclassified a fair chance of taking a similar test.

For each claim there is at least one, but often multiple warrants. By relating the claims and their warrants to principles of test design, an adequate measure of integration is obtained for the argument. The investigation of the claims uses two of the methodological tools most frequently employed to muster empirical evidence for validating test design, namely Classical Test Theory (CTT) and Rasch analyses. While most language tests have used CTT for their refinement, the employment of Rasch analyses has been more limited. The paper provides an example of how the latter kind of analysis can complement the former.

There is now general agreement that the validation process should be reported in the form of an argument. The format of such integration is, however, still contestable ground. Since the claims investigated in this instance derive from a framework of principles for responsible test design, the analyses also show a possible format for bringing together multiple sets of evidence to justify the design and implementation of a language test, a process that is conventionally termed 'validation'. The conclusion is that test validation may more aptly be conceived of as the process of designing language tests responsibly. For that, we need to relate the process of responsible design to a theory of applied linguistics.

KEYWORDS

validity, validation, theory of applied linguistics, design principles, language assessment

BIODATA

Albert Weideman is Professor of Applied Language Studies and current chairperson of the Inter-Institutional Centre for Language Development and Assessment (ICELDA). His book, *A theory of applied linguistics: Imagining and disclosing the meaning of design* (Springer, 2024), articulates his scholarly perspective. See <https://albertweideman.com/> for further details of his work.



FACILITATING ACCOUNTING STUDENTS' CRITICAL THINKING SKILLS THROUGH THE USE OF AUTHENTIC SELF-SELECTED ARTIFACTS

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ABSTRACT

In the paper *The Uses of Critical Thinking in Accounting and How It Improves Accounting Students' Professional Skills* (2020), Wang notes a general tendency for accounting students to process information in order merely to find correct answers and pass examinations without necessarily learning to explain uncertainties or identify alternatives and analyse supporting evidence. As a result, critical thinking faculties are insufficiently exercised, and opportunities for student accountants to practise clearly and effectively communicating their findings, recommendations and actions (and not merely data) are missed. To counter this, Wang suggests two assessable approaches that can be undertaken to address this, the first a problem-solution approach to an accounting issue of interest and the second centred on classroom debates. Both approaches require the exercise of significant critical thinking, i.e., the ability to consider complex situations from various perspectives, and then to share findings clearly and coherently. In SIT's unique applied learning context, the former has proven particularly tenable for adaptation by encouraging students to select business-oriented artifacts, which can be used in written and spoken assessment tasks. Students break down a problem into its key components and consider how any of these may lend themselves to a workable solution. Initially identifying and articulating what the perceived problem is in itself an exercise in critical thinking. This self-selection can be facilitated by crafting a suitable open-ended prompt that allows students the freedom to explore topics of personal interest that align with the course's learning outcomes. This item may be an annual report, a video recording, or some other authentic artifact that the student believes has a relationship to their discipline. Bonyadi (2014) suggests that permitting students to self-select positively affects their writing performance for assignments of similar length.

This study will demonstrate that when accounting students are allowed to self-select in applied learning contexts, various discipline-specific core critical thinking skills are exercised. Other ancillary benefits are also noted: student autonomy and motivation are encouraged since they are free to determine the nature and extent of relevance to the discipline. The range of topics presented to the instructor is also greater than they might be able to conjure themselves. Finally, responsibility for topic selection moves from the teacher to the learner, which is consistent with the SIT ethos of self-driven enquiry and lifelong learning, as well as the underlying ethos of this symposium in preparing students to become able communicators of the future.

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KEYWORDS

critical thinking, applied learning, artifact selection, prompt

BIODATA

Christopher Bedwell is a senior lecturer at Singapore Institute of Technology's Centre for Professional Communication and a Fellow of the Association of Chartered Certified Accountants (ACCA). He received his bachelor's degree in Physics from King's College London and later, a master's degree in English Language Teaching from Essex University. He spent the early part of his career in finance before specialising in the Teaching of English to the Speakers of Other Languages. He has also taught general English in Japan as well as technical English in the Middle East. His research interests are centred on materials development and the use of learning activities that can be employed inside or out of the classroom.



INTEGRATING CHATGPT INTO TEACHER FEEDBACK: A CASE STUDY

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ABSTRACT

The integration of generative artificial intelligence (GenAI) in educational settings, particularly in writing classrooms, has opened new debates among scholars in education and applied linguistics. Central to these discussions are concerns about how GenAI impacts academic integrity, AI-assisted cheating, and the critical thinking skills of students, as highlighted in recent studies (Bin-Nashwan et al., 2023; Eke, 2023). Simultaneously, there is a growing focus of research aimed at investigating the potential of GenAI to reshape the role and responsibilities of educators, such as automating repetitive tasks and enhancing personalized feedback (Crompton et al., 2024; Hockly, 2023; Escalante et al., 2023). This study aims to contribute to the ongoing reconceptualization of GenAI, focusing on how this technology can be effectively utilized to augment and enhance the teaching and learning process, specifically in the context of improving teacher feedback on student essays.

Using a reflexive case study approach, the study explores how ChatGPT can be leveraged to improve teacher feedback on student writing, arguing for a paradigm shift from the potential risks to the constructive uses of GenAI in education. We propose a blended feedback model that combines ChatGPT's rapid, algorithmic insights with the nuanced understanding of teachers to significantly enhance personalized feedback. Our analysis of a college instructor's annotations and reflections on ChatGPT-generated feedback across 22 student essay drafts reveals four key strategies: retaining and enhancing ChatGPT's feedback with additional comments, omitting inaccurate feedback, creating more nuanced feedback, and using ChatGPT's suggestions to engage students in meaningful dialogues. These strategies demonstrate the effectiveness of the blended feedback model in delivering comprehensive and targeted feedback, which has the potential to deepen student engagement and improve writing quality. The study underscores that while ChatGPT offers valuable formative feedback, its full potential is realized when integrated with the expertise of teachers, allowing for customized, relevant feedback that addresses individual student needs and fosters creativity and critical thinking. Moreover, the study provides a concrete example of how generative AI can be used effectively and responsibly in assessments to foster creativity and critical thinking for both teachers and students, recommending further exploration of blended feedback models and additional strategies for using GenAI to enhance teacher feedback and effectively engage students with this feedback.

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KEYWORDS

teacher feedback, ChatGPT, blended feedback, writing instruction, formative assessment

BIODATA

Jonna Marie Lim is Assistant Professor with a Ph.D. in Applied Linguistics from De La Salle University Manila. She holds an Advanced Specialist certificate in Language Testing from SEAMEO RELC, Singapore. Her research interests include language testing and assessment, critical pedagogy, and curriculum and materials development.

Christian Go is Assistant Professor with a Ph.D. in English Language and Linguistics from the National University of Singapore. He was also a Visiting Fellow at the Harvard-Yenching Institute. His research interests include critical pedagogy, language and sexuality, and linguistic anthropology.



THE EFFICACY OF CHECKLIST QUESTIONS WHEN CONDUCTING STUDENT PEER REVIEWS

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ABSTRACT

Research over the past two decades shows that the process where students review each other's work is effective both for the reviewer and for the reviewee (Liu & Edwards, 2018; Papadopoulos et al., 2016). Nevertheless, several key issues warrant investigation, such as teacher modelling (Carless & Boud, 2018), student training (Chang, 2016; Hyland, 2019), and the guiding framework that students use. It is vital that students gain peer review skills early in their studies. Not only is it intrinsic as an effective learning tool, but it mimics procedures they will face later, both as academics and in their places of future employment. Those that are more adept at giving and receiving feedback will be more able to critique themselves and others. The better we understand the peer review process, the better we will ensure that learners maximize its potential.

This Action Research study is a preliminary investigation of the student peer review (PR) process employed on an academic writing proficiency course. The central hypothesis is that the checklist questions employed during this process are not always used effectively, resulting in faulty suggestions and uptake which is not always successful. The current list comprises 30 Yes/No questions. Both global and local foci are encouraged. It has been suggested that it might be more effective to reduce the number of questions (Chang, 2016) and make them predominantly open-ended and also to emphasize textual organization over surface features (Liu & Edwards, 2018). Baker (2016) suggests that it is often the local errors that less experienced students seem to focus on, and such feedback is perhaps more relevant in terms of fine-tuning writing just prior to final submission, which is not the case in the current context.

In order to critically examine the checklist that is currently employed on the course, three of the questions will be analysed. These questions address the thesis statement, the topic sentences, and the use of supporting ideas. The analysis examines (i) correct vs incorrect Yes/No responses; (ii) the accuracy of the suggestions; (iii) whether and to what degree the uptake is successful. The anonymized data was quantified to determine the ratio of yes/no responses, the clarity or otherwise of the suggestions, and the quality of the uptake. There is a tendency for students to answer questions in the affirmative even when a negative is required with a suggestion, thus preventing the opportunity for any uptake to take place. Furthermore, suggestions are not always clear and may even be misleading. As such, it appears that the checklist questions are not always used effectively and should be reviewed and revised where necessary.

It should be emphasized though, that despite these shortcomings, many students do manage to navigate the procedure successfully with both suggestions and the subsequent uptake resulting in improved drafts. This study is regarded as exploratory: subsequent research should focus on actively improving the PR literacy of the students (Carless & Boud, 2018) and moving towards a more *Optimal Model* of PR (Crossman & Kite, 2012; van den Berg et al., 2006). It could also go some way to determining whether the PR that occurs on an initial proficiency course has any beneficial washback on the learners' other modules at NUS.

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KEYWORDS

peer review, checklist questions, feedback, uptake, academic writing



BIODATA

Tim Groombridge joined NUS/CELC in 2022. Prior to this, he worked as a teacher and teacher trainer in the U.K., Costa Rica, Oman, and the U.A.E. His research has focused on the use of English in mathematics, summary writing skills, and the student peer review feedback process.

Deborah Choo has been an instructor with NUS's Centre for English Language Communication since 2011 and specializes in teaching Academic English. Her research interests are in the use of Socratic Questioning, Mentoring for Well Being, and Student Peer Review.



TRUST MOVES IN TEACHER WRITTEN FEEDBACK ON STUDENTS' ORAL PRESENTATIONS

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ABSTRACT

In higher education classrooms, the quality of student-teacher interactions significantly impacts students' learning and success (Felten et al., 2023). A key element of quality student-teacher interactions is trust, which is crucial for creating a learning environment where students feel safe, supported, and motivated to engage deeply with the course material. Despite this, Felten et al. (2023, p. 1) noted that "trust has not been systematically explored by scholars of higher education teaching and learning." This study addresses Felten et al.'s call for "additional scholarship, development, and reflection" (p. 7) on trust in higher education classrooms.

While existing research on trust moves in teacher feedback often focuses on in-person, dialogic feedback on students' written work, there has been limited investigation of trust-building in teachers' written feedback on students' oral presentations, particularly in undergraduate business communication courses. This gap is significant because feedback on students' work makes up a huge portion of student-teacher interaction. To address this gap, a case study was conducted to examine how two instructors, Anita and Doreen, foster trust through written feedback in an undergraduate Business and Technical Communication course. Specifically, we wanted to find out: (1) How do we attempt to build trust through our written feedback? (2) What factors influence our approach to trust-building? (3) Which trust moves do students perceive to be most important for gaining their trust? (4) Have our trust move attempts been successful?

This study examined our written feedback on 70 students' oral presentations and the instructors' reflections on their respective intentions underlying these feedback practices. A thematic analysis of the written feedback was conducted, and coding was based on Felton et al.'s (2023) trust moves model; the interpretation of the coded feedback was aided by the instructors' reflections on the motivations behind their trust-building strategies. A survey was also conducted to understand the students' perspectives.

In this presentation, we will share findings about the types and frequency of trust moves employed in the two instructors' written feedback, particularly for developing oral presentation skills in business communication courses. Findings show that we both have used a notably higher proportion of cognition and affect moves compared to values and identity moves. Anita's feedback seems to be mostly cognitive-focused, aligning with her intention to build trust by introducing new perspectives and expanding on students' existing knowledge of presentation skills. On the other hand, Doreen's feedback shows a balance between cognitive and affective moves, consistent with her intention to build trust by affirming and developing students' ability and skills.

This study offers practical insights into effective trust-building strategies in written feedback, which may extend beyond business communication courses and be applicable to diverse contexts and disciplines. We hope that this study will encourage more instructors to share their best practices in feedback-giving, fostering a culture of trust in student-teacher interactions.

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KEYWORDS

business communication, feedback, oral presentation, teacher written feedback

BIODATA

Anita Toh teaches professional communication skills and is interested in leveraging technology to enhance teaching and learning. Her research projects include investigating interactive instant feedback mechanisms to improve online learner engagement, exploring the impact of different video presentation formats on learner engagement, and leveraging ChatGPT for independent Q&A practice.

Doreen Tan is currently teaching professional communication courses and is keen on investigating the effectiveness of blended learning and the use of GenAI in the classroom. She is passionate about developing critical thinkers and moulding the next generation of learners inside out.



FOUR FRAME MODEL OF ASSESSMENT TO TEST ORAL COMMUNICATION SKILLS OF ENGINEERING STUDENTS IN INDIA

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ABSTRACT

Studies have indicated that while the number of engineering graduates is increasing in India, their competence in terms of employability skills are not at the desired level. The majority of the engineering graduates exhibit poor communication skills and lack of adequate people management skills, particularly with respect to oral communication (Blom & Saeki, 2011; Mishra, 2016). Efforts have been made in diverse ways to incorporate communication skills in their curricula (Swamy & HM, 2021). A number of institutes in India have mandatory courses on communication skills that form the core of the student academic credits. The review of literature on the available mode of communication skills courses at various engineering colleges in India, however, revealed that the mode of assessment operates as a major hindrance to the effective development of the skills required to ace oral communication. The graduate attributes outlined for engineering programs by the National Board of Accreditation (NBA), India clearly point out the three major skills in terms of communicative competence: team work and individual contribution, effective communication, and life-long learning (Kotturshettar & Shettar, 2014). Further, studies have shown that out of the three key skills – Professional Skills involving technical knowledge, Communication skills involving skills in language use, and Core Employability Skills involving attitudinal aspects such as reliability and team work – the attitudinal aspects required at the workplace from engineers in India surface as an important challenge (Taneja, 2019).

In order to align the course outcome of Communication Skills in English at a private engineering institute in India with the attributes outlined by NBA and incorporate the ways to equip students with imbining appropriate attitudinal skills, we focused on creating an assessment framework for the oral communication of engineering students. Unlike the conventional methods of testing oral communication competencies, we created Four-Frame Model of Assessment that includes both the participants and the facilitators in the evaluation. The four key components that were tested included organization of the content, effectiveness of the team work, quality of the presentation, and constructive feedback. The focus of this model is on the evaluation carried out by the students using a predesigned rubric. This model proposes that a four-frame evaluation of a group task by the students can result in enhanced attitudinal aspects such as trust, reliability, and creating a supportive mindset. The first two components – ‘organization of the content’ and ‘effectiveness of the team work’ – are assessed by students within the group (intragroup) by providing marks for such aspects as contribution of ideas, support in work, and effective participation (Terenzini et al., 2001). The other two components ‘quality of the presentation’ and ‘constructive feedback’ are assessed by students outside the group (intergroup) who act as audience (Riemer, 2002). A detailed rubric involving the assessment pointers under each category is to be distributed among the students. This allows the students to have a comprehensive idea about the requirements in terms of building the content, organizing it, managing the team roles, and designing the oral presentation as a team within the group. Further, providing constructive feedback to the presentation of other group members using a rubric on the quality of presentation should help to develop an empathetic and critical understanding required in a formal communication setting. This framework is intended to provide valuable insights on individual members’ ability to work as a team and present as an individual in a verbal scenario thereby, highlighting the strengths and areas for improvement and offering directions to enhancing communication in a working environment. By analyzing the correlation between these rubrics and overall academic performance of students in a private engineering college in India, the paper seeks to propose a creative assessment frame to support pedagogical approaches in communication.

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KEYWORDS

engineering graduates, communication, pedagogy, assessment, employability

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DEVELOPING STUDENT FEEDBACK LITERACY THROUGH PEER FEEDBACK

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ABSTRACT

Student feedback literacy is important because only students themselves can make the necessary changes in response to feedback to make improvements to their work. It is also generally true that the effectiveness of feedback, including teacher feedback, can be quite low owing to students' lack of proficiency in feedback literacy.

In this study, we sought to investigate two key components of students' feedback literacy from Carless and Boud's (2018) framework: 1) appreciating feedback 2) making judgement. They are key because without appreciating feedback, students are not predisposed to make use of it; and without the capacity to judge the feedback received, they are not able to leverage the value in the feedback. Hence, it may be said that the other two components – taking action and managing affect – are dependent on those two key components being satisfied in the first place.

We investigated students' response to peer feedback specifically as it has been said that peer feedback is a means of cultivating the capacity to make judgement. As Carless and Boud (2018) put it, "Engaging students in improving their capacity to make sound judgments is challenging unless there are sustained opportunities for comparison with the views of others" (p.1317), and peer feedback offers such opportunities for students' sharing of judgments.

In this exploratory study with STEM students enrolled in a scientific communication course at a local university, we explored the extent to which they appreciated peer feedback and had the capacity to make judgement of the feedback they received. We also investigated the extent to which their judgement influenced how they acted upon the feedback received. The key methodology used in this qualitative study was the Stimulated Recall Interview, supplemented by the pre- and post-peer review survey questionnaires adapted from Yu et al.'s (2022) L2 Student Writing Feedback Literacy Scale, using a 7-point Likert scale. Data from a total of 11 interviews with students (4 of which were conducted in pairs) were analysed qualitatively, with a focus on students' experience of the peer review process (appreciating feedback) and instances of critical evaluation of the feedback received (making judgement).

Preliminary analyses present a mixed picture of the students' level of feedback literacy in appreciating feedback and making judgment. The average scores on the Student Writing Feedback Literacy Scale in both the pre- and post-peer feedback surveys (n=63) are slightly above the mid-point in the 7-point Likert scale, implying that students are not decidedly convinced of the benefit of and their capacity to make use of peer feedback. The data from the interviews present a mixed picture in that there are both positive and negative experiences of peer review (appreciating feedback), with some benefitting more as a reviewer than writer, and salutary instances of critical evaluation (i.e. making judgment) regardless of whether it was a positive or negative experience. In conclusion, it is encouraging that despite the average scores in appreciating feedback, there are instances reflecting the students' capacity to make judgement, hinting at the potential of peer review in cultivating this capacity.

This study contributes to the growing body of research on student feedback literacy, with a focus on Asian STEM students in a culture where teacher feedback is privileged.

KEYWORDS

student feedback literacy, peer feedback, L2 Student Writing Feedback Literacy Scale

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BIODATA

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LEARNERS' ENGAGEMENT WITH AI-AUTOMATED, PEER, AND TEACHER FEEDBACK: A THREE-PRONGED APPROACH TO IMPROVING ACADEMIC WRITING

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ABSTRACT

This presentation reports on learners' engagement with three types of feedback in revising their own essays and discusses how their engagement affected the quality of their essays.

The importance of feedback in learning has been widely acknowledged in the scholarship of teaching and learning and is strongly felt in classroom practices. Feedback is a powerful pedagogical tool to support students' learning (Poulos & Mahony, 2008; Yang et al., 2021) as it scaffolds students to notice the gaps in their knowledge and support them in growing beyond their current level. Constructive feedback is frequently found to correlate positively with students' academic performance (e.g., Burns et al., 2021), motivation (e.g., Fang et al., 2021), and engagement in learning (e.g., Carvalho et al., 2021).

While feedback is a powerful pedagogical tool to help learners develop their language skills, it is their engagement with feedback that would help them in their development (Zhang & Hyland, 2022). Hence, in this study, we followed Zhang and Hyland's design in providing our learners with a three-pronged approach to feedback (hence three rounds of feedback and revisions) to help them develop their academic writing skills:

1. AI-automated feedback
2. Peer feedback
3. Teacher feedback

AI-automated feedback targeted such areas as rhetorical moves and genre-specific suggestions for improvement, while peer feedback was designed to focus on such aspects as clarity of meaning, development of arguments, author's tone and voice. Teacher feedback, as the last phase in this process, focused on the accuracy and depth of critical thinking in their arguments, stylistic choice of lexicons, etc.

The data was collected from year 1 engineering students enrolled in a core module in communication skills where they learned, among other skills, to produce academic essays. The collected data included four drafts of their essays and the feedback they received in each of the revision rounds. We traced the changes they made in response to the feedback and examined how they incorporated it into their revisions. Subsequently, we compared the changes in the quality of their essays, both holistically and structurally. The results showed that the revisions in response to teacher feedback helped to improve the essay quality more significantly than the other types of revisions, highlighting the importance of human teacher feedback in the age of AI.

In this presentation, we will report on the details of students' engagement with the feedback, give examples of their revisions, and share students' perceptions of each feedback round's effectiveness. Additionally, we will discuss the implications of these findings for educators and policymakers. By understanding how different types of feedback influence student engagement and learning outcomes, the educators can better design instructional approaches that maximize the benefits of feedback. Furthermore, the integration of AI in educational settings poses both opportunities and challenges, which will be explored in the context of providing meaningful and effective feedback to learners. This comprehensive analysis aims to offer valuable insights and practical recommendations for enhancing academic writing instruction through a balanced and integrated feedback approach.

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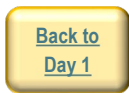
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KEYWORDS

automated feedback, peer feedback, teacher feedback, engagement with feedback, integrated approach.

BIODATA

Rosmawati is Assistant Professor who teaches a university core module of critical thinking and communicating to first-year undergraduates. Her main research interest is language development, with the focus on academic writing skill development. Her recent publications include a special issue on action research in EAP/ESP classrooms in JEAP.



TEACHER PERCEPTION OF GENAI AS AN ASSESSMENT AID

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ABSTRACT

The emergence of Generative AI (GenAI) in November 2022 has initiated a proactive integration of this technology into pedagogical practices at the HKUST Center for Language Education (CLE). Apart from encouraging and teaching students to use GenAI, HKUST has made assessment-related GenAI tools accessible to faculty. One such tool is Pregrade - a grammar and spelling grader with the capability to assess and comment on writings based on a detailed rubric (Pregrade, 2024). HKUST's second year Technical Communication course, designed for Engineering students, spearheads the university's integration by incorporating various GenAI learning strategies. This course's ESP nature presents difficulties for language teachers who have little to no engineering background as one of its assessments revolves around analyzing the ethics of engineering incidents. The large amount of information that is needed to grade this assessment poses a challenge to the efficiency and consistency in grading. Pregrade has limited application in this case as the assessment requires specific content-based grading which it does not currently offer (Pregrade, 2024). Therefore, a tailored, content-based solution was developed: our course-specific GenAI bot designed to provide feedback for teachers.

While tertiary students have a strong inclination to embrace GenAI (Arowosegbe, 2024; Chan & Hu, 2023; Kohnke, 2024; Li et al., 2024), our literature review highlights the transformative potential of GenAI tools in language assessment and teacher feedback practices as well. Studies indicate that AI can enhance grading efficiency and provide valuable, accurate feedback to students (Mohamed, 2023), while also streamlining the assessment process, ultimately saving teachers time and effort (Koraishi, 2023). Yet, there is a gap in research examining the pedagogical effects of these tools, particularly regarding student and teacher attitudes toward AI integration in the classroom (Har & Ma, 2023). While considerable research has focused on student attitudes, teachers' perceptions and experiences have received relatively less attention. This study aims to explore teachers' perceptions and experiences with our course-specific GenAI bot that serves as a marking assistant, emphasizing its usability, reliability, efficiency, and overall impact on teaching practices. By addressing this gap, the study contributes to the ongoing dialogue about the role of GenAI in educational assessments and its broader implications for teaching.

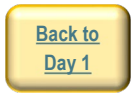
According to Ma (2017), the integration of technology provides an innovative alternative for delivering written feedback on student writing more effectively and efficiently. This shift is particularly evident in the development of Automated Writing Evaluation (AWE) tools, which utilize computer-based educational technology to offer students constructive feedback on their writing. The emergence of GenAI has the potential to revolutionize the use of AWE tools in assessing writing as it can enhance traditional AWE systems by providing more context-aware feedback. Unlike conventional AWE tools, which often rely on rule-based algorithms, GenAI can understand and generate natural language, allowing it to offer suggestions that are more aligned with the specific contexts and needs.

Building on this content-aware feature, our course-specific GenAI bot, based on Claude-3.5-Sonnet-200k, is pre-loaded with a comprehensive knowledge base of engineering incidents. It is designed to assist teachers in evaluating students' engineering analytical reports by comparing the evidence presented in student writings against this knowledge base. The bot generates accessible summaries of the analysis in both text and tabular formats, highlighting any missing components to enable teachers to quickly identify gaps in the reports.

An explanatory mixed methods approach is adopted for this study, combining quantitative and qualitative data collection techniques to provide a comprehensive understanding of teachers' experiences with the GenAI bot. Specifically, these experiences relate to the extent to which the bot supports teachers in assessing whether students can identify factors contributing to engineering disasters, highlight the interplay between these factors, analyze engineers' accountability, apply ethical codes to hold relevant engineers responsible, and evaluate the overall quality of students' analyses in connecting these elements. We are currently in the data collection phase of the study, which is scheduled to span two semesters, ending in May 2025.

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KEYWORDS

assessment, written corrective feedback, GenAI, automated writing evaluation, ESP

BIODATA

Dr. Bruce Ma is an educator and researcher with a focus on writing feedback, learner autonomy, and second language writing. His research interests also include the integration of generative AI in teaching and learning, as well as computer-aided language learning.

Martin Ma specializes in English for Academic Purposes (EAP) and English for Specific Purposes (ESP). His research interest includes applying Systemic Functional Grammar (SFG) notions, such as Thematic Progression and Grammatical Metaphor, to teaching, as well as applying SFG concepts through GenAI.



ENDS AND MEANS: INFORMATION LITERACY PRACTICES IN ASSESSED FIRST-YEAR WRITING

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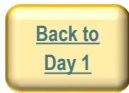
ABSTRACT

Information Literacy (IL), broadly defined as the “ability to acquire and use information” (Eisenberg, 2008, p. 39) facilitates lifelong learning (Johnston, 2020) and encourages engaged citizenship (Lewandowsky, 2020). Research in this area over the past twenty years recognizes that IL is linked to and dependent on the situated understandings, discourses (Lloyd, 2012; Talja & Nyce, 2015), and power differentials (Johannisson & Sundin, 2007). Investigations in this vein are frequently informed by the social practice theory of Schatzki (e.g. Alexandersson & Limberg, 2003; Lloyd, 2012; Schreiber, 2014). Academic writing is inextricably linked to information literacy (Macnaught et al., 2024; Yu & Zhao, 2021), and consequently, the socialization of students into the written discourse practices of tertiary education and of their specific discipline communities must simultaneously attend to situated IL practices (Pechinkina & Vepreva, 2023). The assessed research essay task remains a commonly used tool in this process of socialization. However, the analysis of information use as part of this assessment shows a truncated research process with little initial reading to orient students towards the topic (Blackwell-Starnes, 2016), a reliance on non-scholarly online sources (Gocsik et al., 2016), and a tendency towards poor engagement with sources (Jamieson, 2016). It has been suggested that the assessed research essay itself may be partly responsible for the emergence of these poor patterns of information use. It should be noted that while English language proficiency has been found to impact some facets of early-undergraduate IL development (e.g. Kocatepe, 2021; Zhao et al., 2021), in particular, students’ ability to process complex information sources and the degree to which they depend on the original when integrating information into their own writing (Cumming et al., 2016), the interaction between language proficiency and the acquisition of academic IL practices is a complex one.

The current research aims to investigate how situated conceptions of the first-year research paper among both students and faculty influence IL practices during its completion. Students in the study exhibited varying levels of English language proficiency. IL practices around a first-year research paper at a university in the Middle East are explored through the lens of Schatzki’s (2001) teleoffective practice structures. Schatzki (2001) defines teleoffectivity as orientations among practice participants towards the ends around which a practice is organized along with the range of tasks, beliefs, emotions and moods which “make sense” in light of these orientations (pp. 60–61). Interview data elicited from both students and instructors is analysed to map how teleoffective orientations shape IL practices. Findings include a range of teleoffective orientations among students, particularly at the early stages of the process, with a range of associated emotions and moods. The prescribed structure of the final product is found to exert a teleological influence on search and information incorporation practices among student writers. Among instructors at the site, teleoffective orientations are associated with a prioritization of some areas of IL over others and also with a willingness to adapt the rules and understandings which underpin some IL practices.

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KEYWORDS

information literacy, first-year writing, practice theory, assessment, teleoaffectivity

BIODATA

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STUDENTS IN THE DRIVER'S SEAT: STUDENT-LED FEEDBACK PRACTICE IN SECOND LANGUAGE WRITING

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ABSTRACT

Corrective feedback is integral to L2 writing instruction, yet debates about its efficacy and application persist (Chan & Phillips, 2021). Traditional methods, such as written and coded feedback, have been criticized for their short-term impact and reliance on teacher-driven strategies (Davies, et al., 2011; Ferris, 2010; Truscott, 1999). Contemporary research highlights the importance of fostering self-assessment to enable students to take ownership of their learning (Lee, 2016; Mynard 2019). However, L2 learners often face challenges in self-assessment due to their limited feedback literacy (Bitchener, et al., 2005) and common overemphasis on teacher-led feedback (Liu & Brown, 2015). To address these gaps, student-led consultations bridge self-assessment and corrective feedback, empowering learners to identify areas for improvement, pose targeted questions, and engage one-on-one with instructors in conversation. This approach aligns with Ruegg's (2020) assertion that students are best positioned to determine their feedback needs, promoting autonomy and long-term writing development.

The student-led consultation model has been applied successfully across varied contexts, including CEFR A2-C2 learners in Japan, Korea, and Taiwan, particularly emphasizing A2-B2 proficiency levels in high school and university settings. Designed primarily for L2 writing courses, such as English for Academic Purposes (EAP) and process-based essay writing, it equips students to navigate the drafting and revision process while reducing dependence on teacher-led corrections.

This teaching demonstration outlines a structured, semester-long implementation of the model in an L2 writing course. It details three key stages: Instruction, Norming and Practice, and Implementation.

1. **Instruction:** The process begins by teaching students how to ask precise, feedback-seeking questions. Teachers model this through examples from sample essays, demonstrating how to identify areas of concern (e.g., organization, clarity, or content development) and formulate questions to address them. Attendees will practice crafting such questions, ensuring they understand how to guide students effectively.
2. **Norming and Practice:** Norming prepares students for consultations by familiarizing them with expectations. In this phase, students role-play consultations using a sample essay, alternating roles between teacher and student. This low-stakes activity enables them to refine their questions and build confidence in seeking feedback. Teachers provide guidance and corrections as necessary, ensuring that students are prepared for real consultations.
3. **Implementation:** During the consultation, students meet one-on-one with their instructor, presenting specific questions about their work. The teacher responds only to the questions posed, fostering a focused, student-driven dialogue.

Attendees will witness a live simulation of this process, where a participant, acting as a student, leads the feedback session and records actionable steps for revision. As such, participants are encouraged to bring their own writing sample to work with. In real practice, technology, such as shared documents, LMS or voice recorders, facilitates real-time collaboration and documentation of feedback. Attendees will practice creating effective guiding questions that students can use to elicit meaningful feedback. They will also engage in role-playing activities, adopting the role of students to seek feedback on specific aspects of their writing and behaving as educators providing feedback in response. Participants will discuss the application of the practice to their own teaching contexts, emphasizing how the practice can be integrated into diverse writing contexts and proficiency levels.

By prioritizing student feedback goals, the student-led consultation model reimagines teacher-driven feedback practices, creating a classroom environment where students actively engage in their learning process. It prioritizes learners' ability to self-evaluate, seek goal-aligned feedback, and internalize assessment criteria, contributing to improved writing proficiency and broader academic success. By putting students in the driver's seat, this practice redefines L2 writing feedback.

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KEYWORDS

student-led consultations, corrective feedback, autonomy in learning, L2 writing instruction, feedback-seeking practices

BIODATA

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STUDENT FEEDBACK LITERACY IN SECOND LANGUAGE WRITING: A SYSTEMATIC REVIEW

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ABSTRACT

Student feedback literacy is broadly defined as learners' capabilities to interpret and use feedback to enhance their performance and subsequent development (Carless & Boud, 2018; Sutton, 2012). Since its inception in 2012, it has gained significant scholarly attention in second language (L2) writing (the process of composing text in a language that is not the writer's first or native language). However, as an emerging line of inquiry, most empirical studies are exploratory in nature, with a strong emphasis on qualitative designs (Yu et al., 2022). As such, the findings from these studies are often less applicable to a wider range of educational contexts. This research landscape calls for a systematic review to elucidate the current scope of inquiry, synthesize existing findings, provide evidence-based recommendations for further research, and highlight implications for L2 writing researchers and practitioners.

In response, this study conducts a systematic qualitative review of research on student feedback literacy within the L2 writing context. It aims to address two research questions: (1) What are the characteristics of existing research on student feedback literacy in L2 writing? and (2) What themes emerged from these studies? To answer these questions, we began with a research survey that included a systematic literature search across five databases covering the period from 2012 to August 2024, and a manual search in relevant journals. This process yielded 921 primary sources. After removing duplicates, we conducted a two-level screening (title/abstract review followed by full-text review) based on the inclusion and exclusion criteria. Finally, 20 sample studies were identified. We coded these studies and generated an overview of their publication characteristics, theoretical frameworks, research contexts, and methodological approaches. Then, Grounded Theory (Charmaz, 2014; Glaser & Strauss, 1967) was adopted as the methodology to synthesize qualitative findings from these sample studies and uncover salient themes embedded within the literature.

Findings from the research survey revealed that the field is rapidly expanding, with an increasing number of publications. Nonetheless, the body of work is largely homogenous regarding participant populations, contexts, and methodological approaches. Through the qualitative synthesis, three major themes emerged: (a) readiness for using feedback, (b) impact of individual and contextual factors on student feedback literacy development, and (c) impact of pedagogical interventions on student feedback literacy development. Taken together, these themes emphasize that student feedback literacy development is a multifaceted, dynamic process. It is shaped by students' knowledge structure, beliefs, and attitudes, mediated by institutional and cultural norms, and can be strengthened through targeted pedagogical interventions.

By identifying characteristics and themes in existing research, this review advances current understandings of student feedback literacy in L2 writing. It calls for more inclusive practices that incorporate diverse contexts, participants, and methodological approaches. Furthermore, it offers recommendations for future interventional studies aimed at developing student feedback literacy in L2 writing. The limitations of the current review are acknowledged, particularly regarding the scope of review and the nature of qualitative interpretive analysis. Implications are discussed for L2 writing researchers and practitioners, focusing on fostering more nuanced and empowering feedback processes.

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KEYWORDS

student feedback literacy, second language writing, systematic review, qualitative synthesis

BIODATA

Xiaoting Liang is a PhD candidate. Her research interests include Feedback Literacy, Second Language Writing, and Second Language Acquisition and Development. Her recent publication has appeared in the journal *Assessment & Evaluation in Higher Education*.

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DEVELOPING AND EVALUATING A COMMUNICATION MODEL FOR LIVE ONLINE PROCTORING

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ABSTRACT

The increasing demand for remote assessment in higher education during the Covid-19 pandemic has reshaped language assessment practices, particularly through online proctoring. Voss (2023) introduced the Technological Assessment Content Knowledge (TACK) framework for online proctoring. This framework provides a structured approach to understanding the integration of technological knowledge (testing tools), assessment knowledge (evaluation methods), and content knowledge (subject matter). However, it does not address how communication between test-takers and testing personnel (administrators, proctors, and technical support staff) supports the development of the three knowledge types among test-takers.

Effective communication is essential for building test-takers' understanding of online proctoring practices, ensuring fairness and reducing anxiety. Studies have highlighted test-takers' perceptions of unfairness in online proctoring due to technological issues (Arnò et al., 2021; Conijn et al., 2022) and unfamiliarity with test formats (Njuguna, 2022). Confusion and anxiety are associated with insufficient information, unclear expectations, and inadequate support (Balash et al., 2021; Conijn et al., 2022; Kolski & Weible, 2018). We believe that these negative perceptions of the testing experience in online proctored tests can be mitigated by clear and effective communication between test-takers and testing personnel.

We propose a communication model to support the development of the three knowledge types for live online proctoring. The model is underpinned by the social-constructivist perspective, which views communication as a socially constructed process where meaning is co-created through interactions (Vygotsky, 1978). It incorporates both synchronous and asynchronous communication across online platforms to clarify instructions, provide support, and address concerns that may affect test-takers' perceptions of fairness.

This paper presents the design and evaluation of the proposed communication model in a large-scale English placement test for NUS postgraduate students. The research questions guiding the investigation are:

1. How did the test-takers perceive the three communication methods (real-time briefing, hands-on mock paper, and Canvas resources) in developing their technological, assessment, and content knowledge?
2. To what extent were test-takers' perceptions of our communication efforts regarding knowledge building, fairness, and support correlated with their overall testing experience?

Ninety-six test-takers completed an anonymous online survey administered after the test. The quantitative findings showed that test-takers rated the three communication methods similarly, with greater perceived usefulness for developing assessment knowledge. Results indicated that briefings, involving synchronous communication, were most strongly linked to the TACK development, particularly assessment knowledge. This finding suggests that the real-time interaction is crucial in clarifying test procedures and policies. A strong, positive relationship was found between test-takers' perceptions of fairness and support with their overall testing experience. Qualitative responses to the open-ended question corroborated these findings, with test-takers emphasising the usefulness of briefings for procedural and technological aspects.

These findings highlight the importance of clear and consistent communication of procedures and prompt support in enhancing test-takers' readiness. The insights from this study provide practical strategies for language test developers and educators to communicate effectively with test-takers and equip them with necessary knowledge for online assessments.

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KEYWORDS

language testing, communication model, support, fairness

BIODATA

Anita TOH teaches professional communication skills and is interested in leveraging technology to enhance teaching and learning. Her research projects include investigating interactive instant feedback mechanisms to improve online learner engagement, exploring the impact of different video presentation formats on learner engagement, and leveraging ChatGPT for independent Q&A practice.

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Jodie LUU teaches undergraduate courses on critical thinking and communication at CELC. Helping young learners hone their critical thinking capacities and develop abilities to articulate such thinking in multimodal formats has ignited her research interest in the intricate connections between language, communication, and critical digital literacy.

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IMPACT OF MULTIMODAL FORMATIVE FEEDBACK ON UNDERGRADUATE STUDENTS' PUBLIC SPEAKING PERFORMANCE

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ABSTRACT

University students' public speaking performance (PSP) is crucial to their academic and professional career growth. In Global South contexts like India, where large language classes are common across universities, it is a challenge to improve students' PSP due to the lack of resources and well-trained teachers. The lack of resources and well-trained teachers makes the matter worse. One of the significant issues of large classes often identified in the literature is the difficulty in offering students need-based individual feedback (Henderson et al., 2019; Lodge et al., 2018). Such problems are more frequently observed in speaking classes. To address the issue, a multimodal feedback system (Martin, 2020) has the potential to engage students in self and peer assessment, help them self-monitor their PSP and set individual performance goals, and enable the teacher to offer need-based individual feedback to students.

According to Martin (2020), creating effective multimodal experiences for learners involves choosing the mode according to the purpose of use, offering a formative feedback loop, and reflecting on the effectiveness of the feedback. The positive impact of multimodal feedback on speaking skills has been explored by a few researchers (Park, 2024; Sulistyono et al., 2021). However, as Park (2024) pointed out, the impact of multimodal feedback on oral performance is an inadequately researched area. In addition, little empirical evidence is available on its pedagogic utility in large ESL/EFL classes. This mixed methods intervention study, which aims to bridge the gaps mentioned earlier, addresses the following research questions:

1. To what extent does multimodal formative feedback impact undergraduate students' public speaking performance in a large ESL classroom?
2. How do qualitative findings help to understand the impact of multimodal formative feedback on students' public speaking performance?

Conducted in a private university in India, the study collected data through a questionnaire, focus group discussions, performance assessment rubrics, and digital artefacts from a class of 70 undergraduate engineering and science students who volunteered to participate in the study. Data collected through the questionnaire and the assessment of students' PSP were analysed statistically. The qualitative data were coded, and themes were derived. A methodological triangulation was undertaken in the last stage of analysis. The results of the study indicate that multimodal formative feedback had a substantial impact on students' PSP. In particular, increased levels of confidence among students and improvements in their content and organisation were observed. The findings of this study show the potential of using multimodal systems to provide formative feedback to enhance students' PSP, particularly in large class contexts.

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KEYWORDS

public speaking performance, multimodal formative feedback, large-size class, ESL, India

BIODATA

Santosh Mahapatra's research interests are digital technology in English language education, formative assessment, teacher professional development and educational language policy. He has been conducting internationally funded research, publishing papers in journals and supervising graduate students in these areas.



WILD CARD STORY: ASSESSING CRITICAL THINKING & COMMUNICATION IN MEDIATED CONTEXT

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ABSTRACT

In the post-pandemic era where hybrid or remote arrangements for presentations continue to be valid options in both higher education institutions and the workplace (Riegel, 2023), the ability to traverse in-person and mediated communication contexts remain significant in the training of future-ready graduates. Such ability encompasses both awareness of the modalities available (Rowell, 2013) and critical thinking competencies to articulate well-considered and insightful opinions.

This paper presents a case study of developing the above ability in a mediated environment, specifically Zoom, during the COVID-19 pandemic. The site of investigation was a critical thinking and communication course offered to computer science undergraduates and aimed at helping them develop the following abilities:

1. Critically question, analyse, and evaluate digital texts on discipline-related issues, and
2. Articulate such critical analysis and evaluation in various communication modes.

Focusing on these goals, Hinrichsen and Coombs' (2013) *five-resource critical digital literacy* (CDL) framework was adopted as the theoretical underpinning of the course content, assessment design, and rubrics. The five resources cover essential aspects related to the consumption and production of digital texts, namely *decoding, meaning making, analysing, using and persona*.

To develop and evaluate students' abilities to think and speak on their feet in a mediated environment, the Wild Card Speech (WCS) was carefully designed to ensure constructive alignment (Biggs, 2003) with the course learning outcomes and CDL resources. Students had four minutes to deconstruct a digital text prompt and prepare their own verbal response to a guiding question accompanying the prompt before delivering it in two minutes. In doing so, the students were expected to leverage the CDL resources to analyse the prompt and convey their ideas in an appropriate and engaging manner via Zoom. In accordance with the *assessment for learning paradigm* (Black & William, 2009; Sambell et al., 2012), the WCS was a formative assessment, where students had opportunities to practise, receive immediate feedback from peers and tutor after their practice and dry run, and improve before the final assessment.

The case study aims to determine (a) if the CDL framework was helpful in developing students' critical thinking and oral communication skills in mediated communication context, and (b) if the WCS was able to assess and develop the targeted learning outcomes.

The data included consented video recordings of WCS by 15 students during the practice, dry run and final assessment stages, evaluation by experienced tutors, and focus group discussion with 13 of these students. Of the 15 students whose videos were analysed, all except two made improvements to various extents between stages. Qualitative comments by tutors included improvements in the content rigor, systematicity of the structure, and "screen presence". The focus group data also presented positive sentiments regarding students' perceptions of the WCS. The findings suggest that the CDL framework could be useful in guiding the development of critical thinking and communication skills in mediated communication context, and that the WCS was a suitable task for assessing and developing the said skills during the pandemic and beyond.

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KEYWORDS

assessment, critical thinking, oral presentation, mediated environment, digital literacy



BIODATA

Jodie LUU teaches undergraduate courses on critical thinking and communication at CELC. Helping young learners hone their critical thinking capacities and develop abilities to articulate such thinking in multimodal formats has ignited her research interest in the intricate connections between language, communication, and critical digital literacy.

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TECHNOLOGY-ENHANCED TEACHING AND LEARNING



EVALUATION OF TEACHER-DESIGNED COURSE PACK FOR FLEXIBLE LEARNING

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ABSTRACT

The research is prodded by the education sector's imperative to prepare for the new normal because the old practice of purely classroom teaching is no longer viable. Conversely, synchronous online delivery, when implemented, caused heated issues on equity and accessibility. However, flexible learning as a pedagogical approach offered a promising response to the challenge. Thus, this study involved the design, implementation, and evaluation of a course pack, a learning resource comprised of digital and physical support for the course English Discourse. English Discourse is a core English course for third-year undergraduates in the English Language Program of an Asian state university. It aims to analyse how knowledge is constructed in a variety of text/talk and contexts, and answer questions about the world by using one's knowledge about language structure. The goal is to examine how information is created in written texts and spoken language while taking into account the situation in which communication occurs. It implies that linguistic knowledge can enhance one's ability to interpret and convey information effectively.

The study, hence, addressed the following: 1. What features of flexible learning may be incorporated in the course pack? 2. What is the quality of the course pack as assessed by end-users? 3. What improvements might be introduced in the redesign?

The course pack, based on David Meier's (2004) Four-Phase Learning Cycle of preparation, presentation, practice and performance, and underpinned by a constructivist pedagogy, adhered to the principles of flexible learning. It allowed for adjustability of time and audience, and included the use of technology. It accounted for the varying economic conditions of the learners, specifically of their resources such as the strength of internet connectivity, availability of computers and mobiles, and financial capability to support their learning. For students with full access to technological resources, the course pack provided an online book-like resource with topics broken down into manageable lessons. For those without home internet connectivity, files such as documents, pdf and slides were made available for downloading to computers and mobiles via commercial internet sources. For those without computers, mobiles, and internet connection, the same files could be printed and studied at home. All assessments were done in class.

After implementation in the First Semester AY 2023-2024, a survey using Likert Scale and with open-ended questions, was conducted to all students enrolled in the course via Google Form. The course pack gained a total mean of 4.5 (Very Good) from the sixty-five (65) respondents. More specifically, the following ratings were obtained: Accuracy and Appeal, 4.5 (Very Good); Alignment to Standards, 4.7 (Very Good); Ease of Use, 4.5 (Very Good); Engagement, 4.5 (Very Good); and, Assessment and Feedback, 4.5 (Very Good). These numbers were supported by comments from students like: simplified and well-organized; easy to understand; comprehensive; accessible and easy to digest.

The course pack as implemented is useful both for students and the teachers. It helped that peer-critiquing, albeit informal, is employed for recommendations such as: (a) update the syllabus by enriching the content using local contextualization because the discussion is too western-centric, i.e., it needs multiple and alternative voices, especially coming from the Global South; (b) present the material through more diverse methods for better engagement; and, (c) consult a graphic artist to improve the layout and overall appearance.

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KEYWORDS

English discourse, course pack design, materials development, flexible learning, evaluation

BIODATA

Jocelyn Bartolata graduated from the University of the Philippines with a Master of Arts in English Language in 2020. Prior to this, she did research on institutional programs and policies such as on Trends, Prospects, and Opportunities of the College of Arts and Letters, the English Plus Program, the Language Practicum (OJT), Curriculum and Industry, and Blended Learning. During the pandemic, she continued her work on technology-enhanced teaching and learning. She is presently working on Profiling of Industry-Relevant Communication Skills taking it from the perspective of the employers, which is an effort at preparing future-ready graduates. Currently, she is Chair of the English Language Department of Bicol University, Philippines.



LANGUAGE USAGE AND INTERACTION IN THE SANGGUNIANG PANLALAWIGAN NG ALBAY

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ABSTRACT

Albay, a multilingual region, showcases its linguistic diversity in the regular sessions of the Sangguniang Panlalawigan ng Albay (Provincial Council). This study examines language use and behavior during these council sessions as part of a broader exploration of multilingualism in the Bicol region. It identifies the languages spoken, analyzes code-switching practices, describes overall language interaction, and pinpoints areas for improvement in English proficiency.

A content analysis of council session transcripts utilized Poplack's types of code-switching and Gumperz's conversational functions. To validate these findings, a focus group discussion (FGD) was conducted. Results indicate that English, Filipino, and Bicol are used in that order of dominance. Code-switching is primarily intra-sentential and often occurs at the beginning of clauses. English serves as the main medium of communication, favored for its formality, while Filipino adds a formal tone. Bicol, being more informal, is used less frequently.

Despite the informal recognition of multilingualism in the council, improved English instruction is necessary to enhance communication skills. Current language policies could be re-evaluated to embrace and celebrate the region's linguistic richness, moving beyond mere acceptance of multilingualism.

Data for this study were sourced from the journals of the council's regular sessions, chosen for their representation of formal language use in governance. This focus is crucial, as it reflects broader societal language practices and offers insights relevant to discussions on vernacular English.

KEYWORDS

multilingualism, code-switching, communication skills, legislative councils, Bicol region

BIODATA

Gemma Bellena is Associate Professor at Bicol University doing English language teaching, curriculum development, and educational leadership, with a strong focus on enhancing language proficiency and academic writing skills in students, whose research interests are in language practices in government and the alignment of academic programs with industry needs.



SUSTAINABLE AI USE IN EAP: STUDENT PERCEPTIONS AND PRACTICAL APPLICATIONS

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ABSTRACT

In Hong Kong, Generative Artificial Intelligence (GenAI) has been generally well received, with more positive than negative media coverage (Lee & Chen, 2024), favourable student perceptions (Chan & Hu, 2023), and, after an initial period of uncertainty, positive reception within the university community (Cheng & Yim, 2024). However, as GenAI tools advance, concerns have emerged regarding teachers' overconfidence in their ability to detect AI-generated texts (Fleckenstein et al., 2024). Studies also indicate that students' over-reliance on GenAI tool may lead to over-dependence and lack of student agency (Darvishi et al., 2024) and poorer learning outcomes (Glass & Kang, 2020). These issues raise reasonable concerns about GenAI's short-term and long-term impacts on English for Academic Purposes (EAP) teaching and learning practices.

This study investigates the attitudes towards GenAI and the experiences with AI-driven tools of students (n=76) from four English Language Centre subjects at a Hong Kong university. The research questions addressed include: What are the students' perceptions of GenAI in their learning process? How do AI-driven tools influence their academic performance and learning outcomes? How can EAP practitioners develop balanced teaching strategies that utilise the affordances of GenAI while maintaining academic integrity and fostering genuine learning? To answer these questions, the researchers employed a mixed-methods approach, collecting written assessments, GenAI transcripts, and student reflections. Additionally, pre- and post-course surveys and interviews were conducted to gather comprehensive data on student experiences and attitudes.

The findings of this study highlight both the challenges and benefits of integrating GenAI into EAP courses, underscoring the importance of developing practical and sustainable applications, strategies, and assessments to counterbalance students' use of GenAI tools. Writing samples and student responses raise concerns about negative consequences of GenAI use such as hindering the development of critical thinking and creative problem-solving skills; decreasing reading skills and time spent reading; increasing the inaccurate use of low-frequency vocabulary items and inappropriate expressions; undermining academic integrity and ethics standards; de-emphasizing the importance of peer collaboration and human-to-human interactions during the learning process; and circumventing productive struggle. However, the data also suggests GenAI tools have the potential to increase student engagement through an adaptive and interactive approach to texts; assist in preliminary brainstorming and research stages; and enhance academic English skills by providing immediate and personalised feedback on content and language production and for a wider range of learning preferences and L2 proficiency levels.

In this presentation, we will elaborate on these findings, explore specific student examples, and discuss their implications regarding teaching strategies that leverage GenAI while still supporting the achievement of authentic language proficiency and other learning outcomes.

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KEYWORDS

EAP, GenAI, educational technology, teaching strategies, higher education

BIODATA

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Jessica Xia, a Teaching Fellow at the ELC, leads the Centre's online courses and two major Discipline Specific Requirement subjects for the Faculty of Engineering. She employs learner-centered design and innovative strategies to create engaging learning experiences. Her research focuses on active learning, peer collaboration, and technology integration in education.



USING VIDEOS TO ASSIST STUDENTS WITH ACADEMIC READING

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ABSTRACT

The ability to read critically is a crucial skill in both academic and non-academic settings. However, studies have shown that students are increasingly less willing to spend the time and effort required to read, much less read critically, especially longform texts found in both academic and professional settings (Aldridge, 2019; Baker et al., 2019; Wolf & Barzillai, 2009).

Several reasons have been put forth to account for this observation. These range from the increasing digitalization of media to the perceived irrelevance of reading as a skill among students (Aharony & Bar-Ilan, 2018; Ferris, 2013; Manarin, 2019). While the reasons for this lack of motivation to read are many, it is nonetheless clear that interventions are needed to help students with the process of reading, especially with longform texts.

In this paper, we describe the process of developing an e-courselet video series on academic reading for first year undergraduate students across a range of disciplines in the University Town Writing Programme (UTWP) at the National University of Singapore (NUS). The UTWP is an academic writing programme that aims to develop student academic literacies using a Content-Based Instruction (CBI) approach. The video series focuses on academic reading skills like identifying the context, thesis, supporting claims, evidence and explanations used in arguments to scaffold the process of reading for students.

We first contextualize the process by describing the context of the UTWP. We then describe what was done to design and develop the video series, including the challenges faced. From there, we use video analytics, a small sample of survey results from students and teachers who utilized the videos, and a review of the current literature on facilitating academic reading in higher education to critically reflect on the pedagogical implications of providing academic reading support in the form of educational videos.

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KEYWORDS

academic reading, reading support, technology-enhanced learning, educational videos

BIODATA

Marissa E is Senior Lecturer at the Centre for English Language Communication at the National University of Singapore (NUS). She has taught courses on academic literacies, communication, and writing in the disciplines. She has presented and published in multimodal critical discourse studies, social semiotics and English language teaching and learning.

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TEACHING WRITING USING GENERATIVE AI: EVOLVING PRACTICES IN SOUTHEAST ASIA

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ABSTRACT

Generative Artificial Intelligence (GAI) tools are useful resources for teaching second language (L2) writing in higher education (Barrot, 2023; Kohnke et al., 2023; Meniado, 2023). They can generate meaning-focused inputs, scaffold tasks at various stages of the writing process, and provide timely and personalized feedback on L2 learners' written outputs. While there is sufficient literature on the affordances of these tools and how they can be integrated into various stages of L2 instruction, there is limited empirical literature discussing how these tools are practically used in teaching L2 writing in different contexts.

To expand the existing literature on integrating GAI into teaching L2 writing, this study explored how GAI tools were used and integrated into teaching L2 writing in various higher education institutions in the Southeast Asian region. Utilizing qualitative research design, this study purposively selected 15 English lecturers and professors from 12 large and prominent higher education institutions in 9 Southeast Asian countries (Brunei, Cambodia, Indonesia, Malaysia, Myanmar, Philippines, Singapore, Thailand, and Vietnam). Qualitative data were collected using an open-ended questionnaire asking participants to describe and illustrate how they used GAI tools in various stages of writing instruction. Collected data were analyzed using the thematic approach.

Results of the study revealed that the participants had varied practices in integrating GAI tools into the different stages of L2 writing instruction. In the pre-writing stage, they used GAI tools to generate model written outputs to guide their students. They also used these tools to help their students understand and synthesize the information they gathered from different sources, brainstorm ideas, generate and evaluate topic outlines based on a given rubric. In the during-writing stage, the participants allowed their students to use GAI tools to reinforce vocabulary and grammar while writing the draft, translate their ideas/sentences from L1 to English, and provide real-time feedback and support while drafting. In the post-writing stage, participants used GAI tools to provide immediate customized feedback on the content, organization, and language accuracy of their students' outputs using an evaluation rubric. They also allowed their students to use GAI tools to facilitate self-assessment of their written outputs using a self-assessment checklist and to enhance the organization and accuracy of their writing before submitting their final draft. While the participants' use and integration of GAI tools were evident in their L2 writing instruction, the complexity of use and the level of integration were still limited due to several contextual factors such as students' limited access to GAI tools, teachers' and students' inadequate proficiency in using the tools, and insufficient time and space for GAI integration in the language curriculum. This implies the need to train in-service and pre-service language teachers in the Southeast Asian region with the necessary knowledge, skills, and competencies for GAI-enhanced L2 writing instruction that provides them with the necessary resources and latitude to leverage GAI tools to actualize more effective learning outcomes. Specific programs and initiatives appropriate to Southeast Asian contexts are explored and discussed in this paper to address this evolving need.

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KEYWORDS

ChatGPT, generative artificial intelligence, L2 writing, Southeast Asia, teaching writing

BIODATA

Joel C. Meniado specializes in language education, educational technology, and learning design. A teacher-educator based in Singapore, he teaches courses in ELT pedagogy, technology integration in language teaching, and classroom-based action research. His research interest focuses on exploring new ways of leveraging technology to enhance language teaching, learning, and assessment.



GAMIFICATION IN VOCABULARY LEARNING: AN ANALYSIS OF LEARNERS' EXPERIENCE IN ONLINE INDEPENDENT ENGLISH RESOURCES

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ABSTRACT

This presentation is based on a completed Knowledge Exchange Impact Project that leverages the academic expertise at the University of Hong Kong. This initiative is to address the unmet learning needs of target users in the Asia-Pacific region, where there is currently a shortage of comparable gamified resources in the healthcare community. The use of gamification in vocabulary acquisition can make the learning process more interactive, leading to improved learning effectiveness and increased motivation (Jaiswal, 2024). The purposes of the study are two-fold: (1) to transform, extend and gamify the existing materials for undergraduate studies in Dentistry to make the content more engaging for learners and practitioners in health sciences; and (2) to investigate users' experience of using gamified vocabulary learning resources.

The presentation aims to introduce the development of a gamification web apps (Medical Terminology Web - Home (hku.hk)), which supports learners to recognize and use medical terms more effectively in preparation for their healthcare studies or careers. The web consists of a range of gamified-oriented design such as interactive games, quizzes, audio pronunciation guides, daily challenges, and sharing of scores on social media. A glossary has been integrated into the website to facilitate users' recognition and application of vocabulary in a medical context. Gaming elements such as "points, leaderboards, and rewards create a sense of achievement and intrinsic motivation" (Putu, et al, 2023). The foundational pedagogical approach aims to leverage gamified learning resources to enhance the acquisition of medical terminology. By integrating gamification into the educational process, the initiative seeks to create a more engaging learning experience for learners beyond traditional classroom settings. This pedagogical strategy not only serves to improve retention of word formation and its use in the medical context but also fosters a dynamic learning environment that caters to diverse learning styles. Ultimately, the goal is to empower learners, particularly those from non-academic communities, such as high school and post-secondary students interested in health sciences, as well as healthcare practitioners with lifelong learning opportunities.

The project team disseminated the web app to seven collaborating schools and units, including secondary and post-secondary institutions in Hong Kong and Mainland China. We conducted nine face-to-face and online demonstration workshops, attended by a total of 477 participants. A built-in analytics system was integrated into the website to measure and track visitor metrics, such as download rates and user logins. In total, 196 responses from the built-in survey were collected. The data was used to assess the social impacts and usefulness of the website resources. User feedback and evaluations offered valuable insights for enhancing curriculum developers' understanding of learners' needs in medical vocabulary and mobile learning through gameplay. The project findings are relevant to healthcare disciplines such as nursing, dentistry, medicine, and pharmacy in higher education. The presentation will highlight how the project can enhance independent learning, promote technology-driven language acquisition, and ensure sustainable social impact in the community. It will also explore potential challenges, such as how immediate rewards from gamified learning might impede extrinsic motivation and long-term knowledge acquisition.

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KEYWORDS

technology-enhanced teaching and learning, vocabulary learning, gamified learning, ELT in higher education, online English resources for healthcare

BIODATA

Dr. Natalie Fong is Senior Lecturer in the Centre for Applied English Studies, the University of Hong Kong. Her research interests include curriculum development in English for Academic and Specific Purposes, teaching English across curriculum, classroom interaction and second language education.



EXPLORING STUDENT ENGAGEMENT WITH AI-GENERATED CONTENT-FOCUSED FEEDBACK ON L2 WRITING

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ABSTRACT

Despite many pedagogical and ethical concerns like students' overreliance and academic dishonesty, generative AI (GenAI), such as ChatGPT, has been widely used by students as a writing assistant for immediate feedback to facilitate their writing performance (Tsai et al., 2024; Xiao & Zhi, 2023; Yan, 2023). While much of the existing literature evaluates the quality of ChatGPT's feedback in L2 writing contexts (e.g., Guo & Wang, 2023; Steiss et al., 2024), there remains a lack of scholarship that adopts a human-centred perspective to examine how L2 students respond to ChatGPT's feedback during their writing processes (Han, 2024; Su et al., 2023).

Limited studies in this regard primarily address L2 writers' engagement with ChatGPT's feedback at the linguistic level, such as word choice, mechanics, and spelling (Koltovskaia et al., 2024; Yan & Zhang, 2024). However, focusing predominantly on student engagement with form-based feedback might only provide a partial understanding of how students interact with ChatGPT-generated feedback in writing, as they will likely seek suggestions at the content level. In addition, previous studies have revealed that students often exhibited a lower uptake rate with content-focused feedback than with linguistic-focused feedback, which suggests that engagement patterns may vary for these two types of feedback. Still, we know little about how students engage with AI-generated content-focused feedback. To this end, this study aims to close this gap by exploring how students behaviourally, cognitively, and affectively engage with ChatGPT's content-focused feedback when revising their argumentative essays.

Data were collected from eight Chinese undergraduate EFL students at an EMI university in Southeast China. Multiple sources were used to allow triangulation, including the screencasts of using ChatGPT for text revision, students' original drafts and revised essays, ChatGPT chatlogs, stimulated recalls, and semi-structured interviews. Behavioural engagement was analysed by comparing students' texts and their screencasts. Cognitive and affective engagement were evaluated through students' comments during stimulated recalls and semi-structured interviews.

The findings show that student engagement with ChatGPT's content-focused feedback is a dynamic process with three dimensions at work simultaneously and in alignment. Behaviourally, participants substituted most suggestions instead of accepting them verbatim, asking ChatGPT to elaborate on them and negotiate with the tool for personalised integration. They generally noticed and understood the received feedback. More importantly, they employed extensive cognitive (e.g., performing comparative analysis, recalling course memory and assignment requirements) and metacognitive strategies (e.g., planning for revision, re-reading the modified part to monitor quality) to make informed decisions on accepting or rejecting the feedback, demonstrating substantial cognitive engagement. Affective engagement revealed mixed attitudes, with participants showing satisfaction with the comprehensiveness of the comments while expressing reservations about the accuracy and usefulness.

This study supplements the lack of literature on how students engage with content-focused feedback, contributing to a more holistic understanding of student engagement with AI-generated feedback. In addition, this study sheds light on the quality of ChatGPT's content-focused feedback in a learner-centred fashion. Furthermore, this study draws pedagogical implications for instructors to develop students' feedback literacy in the AI era and guide them on effectively, productively, and ethically engaging with ChatGPT for their writing development.

KEYWORDS

ChatGPT, content-focused feedback, student engagement, L2 writing

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BIODATA

Dunming (Jason) Lu is a PhD candidate. His research focus includes second language writing, corpus linguistics, and computer-assisted language learning, especially the use of artificial intelligence in language education.



INTEGRATING ARTIFICIAL INTELLIGENCE WITH VYGOTSKY'S ZONE OF PROXIMAL DEVELOPMENT IN LANGUAGE TEACHING

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ABSTRACT

Vygotsky (1962), in positing a Zone of Proximal Development (ZPD), argued that learning is most effective when learners are supported to do tasks they would not otherwise be able to do alone. Over the past fifty years, this proposition has become a central tenet of language teaching orthodoxy, playing a key role in the rise of collaborative learning, scaffolding techniques, and Task-Based Language Teaching, where the learner is mainly supported by a teacher and other learners.

The advent and increasing availability of Generative Artificial Intelligence (AI) has, according to Urlaub and Dessein (2024), opened up new possibilities in applying Vygotsky's theory. If a "human with machine" (as opposed to "human against machine") mindset is adopted, AI tools such as ChatGPT can provide much of the support needed to engage learners in the Zone of Proximal Development. These tools offer a number of advantages over human-only support. For example, their efficiency and scalability mean that in a classroom setting many more learners can meaningfully interact with the AI than would be possible with just a teacher. There are also greater opportunities for fostering learner autonomy, personalised learning and for lowering affective filters (Krashen, 1982) in situations where learners may be more reluctant to directly engage with a teacher or fellow students, as is common in East Asia. When this method of learning is used, teachers are freer to focus on the "human dimensions at the core of scaffolding relationships" (Urlaub & Dessein, 2024), such as developing rapport and trust.

While much has been made of AI's ability to generate text that can pass as the work of a human (and consequently of its potential to enable cheating in second language assessments), less has been said about its ability to act as a personal tutor or mentor and help students develop the receptive skills of reading and listening. The presenters, both English for Academic Purposes teachers at Xi'an Jiaotong-Liverpool University in Suzhou, China, confronted with the first of these capabilities, recently redesigned their Year 2 module, English Language and Academic Skills for Film and Creative Technology, to allow greater focus on the second. Specifically, they have designed activities to guide students to interact with AI in such a way as to develop a number of reading sub-skills needed for comprehension of authentic texts, for instance: inferring implicit meanings; recognising text structure; identifying main ideas and supporting details; understanding figurative language; understanding technical vocabulary; understanding cultural references and intertextuality.

In this teaching demonstration, attendees will experience what it is like to be back at university as an undergraduate student once again and to participate in a class on this module. They will encounter a short, unfamiliar text that, although written in English, they are highly unlikely to fully understand (The presenters, have chosen it specifically for this reason). They will then be led to explore the text and, all being well, unlock its secrets with the aid of AI. Attendees are asked to bring a suitable electronic device that is capable of connecting to the Internet, such as a laptop or tablet.

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KEYWORDS

artificial intelligence (AI), zone of proximal development, collaborative learning, scaffolding techniques, learner support

BIODATA

Jonathan and Gwen are English for Academic Purposes teachers, currently teaching undergraduate students pursuing degrees in Film and Creative Technologies. Jonathan is particularly interested in utilizing corpora and corpus tools in English Language Teaching, whereas Gwen focuses on identifying learner needs and developing tailored instructional strategies that foster effective learning environments.



AI VS. TEACHERS: COMPARING FEEDBACK COMPANIONS IN WRITING CLASSROOMS

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ABSTRACT

The role of feedback in L2 writing education is evolving, driven by the dual questions of what type of feedback is most effective and how artificial intelligence (AI) tools fit into the feedback process. Traditional teacher-led corrective feedback, while often perceived as detailed and reliable, has been criticized for overwhelming students and limiting opportunities for self-reflection (Eslami, 2014; Truscott, 1999). Self-assessment strategies that encourage learners to identify areas for improvement and seek targeted feedback offer an alternative, promoting autonomy and long-term skill development (Hyland & Hyland, 2006; Lee, 2016). Yet, L2 learners often struggle with self-assessment, necessitating structured guidance to make the process effective (Chandler, 2003; Ferris, 2010).

The emergence of generative AI tools, such as ChatGPT and Grammarly, presents new opportunities for feedback in autonomous learner environments. These tools offer immediate, accessible responses, enabling students to address surface-level issues like grammar and syntax efficiently. However, questions remain about how students perceive the efficacy and trustworthiness of AI feedback compared to teacher feedback and how both sources can complement each other in a process-driven writing classroom.

This study examines the perceptions, behaviors, and outcomes of students using AI tools and teacher feedback in a semester-long writing course at a Japanese university. Students were tasked with identifying areas for improvement in their writing and independently seeking feedback from both AI and their instructors. Reflection journals and surveys captured insights into students' trust in each feedback source, the types of questions posed, and their evolving attitudes toward AI. Pre- and post-feedback writing samples, along with analyses of first and final drafts, provided evidence of the efficacy with which students could apply the two sources of feedback.

Findings reveal distinct trends in how students engage with AI versus teacher feedback. Students often utilized AI for broad, exploratory queries and quick fixes, appreciating its immediacy and accessibility, particularly in large classes with limited teacher availability. However, they relied on teacher feedback to address higher-order concerns such as coherence, argumentation, and critical thinking. While students initially skeptical of AI reported growing confidence in its use, many ultimately favored the nuanced, contextualized guidance offered by their instructors. Additionally, some students found AI feedback rigid and less adaptive to their unique writing needs.

By integrating self-assessment, AI, and teacher feedback, this study highlights the potential for a balanced, learner-centered feedback environment. It explores how AI can act as a supplementary tool, supporting students in developing independent learning habits, and argues that students, not teachers, play the essential role of fostering deeper, more comprehensive writing improvement. This presentation offers practical strategies for combining AI tools with student-led feedback, contributing to ongoing discussions about the role of technology in education and the development of autonomous learning skills.

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KEYWORDS

AI feedback, second-language writing, student-led feedback, self-sought feedback, learner autonomy



BIODATA

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EVALUATION OF USER EXPERIENCE IN AN AI-ENHANCED VIRTUAL REALITY AND MOBILE ENGLISH INTERACTIVE SYSTEM

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ABSTRACT

The advent of technology has led language educators to re-think their approach to language teaching and learning. Technologies such as VR (Virtual Reality) (Chen et al., 2022; Hein et al., 2021; Lim & Toh, 2024) and AI (Artificial Intelligence) (Alaqlobi et al., 2024; An et al., 2023) have been increasingly adopted in language learning and teaching in recent years (Goksu et al. 2022; Hasumi & Chiu, 2024; Karakaya & Bozkurt, 2022). Relevant publications have been well documented in fields, such as MALL (mobile-assisted language learning), CALL (computer-assisted language learning) and TELL (technology-enhance language learning). However, research focusing on the intersection and synergy of these technologies has been scanty. These technologies have usually been examined in isolation, suggesting that practitioners have been less likely to consider using a full suite of technologies to maximize the learning outcomes based on the distinct features afforded by these technologies. To address this gap, this user study has explored both mobile and VR learning experience in parallel.

The study was conducted in the context of a government-funded project (Quality Education Fund e-Learning Ancillary Facilities Programme) designed to improve English speaking skills among secondary and higher education students in Hong Kong. In the first phase of the study, two solutions, VR and a mobile application, were examined through the lens of tertiary students from HKUST. This study incorporated both the training and the practice resource, with both the mobile and VR platforms offering AI feedback for students to reflect on for further enhancements.

This study aimed to document users' viewpoints regarding the use of VR and mobile application, including their perceptions and challenges encountered. The research methodology involved using on-site observations, questionnaires, and one-on-one interviews. Through this analysis, the study aimed to identify both the strengths and areas for improvement in the system, contributing insights into the integration of VR and mobile technologies in language education to enhance student learning outcomes.

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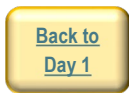
KEYWORDS

AI (Artificial Intelligence), VR (Virtual Reality), language learning and teaching, mobile applications

BIODATA

Ms. Wong Ka Sin, Kasina is Lecturer working in the Centre for Language Education (CLE) in The Hong Kong University of Science and Technology. She is spearheading a government-funded project, "AI-assisted Virtual Reality English Speaking Program for Secondary Students" and a VR project, "Enhancing Students' VR Job Interview Practice Experience through Oculus Software for Business Students and Beyond" while co-leading another AI project, "Analyzing self-assessment with generative artificial intelligence". Her research interests include Artificial Intelligence, Virtual Reality, gamification, brain-based teaching and learning, and classroom pedagogy, etc. The courses she teaches in the CLE include, e.g., Effective Communication in Business, English Language for University Studies, Academic English for University Studies, etc.

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INTEGRATING METACOGNITIVE STRATEGIES AND CHATGPT TO IMPROVE L2 ENGLISH SPEAKING

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ABSTRACT

The skill of speaking the English language, the lingua franca, is rather a necessity in the competitive global nations of the 21st century. A study in 2012 suggested that Indians who speak fluently earn 34% more than those with less oral competency (Azam et al., 2012). The 2013 report found that only 2.9% of engineering graduates from 500 institutes in India speak English at a level necessary for the best jobs in software development (ICEF, 2015). These examples re-emphasize the need to enhance the English speaking skills of L2 learners. However, it is often perceived as a difficult, expensive and time-consuming process.

With the advancement of technology, integration of Artificial Intelligence with teaching learning process could be a pivotal step to leverage a learner's performance (Jin et al., 2023) and to fulfill the diverse needs of various L2 English learners. On the other hand, metacognition which is "knowledge about and regulations of one's own cognitive activities" (Flavell, 1979) can be used to enhance direct learning. Therefore, this study aims to explore the potential use of ChatGPT to enhance the oral competency of L2 English learners by improving their metacognitive regulation. To achieve this, we have developed a self-learning guide with simple instructions for L2 English learners, particularly in higher education level, to apply metacognitive strategies while using ChatGPT to practice and learn, in a way that would enhance their speaking skills.

Based on metacognitive theory, the systematic process of approaching learning includes planning, monitoring and evaluating. This guide will introduce learners to these processes and discuss them one by one in the context of learning to speak English with ChatGPT-4, by providing different ways to enhance these phases of metacognitive regulation. This discussion includes factors like prompting, questioning, and receiving feedback. A list of different prompts is provided to give a basic understanding. Further, a general approach to designing custom prompts is also discussed in brief to help them customize ChatGPT prompts.

This study also critically examines the potential benefits and challenges of the intersecting application of metacognitive strategies, and Artificial Intelligence in developing L2 English Oral competency. This is carried on by taking factors like the reality of plans provided by ChatGPT, the relevance of prompt responses, clarity and relevance of feedback, reliability of information and a few others into account.

This self-learning guide plays the role of an intervention tool with the scope of customization by learners and their facilitators. It can be used in the presence of a classroom facilitator or it can also be used independently by students. It has a scope to further evolve into its better version as it provides the liberty for the user to customize it based on their learning objective. The findings contribute to developing practical interventions for improving L2 learners' English communication skills through AI-integrated metacognitive support and the discussion sheds light on the advantages and limitations of this integration.

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KEYWORDS

Metacognitive strategies, AI integrated learning, Self-regulation, ChatGPT, L2 English learners

BIODATA

M. Aswini is an independent ELT researcher and freelance English language educator. She has a Masters in English from Rajiv Gandhi National Institute of Education, Sriperumbudur, India and a B.Ed. She has internship experiences at marketing industry and non-profit research organizations.



BREAKING THE PAPER HABIT: TEACHER INSIGHTS ON DIGITAL CLASSROOMS

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ABSTRACT

The transition to paperless classrooms has emerged as a significant innovation in modern education, offering both transformative opportunities and practical challenges. This mixed-methods study explores teacher perceptions of adopting a paperless model, focusing on their experiences with Learning Management Systems (LMS) such as Google Classroom. Data was gathered through a survey and follow-up interviews to uncover teacher attitudes, challenges, and recommendations for navigating the shift to paperless teaching.

The findings highlight a range of perspectives. Many teachers view the paperless classroom as an efficient, environmentally sustainable approach. Benefits cited include streamlined resource sharing, increased accessibility to materials, and enhanced opportunities for student collaboration. Digital tools like Google Docs and Slides were praised for facilitating real-time editing and feedback, which supports interactive and engaging learning experiences. However, teachers also expressed concerns regarding the challenges of implementation, particularly when students lack the necessary digital literacy.

Student readiness emerged as a significant issue, with teachers reporting uneven digital skills among their learners. This can also be said to be representative of many higher education institutions in Japan (Yamagishi, 2020). While some students excelled in using collaborative tools, others struggled with basic functionalities like formatting documents or navigating LMS platforms. Additional barriers included language settings on devices, which complicated simple tasks such as finding buttons labelled in English. Teachers noted that these challenges often required additional class time for troubleshooting, detracting from lesson delivery.

Beyond student challenges, teachers emphasized the importance of adaptable practices. While many embraced the advantages of paperless teaching, there was a consensus that certain tasks—such as interactive, movement-based activities—are better suited to physical paper formats. This suggests the need for flexibility in classroom practices, allowing educators to incorporate paper selectively where it enhances learning outcomes.

Training gaps were another recurring theme. Although initial LMS training sessions were helpful, many teachers felt unprepared for real-world classroom scenarios. They highlighted the need for more hands-on, scenario-based workshops that demonstrate practical applications of LMS tools. Additionally, ongoing professional development and peer learning opportunities were identified as crucial for keeping up with new features and updates in digital platforms. Teachers also suggested observing seasoned colleagues' LMS setups as a valuable strategy for improving their own practices.

This presentation will provide attendees with a comprehensive view of teacher experiences in transitioning to paperless classrooms. Key themes include the impact of student digital literacy on teaching effectiveness, the importance of training and support for educators, and the need for flexible classroom policies. Recommendations will be shared for creating a balanced approach that combines the benefits of digital tools with the practical advantages of traditional methods where needed. Strategies for fostering both student and teacher confidence in a paperless environment will also be discussed, ensuring that digital integration supports rather than hinders the learning process.

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KEYWORDS

paperless classrooms, teacher perceptions, digital literacy, LMS integration, professional development

BIODATA

Michelle Jerrems is Lecturer at Kanda University of International Studies, with nearly 15 years of experience teaching in a variety of contexts in Japan. She received her Master of TESOL from Charles Sturt University, Australia. Research interests include motivation, autonomy, reflection, collaboration, and ICT.



USING DIGITAL WHITEBOARDS TO SCALE UP ACTIVE AND COLLABORATIVE LEARNING

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ABSTRACT

Digital whiteboards offer a promising solution to enhance active learning in large and small classroom settings. Studies have shown that active learning facilitates students' cognitive development despite documented problems (Bonwell & Eison, 1991; Prince, 2004). These problems include teacher resistance and institutional constraints, such as large classes or insufficient support. Educators have relied on quizzes, word clouds, and discussion forums to monitor student active learning. Educators can easily implement them in large classes via platforms like Kahoot or Poll Everywhere or learning management systems like Canvas. However, most quizzes and word clouds have limited response options that do not allow expression of deep engagement. Discussion forums often lead to "serial monologues" when learners share their perspectives with limited dialogue or inquiry into others' views (Pawan et al., 2003).

Active learning requires cognitive presence, or deep engagement with the content and peers to facilitate knowledge construction (Garrison & Cleveland-Innes, 2005). Digital whiteboards surpass traditional tools like quizzes and discussion forums because they allow student collaboration and support diverse learning activities. A digital whiteboard, such as Miro or Google Jamboard, is a zoomable online space where people can brainstorm, draw, annotate, and edit synchronously or asynchronously. A recent literature review indicates that digital whiteboards improve cognitive presence, especially when educators intentionally align their use to active learning and collaborative learning pedagogy (Shi et al., 2020). Lambrev and Cruz (2023) have also found that the intentional design of learning activities is key in facilitating cognitive presence.

The facilitator will demonstrate how to design learning activities with digital whiteboards to foster active and collaborative learning in tutorials and lectures. The demonstration will include examples of student work and student perception data over four years. Participants will experience digital whiteboard activities from a student perspective. They should bring a laptop or tablet with a mouse or touchscreen.

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KEYWORDS

cognitive presence, collaborative learning, interactive whiteboards, active learning

BIODATA

Dara Richard has taught communication courses in several disciplines including business, engineering, computing, and science. She investigates the use of technology in collaborative knowledge construction.



EMPOWERING CRITICAL COMMUNICATORS: A CORPUS-BASED GENDER ANALYSIS IN *MEATLESS DAYS*

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ABSTRACT

This study investigates gender representation in Sara Suleri's *Meatless Days* through a corpus-based critical discourse analysis (CDA) framework, emphasising its implications for English language teaching and educational studies. Utilising technology-enhanced methodologies, it demonstrates how such tools foster critical literacy and equip learners with future-ready communication skills. *Meatless Days*, a seminal postcolonial text, offers rich narratives of gendered identities intersecting with personal, cultural, and historical contexts. This research explores how gender roles and identities are constructed and negotiated in Suleri's work, providing insights into broader postcolonial gender ideologies (Suleri, 1991).

Building on Fairclough's Three-Dimensional Model (2013), this study employs a mixed-methods approach, combining quantitative corpus analysis with qualitative CDA. Using AntConc (3.5.9), gendered terms such as "woman," "mother," and "daughter" were analysed for frequency, collocation, and concordance patterns. The findings reveal how Suleri foregrounds female agency within patriarchal and postcolonial frameworks while backgrounding traditional male roles. For instance, women are frequently associated with caregiving and sacrifice, while men are relegated to peripheral roles. Pronoun and verb patterns highlight nuanced negotiations of gendered power dynamics, reflecting Suleri's critique of societal norms (Fairclough, 2013). Additionally, the study identifies intersections of gender with ethnicity and class, enriching the discourse on representation in postcolonial societies (Azhar et al., 2014; Qayyum & Syed, 2023).

This research underscores the pedagogical significance of corpus-based CDA in English language teaching. Technology-enhanced tools like AntConc enable learners to uncover hidden linguistic patterns, fostering critical inquiry and ethical awareness. Interactive corpus analysis tasks encourage students to critically engage with texts, decode narratives, and reflect on societal ideologies. By integrating these methodologies into pedagogy, educators can prepare learners to navigate diverse global contexts and address pressing societal issues (Bakar, 2014).

The findings contribute to English language teaching, postcolonial studies, and corpus linguistics, offering a replicable model for incorporating digital tools into CDA. For instance, keyword analysis showed frequent associations of "mother" with caregiving themes, while concordances revealed nuanced power dynamics tied to ethnicity and class (Lee, 2016). By bridging technology-enhanced learning with critical inquiry, this study provides a pathway for fostering ethical, adaptable communicators and advancing meaningful global discourse.

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KEYWORDS

Gender representation, technology enhanced-learning, critical discourse analysis, postcolonial narratives

BIODATA

Awais Rubbani is a PhD candidate in Applied Linguistics. His areas of interest are critical discourse analysis, language and gender, sociolinguistics, and corpus linguistics. He has 8 years of teaching experience public and private universities in Pakistan.



PERCEPTIONS ABOUT INSTRUCTOR AND PEER FEEDBACK IN COMSCIENCE COMMUNICATION MODULE

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ABSTRACT

Feedback serves as a cornerstone of learning and development, particularly in the field of linguistics, where it plays a pivotal role in enhancing language acquisition, refining usage, and fostering proficiency. Studies such as those conducted by Hyland and Hyland (2006) have explored the significance of feedback in writing instruction, highlighting contemporary issues related to teacher-provided written and oral feedback for graduate students. Similarly, research by Benson and DeKeyser (2019) investigated whether the provision of corrective feedback led to greater gains in accuracy compared to the absence of feedback in a study involving college students. These findings underscore the indispensable role of feedback in advancing linguistic competence. However, there is still a significant gap in the literature regarding feedback practices in technical fields like computer science. Most existing research focuses on language-learning contexts, often neglecting the unique challenges faced by students in disciplines that emphasize project-based and presentation-driven learning. In these fields, effective feedback plays a crucial role in shaping communication skills and overall academic success. Therefore, exploring how feedback functions within computer science is essential for developing targeted strategies that meet the specific needs of learners in this domain. While communication skills instruction is often linked to language teaching—potentially incorporating studies on computer science students—existing research on feedback in computer science tends to focus on broader aspects rather than specifically addressing communication skills. To bridge this gap, the present study examines the nature of feedback in a Computer Science communication module, with a particular focus on its sources and their impact on student outcomes. Conducted at the National University of Singapore, this study took place during an academic year when the instructor was teaching the module for the first time. A total of 76 Computer Science undergraduates participated. Specifically, the study investigates two key research questions: (1) How do undergraduates and instructors differ in providing written feedback following oral presentations? (2) How do undergraduates perceive written feedback from both their peers and instructors? By addressing these questions, the research aims to deepen the understanding of feedback practices within technical disciplines and their role in shaping students' communication skills. To explore these questions, qualitative data were collected through reflective journals, wherein students documented their reactions to feedback and provided insights into their evolving perceptions and emotional responses. Additionally, a document analysis was conducted, examining feedback provided by instructors and peers (e.g., written comments on assignments) alongside students' responses to understand their interpretations. Drawing on prior studies by Cui et al. (2021), as well as Gielen et al. (2010), it is anticipated that undergraduates will perceive instructor feedback as more authoritative but less collaborative, while peer feedback may be regarded as more relatable yet less reliable. This study seeks to determine whether similar patterns emerge among undergraduate learners in the computer science field. By examining student and instructor feedback within a communication module, the findings are expected to reveal key differences in feedback perceptions and practices, offering valuable insights for enhancing feedback strategies tailored to technical disciplines.

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KEYWORDS

peer feedback, instructor feedback, computer science students, communication

BIODATA

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USING CHATGPT IN THE CLASSROOM TO REFINE RESEARCH QUESTIONS AND FIND KEYWORDS FOR LITERATURE SEARCHES

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ABSTRACT

My undergraduate students report using ChatGPT for generating research questions and finding research articles. In classroom experiments, the prompts that my students submit for such tasks are notable for their simplicity, often reflecting the way they would interact with Google, that is single-sentence queries.

This is illuminating because it shows that using ChatGPT effectively is not intuitive, even for so-called digital natives, and that many users do not realize that ChatGPT is a generative language model, not a search engine, and do not question its suitability for particular tasks. ChatGPT is poorly suited for generating a list of research articles, as it is a generative language model that produces novel content. Even versions with internet access are limited in retrieving academic sources, particularly due to paywalls that restrict access to many scholarly publications.

This interactive teaching demonstration will show that ChatGPT should not be used to find research articles, but it can be used effectively to refine an area of interest and to provide a list of keywords that the user can use in literature searches using Google Scholar, Web of Science, Scopus, or similar search sites.

I will demonstrate how a well-crafted prompt can lead ChatGPT to engage with the user to refine an area of interest through an interactive discussion before generating relevant keywords. This task allows users to work through the initial phases of developing a research question with an AI so that a subsequent meeting with a human instructor can be focussed on providing feedback that requires uniquely human skills, that is, assessment of scope and suitability. Once a research focus has been established, the user can then ask ChatGPT to provide a list of keywords, a task which exploits ChatGPT as a language model; the model is designed to identify connections between related lexical items. Importantly, ChatGPT's tendency to hallucinate is less of an issue for this type of task, because its output will be verified in subsequent phases, in this instance a meeting with a human instructor to approve the research topic and the keywords will be entered into academic search engines. If they are irrelevant, this will be clear by the lack of (useful) sources.

This demonstration will invite the audience to conduct their own literature searches and to evaluate ChatGPT's behaviour and output. We will then move on to using my (adaptable) 250-word prompt which gives ChatGPT the role of a tutor instructed to interact with the user to first refine a research topic before providing keywords. For example, using his own prompt, one student (KH) prompted ChatGPT with "Please tell me in English [...] five documents that discuss whether Japan's nuclear power plants should be operated" – a topic that is far too vague to generate a coherent list of research articles for a two-page essay; and yet ChatGPT readily provided KH with five unfocussed articles spanning a range of foci: economic issues, decarbonization, power capacity and zero emission goals. After using my prompt, KH interacted with ChatGPT and refined his topic to "how do current fast breeder reactor safety mechanisms compare to those of traditional reactors, and what innovations are anticipated in the next decade" – a topic that is much more focussed with keywords related to that focus.

In summary, the digital literacy skills that today's students need include knowledge of AIs and we need to meet them where they are. If they are using ChatGPT to ask for research ideas and for academic sources, we need to teach them how to best do that. It is important that we make sure our students understand the tools that they are using and whether they are task appropriate.

KEYWORDS

AI, ChatGPT, digital literacy, prompt engineering, research

BIODATA

Carrie Ankerstein is a psycholinguist, investigating online and offline language processing in a first and second language. With the advent of AI, she has turned her attention to digital literacy skills and how AIs such as ChatGPT can be used effectively and ethically in the university classroom.



TEACHING MULTIMODAL ASPECTS OF ACADEMIC ORAL PRESENTATIONS

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ABSTRACT

The multimodal aspects of oral presentation (OP) skills have been an important focus in studies on public speech and academic communication (e.g., Hood & Forey, 2005; Morell, 2015). However, within this body of research, there has been a lack of pedagogical perspective on how to teach these multimodal aspects. Moreover, most existing studies consider either the use of gesture (e.g., Carney, 2014; Masi, 2019) or the use of slides in OPs (e.g., Dubois, 1980; Rowley-Jolivet, 2004) separately.

Meanwhile, Harrison (2021) highlights that it is the interplay between speech, gestures, and slides in an OP that helps the audience to fully make sense of and comprehend the speakers' message. The speech-gesture-slide (SGS) interplay in our study is understood as a concerted use of speech, gestures, and visuals to convey the meaning to the audience. Specifically, we focus on the following communicative functions of SGS interplay: "animate" a static object or process depicted on the slide; "disclose" make apparent the features not visible to the audience when they view the slide; "decompose" a figure on the slide indicate the separate parts that make up an object; "depict" mime the action or object shown on the slide; and "draw attention" to an element on the slide by pointing to it (based on Harrison, 2021; Streeck, 2008, 2009, 2017; Dubois, 1980). In this context, students should view their presentations as a form of "showing" (Streeck, 2017) rather than simply speaking, where showing is understood as "an environmentally situated, embodied, enlanguaged, and socially implicative presentation skill" (Harrison, 2021, p. 17).

Building upon Harrison's work and other studies on multimodality in OPs, this study analyses the speech-gesture-slide interplay in post-graduate students' research OPs (the genre similar to a conference presentation) and proposes specific strategies for teaching an effective use of the multimodal aspects involved in such interplay. In this talk, we first present our findings from a qualitative analysis of a corpus of student OP videos. Our participants are post-graduate students from different disciplines taking an academic communication course at NUS. Our analysis of the ways in which the students employed the diverse functions of SGS interplay indicated above has revealed that while some of them used SGS interplay more effectively in conveying the meaning of their research, other students exhibited difficulties in aligning the different modalities and using them in a mutually complementary way to convey the meaning to the audience in a clear and understandable way.

These findings point to the need for making students aware of the importance of SGS interplay and teaching them the ways to intentionally integrate the different modalities so that they would complement and reinforce one another in achieving the relevant communicative goal (Goodwin, 2014). We propose specific ways of teaching how to use the SGS interplay more effectively to students in academic communication courses to help them deliver more impactful academic presentations. Our study has pedagogical implications for improving the methods of teaching multimodal aspects in academic presentations and intends to contribute to multimodality research by considering speech, gesture, and visuals not as separate aspects of academic communication, but in their interplay.

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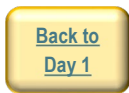
KEYWORDS:

multimodal, oral presentations, presentation skills, gestures, academic presentations

BIODATA

Tetyana SMOTROVA is Lecturer at CELC, where she has taught proficiency and communication courses, focusing on business communication, research writing, and research oral presentations. Her research centers on the teacher and students' use of hand gestures in the classroom, and more broadly on multimodality, classroom interaction, and ESP.

Anita TOH is Lecturer at CELC, where she has taught English language and communication courses to students and working professionals from diverse backgrounds. Her research in ESP is pedagogical, related to creating engaging online learning courseware and meaningful in-class learning experiences.



A COMPREHENSIVE STUDY OF SELF-DIRECTED ENGLISH LEARNING PROGRAMME UTILIZING OPEN EDUCATIONAL RESOURCES AND AI TECHNOLOGY

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ABSTRACT

This study investigates the challenges faced by Year 1 Associate Degree (AD) students at Hong Kong Community College (HKCC) in completing the self-directed language learning (SDLL) programme, a core component of the English for Academic Studies curriculum. The SDLL programme guides students through five steps: evaluating their strengths and weaknesses, setting learning goals, identifying appropriate resources, monitoring progress, and evaluating outcomes (Hole, 1981). However, previous research highlights that many students struggle to locate effective learning materials tailored to their specific weaknesses in English proficiency (Yeh, 2019). To address these difficulties, the study integrates Open Educational Resources (OER) and artificial intelligence (AI) powered chatbots into the SDLL programme (Lai et al., 2024). OER, as defined by UNESCO, are freely available and adaptable educational materials. While OER offers high-quality learning resources, challenges such as lack of structure, unclear licensing requirements, and limited ICT skills can impede their effective use. To overcome these barriers, the study introduces a centralized OER database, designed to provide learners with easily accessible and structured resources. The database includes interactive exercises, videos, and topic explanations for Speaking, Listening, Reading, Writing, Grammar, and Vocabulary. The programme also incorporates a chatbot to provide personalized, ongoing support. This AI-powered tool assists learners in setting goals, identifying resources, and tracking progress, reducing their reliance on teacher guidance. Grounded in Nunan's five-level model (1997) of learner autonomy, the SDLL programme aims to empower students categorized at the Awareness and Involvement levels to take greater ownership of their English learning. The study evaluates the effectiveness of combining the centralized OER database with the chatbot in fostering self-directed learning and improving English proficiency. Empirical data, including student feedback and engagement metrics, were collected to assess the programme's impact. Findings indicate that the majority of participants found the centralized OER database highly beneficial, reporting that it provided a structured framework for accessing high-quality resources and facilitated gradual improvements in their English skills. Approximately half of the participants actively engaged with the chatbot. Among these users, most expressed satisfaction with its ability to address their learning needs, provide guidance, and offer instant access to relevant resources. However, the lower engagement rate with the chatbot was attributed to insufficient promotion, a misunderstanding of its role, and its comparatively less advanced features when measured against other AI tools.

The study also revealed increased learner motivation and enjoyment, with students attributing their progress in English proficiency to the SDLL programme. By combining OER and chatbot technology, the programme effectively addressed key challenges faced by learners, enhanced motivation, and fostered learner autonomy. Overall, the SDLL programme demonstrated its potential to empower students with the tools and strategies necessary for successful self-directed English learning.

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KEYWORDS

learner autonomy, self-directed language learning, English learning, open educational resources, AI-Chatbot

BIODATA

Helen Wai Man Yeh's research interests span diverse areas, including learner autonomy, computer-mediated communication, blended learning, language curriculum design, language teaching/learning methodologies, and business communication.



INTEGRATING ARTIFICIAL INTELLIGENCE INTO ESL EDUCATION IN OMAN: OPPORTUNITIES AND CHALLENGES

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ABSTRACT

The integration of Artificial Intelligence (AI) in Higher Education is transforming traditional teaching methodologies, especially in English as a Second Language (ESL) classrooms. In Oman, where proficiency in English is a major determinant of academic and professional success, the transition from the traditional "sage on stage" model to an "AI on the side" methodology has introduced both opportunities and challenges in English language teaching and learning. Students are using AI tools such as Speech-to-text applications, Google Translate, ChatGPT and Quillbot to facilitate their language acquisition. However, these tools present a dual narrative: offering access to multifaceted learning resources and enhanced tools for teaching and learning; on the other hand, they raise challenges such as overdependence, distractions, potential superficial learning, academic integrity and the changing role of educators. The research a qualitative design, utilizes focus groups with 35 ESL students and semi-structured interviews with 8 academic staff members in an Omani higher education institution. Thematic analysis identified key themes and patterns highlighting both the students' and the educators' perspectives pertaining to the implications of employing technology in language education. The findings highlight the positive impact of AI integration in English language learning, emphasizing its ability to provide accessible and personalized learning experiences for the students, which in turn fostered confidence and autonomy in the students. Learners also perceived self-paced learning and immediate feedback on grammar, vocabulary and pronunciation as enhancing their engagement and motivation in English language acquisition. The educators highlighted several positives including the ability for AI to streamline administrative tasks, providing real-time feedback and access to varied teaching resources which enhanced their overall teaching efficiency and student engagement. However, the integration of AI into education presented significant challenges such as facing technical and infrastructural barriers, lack of resources and institutional support. Issues related to inadequate training and over-reliance on technology further complicate its integration. The study underscores the importance of providing educators with professional development opportunities and the need for a holistic approach in the integration of AI that prioritizes quality of instruction, inclusivity, critical thinking and a supportive culture of innovation in an ever-changing academic landscape. This study offers valuable guidance for stakeholders involved, helping them leverage the benefits of AI while addressing its challenges in English language education.

KEYWORDS

artificial intelligence, ESL education, technology integration, teaching methodology

BIODATA

Sapna Dileesh is Assistant Professor, with 15 years of teaching and administration experience in Higher Education. Her research interests are academic work, roles and identities in higher education; innovative technology-enhanced learning solutions and its use in teaching and learning; teaching and learning styles in Higher Education.



INVESTIGATING THE EFFECTIVENESS OF GRAMMAR GURU TO SUPPORT GRAMMAR LEARNING

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ABSTRACT

Good grammar is important for effective communication in a variety of contexts and with different audiences. However, undergraduates grappled with six grammar categories such as subject-verb agreement, word form, verb form, prepositions, articles, and punctuation (Gray & Heuser, 2003; Wolfe et al., 2016). Supervisors from accounting, finance, information technology, engineering, management, health, and science noted that professional writing had grammar, sentence structure, and punctuation issues (Moore & Morton, 2017). Hence, students should develop their grammar to communicate professionally in the workplace.

Students typically learned grammar in isolation by focusing on grammar rules instead of learning grammar in context. However, DeKeyser (2005) and Chatterjee and Halder (2023) argued that this method of instruction can be challenging for students to apply the grammar rules in various communication contexts. Limited scholarly attention has been devoted to the integration of game-based learning for contextualized grammar instruction, except for Lin et al. (2002). While previous research highlights the positive impact of game-based learning on student participation and learning outcomes (Calles-Esteban et al., 2024), it also highlights concerns regarding increased cognitive load and heightened frustration among students (Jaaska & Aaltonen, 2022).

Therefore, two studies were conducted to examine how Singaporean undergraduates acquire grammar from an early age and to evaluate the effectiveness of grammar learning within a game-based business environment. In Grammar Guru, students complete a diagnostic test to assess their grammar ability. They then attempt eight levels of the game that mimic the career progression levels of a young employee from a junior intern to a senior director. Questions in the game are taken and edited from past students' assignments so that they are authentic. Students take a Use of English Quiz (UOEQ) after playing the game. The research questions in these two studies are:

1. How do students learn grammar from a young age?
2. What challenges did students experience in this process?
3. How effective has Grammar Guru been in helping students to learn grammar?
4. What areas should Grammar Guru improve in?

A quantitative study was conducted on 220 first-year undergraduates in a Singapore university in the academic year 2023-24 in semester two to assess the correlation between the number of levels played in Grammar Guru and the scores obtained in the UOEQ. The key finding showed that the higher the level the students played Grammar Guru, the higher their UOEQ scores. A comparison of other variables, including UOEQ scores and diagnostic test scores, revealed no significant correlation. In the same semester, a qualitative study was also conducted on twelve undergraduates from the same cohort to explore their experience learning grammar from primary school right up to the university level. The students attended two interview sessions with the researchers and submitted three reflections on their Grammar Guru experience. The students reported that they learned grammar using drills and exercises when they were in primary school. Hence, they found Grammar Guru engaging as they learned grammar effectively in a game-based environment. They learned to enhance their communication according to the context and audience in a business context. Students suggested that Grammar Guru provides more feedback to improve their learning.

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KEYWORDS

grammar, business context, game-based

BIODATA

CHONG Yin Teng is interested in research pertaining to Applied Linguistics, Business Writing and Education.



EXPLORING LONGITUDINAL EFFECTS OF VOCABULARY INSTRUCTION ON JAPANESE STUDENTS' LANGUAGE SKILLS

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ABSTRACT

This study explored the longitudinal effects of teaching vocabulary consolidation techniques over the course of a year on the vocabulary acquisition of Japanese undergraduate students. Employing a comprehensive research design, the study utilized two distinct vocabulary tests alongside a detailed questionnaire aimed at assessing vocabulary learning strategies (VLSs). The data collected was subjected to rigorous analysis through t-tests and correlation coefficients, ensuring robust and reliable findings.

The results demonstrated a significant relationship between the one-year instruction of VLSs and students' vocabulary proficiency. This finding underscores the critical role of sustained VLS instruction in enhancing vocabulary acquisition among EFL learners. Three key observations emerged from the analysis:

1. Preference for cognitive and word analysis strategies: The study found that students predominantly favored cognitive and word analysis strategies over other VLSs. This preference highlights the importance of these strategies in the context of vocabulary learning and suggests a potential area for educators to focus on when designing instructional materials.
2. Diverse strategy use among proficient learners: More proficient learners were observed to employ a wider array of VLSs. There was a positive correlation between the variety of strategies used and students' vocabulary performance. This suggests that encouraging a broader range of VLSs can be beneficial in fostering higher levels of vocabulary proficiency.
3. Effectiveness of instructed strategies: The strategies that were explicitly taught during the course were found to be highly effective in promoting vocabulary acquisition. These strategies not only facilitated immediate learning outcomes but also strongly predicted long-term student success. This reinforces the value of explicit VLS instruction in EFL contexts. Unlike conventional rote memorization methods, which often rely on isolated word lists and repetition, the metacognitive reflection activities in this study helped students track their vocabulary growth and adjust their learning strategies, making the instruction more dynamic and personalized.

In addition to quantitative analysis, group discussions provided qualitative insights into students' experiences with the VLS instruction. Students reported positive experiences and emphasized the utility of consolidation strategies in their learning process. These discussions further validate the quantitative findings and provide a holistic view of the instructional impact.

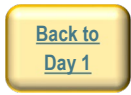
While this study primarily focuses on EFL learners, the findings align with broader research on vocabulary learning strategies across different educational contexts. Research in second language acquisition (Nation, 2001; Schmitt, 2010) and cognitive psychology (Baddeley, 1990) has long emphasized the effectiveness of cognitive and metacognitive strategies in vocabulary retention. Studies on multilingual learners (Oxford, 1990) and even first-language vocabulary acquisition (Beck et al., 2002) suggest that structured vocabulary learning techniques enhance lexical retention and retrieval efficiency. By positioning VLS instruction within this wider body of research, this study underscores the universal applicability of these strategies and contributes to a more comprehensive understanding of vocabulary learning beyond EFL settings.

This study makes a significant contribution to the field by addressing the gap in literature concerning VLS instruction for EFL learners. By demonstrating the effectiveness of specific strategies and their broader implications for vocabulary learning, the study offers valuable insights for educators and curriculum designers. The findings underscore the importance of integrating explicit VLS instruction into EFL programs to enhance vocabulary acquisition and overall language proficiency.

In summary, this research not only highlights the pivotal role of VLSs in vocabulary acquisition but also provides empirical evidence of their long-term benefits. By examining the longitudinal effects of VLS instruction, the study offers a comprehensive understanding of how these strategies can be effectively implemented to improve language learning outcomes. Situating these findings within the broader research landscape on vocabulary acquisition strengthens their relevance, demonstrating the transferability of effective learning strategies across linguistic and cognitive domains. This contribution is particularly significant given the limited existing research in this area, making it a valuable resource for advancing pedagogical practices in EFL education.

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KEYWORDS

vocabulary learning strategies, vocabulary learning instruction, longitudinal impact

BIODATA

Dr. Chih-Hao Chang is Associate Professor in the Faculty of Multicultural Education at Hiroshima University in Japan. He has published research articles in international journals such as *International Journal of Educational Development*, *International Journal of Bilingual Education and Bilingualism*, *Journal of Multilingual and Multicultural Development*, *Language Awareness*, *Teaching and Teacher Education*, and *Education and Training*.



STUDENTS' USE OF GENERATIVE AI FOR BUSINESS COMMUNICATION ASSESSMENTS

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ABSTRACT

Generative AI has been adopted steadily in many business functions and by many individuals since its inception (Mckinsey, 2024). Universities worldwide have also increasingly adapted their policies to allow the use of Generative AI to support learning (Xiao et al., 2023), while reviewing the implications on assessment tasks (Hao et al., 2024; Bower et al., 2024) and emphasising academic integrity (Sullivan, 2023; Eke, 2023). Multiple studies have focused on tutors' and students' perception of generative AI in various disciplines (Sáez-Velasco et al., 2024; Treglia & Tomassoni, 2024), but few studies have focused on how students are actually using generative AI to complete assignments (Wang, et al., 2024; Haddley & Ardito, 2024).

As a Course Coordinator of an undergraduate business communication module, I wanted to understand how business students use generative AI in writing assessments and in presentations, and whether this has changed over time. Although Kelly et al. (2023) found that a large proportion of students had "low knowledge and confidence" in using generative AI, students seem to be using it more actively and confidently over the semesters. This study tracks the use of generative AI in two assignments in a business communication course – a written assessment (Business proposal) and an oral assessment (Pitch Presentation) – over four semesters (two years). Students reported their use of generative AI by completing AI declaration forms (Lam, 2024) after they had submitted each assignment. The questions in the AI declaration were as follows:

- Did you use any AI tools to complete your assignment?
- What AI tools did you use?
- In which parts of the process were AI tools used?
- What were the prompts used to generate your results?
- What did you do with the outputs generated by AI tools to add value?

This lightning talk shares the findings of students' reported use of AI in their written and oral assessments, including the types of software used and how they were using it. Infographics will be used to summarise trends and findings most pertinent to tutors who want to know what and how undergraduate business students use generative AI to complete their assignments.

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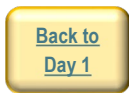
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KEYWORDS

generative AI, student use, assessments

BIODATA

Aileen Wanli Lam is Senior Lecturer at the National University of Singapore (Centre for English Language Communication). She has taught courses in business communication, professional communication and academic writing, and enjoys conversations around industry developments, student engagement, and digital learning. Her research interests are in educational technology, professional development in education, and professional communications.



GAMIFICATION OF HOMEWORK IN HIGHER EDUCATION LANGUAGE LEARNING

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ABSTRACT

In studying motivation in second language (L2) acquisition, Dornyei (2019) has defined the dimension of L2 Learning Experience as “the perceived quality of the learners’ engagement with various aspects of the language learning process”, including teaching materials and learning tasks. Gamification of teaching materials has been shown to positively impact the motivation and learning outcomes of English for Academic Purposes (EAP) students (Ali & AbdAlgene, 2022, He et al., 2023; Huynh, 2024). Most of the literature, however, is focused on the gamification of teaching conducted in the classroom or experimental settings. With blended learning becoming commonplace and the ease of gamification increased due to advancement and availability of EdTech tools, it is of interest to explore the potential of gamifying homework that is completed by learners outside of the classroom. Previous research reported that students found homework such as vocabulary drills monotonous and lacked motivation to complete exercises even though they found these exercises to be helpful, with teachers recommending that “elements of fun” be incorporated to increase motivation (Farangiz, 2024). Gamification of homework that students can complete in their own time, may increase extrinsic motivation to attempt the exercises, which could potentially develop into intrinsic motivation and enjoyment of the learning process, and further translate into learning gains. A study by Doğan (2023) on gamification of blended learning in an EAP course found significant effects on student engagement and vocabulary achievement, highlighting the potential of this endeavour. In this talk, feedback and engagement with gamified homework in a compulsory foundation academic course with students including both first language (L1) and L2 speakers of English will be explored. Similarities and differences between the students who are L1 and L2 speakers of English will also be examined. Quotes from student feedback as well as data from survey responses and game reports will be presented in the form of presentation slides.

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KEYWORDS

gamification, motivation, student engagement, blended learning

BIODATA

Shao Ting completed her postgraduate studies in Applied Linguistics and Second Language Acquisition and is interested in studying the motivation levels of language learners and educational technology.



FROM TAKE-HOME TO IN-CLASS WRITING: GENERATIVE AI IN MEDICAL HUMANITIES

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ABSTRACT

The rapid development of text-based generative AI tools has fundamentally transformed academic writing, prompting university language educators to reconsider how writing is taught, learned, and assessed (Fischer et al., 2024; Hartwell & Aull, 2023). This paper explores relevant theories and literature on integrating generative AI in education, focusing on its impact on teaching practices, learning, and assessment approaches. A key emphasis is placed on the implications for high-stakes, take-home written assignments, which are being reevaluated in light of the technological advancements introduced by generative AI. This paper draws on findings from a small-scale, mixed-methods pilot study conducted within a level three Medical Humanities course for MBChB students at a Hong Kong university (N = 48). The pilot study investigated the implementation of an in-class critical response writing component, marking a significant shift from the traditional summative take-home assignments used before 2023. Originally developed as part of the university's English Across the Curriculum (EAC) initiative, this revised component was designed to enhance students' evaluative judgment of communication challenges involving physicians, administrators, patients, and family members through critical writing activities. These activities were structured around selected episodes from a hospital-set television series, providing an engaging and contextually relevant framework for learning. The pilot study comprised three preparatory stages. In the first stage, students watched an episode from the hospital-set series during class time. They engaged in group discussions centered on question items developed to address communication attitudes and patterns observed in the episode. In the second stage, students participated in reverse-engineering critiques of human-written and AI-generated critical response samples based on the same episode. This activity included reflective writing tasks that involved analyzing the samples' content, language use, and organizational patterns, helping students better understand and internalize effective critical thinking and writing elements, as outlined in the component's learning outcomes. In the third and final preparatory stage, students drew insights from the previous stages to create detailed outlines for their critical responses. These outlines were intended as a resource for the final assessment conducted in a controlled, AI-free environment. The final in-class assessment required students to write a critical response based on a question prompt after viewing another episode from a different season of the same television series.

Overall, students have found the critical response component with its three preparatory stages engaging and valuable. They demonstrated unique approaches to critical thinking and planning for the in-class assessment, mainly through the outputs they produced in the second stage. Their written reflections, incorporating reverse-engineering critiques, were constructive and beneficial in clarifying the expectations for the assessment and learning outcomes. Finally, this paper highlights the design and implementation of the revised pedagogical and assessment approach while examining student perceptions of the shift from take-home to in-class assessments. Data from a post-test questionnaire and student work samples collected across the component's various stages provide valuable insights into how students adapted to the new approach and its influence on their learning experience in the Medical Humanities course.

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KEYWORDS

generative AI, medical humanities, academic writing, critical response, assessment

BIODATA

Dr. Elaine Ng, Senior Lecturer and Faculty Coordinator between the ELTU and the Faculty of Medicine, oversees English courses for MBChB and non-MBChB students. Born in Hong Kong and raised in Sydney, her research interests include Applied Linguistics, Bilingualism, Medical Humanities, Generative AI's impact on writing, and CLIL.



AI DISADVANTAGE IN WRITING AND COPING STRATEGIES OF GRADUATE STUDENTS

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ABSTRACT

Artificial intelligence (AI) has revolutionised education, notably higher education, and academic research (Butson & Spronken-Smith, 2024). Many studies have demonstrated the significant impact of AI tools on the efficiency and quality of academic writing (Misra & Chandwar, 2023). That could be a reason behind the increased adoption of AI for research writing purposes. However, this reliance on AI may exacerbate the digital divide among researchers, separating those with the skills and knowledge to use it well from those without (Wang et al., 2024). Most graduate students in universities in developed countries tend to have better digital literacy than their peers in developing and underdeveloped countries (Jin et al., 2024). Thus, the former group has had an edge over the latter regarding leveraging technology, including AI tools, for research writing. The AI disadvantage could hinder the academic progress of graduate students in resource-constrained academic contexts (Jin et al., 2024). Since research writing plays a significant role in determining the academic success of graduate students, the AI disadvantage could have profound ramifications for research writing. However, very little is known about how students in such contexts cope with the AI disadvantage when writing for research purposes and what kind of support they want to overcome the disadvantage.

In light of the background mentioned above, the study addresses the following questions:

1. How do graduate students in resource-constrained academic contexts cope with the AI disadvantage when writing for research purposes?
2. What kind of support do they want to overcome the AI disadvantage?

The study employed a pragmatic grounded theory approach, which emphasises practical outcomes and contextual relevance and provides an explanation for the phenomenon under investigation (Bryant, 2009). A theoretical sampling technique proposed by Charmaz (2001) was used to select the participants. Data were collected through semi-structured interviews with 15 graduate students pursuing their PhD in a resource-constrained university in India. An inductive coding technique was used to generate the themes.

The findings revealed that the students were aware of their disadvantaged positions. They adopted a variety of coping strategies to overcome the disadvantages and familiarised themselves with effective AI tools for research writing. The strategies included independently searching for free and easily accessible AI tools that assist in writing and research, exchanging AI tools-related information with peers in their university, participating in free webinars focusing on free AI tools and utilising AI tools for writing through trial-error methods. To overcome this disadvantage in writing for research purposes, the students wanted adequate and equitable support from their institutions in terms of access to and training in the use of AI tools meant for aiding research writing. They hoped for a fair, socially just, and inclusive institutional approach when providing AI tools for research writing to students from various sociocultural and economic backgrounds. Apart from these, they wanted training by experts on the ethical use of AI writing tools and the availability of an institution-based peer-community that can support its members in choosing, procuring, and using such tools. They asserted that a peer community can contribute to their AI literacy and, in turn, their research writing.

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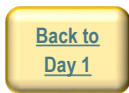
KEYWORDS

AI divide, PhD students, academic writing, coping strategies, resource-constrained academic contexts



BIODATA

Divija Vaishnavi is a graduate student in the Department of Humanities and Social Sciences. Her research focuses on exploring automated feedback tools for research writing.



MUSIC: A METHOD OF ENGLISH LANGUAGE TEACHING AND LEARNING

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ABSTRACT

This teaching demonstration is based on the *English Communication with Music* course, designed to enhance language and communication skills while integrating grammar and vocabulary instruction. The teaching method uses an app and a website developed by LingoClip, which organizes the teaching of listening skills into four proficiency levels: Beginner, Intermediate, Advanced, and Expert levels. Songs serve as engaging tools to develop the language skills of first-year engineering undergraduates during their classroom (Language lab) sessions.

In this demonstration, Taylor Swift's "Karma" is used to illustrate how language can be taught through music. By listening, students learn grammar features such as the 3rd person singular verbs, slang words, contractions, and irregular verbs, and identify grammar errors in the lyrics. Beyond grammar, this teaching approach enhances students' pronunciation, oral communication skills, and vocabulary through discussions about the artist's biography, and through practising the pronunciation of the English words during singing.

Learners begin by singing along to build confidence, then identify language features using fun color-coded legends. Through LingoClip, they engage in gap-filling activities that develop listening skills, and they progress from beginner to advanced levels. Karaoke sessions help refine pronunciation while writing tasks promote grammatical accuracy. Group performances foster collaboration and spoken fluency. At the end of the course, learners perform the designated song, or a song of their choice, using the karaoke, thus showcasing their improved pronunciation with growing confidence.

In the Indian context, this immersive, music-based approach effectively bridges textbook English and real-world usages, enhancing both comprehension and communication skills dynamically. While students initially feel uneasy in this unconventional language learning setting, they gain confidence and become more conscious of their grammar, especially when writing their assignments.

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KEYWORDS

lyrics, songs, artistes, karaoke, language skills

BIODATA

I did my MPhil and PhD in English Language Education from The English and Foreign Languages University, Shillong Campus. I have authored "*BUDS: An Essential English Textbook for Class 1*" in accordance with the National Education Policy (NEP) 2020 and, "*Functional English: A Handbook for Workplace Communication*". I am working on a project on "*Developing an Alternative Access to Cultural Heritage: A Digital Archive of Naga Oral Heritage*" funded by the Jaya Prakash Narayan (JPN) National Centre of Excellence in the Humanities IIT Indore. I was awarded by the Venus International Foundation as the Young Woman Researcher Award in English Language Education on 1st March 2025.

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INTERDISCIPLINARY / COLLABORATIVE TEACHING AND LEARNING



MODELLING CHAT GPT FOR LANGUAGE LEARNING – PROMPTING, INTERACTION, BEST PRACTICES

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ABSTRACT

Starting from 2023-2024 Semester 2 at the Hong Kong Polytechnic University's Centre for Independent Language Learning (CILL), I have been leading a series of workshops on teaching students how to responsibly use AI (ChatGPT) in language learning. This Teaching Demonstration will share how students have been trained to prompt ChatGPT for grammar and vocabulary feedback.

- Approaches to prompting – the concept of asking for feedback rather than asking for revision – this has been especially positively received by HK PolyU students as they worry about being accused of plagiarism in using AI
- Approaching revision via communicative concerns, such as clarity, rather than simply asking about grammar mistakes
- The concept of using AI for language (grammar) choices rather than revising and rewriting, the concept of asking AI for choices rather than re-writes
- Use relevant websites that also help with language learning, helping students take an eclectic approach to gathering feedback rather than relying just on ChatGPT

Through this Teaching Demonstration attendees can gain ideas on how to teach students how to effectively and responsibly use AI. As practitioners, this demonstration can spark dialogue with your department on how to form a pedagogy in ChatGPT instruction that works for your students using modelling and best practices.

Theoretical Background

Research has shown that ESL students struggle with prompting ChatGPT and grasping the concept of using it as a tool, rather than having it write or revise for them (Klimova 2023). Some have theorised that the ed tech students have been accustomed to are mostly gap fill and multiple choice (Freiermuth and Zarrinabadi 2020); hence, experience in prompting and re-prompting could be less than we think. Many students have voluntarily attended this non-credit-bearing workshop to learn approaches and ways to prompt and work with ChatGPT to more skilfully use it as a tool. Instruction and examples are shared of adjusting, re-prompting, and evaluating usefulness of AI feedback. After 3 semesters of running this, the feedback from students (both PG and UG) has been positive.

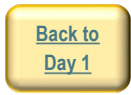
The approach is driven by moulding behaviour in students rather than using policies, rules, and guidelines. Students are led through the process of thinking about what they want AI to do, reflecting on whether or not it is reasonable based on the literature (background and context). Once reasonable goals are established, the instructor takes those goals and models use of AI to meet those goals (Klimova 2023). Students see in real time the instructor prompting and further prompting, and making adjustments. Students are also given examples of past prompting and the results for further knowledge. Time is given for safe, monitored practice (Klimova, 2023) as the instructor is there to help if needed, and can answer questions.

Using AI can be a lonely, isolating endeavour. This step-by-step journey with the students also meets their need for relationships and shared experiences and gives positive moments. As noted in the Proceedings of the 20th International Conference of the Asia Association of Computer-Assisted Language Learning (2023), "The journey of language acquisition is not purely cognitive; there is a strong emotional dimension to it. While students navigate the highs and lows, anxieties and moments of exhilaration, a technological tool can supply answers, but it lacks the depth and warmth of human interaction" (Pham et al, 2024, page 12); and the need for interaction and the teacher providing context and meaning (also in Klimova et al., 2023).

Hopefully this Teaching Demonstration can spark dialogue on how best we can teach and guide students on the best practices usage of ChatGPT.

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KEYWORDS

AI, ChatGPT, pedagogy, language, teaching, feedback, ESL

BIODATA

My Master's thesis focused on Computer-Aided Language Learning, and I have professional experience as the Education Technology Director at an international secondary school. Currently, I lead weekly workshops that explore how to use AI to enhance ESL writing, vocabulary, grammar, and speaking skills.



APPROACHING TEACHING WRITING AND COMMUNICATION SKILLS FOR THE FUTURE WORKPLACE

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ABSTRACT

According to the Skills Demand for the Future Economy report (2024), the workplace will continue to have increasingly complex problems for workers to resolve. To resolve these problems, workers need to collaborate and communicate their ideas effectively to one another. To develop student's communication skills, this panel integrates content and communication skills by looking at three aspects of the classroom – the teacher, students, and curriculum – to hone students' skills and prepare them for the future of work.

Jerrold Quek: Future-oriented interdisciplinary focus in teaching

A disciplinary writing and communication course requires teachers to teach writing skills as prescribed by the discipline-specific community in the engineering field. This restricts the teaching and learning focus to meeting the needs of that audience, resulting in students being unable to apply these skills learnt to a wider, workplace audience. To address this problem, teachers must undergird teaching with the principle of readying university students for future communication needs in the interdisciplinary workplace. This entails thinking to adapt (Quinn & Kim, 2017) and deliberately linking the disciplinary writing and communication skills taught for application in diverse contexts and for specific needs of the future workplace with its robust interdisciplinarity (Rylance, 2015); and incorporating 21st Century soft skills (Thornhill-Miller et. al., 2023) relevant for professional communication. This principle refocuses the teaching to prepare students to be effective, future-ready communicators. Preliminary observations show that this teaching mindset has effectively enabled students to appreciate how discipline-specific writing and communication skills can be adjusted for an interdisciplinary audience.

Chong Yin Teng: Integrating writing and communication skills into the business curricula

Universities have developed writing and communication courses to help students write for classroom and business contexts (Bell, 2017; O'Neill, 2017; Pilcher & Richards, 2017). Yet, these courses remain inadequate as students did not transfer their writing skills to the workplace. To address this problem, communication instructors collaborated with content specialists, such as faculty and business clients, to integrate communication skills into the teaching of disciplinary content in business modules at a Singapore university. This is an innovative solution as "academic departments, with their strong disciplinary structures, [typically] do not provide the kinds of spaces where such transdisciplinary engagement can occur" (Jacobs, 2007, pp. 74–75). In this collaboration, faculty, clients, and communication instructors taught students to write and present in various professional contexts. Feedback was provided for them by their peers, content specialists, communication instructors and clients in the interim stages. Results showed that students improved in their final presentation and reports to various stakeholders and became better prepared for the workplace.

Clare Liem: Using Microsoft Teams to facilitate interdisciplinary collaborations among students

Technological literacy is one of three most in-demand skills predicted to grow in importance in the 21st century workplace (Masterson, 2023). The range of technological literacy among students is varied and there is no direct instruction when it comes to bridging this gap. According to Joseph and Uzundu (2024), educators must focus on developing digital literacy and integrate technology into educational practices. As part of a university writing and communication course, students from different disciplines collaborate and communicate effectively, and technology is integrated to enhance this experience (Mishra, 2019). Microsoft Teams, together with its Microsoft 365 ecosystem, allows students to collaborate with teammates from various disciplines, both in person and online simultaneously and beyond the class time, and this mimics the actual workplace, where such hybrid collaboration can enhance professional communication and technological literacy. In addition, educators take on the role of facilitators of learning, where students have more control over their learning journey, equipping themselves to cope with a rapidly evolving workplace (Rajaram, 2021).



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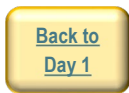
future-ready, interdisciplinary, thinking, integrating, collaboration

BIODATA

Jerrold Quek is interested in research pertaining to applied linguistics, (Interdisciplinary) academic writing and communication and curriculum implementation.

Chong Yin Teng is interested in research pertaining to applied linguistics, business writing and education.

Clare Liem is interested in research pertaining to pedagogy, and educational technology.



“ENGINEERS DON’T LOOK AT THE DESIGN DOCUMENTS AS THE HOLY GRAIL”: COORDINATORS’ VIEWS OF AN ENGLISH-IN-THE-DISCIPLINE PROGRAM FOR ENGINEERING STUDENTS

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ABSTRACT

The past decade has seen a deluge of publications on cross-disciplinary teaching and learning in higher education. A few empirical studies tapped into engineering discourse, investigating the components of engineering writing (e.g., Hill et al., 2020; Lin & Morrison, 2021; Rau, 2021) or the enhancement of disciplinary communication skills (e.g., Prabhu et al., 2024; Siu et al., 2023). However, there has still been a scarcity of research underlying and allowing for a contextualized understanding of how coordinators manage and facilitate the development of an English-in-the-discipline (ED) program for engineering students.

To gain a holistic understanding of the program coordination and development across the disciplinary boundaries of language teaching and engineering, the researcher adopts Clarke and Hollingsworth’s (2002) *Interconnected Model of Professional Growth* (ICMPG) as it entails four analytical domains, i.e., personal domain, external domain, domain of practice, and domain of consequence. This model discusses teachers’ knowledge growth, their contextual interventions, their teaching competence in a practice-oriented environment, and the learning outcomes of their students. All these multifaceted explorations serve as a comprehensive framework to characterize the dynamics of disciplinary nature and pedagogical complexities across the disciplines. The adoption of ICMPG is anticipated to give recognition to reflective and enactive practices in such a cross-disciplinary context. Such an incorporation of ICMPG into this ED program, more importantly, helps address the call for research attempts to venture into the development of ESP practitioners (e.g., Basturkmen, 2024; Bocanegra-Valle & Basturkmen, 2019; Wu & Lau, 2021).

This longitudinal case study was conducted in one English-medium university in Hong Kong with twofold objectives: “How can ED program coordinators develop engineering-specific materials to inform ED teaching?” and “How can ED program coordinators help team members to enhance their disciplinary areas of knowledge?” To report on the nuances behind an ED program, the researcher approached one Program Coordinator, formerly an engineer in Silicon Valley, and one Deputy Program Coordinator, who came from a design-related background, both of whom oversaw one ED program for final-year engineering students. Data collection spanned over two independent semesters, consisting of course artefacts, classroom observation notes, and semi-structured interviews with both research participants. More specifically, three semi-structured interviews, spanning three semesters, were conducted with the Program Coordinator to trace the dynamics of material design and team management. Two semi-structured interviews were held with the Deputy Program Coordinator to capture his adjustments to familiarizing himself with disciplinary content and providing timely assistance to team members.

The findings of qualitative analysis first upheld the primacy of disciplinary specificity in teaching and managing an ED program, suggesting the significance of questioning as a *project tutor* to guide students to justify their engineering choices. They also generated a *fitness trainer* analogy to help team members perceive the language-content nexus in this ED program. The reflections of both Coordinators were enacted in working alongside engineering specialists and compiling engineering-specific feedback forms for the team members. Both Coordinators’ paths and challenges to craft team members’ engineering-specific literacies were manifested through the interplay within the four analytical domains of the ICMPG.

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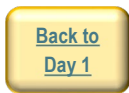
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KEYWORDS

ESP, English-in-the-discipline, engineering discourse, interdisciplinary teaching and learning, program coordinator

BIODATA

Dr. Greg Chung-Hsien Wu, Lecturer, teaches at the Centre for Applied English Studies, the University of Hong Kong. His primary areas of interest include professional development of ESP/CLIL practitioners, teaching and learning in cross-disciplinary/cross-curricular contexts, and EAP/ESP pedagogy within the EMI contexts.



DEVELOPING STUDENTS' CRITICAL MULTIMODAL LITERACIES IN PROFESSIONAL COMMUNICATION CONTEXTS

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ABSTRACT

Watching flight safety videos is a ubiquitous experience of global air travel. These videos are usually played before a commercial flight takes off with the objective of informing passengers of the safety precautions required during different stages of a flight. Flight safety videos are a complex yet realistic model for students to acquire critical digital literacies in a professional communication context, as they are an interdiscursive genre which creatively blends safety and branding discourses. While the inclusion of safety information is mandated by aviation authorities and is highly regulated, flight safety videos nonetheless provide a creative space for airline and destination branding. As LSP practitioners, there is a need to train students to be future-ready by enhancing their critical multimodal literacy so they are able to produce and critically evaluate such complex blending of different discourses in professional and corporate communication, with a particular focus on how established ideologies and power structures are constructed and reproduced linguistically and multimodally in this kind of professional and corporate discourse. Furthermore, not only are students required to excel in using language to communicate, but the emergence of digital technology means that they also need to compose with multimodal resources. Hence, there is a need for LSP practitioners to “[foster] critical multimedia literacy and [prepare] students for the multimodal demands of professions” (Jaworska, 2023, p.106). This presentation, therefore, seeks to examine the potential of incorporating corporate professional genres such as flight safety videos in LSP courses, as there is a gap in LSP research that engages with the critical aspects of digital text production in discipline-specific knowledge production and dissemination (Hafner & Pun, 2020).

This presentation focuses on comparing two videos produced by two airlines, both of which are ranked in the top 20 of the Skytrax World's Top 100 Airlines in 2023, and they are both flagship airlines which have a global reach, thus making them representative cases for analysis. The two videos are analysed using multimodal analysis (Kress, 2010; Kress & van Leeuwen, 2021) to unpack how different modes work in conjunction to construct established ideologies and power structures that go beyond the sole use of language in developing students' critical multimodal literacies. The presentation argues for the role of incorporating professional texts that students are already familiar with in their daily life, and engaging them in analysing these texts to equip them with the necessary critical awareness in their own digital text production. This presentation can contribute to developing a roadmap to enhancing students' critical multimodal literacies by engaging them in analysing multimodal genres produced by corporations and unpacking how power and ideologies are constructed using linguistic and semiotic resources. The use of real-life digital texts produced by corporations such as airlines, together with the use of pedagogies associated with digital multimodal composing (Hafner & Miller, 2019; Ho, 2024) equip students with the skills to design their own digital texts which align with the unique context of different professional and corporate cultures and requirements. In this way, students are equipped with future-ready skills to navigate content creation in professional contexts.

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KEYWORDS

critical multimodal literacies, language for specific purposes, professional communication



BIODATA

Jenifer Ho is Assistant Professor at the Department of English and Communication, The Hong Kong Polytechnic University. Her research interests include video-mediated communication, translanguaging, and social semiotic multimodality in professional and educational contexts.

Christoph A. Hafner is Professor in the Department of English, City University of Hong Kong. He has published widely on English for specific purposes, digital literacies, and language learning and technology. His latest book is *Understanding Digital Literacies: A Practical Introduction* (2nd edition) (Routledge, 2021, co-authored with Rodney Jones).



LEARNING SPEAKING SKILLS THROUGH 'COLLABORATIVE ENGAGEMENT APPROACH': A CASE STUDY OF INDIAN ENGINEERING STUDENTS

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ABSTRACT

Speaking, particularly in a group or a team, is an essential skill in professional environments and is considered a crucial marker of employability competence. Communication skills courses in undergraduate professional colleges in India devise several approaches to equip students with the desired set of speaking skills (Ghosh & Mittal, 2017). However, a deeper observation of the existing practices reveals that the majority of courses on 'Speaking' focus extensively on individual performance in isolated speaking context and ignore the necessity of speaking skills required in a collaborative environment (Kaushal & Talwar, 2022; Patil & Riemer, 2004). Moreover, the diversity of the students and their approach to learning find limited space in the traditional learning practices involving speaking skills. This paper examines the possibility of an innovative pedagogical framework that seeks to equip students with the skills required in speaking in a group setting as a core element. It has been observed that individuals of diverse background, despite the competence in English language, face challenges to express their views effectively within a group. These problems are exacerbated in an increasingly digitised world with the tendency among the younger generation to limit the social skills to primarily the virtual world. By shifting the focus from 'individual-centric approach' to learning through 'collaborative engagement approach', this framework emphasizes on the significance of developing skills that are useful in a real-life group communication. By involving peer participation, peer & instructor feedback, and social & emotional learning (SEL) as core element of the learning, the framework enhances the public speaking skills of the individuals. This paper presents a case study on group-based collaborative engagement of engineering undergraduates of a private Indian university.

The paper outlines how the approach enhances effectiveness of learning speaking skills: students are assigned to small groups, asked to complete structured exercises, interact in ideation assessment and peer feedback, collaboratively create evaluation rubrics and invited to develop team presentations. This approach allows students to observe, analyze and decide different speaking styles, constructive criticism role, empathetic group support, and experimentations with diverse strategies in communication. The key findings of the case study indicate that collaborative engagement significantly reduces speech anxiety, increases resilience and confidence to trust the group members. This supportive environment encouraged them to initiate speech acts, learn from mistakes, and express their thoughts with confidence to the peers despite difference in their learning approaches. Further, it also enabled them to recognize the ways of navigating through differences of perspectives emanating from the diversity of background. Through the examination of the case study, the paper highlights the ways in which collaborative engagement approach equip the students with speaking skill competence required within a group.

KEY WORDS

speaking, collaborative learning, pedagogical framework, public speaking

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BIODATA

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FOSTERING SCIENTIFIC WRITING SKILLS IN EMI: INSIGHTS FROM A GENRE-BASED, TECHNOLOGY-INTEGRATED PEDAGOGY

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ABSTRACT

This study explores an innovative solution to a critical challenge in English as a Medium of Instruction (EMI) environments: the difficulty secondary school students face in mastering the linguistic and structural conventions of scientific writing (Pun, 2024). To address this gap, we introduced a genre-based, technology-integrated pedagogical approach, explicitly designed to enhance students' genre awareness and competence in scientific communication. The "genre-based" approach emphasizes structured teaching of specific text types used in science, while "technology-integrated" refers to the use of interactive digital tools (e.g., collaborative platforms and multimedia resources) to scaffold learning and promote self-directed writing practices.

The study bridges existing EMI literature and genre-based pedagogy, demonstrating how these approaches complement each other (Pun & Cheung, 2023). While many EMI frameworks integrate content and language teaching, this project uniquely operationalized genre instruction through interdisciplinary collaboration between English and science educators. Our research addressed three questions:

1. How does a genre-based, technology-integrated pedagogy improve scientific writing skills?
2. How does this approach influence students' self-efficacy and motivation?
3. How does teacher collaboration enhance students' application of genre conventions?

Findings from a mixed-methods study, including pre- and post-assessments, a 12-week intervention, and qualitative feedback, show that the approach significantly improved students' writing abilities, critical digital literacy, and ethical communication practices. By benefiting over 600 students across nine secondary schools, the project also provided sustainable resources (a teaching manual and an open-access website), enriching the EMI community. This research demonstrates that embedding genre-based instruction into EMI curricula not only addresses key student challenges but also aligns with best practices in interdisciplinary teaching and learning, offering a replicable model for secondary and higher education contexts (Pun & Li, 2024).

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KEY WORDS

scientific writing, content-language teaching, genre-based approach, technology, collaboration

BIO-DATA

Jack Pun is Associate Professor at the Department of English, Chinese University of Hong Kong, specializing in EMI, language education, and interdisciplinary communication. His research focuses on enhancing pedagogical practices to prepare students for academic and professional success in multilingual and multicultural contexts.



DEVELOPING AUTHORIAL VOICE IN A CLIL COURSE

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ABSTRACT

In an age where content generation becomes increasingly dependent on AI, it is pertinent that students learn to exercise critical thinking and ownership through their individual “voice”. Writing instructors need to develop future ready writers whose voice can be distinguished from writing bots. This can be addressed through a reading-writing approach that fosters the authorial voice. According to Matsuda (2015), authorial voice is the author’s identity reflected in as conveyed in the written discourse. In FAS1101: Writing Academically, a Content Language Integrated Learning (CLIL) curriculum framework, students are exposed to scholarly works on a topic, allowing them to develop a unique stance that reflects their understanding. In the writing process, student writers play various roles, such as observer, critic, and participants (Hood, 2012), ‘recounters’, as well as ‘interpreters’ and ‘academic arguers’ (Bondi, 2012). In addition, these works also model the linguistic strategies which students can use to express their personal “voice” (Kim, 2022).

This study aims to investigate how the reading and writing approach can be structured to teach authorial voice within a CLIL (Content and Language Integrated Learning) module for the Humanities and the Social Sciences. Specifically, it compares the cumulative acquisition of authorial voice through two different pathways—Pathways 1 and 2. Both pathways aimed to develop authorial voice in the process of writing an argumentative essay through 3 assignments. Pathway 1 leads students through a summary, research proposal, and final essay, while Pathway 2 leads students through a research proposal, an overview essay and then the final essay. The main difference is the method of progression from the main claim to the final argument.

We used both quantitative and qualitative data to analyse the development of students’ authorial voice. Hyland’s metadiscourse analysis framework (2005a), and stance and engagement model (2005b) were applied to student work in Pathways 1 and 2 to measure the frequency of interactional metadiscoursal items (Hyland, 2005, p. 220-224) which express authorial voice. A total of 50 assignments on the same topic were randomly selected. 25 assignments are taken from each Pathway. We coded the texts using a corpus analysis tool kit, AntConc. To corroborate and inform the quantitative data, we interviewed the FAS1101 teaching staff.

Initial findings have revealed that students develop authorial voices to some degree in both Pathways. However, Pathway 2 appears to be more efficacious as the Overview essay facilitates student awareness of the distinction between their own voice and that of the scholarly works. This insight will be used to develop a comprehensive plan for teaching writing effectively, with a particular emphasis on nurturing the authorial voice.

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KEYWORDS

authorial voice, CLIL, engagement, metadiscourse, argumentative essays

BIODATA

Jinat Rehana Begum teaches academic writing. Her research interests include interdisciplinary and environmental studies. She has been an educator for over twenty years and developed and taught Literature and English communication modules to a broad spectrum of learners across different age groups, and profiles.

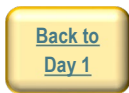
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A COVERT APPROACH TO LANGUAGE ENHANCEMENT FOR ARCHITECTURE STUDENTS

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ABSTRACT

One of the key challenges for architecture (ARCH) students – especially for non-native English speakers – is to articulate their design and engage both specialists and non-specialists orally. Conventionally, to solve this problem, language teachers are invited to provide direct intervention through conducting language content workshops and offering presentation rehearsal support. However, to further motivate student engagement and address any perceived gap between subject content and language learning, a novel approach has been adopted and implemented, whereby language teachers take the role of activity designers operating in the background, and content teachers implement these language enhancement-oriented activities that are subject-content contextualized. This way, language learning outcomes are embedded into the formal content course design, upholding the authenticity of learning content and learning process. The novelty of this approach is that language learning is covert but contextualized rather than explicit and decontextualized, potentially allowing for more tailored learning with better student engagement.

From different stakeholders' perspectives, this panel presentation aims to show how this novel approach is implemented in a Hong Kong university, specifically targeting students of the Master of Architecture (MArch) program, through a community of practice (CoP) consisting of English language educators and Architecture teachers. It explores in detail the background and implementation of the collaboration process, preliminary results and challenges of this new collaborative model, as well as implications for other disciplines that are seeking to enhance students' language abilities within the context of the given discipline through collaboration with language educators or language centers.

Jose Lai: An Overview of the English-Across-the-Curriculum (EAC) Approach Towards Collaboration with Subject Teachers – The initial talk presents an overview of the EAC approach and how, through non-formal language interventions, it provides language support for students from various disciplines, utilizing the English-for-Specific-Purpose (ESP) theoretical framework. To contextualize the novelty of the present collaboration, various other previous and current collaborations are also briefly discussed.

Adam Fingrut: The Language Needs of Architecture Students – This presentation explores the specific language needs that ARCH students have: the ability to talk about their design to specialists and non-specialists, in both formal and informal settings. It also discusses why, from an Architectural education point of view, a covert rather than an overt approach is preferred. Finally, it presents the observed impact these covert interventions have on ARCH students over the course of the activities and evaluates the success of this approach from a subject-content perspective.

Olive Cheung & Marion Chai: Coordinating the EAC-ARCH Community of Practice (CoP) – This presentation focuses on the administrative aspects of coordinating the EAC-ARCH CoP. It explores the practical challenges in administering the covert approach in comparison to the more conventional, overt interventions, by discussing the intervention's utilization of human, time, and funding resources. Finally, this presentation discusses implications for other subject content teachers who are looking for approaches to enhance their students' language abilities through collaboration with other language teachers or language centers.

Man Long Chan & Martha Ng: The Challenges and Opportunities in Designing Covert Language Activities – This presentation discusses the challenges that language teachers encounter in an attempt to design language activities that are based on ARCH and are implemented by ARCH instructors. Using the English-for-Specific-Purpose theoretical framework, this presentation details the specific considerations that language teachers have to take when designing activities for such circumstances to ensure content instructors' as well as students' buy-in and engagement.

KEYWORDS

architecture education, English-across-the-curriculum, English-for-Specific-Purposes, language enhancement pedagogy, community of practice



BIODATA

Jose LAI is Director of the English Language Teaching Unit at The Chinese University of Hong Kong. She also oversees the development, implementation, and review of curricula as well as large-scale funded projects. She is the Chief Supervisor of the university-wide English Across the Curriculum (EAC) project on campus. Her recent professional interests revolve around EAC, peer-tutoring, learner autonomy, and curriculum review.

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Martha NG is Lecturer at the English Language Teaching Unit at The Chinese University of Hong Kong. She specialises in the teaching and learning of communications and related profession in creative approaches. She is the facilitator of the project *English Across the Curriculum* with the Master of Architecture programme.

Marion CHAI is Project Coordinator at the English Language Teaching Unit at The Chinese University of Hong Kong. She provides administrative and frontline support for English Across the Curriculum (EAC) projects.



EXPLORING TEACHING PRESENCE IN IEC/RVX CLASSROOMS: A STUDY OF BLENDED LEARNING AT NUS

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ABSTRACT

The paper explores the use of Community of Inquiry (COI) model applied to Blended Learning at the National University of Singapore (NUS) for re-designing existing courses on academic literacy. We will discuss this in the context of Ideas & Exposition Courses (IEC) and Critique and Expression Courses (RVX) on academic writing and communication taught by a team of subject experts using the Content Language Integrated Learning (CLIL) model for the Residential Colleges.

Garrison and Kanuka (2004) define Blended Learning as the “thoughtful integration of classroom and face-to-face learning experiences with online learning experiences”. This underscores the importance of collaboration between teachers and students as well as the role of instructional design in achieving this. Kane & Alavi (2007) highlight the need to focus on the practice of blended learning and “call for a deeper exploration of foundational ideas”. Our understanding of foundational ideas loops back to interpreting the role of the teacher in the COI model as there is consensus on the pivoting role of the teacher in the collaborative context of Blended Learning. We define Blended Learning as a dynamic blend of face-to-face and online teaching and learning to facilitate a collaborative and seamless engagement of students with teachers to meaningfully communicate about academic topics.

While the COI is a powerful tool for a blended learning environment, little research has been conducted on the practical guidelines for teachers for implementing this framework in existing classes, in particular, the integration of face-to-face and online engagement as well as a continuum of the two instructional modes to achieve student learning outcomes. Anderson et al. (2001) define teaching presence as “the design, facilitation, and direction of cognitive and social processes for the purpose of realizing personally meaningful and educational worthwhile learning outcomes”. This brings us to the following research question: What are the major challenges in re-designing academic literacy courses to a Blended Learning model with a focus on teaching presence to facilitate a collaborative and seamless engagement of students with teachers?

We will use one of the core elements of the COI framework, teaching presence, to help identify design choices that can help students use their social presence to achieve their learning goals. Data collection will involve analyzing student profiles, gathering student feedback on the alignment of online and face-to-face sessions, and incorporating teacher feedback on course design. We hope that by isolating these challenging areas we can offer concrete suggestions in the design process for increasing the efficiency and effectiveness of teaching presence in Blended Learning.

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KEYWORDS

community of inquiry, teaching presence, course design, blended learning, academic literacy

BIODATA

Uma Jayaraman is a South Asian diaspora scholar and has published on the topic. She has taught content-based writing for over eight years at CELC. She is currently researching student engagement in both synchronous and asynchronous learning platforms and the dynamics of aligning teaching methods with student learning outcomes.

Jason Banta is a lecturer at NUS and a fellow at Ridgeview Residential College. He has been with CELC for the past 10 years and has coordinated both the Ideas and Exposition programme and the Ridgeview Residential College Critique and Expression. He teaches cultural studies topics for academic literacy courses, with a focus on science fiction.



ENHANCING TECHNICAL JOB INTERVIEW SKILLS WITH AN E-LEARNING PLATFORM

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ABSTRACT

Job interview skills are crucial for students to demonstrate their qualifications and suitability for positions, particularly when handling technical questions that require systematic training. While general job interview instructions are well-researched, there is a gap in strategies for tackling technical questions in engineering and developing relevant practice resources.

This research is situated within the language course "English for Engineering Students 2," which focuses on enhancing students' communication skills for job searches. The project aims to create an online platform for training students to handle technical questions in engineering job interviews. To address this goal, the project started with the investigation of what attributes are assessed and how they are assessed through technical questions. The differences between industry professionals' perceptions and students' understandings were compared to identify the prioritized areas for training. Subsequently, an online platform was developed based on these findings, and it was evaluated by users before official launch.

In line with the project aims and procedures, there are three guiding research questions: (1) What are the differences between industry professionals' and engineering students' perceptions of technical interviews? (2) What strategies can be given to students to address technical interviews? (3) What are the users' evaluations of the online guide for technical interview preparation? Data were collected through surveys and interviews with 10 engineering students and 4 industry professionals, covering example technical questions, their effectiveness in identifying candidates' technical capabilities, criteria for good answers, strategies for structuring responses and suggestions for preparation. The researchers conducted thematic analysis (Guest et al., 2012) of the responses to identify common themes concerning both interview groups' perceptions and summarizing preparation strategies.

The findings indicate that both groups believed that the primary purpose of technical questions is to assess candidates' technical knowledge and skills relevant to job performance. Meanwhile, industry professionals valued communication abilities, logical thinking skills, and industry knowledge more profoundly. Moreover, technical questions were categorized into three types: experience-based, knowledge-based, and situational questions. Additionally, professionals' and students' views were grouped into five aspects: interview preparation, response structuring, assessment criteria, recommended online resources, and example questions.

The online platform of engineers' technical interview guide was developed based on these interview findings. There are two main sections: (1) guidance for tackling technical questions and (2) technical questions practice zone. The guidance provides strategies for pre-interview preparation and for structuring responses to technical questions during interviews. The practice zone offers randomly assigned authentic questions tailored to the student's selection out of experience-based, knowledge-based, and situational questions. The platform was critically evaluated by eleven students via a 15-item questionnaire informed by research about online learning platform evaluation (Gu et al., 2023). The questionnaire focuses on content relevance, richness, clarity, and user-friendliness. The evaluation shows very positive feedback on the resourceful and useful contents, with a few suggestions to reformulate some questions and to improve navigation of materials for better user experience.

Overall, this presentation will first share insights from engineering professionals and students on various aspects of the technical interview. Second, it will showcase the online platform, discussing its positive evaluations and areas for improvement in more detail. Finally, it will reflect on the development of technology-enhanced learning materials for self-study on interdisciplinary topics.

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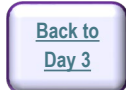
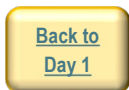
KEYWORDS

technical job interviews, engineering students, communication skills, technology-enhanced learning, online resource



BIODATA

NIE Yanwei Eddie is dedicated to helping students use English in their disciplines and professional fields. He has worked on projects to improve biomedical engineering students' final year project presentation skills and to develop engineering students' job-related communication skills. He also has extensive experience in technology-enhanced learning, having created a MOOC on independent language learning used by over 5,000 undergraduate students.



ENHANCING DISCIPLINARY LITERACY THROUGH SEAMLESS COLLABORATION BETWEEN LANGUAGE AND SPORTS SCIENCE TEACHERS

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ABSTRACT

Research writing is often considered a great challenge to undergraduate students since it involves the grasp of research skills and academic writing conventions, as well as the ability to logically present and discuss ideas. These requirements are intellectually and cognitively demanding to many students, especially to students in the field of Sports Science and Physical Education (SSPE) whose language profile is generally weak. To complete a capstone or final-year project (FYP) in their discipline, these students always encounter a "helpless situation":

1. Even though there are English-for-academic-purposes (EAP) and/or English-for-specific-purposes (ESP) courses built in the core curriculum, not much contextualized input on disciplinary literacy can be provided as these courses are faculty-based rather than programme-based.
2. Even though they are assigned an FYP supervisor, the support received is often limited to the research per se, rather than the craft of writing the proposals or theses.

To bridge the gap between what students can do and what they are expected to achieve, it is crucial that specific and tailored support be provided to enhance their disciplinary literacy. We found the answer in implementing English Across the Curriculum (EAC) collaborative projects with the content teachers through setting up Communities of Practice (CoPs) (Wenger-Trayner & Wenger-Trayner, 2015).

This panel presentation involves English language teachers from the EAC Project Team and a content teacher from the discipline of sports science and physical education (SSPE) in a Hong Kong university. There will be a sharing as to how these two parties came together in 2017 in a CoP through a funded EAC project and how they have worked dynamically in the past seven years to improve the practice. Specific focus will be placed on:

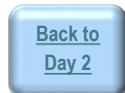
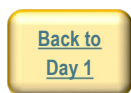
1. The development of contextualized research writing materials for SSPE majors adopting a genre-based, needs-driven, and self-directed approach (Little, 1991);
2. The multimodal delivery of various interventions to motivate students and enhance their disciplinary literacy (Shanahan & Shanahan, 2012);
3. The critical reflection, positive reception, and official recognition of content teachers; as well as
4. The strategies of sustaining the collaboration.

Some key insights include the importance of conducting comprehensive needs analysis to lay the foundation of EAC collaborations, the emphasis on the progression from macro higher-order concerns to micro lower-order concerns in the materials development process for research writing training (Cooley & Lewkowicz, 1997), the need to use dynamic approaches to engage unmotivated students (Fredericks & Eccles, 2002), the significance of maintaining an ongoing interplay between content teachers and language teachers to sustain EAC collaborations, as well as the positive impact of this CoP on students' research writing ability at the undergraduate and postgraduate levels from a learning transfer perspective (Graff, 2010).

The presentation will be structured as outlined below:

Allen Ho (Co-supervisor and Frontline Supporter of the EAC Project): This initial presentation will introduce the context, history, dynamics, and key stages of the collaboration, an initiative that grew out of the institutional movement of EAC. The main theories to be elaborated on by other speakers will also be outlined.

Jose Lai (Chief Supervisor and Frontline Supporter of the EAC Project): This presentation will focus on the design principles of materials for the research proposal and research report writing workshops, including the building of a tailored eLearning platform. Specifically, a genre-based four-level, macro-to-micro approach for materials design will be introduced and illustrated.



Amy Dai (Frontline Supporter of the EAC Project): This presentation will focus on the dynamic and multimodal delivery approach of various interventions to engage the Sports Majors (who are generally quite low in English proficiency and learning motivation) in the context of research writing, including textual analysis tasks, games, and a mobile app which was redeveloped into an e-learning platform.

John O'Reilly (Content Teacher Collaborating with the EAC Project Team for 7 Years): This presentation will highlight his experience of collaborating with the EAC team, observation of his students' learning progress, as well as some critical reflection of the EAC interventions from a content teacher's perspective. The worth of and key to sustainable collaboration between the two groups of teachers in the form of a Community of Practice (CoP) will also be shared.

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KEYWORDS

English-across-the-curriculum, community of practice, research writing, sustainable collaboration

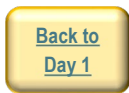
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COLLABORATIVE ONLINE INTERNATIONAL LEARNING (COIL): AN INNOVATIVE EFL TEACHING METHOD IN HIGHER EDUCATION

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ABSTRACT

In an ever changing national and international job market and the constant mobility and interaction of the population in diverse environments, higher education institutions (HEIs) are facing concerns in how to effectively develop transversal skills by students, in addition to the content and knowledge ones (Pinto, 2018). In this sense, the development of intercultural competence (IC) in higher education adopts a vital role, as "intercultural education can no longer be regarded as a mere add-on to the curriculum in occasional projects, but it must extend, and eventually replace, the monocultural, monolingual setting of our schools and lead to a change of mindset in traditional education" (Huber, 2012, p. 14). In order for this to take place, the education professionals need to make long-term changes in the curriculum development. Deriving from the need to prepare future graduate students for a global and intercultural environment and job market, higher education institutional strategies, such as *internationalisation at home* (Beelen & Jones, 2015) raised interest in the recent years. A prominent strategy used to introduce IC and pragmatics into course curriculum and promote *internationalisation at home* involves using online exchange practices, such as telecollaboration, a term used under the umbrella of virtual exchange (VE) or Collaborative Online International Learning (COIL) practices, in order to share viewpoints and knowledge with others from a foreign culture.

COIL is a teaching and learning paradigm that connects professors and students around the globe through online interaction. It was developed under the umbrella of VE practices, and it encourages active student learning and teamwork, laying emphasis on cross-cultural interactions and understanding (Naicker et al., 2021). It promotes the development of IC in shared multicultural learning environments and uses Internet-based tools and innovative online pedagogies to foster meaningful exchanges between teachers and students from different languages and cultural backgrounds at the university level in geographically different locations. When students share information and explain their ideas, they develop a stronger sense of IC in addition to a stronger sense of self-awareness throughout the discussion process. COIL improves the global skills of students, given their collaboration in multicultural teams as well as their adaptation to virtual work environments (Appiah-Kubi & Annan, 2020) and fosters peer interaction and intercultural competence. Apart from the formal experience that they get through sharing a part of the curriculum and the content of the subjects, students benefit from the non-evaluated elements that are part of the experience with their colleagues from other institutions and that cross the limits of formalities associated only with knowledge of the subject itself. The culture, the socio-economic reality, the customs, the day-to-day habits, the way of communicating and relating to others are part of those elements that are not evaluated within a foreign language curriculum but are so valuable and necessary to form a competent student in a global and intercultural world.

This paper presents the process of implementation, and the impact on higher university students' perspectives of a COIL project. It also highlights how peer interaction can be fostered in collaborative online international environments to promote foreign language skills and intercultural competence. Students were asked to have five online conversations with their international peers, and they were given talking points for each conversation to elicit an appropriate dialogue related to both personal and cultural understandings. Students were also given a pre-questionnaire, a pairing survey at the onset of the study, and a post-questionnaire upon conclusion in order to get an insight into their perception and impact of the project. In addition to the quantitative and qualitative data measured, which assessed students' perceived learning and enjoyability levels, data were collected in the form of video recordings in order to analyse any evidence of mirroring, vocabulary acquisition, and changes in fluency. The results of the questionnaire show that the online discussions have allowed students opportunities to share their beliefs, facilitated peer interaction, and helped to develop a better understanding of their cultural identities formed within their L1 cultures. They also perceived an improvement in their overall listening and speaking skills in English.

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KEYWORDS

collaborative online international learning, peer interaction, intercultural competence, English speaking and listening skills, internationalization at home

BIODATA

Anca Daniela Frumuselu, Ph.D., is a Serra Hunter lecturer of English. Her research interests include the study of English foreign language skills through the use of new technologies in the EFL classroom, intercultural and global competence in virtual exchanges and study abroad, e-learning, m-learning, gamification and audiovisual translation and subtitling. She has published several articles in high-ranked journals, has participated in several nationally and internationally funded research projects, and has attended and presented at several international conferences and workshops. She is part of the consolidated Applied Linguistics Research Group (CLA).



PARTNERSHIPS IN A CONTENT AND LANGUAGE COLLABORATIVE TEACHING FRAMEWORK IN HIGHER EDUCATION

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ABSTRACT

Content and Language Integrated Learning (CLIL) courses aim to help students master content criticality while developing their communicative skills within their disciplines (Li, 2018; Wingate, 2018). However, challenges arise as a result of the inherent content-language gap, differences in disciplinary culture, and expectations of stakeholders (Li, 2018; McNaught et al., 2022; Villabona & Cenoz, 2022; Wingate, 2018). It is thus essential to develop a multifaceted process of co-planning, co-teaching, and co-assessment by content and language specialists to address such challenges in the higher education context. In this regard, Jacobs (2007) presents two conflating levels of integration: i) the discursive process involving disciplinary and language specialists to reach an understanding of how integration was to take place, and ii) the actual interaction that shaped content and language lecturers' understandings of their roles and identities in teaching content criticality and discipline-specific discourse.

Drawing on Jacobs's (2007) work, this paper examines the collaborative process and dynamics in an academic literacy course offered to freshmen as part of the Special Program for Science (SPS) in the Faculty of Science at NUS. The planning and implementation of this program relied on a complex network of partnerships:

- Content and language lecturers
- Student mentors and student mentees
- Student mentors with content lecturers
- Student mentors with a language lecturer
- Students with content lecturers
- Students with a language lecturer

This study identifies the challenges and successes within the discursive process that shaped the module, and the actual interaction in teaching, consulting, and assessment. It specifically examines the dynamics among various stakeholders, focusing on how the content lecturer, language lecturer, and student mentors worked together to bridge the language-content gap, navigate different pedagogical differences, and fulfil their complementary roles.

The study employed a qualitative approach, collecting post facto data through stimulated recall interviews with the content and language lecturers, student mentors, and students, as well as lecturers' written reflections. The interviews were conducted in two stages: the first stage occurred immediately after the module concluded, aiming to explore stakeholders' perceptions of how the module was delivered and its immediate impact on student learning. The second stage, involving the student mentors and students again, occurred after the same cohort of students had graduated, allowing for a re-evaluation of the module's delivery in light of its long-term impact on students during their later years of study. The data were analysed using Braun and Clarke's (2006) thematic analysis to identify and interpret themes.

The investigation demonstrates that, while problems may arise from knowledge gaps and other competing commitments, these issues can be effectively addressed through strong working relationships, negotiating power dynamics regarding "expertise", and establishing clear roles and responsibilities. A commitment to the learning goals and a clear line of communication held together this collaborative process. At the same time, it was driven by collegiality, mutual respect, appreciation of disciplinary differences, flexibility, and a willingness to learn from one another. Such tightly structured collaboration has ensured that content criticality and literary practices were equally developed and that the constructive alignment (Biggs, 2014) of intended learning outcomes, learning and teaching activities, and assessment was achieved.

Ultimately, this study aims to provide a replicable model for designing and delivering CLIL courses.

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KEYWORDS

CLIL, partnership, curriculum design, dynamics

BIODATA

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BRIDGING DESIGN AND COMMUNICATION: EXPLORING THE POTENTIAL FOR REFLECTION IN CDE2000: CREATING NARRATIVES

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ABSTRACT

The National University of Singapore (NUS) emphasizes interdisciplinary learning to equip students to address complex, real-world challenges that require expertise across multiple domains (Du et al., 2023). The CDE2000 module, "Creating Narratives", exemplifies this interdisciplinary approach by integrating design and communication disciplines, enabling students to craft compelling verbal and visual narratives. This presentation draws on student feedback to evaluate the module's impact, focusing on its strengths and areas for improvement and examines how the integration of reflective practices can possibly enhance students' capacity to recognize, reflect upon, and synthesize diverse bodies of knowledge (Lattuca et al., 2012; Routhe et al., 2023; van Goch, 2023; Veine et al., 2019).

Student feedback revealed that the module significantly helped them to improve skills in presentation, design, and communication, with students valuing the interactive, hands-on activities and their practical applications. However, several challenges were also identified, including stress related to design expectations, difficulties in managing workload, and concerns about the emphasis on design for non-design students. Additionally, some students questioned the effectiveness of the multidisciplinary approach, reflecting the broader challenges inherent to interdisciplinary education, the complexities of integrating diverse perspectives (Spelt et al., 2016), and the need for reflection as a core student learning activity in interdisciplinary courses (Veine et al., 2019).

For the purpose of this talk, interdisciplinary competence is conceptualized as a multidimensional construct, encompassing an awareness of disciplinary distinctions, recognition of the limitations of individual disciplines, an appreciation for non-development perspectives, the ability to find common ground, and reflexivity (Lattuca et al., 2012; Routhe et al., 2023). This talk advocates for the inclusion of reflective practices—moving beyond tokenistic approaches—by implementing structured activities (Veine et al., 2019) or surveys at the beginning and end of the module (Lattuca et al., 2017; van Goch, 2023), to enhance students' understanding of interdisciplinary problem-solving. Drawing on insights from combining interdisciplinary education with purposeful reflection, this talk aims to incorporate these findings into future iterations of the module. It is hoped that through this process of reflection, students can better appreciate the relevance and impact of interdisciplinary curricula, thereby equipping them to effectively confront the complex challenges of an interconnected world.

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KEYWORDS

interdisciplinary education, reflective practices, student feedback, design and communication, interdisciplinary competence.



BIODATA

Sarah Somarajan is a lecturer at the Centre for English Language Communication (CELC) and has been teaching communication and English proficiency courses in tertiary institutions since 2008. She holds a Master of Education (Inclusive Education) from Monash University, a qualification in TESOL from Macquarie University, and a Bachelor of Social Sciences (Hons) in Political Science from the National University of Singapore. Sarah has served as a course coordinator and is passionate about enhancing student engagement and fostering inclusivity in education. She enjoys interacting with students, learning alongside them, and engaging in conversations about inclusive education and strategies for effective teaching and learning.



HOW DOES CULTURE IMPACT THE 'KIND OF LEARNER' ONE BECOMES?

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ABSTRACT

Nurturing students' growth mindsets sets them on a path to future readiness. According to Dweck's (1988) Implicit Theory, students' beliefs about the malleability of their essential abilities and qualities fall on a spectrum of fixed and growth mindsets. Previous studies evinced multiple benefits of having a growth mindset, such as a stronger learning motivation and others (Dweck, 2007; Hallahan, 2020; Zhao et al., 2018). In contrast, learners with a fixed mindset often attribute success to their innate ability and tend to have less learning motivation (Kapasi & Pei, 2022; Zhang et al., 2021). However, do such findings hold across cultures and continents? How do cultures shape the kind of a learner one becomes?

This study sets out to fill in the research gap above to unravel the complexity surrounding the relationship between students' learning mindsets and different cultural beliefs related to academic success at a transnational EMI university in mainland China. A questionnaire survey was administered among Year 1 students to generate an overall profile of students' learning mindsets. Based on the survey results, 16 students with different mindsets, including eight Chinese and eight Indonesian students, were invited for semi-structured interviews for more in-depth information about their conceptualisations of intelligence, efforts, and their cultural beliefs.

In this talk, I will briefly introduce Dweck's (1988) implicit theory; my research design and methodology. I will then delve into the findings gleaned via the collected quantitative and qualitative data. The key findings show that while Chinese and Indonesian students share similar overall learning mindsets, they conceptualise intelligence and efforts differently, and they have distinct learning motivations influenced by their cultural beliefs. In contrast to their Indonesian counterparts, Chinese students have a social and economic imperative to make an effort and work hard, irrespective of their individual beliefs about intelligence and effort. This study highlights the importance of cultural context when exploring students' mindsets and learning motivations. This talk will conclude with some suggestions related to understanding the cultural factors in shaping students' mindsets and cultivating students' growth-oriented mindsets.

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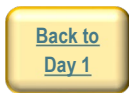
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KEYWORDS

learning mindset, cultural beliefs, intelligence, academic success attribution

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TEACHER DIRECTED PEER FEEDBACK ON ACADEMIC WRITING

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ABSTRACT

Feedback is important for student development. However, for it to be useful, it needs to show students where their current level of performance lies in relation to a learning aim and how to move closer to that aim (Hattie, 2012). Peer feedback has been shown to have benefits for students, including improving their writing scores, raising their awareness of writing for an audience and, in particular, giving peer feedback has been shown to benefit learners' ability to edit their own work (Cao et al., 2022; Hyland, 2000; Maas, 2016; Min, 2005; Rouhi and Azizian, 2012). This is an essential skill in academic writing (de Chazal, 2014). Despite these benefits, there are difficulties associated with peer feedback, not least that it may be inaccurate (Nuttall, as cited in Hattie, 2012). This inaccuracy can lead to learners mistrusting peer feedback (Zhao, 2014). Further issues include a reluctance by students to share their work and an aversion to public criticism (Elboshi, 2021).

In order to mitigate these difficulties, it has been suggested that teachers train learners to give feedback and mediate their feedback (Min, 2005; Zhao, 2014). Min (2005) found that training on how to give feedback using a four step procedure where learners clarify the meaning of a peer's writing and identify, explain, and propose solutions to issues with their writing led to benefits to the student, both as a reviewer and a writer. Benefits to the reviewer included an increased focus on content and organisation and development of the ability to self-monitor and self-correct. Benefits to the writer included the useful refinement of their ideas and exposure to different perspectives on the same topic. Zhao (2014), meanwhile, found that instruction on the focus of peer feedback and training on how to deliver this feedback led to students perceiving the feedback to be more useful. Furthermore, he found that teacher comments on peer feedback led to higher levels of trust in this feedback from students. These two studies, therefore, found that training in, guidance on the focus of, and mitigation of peer feedback led to this feedback becoming more beneficial for students. The present study makes use of these three intervention types.

This paper investigates the extent to which teacher guidance affected student participation in and use of peer feedback on a first year English for General Academic Purposes writing course at a university in Hong Kong. It outlines a process of teacher guided peer feedback using shared documents on the Microsoft One Drive application. Following in the tradition of Practitioner Action Research (e.g. Mann & Walsh, 2017), I designed a process of peer feedback. Based on my own observations of student writing on a shared document, I provided areas for peer reviewers to comment on, gave a model of how these comments could be made, and further added my own comments to the resulting peer feedback. This process was repeated ten times (five times each with two separate classes through one term of study). The process was gradually modified through a structured process of reflective practice based on Jay and Johnson (2002). This involves a teacher reacting to what has happened in class (descriptive reflection), seeking other perspectives (comparative reflection), and then drawing conclusions (critical reflection). These reflections were then analysed inductively for patterns and organised into themes.

Findings include that students were, with some exceptions, motivated to give peer feedback and were able to use that feedback to improve their writing, and that the process requires a very active role for the teacher. The paper concludes that the process outlined – teacher guidance on what to give feedback on, explanation on how to give feedback, and comments on peer feedback – while time consuming, is beneficial in terms of giving learners useful feedback on their writing and balancing students receiving this detailed feedback with teacher workload. Finally, it outlines how findings uncovered in the course of the investigation can guide teachers when utilising peer feedback in writing classes. It, therefore, makes a significant contribution to the field of English for Academic Purposes writing instruction by outlining a process of peer feedback which can be applied in writing classes regardless of the teaching context.

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KEYWORDS:

Peer Feedback, Academic Writing, Second Language Writing

BIODATA:

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POSITIONALITY AS A PEDAGOGICAL APPROACH IN BUILDING WRITER'S VOICE

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ABSTRACT

Our paper presents a proposal for the teaching of scholarly writing in the face of recent developments in Gen AI. Following the widely adopted genre-based approach to teaching writing in schools (Swales, 1990; Johns, 1997), scholarly writing is typically construed as detached and formal, one that calls for passive voice and avoidance of first-person pronouns among other features. This can result in tensions due to the desire to project such perceived objectivity while also having to demonstrate ownership of one's assertions and reflexivity as author. In our recently completed case study of undergraduate writing from two Ideas and Exposition courses in the NUS' University Town College Programme, it was observed that students imitated the writing styles of the literature they read as they organized their content according to the rhetorical moves of scientific discourse in what they saw as appropriate register. In doing so, their writing did not consistently project a clear authorial voice expected of able communicators. The communicative turn in academic writing research now pays more attention to strategies that engage readers, such as the use of metadiscourse (Hyland, 2000 & 2017). While there are studies examining researcher's voice in scholarly writing (Gray, 2017; Cheung & Lau, 2020), those focusing on pedagogical strategies that foreground discursively negotiated writer positionality (Sybing, 2022), especially at the undergraduate level, is scarce.

Building on this communicative turn in academic writing, our current study proposes a pedagogical approach that foregrounds positionality to introduce the notion of writer's voice in teaching academic writing to university students as a follow-up. Writer's positionality is central knowledge production, which is the goal of academic writing. The power dynamics between authors, subject matter, and readers place authors in the position to influence readers' interpretation through their voice in the writing (Sybing, 2022).

In our proposed approach to teaching scholarly writing, we begin with the understanding of epistemological influences that frames the writing. This is crucial in developing academic literacy among undergraduates, given that different disciplinary conventions often influence the way writer's voice manifests in writing (Hyland, 2000; Gray, 2017). We then identify the context of the writing and the intended reader, before reflecting on the relevant writer identities in relation to the subject matter and impact of the work.

Our approach shifts from the traditional emphasis on the mechanics of writing, which can be easily addressed using grammar checks and Gen AI tools, to one that is concerned with audience-centricity and writer's positionality that undergird the meaning-making and communicative intent. This ability to engage readers effectively entails more than just treating genres as templates for text production; instead, it focuses on acquiring a repertoire of communicative writing practices, underscoring the need to develop criticality and creativity in utilizing (meta)discursive resources and genre features as we embrace interdisciplinarity in the education landscape of tomorrow. We thus argue that an able communicator of the future is one who is adept at demonstrating critical self-reflexivity through the creative use of communicative resources in meaning-making and knowledge production.

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KEYWORDS

positionality, writer's voice, critical self-reflexivity

BIODATA

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Nina Venkataraman has taught academic writing to tertiary level students for over twenty-five years. Her research interests lie in climate change discourse and erasure studies.

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OTHER TOPICS RELATED TO THE SYMPOSIUM THEME



PERCEPTIONS OF DIFFICULTY IN THE ACADEMIC LITERACIES CLASSROOM

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ABSTRACT

While much research attention has focused on investigating the perception of difficulty in the learning of academic literacies among university students of English as a foreign or second language, few studies have investigated this from the perspective of university students in a multilingual environment where English is taught as a primary medium of instruction (e.g. Tupas, 2007; Cheung, 2013). Due to the increasing numbers of students, especially in Asia, who are being educated using English as a primary medium of instruction across all levels of instruction, especially in higher education, it would be relevant to examine the learning experiences and narratives of such individuals, since they would likely experience learning quite differently from their peers who utilise English as a foreign or second language (Tsou and Kao 2017).

This paper thus addresses this lacuna in the literature by:

1. Critically examining perceptions of difficulty expressed by residential college students, using a survey and interviews, and
2. Proposing ways of managing such perceptions of difficulty to enhance teaching and learning.

Informed by an action research framework (Burns, 2009), the paper problematizes the concept of 'difficulty', focusing not only on its context-dependency, but also on its varied understandings based on how students are positioned in a particular teaching and learning context.

Using preliminary results generated from the survey and interviews, the paper offers macro and micro perspectives on what students found difficult in the context of residential college writing courses at the National University of Singapore (NUS) and why. The macro perspective is described through the presentation of survey responses from past students of the residential college writing courses. These courses are designed using the Content and Language Integrated Learning (CLIL) or Content-Based Instruction (CBI) framework (Coyle, 2007; Dalton-Puffer et al. 2010) and employ English as a medium of instruction. The survey questions focused primarily on what students found difficult and the sources of support they employed to cope.

For the micro perspective, two courses, Course A and Course B, were selected based on their different content foci in the humanities (literature) and social sciences (psychology) respectively. This selection was driven by the possibility that the challenges facing students might differ based on the disciplinary focus of a course. Using analysis of narratives from two students, one each from Course A and B drawn from one-to-one interviews, we explicate, in further detail, not just the challenges faced by students in the writing courses, but also their coping strategies, the kinds of support they had received while enrolled in these courses, and dimensions of their experience as writers learning about content-based academic writing. These dimensions include their levels of confidence, their identities as beginning academic writers, their sense of autonomy, and the emotional labour they expended in the process of learning.

The paper ultimately contributes to explicating the ontology of difficulty in academic literacies relevant to residential college writing courses at NUS and to the implementation of the Content and Language Integrated Learning (CLIL) or Content-Based Instruction (CBI) approach at large. Furthermore, using this ontology, writing instructors could develop teaching and learning interventions to address pertinent student difficulties while highlighting existing successful coping strategies and mechanisms that both students and faculty can deploy when dealing with current as well as future challenges in writing within the university context.

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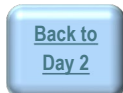
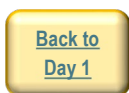
KEYWORDS

content and language integrated learning, content-based instruction, student perception, academic literacies

BIODATA

Gene Segarra Navera is Deputy Director and Senior Lecturer at the Centre for English Language Communication of the National University of Singapore (NUS). He teaches content-based academic literacy courses and writes in the areas of Philippine presidential rhetoric, critical discourse studies, and writing and speech communication pedagogies.

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AN INVESTIGATION OF STUDENTS' ABILITY TO ADOPT AUDIENCE-CENTRIC STRATEGIES TO COMMUNICATE SCIENCE TO THE PUBLIC

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ABSTRACT:

In AY2024/25, CELC revamped its existing Science Communication course, "SP1541: Communication Practices in Popular Science". At the same time, it introduced a new version of this course, SP1541X, that runs in parallel with SP1541. Both courses place strong emphasis on teaching students the importance of how to recontextualise and reformulate scientific concepts to make information accessible and adopt a range of appropriate strategies to communicate scientific concepts to non-specialist audience in public based on the Koru Integrate Model (Longnecker, 2016) and the Framework of Science Communication Strategies (Sterk & Goch, 2023). The key distinction between SP1541 and SP1541X is the public engagement setting. NUS students in SP1541 and SP1541x are first- or second-year undergraduates and have 8 and above for writing, reading, and overall skills in IELTS. UMS students in UB00502 have to score 5.5 and above overall. SP1541 requires students to communicate Science to a non-specialist audience at the Science Centre in Singapore, while SP1541x requires students to communicate Science to a non-specialist audience in a neighbouring ASEAN country such as Malaysia. While our NUS students are in Malaysia, they have an opportunity to communicate Science to a non-specialist audience with their counterparts at Universiti Malaysia Sabah, enrolled in UB00502 English for Research Purposes. The Malaysian counterparts will also be involved in communicating with a non-specialist audience. They would also be given opportunities to practice communication skills with international peers from Singapore. The framework used by the Malaysian students is boundary spanning, as proposed by Shah et al. (2022). Through this framework, communicators need to be able to translate or build knowledge in ways that are understood by the audience. This project aims to investigate students' ability to use strategies to communicate Science to a non-specialist audience at the Science Centre in Singapore (SP1541) compared to their counterparts in SP1541X who communicate Science to the public in collaboration with Science students in UB00502. This comparison will allow us to find out the extent to which students find relevance in the communication strategies taught in SP1541, SP1541X, and UB00502.

In this presentation, the researchers will share the results of these two research questions:

1. To what extent do students demonstrate audience-centric communication strategies during their public engagement?
2. What relevance or value do students attribute to audience-centric approach?

The researchers aim to answer Research Question 1 by examining students' public engagement plan and the tutors' assessments of students' public engagement, and address Research Question 2 by examining students' reflections at the end of the course. The data collection for this presentation will be completed by Semester 1 AY24/25.

These data will be examined to provide insights into the effectiveness of the way students are taught how to use and adopt appropriate strategies to communicate Science and engage with non-specialist audience in public, and whether students see value in learning the communication strategies in the course. Insights on the value of experiential learning in a unique sociolinguistic setting would also be gleaned. Such information is critical in informing us how we could improve in the future iterations of SP1541 and SP1541X, as well as UB00502, and how we could further support students' learning in all three courses. The findings will also contribute to the Science communication literature by adding deeper understanding of the extent to which students are able to use a range of strategies to explain Science to non-specialist audience.

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KEYWORDS

science communication, audience-centric communication, communication strategies, recontextualisation of scientific concepts, reformulation of scientific concepts

BIODATA

Dr Misty So-Sum Wai-Cook has conducted multiple research projects and published papers on academic literacies, tutor and peer feedback in language education, English across the curriculum, and the use of technologies to enhance teaching and learning.

Associate Professor Lee Kooi Cheng's main research interests are in the use of technology in (English) language teaching and learning and assessments. She has also developed a keen interest in the impact of experiential learning and living-learning programmes on undergraduate students' university experience.

Dr Daron Benjamin Loo currently teaches academic writing and workplace communication at the undergraduate level. Daron's supervision and research work, on the other hand, revolves around language and society, which he examines through qualitative discourse analysis methods.



THOUGHT LEADERSHIP IN ENGLISH LANGUAGE EDUCATION

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ABSTRACT

Given the necessity for educators and students to be adaptable to the fast-paced changes in the higher education teaching and learning contexts in the 21st century, thought leadership is critical to the success of leading colleagues through the constant changes in education. Leaders today are required to not only have teachable points of views and ideas to share, but also the ability to identify how and when to share these teachable moments with their fellow educator colleagues (Carucci, 2023; Essack, 2023).

As the Centre for English Language Communication (CELC) prepares students to become able communicators of the future, we, as leaders, have to support our colleagues as they (re)design curriculum to support students and conduct pedagogical research as a part of their professional development in a research-intensive university. This presentation illustrates how we have adopted thought leadership to support colleagues in English language education curriculum (re)design and pedagogical research at CELC. In alignment with Hee and Vimalathithan (2019)'s four principles of thought leadership, we have adopted the following considerations to support our colleagues in curriculum (re)design and pedagogical research:

1. Set common goals and educate our colleagues by sharing our knowledge and experiences and let others gain knowledge from us;
2. Described our roles and responsibilities in supporting colleagues and shared our expertise to help them meet their milestones;
3. Invested time in identifying where we could value add to build credibility for ourselves as leaders, our colleagues, and the organisation. This should be done by being willing and open to share and discuss ideas with others so that we could find realistic solutions to solve problems; and
4. Be resourceful and knowledgeable leaders that others can reach out to for advice.

The implementation of these principles has enabled us to successfully work with colleagues to (re)design English language and communication courses that include relevant theories or frameworks that underpin the rationale of the courses, schedules that scaffold English language and communication, academic literacy, and higher order thinking skills, with the integration of technology. Following these same guidelines, we have led colleagues to complete research projects (e.g. blended learning project) by modelling how English language education pedagogical research should be conducted, discussing the research designs and findings, and reflecting and exploring possible ways to further improve on course designs, materials, assessments, and teaching practices as a part of their professional development.

Leading colleagues to work with the constant changes and meet the demands at CELC and university requires thoughtful leadership, guidance, and support. Beyond work completion, the adoption of these principles has also allowed us to build sustainable people-centred relationships and trust with our colleagues, empowered our colleagues to develop a sense of agency, and afforded them leadership opportunities in their teaching and research contexts to advance their professional development.

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KEYWORDS

English language education curriculum (re)design, pedagogical research, sustainable people-centred relationships, thought leadership, trust

BIODATA

Dr Misty So-Sum Wai-Cook has conducted multiple research projects and published papers on academic literacies, tutor and peer feedback in language education, English across the curriculum, and the use of technologies to enhance teaching and learning.

Dr Gene Segarra Navera writes in the areas of rhetoric and public address, critical discourse studies, and writing and speech communication pedagogies.



RECONCEPTUALIZING THE ABLE COMMUNICATOR OF THE FUTURE: REFLECTIONS ON THE CELC CURRICULA

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ABSTRACT

The presentation accounts for the trajectory of the Able Communicator Initiative (ACI) of the Centre for English Language Communication at NUS from its conceptualization in late 2010 to its reconceptualization more than ten years later. It also argues for the need to constantly review ACI's framework to ensure that students who have taken CELC courses are not only able to competently communicate in the current university and the workplace contexts but are also able to adapt to communication situations of the future.

In 2010, the ACI was conceptualized with the aim to ensure that communication support reaches a wider segment of student population, provide more contextualized shaping of students' communication skills within their content subjects, and reinforce the need for good communication skills in the university, with a focus on spoken language (CELC, 2024). The initiative served as the Centre's impetus to design and implement communication courses and support services for the NUS student population. Ten years later, the ACI framework was expanded under a new management to respond to the demands of the evolving national and global contexts. Apart from conceptualizing the able communicator as English language proficient, context-sensitive, critical, and creative (Berger et al., 2021; Álvarez-Huerta et al., 2022), the framework also aims at developing students to be digitally fluent, collaborative and engaged with the community, and disposed towards life-long and independent learning (Dondi et al., 2021; van Laar et al., 2020; Spies and Xu, 2018). Such a reconceptualization was made possible through careful analysis of the existing course syllabi, learning outcomes, and assessment structures, as well as consultation with course coordinators who have a firm grasp of students' needs and how these needs are met through course implementation. The presenters will feature and explain the outcomes of the reconceptualization process and offer a broad perspective of the current state of CELC's suite of courses.

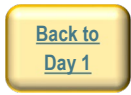
However, given disruptive developments in the educational landscape (Abidi and Joshi, 2018), the presenters propose a constant review of the framework not only to ensure that the students' need in developing their writing and communication skills for academic and professional purposes are met, but also to prepare them to become able communicators who are future-ready (Dondi et al., 2021; Thompson, 2020). Constant review entails sensitivity to changes and developments that arise in the education context as well as critical and collaborative engagement and dialogue with course coordinators and teachers to understand what adjustments are possible within the constraints set by the existing policies and the institutional context. The presenters articulate possible ways of adopting a more future-ready able communicator framework.

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KEYWORDS

able communicator framework, curriculum review, university-level writing and communication skills, collaboration, future-readiness



BIODATA

Dr Gene Segarra Navera writes in the areas of rhetoric and public address, critical discourse studies, and writing and speech communication pedagogies.

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SPEECH ACTS IN HONG KONG ELT TEXTBOOKS

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ABSTRACT

In this investigation, speech acts targeted for instruction in the ELT (English Language Teaching) textbooks commonly used in Hong Kong schools were examined using relational content analysis. The textbooks examined were those published by Pearson and Oxford University Press which featured on the Hong Kong Education Bureau's 2020/2021 list of recommended textbooks for use at the Senior Secondary School, (Junior) Secondary 3, and Primary 6 levels, as learners prepare to graduate and complete Key Stages 4, 3, and 2, respectively. Based on Austin (1962) and Searle's (1976) speech act theory, the aim of the study was to discover which speech acts are frequently presented or not evident, so that this information could be compared to the one found in prior studies in other locations (Perez-Hernandez, 2019; Ren & Han, 2016; Ton Nu & Murray, 2020).

To the best of the author's knowledge, the current study is the first one to focus purely on all the speech acts found in ELT textbooks used in Hong Kong. This is important because, from a pedagogical viewpoint, teachers need to ensure that textbooks help students to learn to use a wide range of speech acts which are needed for them to be able communicators in their future daily lives (Limberg, 2016; Nguyen & Basturkmen, 2021). The kinds of pragmalinguistic and sociopragmatic information included were also examined, as they are vital for effective use of speech acts (Leech, 1983). As they are often the main source of pragmatic input (Usó-Juan, 2008) and their use in foreign language lessons in public schools is prevalent (Limberg, 2016), textbooks must also provide clear examples and information to help learners understand how and when to use the different speech acts (Lam et al., 2014).

It was found that there was a tendency to include certain speech acts (such as suggestions on 22 occasions) much more frequently than others (such as enquiring, on only one occasion), and that some (such as offering) were not included at all. There was also a general lack of clear pragmalinguistic (such as only 9% of the textbook units presenting non-conventionalised indirect speech acts) and sociopragmatic information presented (such as only 37% of the textbook units presenting speech acts in the context of dealing with high degrees of social distance). The findings suggest that these factors could be given further consideration and that improvements could be made to both the way that textbooks are written and selected for use. Therefore, this study has contributed valuable information about the coverage of speech acts in Hong Kong ELT textbooks and has important implications for both textbook writers and English teachers.

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KEYWORDS

speech acts; ELT textbooks; Hong Kong; pragmalinguistic; sociopragmatic.



BIODATA

Liam D. Wilson's research interests include pragmatics, teaching approaches and methods, teaching/learning materials, and EdTech. On top of more than six years of teaching experience in Hong Kong, he has taught in locations as diverse as Japan, Canada, Mexico, and Turkey.



TEACHING PUBLIC SPEAKING AND PERSUASION IN POST-PANDEMIC PHILIPPINES: RESPONDING TO POLITICAL, EDUCATIONAL, AND DIGITAL CRISES AND CONTEXTS

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ABSTRACT

How does an instructor teach a public speaking and persuasion course while navigating through political, educational, and digital crises in the Philippines and beyond? This panel zooms in on a general education course, titled Speech 30, offered by the University of the Philippines (UP) Diliman Department of Speech Communication and Theatre Arts, as the case study on how university courses responded to and resisted multiple crises and contexts. This panel reflects on how the recent socio-political crises in the Philippines (e.g., authoritarian presidencies and rhetoric, sudden shift to the K-12 program, and digital divide) and in the world (e.g., rise of populist leaders and the COVID-19 pandemic) shaped university education, especially, on the opportunity for students to develop lifelong skills (e.g., civic potential, gender justice and equality, and digital access and learning). We aim to answer the following questions: (1) How did national and global issues shape the pedagogy of public speaking and persuasion courses in UP? and (2) How does public speaking as articulation and embodiment of political issues and opinions within the classroom mould students' civic involvement beyond the university?

Using personal reflections, conversations in faculty meetings, and a qualitative survey of some students, the presentation discusses three perspectives in teaching public speaking and persuasion in a changing and challenging education environment post-pandemic. First, there exists a deliberative potential of speech classrooms as a mini-public. The political exigences in the Philippines challenge free speech as they limit citizens' criticality and opportunity to express their opposition. This paper explores the course's potential to become deliberative sites where students not only serve as learners but also active citizens (Feezell et al., 2016). For students, communicative competence becomes an essential skill learned in speech classrooms, which affects opportunities to articulate one's positionality on public issues inside the classroom, informs students of their immediate socio-political environment, shapes their civic involvement in action even beyond UP, and develops their communicative capital as Filipinos (Coleman, 2015).

Second, an exploration of Speech 30 as a learning space for students to analyse communication practices would strengthen their agencies in classroom contexts through focusing on CCP's three focal concepts—identity, culture, and power (Fassett & Warren, 2007). With these core tenets, speech classes involve an understanding of identity constituted in/through communication, through gender-affirming pedagogy, encouragement of participatory culture through intercultural perspectives, and analysis of communication practices as indicative of dominant structures through activism (Allen, 2011).

Finally, a study on how the present-day public speaking landscape profoundly resonates with Marshall McLuhan's concept of "global village" (1962) highlights the interconnectedness among individuals fostered by new media technologies across time and space. After the global pandemic, which worsened the digital divide, technology has metamorphosed public speaking in terms of three critical dimensions: content creation, training and practice, and conducting speech and presentation (Mapes, 2022). Online public speaking, which can either be synchronous or asynchronous, requires skill sets different from face-to-face public speaking. Hence, educational institutions must recognize the need for online public speaking and the changing ways and forms of public speaking and persuasion in a digital age.

The post-pandemic Philippines and the world become an exigence for students and even, for instructors, to examine the socio-political role of public speaking as a rhetorical act, a liberal art, and an agency of transformation. In the process of learning from and moving forward from the pandemic, the skills in public speaking and persuasion have become a tool which (1) gives students and faculty members agency to discuss political issues in the classroom; and (2) further situate themselves as citizens concerned with global and local issues. Thus, the examination of the voices, bodies, and perspectives of students in the public speaking and persuasion course reveals inequalities embedded in society and how a course may shape the students' roles and perspectives in resolving these.

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KEYWORDS

public speaking, persuasion, rhetoric, general education, Philippines

BIODATA

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EDUCATIONAL INEQUALITY IN PISA READING LITERACY AMONG ASIAN COUNTRIES: POLICY IMPLICATIONS FROM A MULTIDIMENSIONAL SCALING

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ABSTRACT

Reading literacy has been one of the significant educational goals for many countries, requiring students to be proficient in reading before completing secondary education. This is because reading literacy enables individuals to understand and effectively engage with written information, a necessary competency for success in the digital age, where texts are abundant and flow continuously through digital platforms and tools. The Program for International Student Assessment (PISA) defines reading literacy as students' ability to understand, use, evaluate, reflect on, and engage with texts in order to achieve their goals.

For the 2018 cycle of PISA assessment, five subscales of reading literacy were assessed. The first three subscales are cognitive processes that include locating information, understanding, evaluating, and reflecting, while the other two subscales are related to reading a single source or multiple source texts. The results of the 2018 PISA reading literacy assessment have revealed disparities in reading literacy both within and across countries. Interestingly, differences in reading performance of students within the same country – defined as the gap between the highest-scoring 5% of students and the lowest-scoring 5% of students – are noticeably observed in every country. Differences in reading literacy between countries are also evident. For example, students in Asian countries such as Singapore and China outperformed other students from all other countries in reading literacy, and the difference between the top performing country (Singapore) and the lowest performing country (Philippines) is 215 score points, which is significantly large (greater than two standard deviations of the PISA score). Many previous studies examined why students of a certain country performed differently (e.g., Shiel, 2002; Shiel et al., 2022; Liu et al., 2022). Some studies attempt to analyse country differences to understand why certain countries performed differently, with the aim of providing lessons for improvement for some countries. For example, Sandoval-Hernandez et al. (2023) investigated the association between educational systems and reading literacy performance in PISA across Asian countries and found notable country differences and that the performance gap differs among nations due to individual, classroom, and school factors.

This study aims to contribute to the existing body of knowledge by exploring the disparity in PISA reading literacy scores among 23 Asian countries that participated in the 2018 PISA assessment. The aim is to provide insights into the underlying factors contributing to disparities in reading literacy among 15-year-old students. We collected the average PISA reading literacy scores of 23 Asian countries as well as country-level variables within the resource-based view including mobile broadband subscription rates, education spending (as a percentage of GDP), education spending (as a percentage of government spending), and student-teacher ratio. The data were analyzed using multidimensional scaling and regression analysis. The results revealed three significant dimensions of disparity in reading literacy across the 23 countries. The regression analysis indicated that mobile broadband subscription rates and student-teacher ratios are related to the first and second dimensions of disparity, respectively, while the last dimension could not be explained. These findings suggest the important role of technological infrastructure and class size reduction in reducing disparities in reading literacy among Asian countries.

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KEYWORDS

reading literacy, educational disparity, PISA, multidimensional scaling, regression

BIODATA

Sungworn Ngudgratoke's research areas are in educational assessment, psychometric analysis, etc.



EAL INTERNATIONAL STUDENTS' EXPERIENCES OF ACADEMIC WRITING IN HIGHER EDUCATION

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ABSTRACT

Learning to write for academic purposes is central to undergraduate students' success in their studies in higher education. With the growth of English-medium-instruction universities around the world, writing in English for academic purposes has become particularly important; yet, it can be particularly challenging for students whose first language is not English (He, 2020). Thus, there is a need to examine English as an additional language (EAL) students' English academic writing experiences in English-medium higher education. While much work on EAL students' academic writing has focused on students in Anglophone countries (e.g., Green, 2007; Morton et al., 2015), it is also important to turn research attention to EAL students' academic writing experiences in the non-Anglophone context.

This paper focuses on the academic writing experiences of a group of EAL international students pursuing their undergraduate studies in an English-medium university in Hong Kong. Informed by sociocultural theory (Lantolf & Pavlenko, 1995) and the framework of academic discourse socialization (Duff, 2010; Kobayashi et al., 2017), the present qualitative study examines how EAL international students perceive their academic writing experiences, how they exercise their agency in learning to write for academic purposes, and how their academic writing experiences affect their identities. The data were collected through semi-structured interviews with a group of EAL international undergraduate students and were analyzed via thematic analysis. The findings revealed that EAL international students generally viewed their academic writing experiences positively and perceived that their mastery of academic writing conventions (such as citation) was important to their academic studies. Students were also found to exercise their agency in seeking language feedback from their language course instructors and peers and in capitalizing on a range of online tools (e.g., Grammarly and ChatGPT) in improving their academic writing. Yet they did not appear to be interested in seeking assistance from the university's academic writing support services or from fee-paying language editing services in order to learn to write for academic purposes. Furthermore, the findings showed that most students expressed satisfaction with their own academic writing performance and viewed academic writing primarily as a process, rather than merely a product. While they developed increased confidence in writing in English for academic purposes over time, they also perceived that there was room for improvement and were willing to invest time and energy into improving their academic writing ability further because of the potential benefits it might bring to their future professional careers. The findings further revealed that most EAL international students claimed favourable second-language (L2) academic writer identities as a result of their perception that they had superior L2 proficiency compared to local Hong Kong Chinese students.

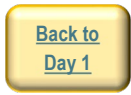
Overall, the study contributes to the current understanding of EAL international undergraduate students' academic writing experiences in English-medium higher education in the non-Anglophone context. The findings of the present study also have implications for promoting EAL international students' agency in academic writing development and enhancing the provision of academic writing support for EAL international students in English-medium higher education.

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KEYWORDS

academic writing, international student, identity, academic discourse socialization, agency



BIODATA

Matthew Sung is Associate Professor at City University of Hong Kong. He holds a PhD from Lancaster University. His research interests include second language learning, academic socialization, and international higher education. His work has appeared in *System*, *RELC Journal*, *Language and Education*, and *Linguistics and Education*.



EXPLORING STUDENTS' PERCEPTIONS OF ESL WRITING – AT THE GENAI CROSSROADS

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ABSTRACT

Writing is one of the core skills in ESL in tertiary education. Evidently, there is a writing section in IELTS, alongside reading, listening, and speaking. Beyond academic studies, graduates' writing abilities in English would offer them a competitive edge in the globalised workplace (Alharbi, 2017; Lee & Schmidgall, 2020; Indeed Editorial Team, 2024). Written communication skills were also reportedly sought-after by employers (National Association of Colleges and Employers, 2018; Gray, 2024). Notwithstanding the importance attached to this productive skill in ESL by educators and employers, learners' perspectives seem yet to be considered (Leedham, 2014). Scholars acknowledge the need for ESL curricula, writing included, to be student-centred (Moussu, 2013; Alharbi, 2017). Diab (2005) argues that teachers should factor their students' perceptions in the pedagogy so as to facilitate their learning. Likewise, Ismail (2011) believes that it is imperative to align the program with students' beliefs in order to meet their learning needs.

This research aims to address the following questions:

1. What are students' perceptions of writing in English?
2. What are students' views of their favourite learning styles?
3. What are students' views of their writing ability in English?
4. What are the changes, if any, in students' perceptions before and after the popularisation of GenAI?

The ultimate objectives are to inform teaching methodology and writing curricula and improve students' learning experience.

An online questionnaire was piloted with 32 students from the School of Business and Management for quantitative data collection in spring, 2020. The items therein were adopted from Ismail (2011). A six-point scale was used, and the average number of each item was computed. After the pilot, the questionnaire was revised to make some questions more specific in meaning for respondents' better understanding and then launched in 2020-2021 to a total of 245 students from nine different EAP/ESP courses. They finished the survey online after they had completed the writing component of their respective English language courses.

It was discovered that most students considered learning to write in English important for academic studies and future careers. They thought they could communicate in written English without difficulty with regular practice. The most preferred learning style was working with other students or exploring writing on their own versus working with their teachers. Their learning attitude was assessment oriented, preferring reading model essays or extracts and understanding assessment rubrics.

The research was suspended and then resumed in October 2024, about two years after ChatGPT was introduced to the world (Nyst, 2024), with the same survey questions used as in 2020-2021. The new findings show comparable patterns to those observed in 2020-2021. The research is on-going in 2025. To precisely address research question #4, students will be asked questions specific to the use of AI regarding their familiarity with and frequency of using AI for writing tasks (Črček & Patekar, 2023; Bensalem et al., 2024). Survey questions for research questions #1-3 will also be modified for respondents to recognise AI use. Potential contributing factors, research limitations, and future directions will be discussed in the presentation.

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KEYWORDS

ESL, writing, perceptions, curriculum design, learner experience

BIODATA

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BETTER THAN A BOT: DEVELOPING FUTURE-READY COMMUNICATORS

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ABSTRACT

The prevalence of self-learning chatbots that mimic human agents across industries has created a desire for genuine human connection. Despite efforts to achieve human-like communication, socially-interactive robots, provide impersonal interactions and lack sensitivity in interpreting and responding to verbal and non-verbal cues (Zhou et al., 2023). As advancements in AI develop bots that successfully simulate empathetic human interaction, instructors of communication must go beyond teaching skills that focus primarily on linguistic competency and accuracy. It is imperative that the student communicator is taught to be sensitive to the specific needs of their audience – to listen empathetically, be attuned to the socio-cultural nuance, and to respond flexibly with genuine warmth.

With these goals in mind, the Oral Communication Committee (OCC) of the CELC employed Celce-Murcia's revised communicative competence model (2008) to develop four workshops that focus on the socio-cultural and interactional aspects of communication. The overarching title of the series, *Better than a Bot*, underscores the instructional aim to teach students strategies for communicating more authentically, mindfully, and persuasively. We conducted each 90-minute workshop twice in the academic year 2024-2025 for a range of participants: from undergraduates and postgraduates to academic and executive staff of NUS.

Our panel presentation will begin by providing an overview of the collegiate discussions that informed the development of the workshops. Each presenter will then discuss the theory that informs the key learning points in their respective workshop, describe the strategies and activities that were practiced, and provide reflections on the efficacy of their respective workshop. Our focus on teaching communicative competencies that distinguish the human communicator from the bot addresses current gaps in communication pedagogies with the advent of AI.

Lee Gek Ling, "Say Less": In the current workplace, there are up to five generations of workers – each generation has a different communication style and preference. These differences may cause miscommunication as the intent behind what is said is not understood, for example: "Say less," equates to "Got it" or "Fair comment". The presentation will discuss what strategic competencies can bridge generational gaps to allow authentic and effective communication in multigenerational workplaces.

Timothy Groombridge, "Ditch the script": Overly scripted presentations result in monotonous bot-like delivery. This workshop teaches students to apply the principles of natural delivery to appear spontaneous, move with meaning, and connect with audiences through conversation (Gallo, 2014). The presentation will provide explanations on the verbal and visual delivery techniques taught to develop speakers who relate naturally to audiences.

Julie Gouin, "Make your voice heard: Speaking with your whole self": Amidst growing trust in artificially generated voices (Abdulrahman & Richards, 2022), this workshop sought to instill an appreciation for the human voice's unique characteristics, particularly its embodiment (Barker, 2015). Building on this foundation and Rodenburg's (2023) assertion that any muscular tension impedes effective communication, participants first engaged in a physical warm-up. This was followed by exercises designed to alleviate facial tension and develop a number of vocal skills for an impactful voice. Our presentation will describe these exercises and the workshop's efficacy.

Jinat R. Begum & Yurni Said-Sirhan "Listening with your whole self ": As chatbots develop active listening skills (Ziang, et al., 2000), this listening workshop teaches learners to adapt to socio-cultural cues and provide participants with strategies to listen and respond actively and with empathy. Direct instruction was minimized so that students could take part in a real-world problem where they practiced interpreting and employing verbal and non-verbal cues, acknowledging perspectives, and tailoring responses (Nicholls and Strauss, 2021). Our presentation will include a detailed description of and reflection on the focus activity.

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KEYWORDS

AI, authentic communication, communicative competencies

BIODATA

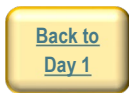
Lee Gek Ling is a Senior Lecturer at the Centre for English Language Communication and Chair of the Oral Communication Committee, which offers a different series of workshops all under the umbrella category of workplace communicative competencies. These biennial workshop series are offered annually to stakeholders from students to faculty and administrative and executive staff of the university.

Jinat Rehana Begum is an Instructor at the Centre for English Language Communication. Jinat is passionate about helping students communicate effectively and has been teaching students how to present with conviction and confidence for over twenty years.

Julie Gouin is an Instructor at the Centre for English Language Communication. Julie is passionate about helping students to relax and communicate confidently under pressure. A performer turned teacher; she has coached students to impress audiences for over 10 years.

Timothy Luke Groombridge has worked as a teacher and teacher trainer in several locations in Europe, Latin America, Asia, and the Middle East. Tim has conducted workshops and spoken at numerous international conferences and is interested in what makes different aspects of voice and pronunciation so central to effective oral presentations, both recorded and face-to-face.

Yurni Said-Sirhan is an Instructor at the Centre for English Language Communication. Yurni enjoys helping students communicate confidently and effectively with an eye to audience engagement. She prioritizes active learning and values the perspectives that every student brings into the academic discussion.



INTRUSIVE /r/ IN L2 ENGLISH OF NATIVE JAPANESE SPEAKERS: ANALYSIS AND COMPARISON WITH BRITISH VERNACULAR

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ABSTRACT

More precise pronunciation is the key for L2 English learners to enhance their self-confidence interactively, academically, or for better career opportunities. This research investigates an overwhelming frequency of the unnecessary sound /ɹ/ found in rather fluent L2 English learners of native Japanese speakers that have not yet been researched. It is called 'intrusive r,' which means the /ɹ/ emerges where the /r/ is not spelled out in words, such as 'idea[r]' and 'Shah[r].'

For the research method, sixteen possible words that could have 'intrusive r' are spread at least twice in the script. We collected 114 two-to three-minute recordings of this short story in English from native Japanese speakers eighteen and older. Fifty-six participants pronounced 'intrusive r' and analyzed. Higher frequency of several 'intrusive r' were closely examined using 'Praat (Boersma & Weenink, 2007).' The follow-up questions related to the occurrence of their 'intrusive r' were sent, asking about awareness of the sound /ɹ/, English education, and overseas experience that can establish fluency (Leonard & Shea, 2017). We hypothesized it could be a genuine occurrence with the same rule as British vernacular that mainly occurs after /ə/ and before a vowel (Tuinman et al., 2011; Crystal, 2002; Broadbent, 1991; Gimson, 1980) that can be examined by using 'Praat.' However, if not, it could be unconscious hypercorrection due to the influence of the sound system of the mother tongue, Japanese, which lacks the sound of /ɹ/. /ɹ/ is ranked as the most essential L2 English sound to learn for Japanese (Saito, 2011). When the sound of the L2 is lacking in L1, the learners make hypercorrections due to difficulty producing the sound (Eckman, 2013). This feeling of inadequacy could provoke often overly pronounced 'intrusive r.' This is examined by analyzing the questionnaire along with the occurrence frequency. As a result, one in two ratio native Japanese speakers pronounced 'intrusive r,' which was a mixture of the occurrences same as British and a few new patterns such as 'intrusive r' even before a consonant. Overall, by the data analysis, the high frequency of 'intrusive r' and recognition of new patterns considering their high awareness of pronouncing /ɹ/ conclude 'intrusive r' by native Japanese speakers are hypercorrection even with British patterns also pronounced. We believe that providing information on L1-specific possible hypercorrection contributes to the future readiness of the learners for the working world by building their self confidence in oral communication.

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KEYWORDS

intrusive /r/, hypercorrection, English as a second language (L2 English), vernacular British, Praat

BIODATA

Kanon Toyama is a senior year undergraduate, a 2023 honors student with an English major, with phonetics as her focus. She won the 1st prize at the 10th Kwassui Women's University Elizabeth Russell Cup English Speech Contest. She was her high school representative and presented a speech at the G20 Fukuoka Finance Minister's Meeting in June 2019. In November 2018, she won first prize in the Fukuoka City English Speech Contest.



IMPACT OF INTERNATIONAL INTERNSHIPS ON JAPANESE STUDENTS' ENGLISH PROFICIENCY VIA CULTURAL CAPITAL THEORY

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ABSTRACT

International internships offer valuable opportunities for language acquisition, yet research on their impact through cultural capital theory (Bourdieu, 1986) remains limited. Bourdieu's concept of cultural capital—embodied (language proficiency), objectified (learning resources), and institutionalized (credentials like TOEIC scores)—provides a framework for analyzing linguistic development. While prior studies show that language immersion fosters proficiency (McManus et al., 2021), less attention has been given to how structured internships in non-English-speaking environments, such as Southeast Asia, contribute to language learning. This study addresses this gap by employing cultural capital theory to examine how international internships impact Japanese university students' English proficiency.

Using a pretest-posttest experimental design, this study compared students who participated in international internships with a control group that did not. TOEIC scores from June and September 2019 served as primary data points, analyzed using t-tests and a difference-in-differences model (Song et al., 2019). To enhance comparability, propensity score matching controlled for demographics, socioeconomic background, and learning characteristics.

Findings revealed significant TOEIC score improvements among students who participated in international internships. Beyond confirming the benefits of immersion, this study identified key factors influencing language gains in non-English-speaking environments. To refine analysis, internships were categorized by duration (short-term: less than three months; long-term: three months or more) and format (in-person vs. virtual). These distinctions clarified the varying degrees to which different internships contributed to proficiency gains. By applying cultural capital theory, the study provides a structured analysis of how students leverage international experiences for linguistic development beyond mere exposure.

Results highlighted the importance of self-directed learning during internships. Students who actively engaged in language practice and reflection showed the greatest gains, suggesting that internships are most effective when coupled with intentional learning strategies. Additionally, study habits played a crucial role. Students who maintained structured routines—such as reviewing English materials and completing assignments—achieved higher TOEIC score improvements than those who did not. This underscores that internships alone are insufficient for language acquisition; their impact is maximized when paired with disciplined study practices.

By situating these findings within cultural capital theory, the study illustrates how international internships help students accumulate and convert cultural capital into educational advantages. The research contributes to academic discussions by demonstrating that internships enhance language proficiency and broader educational competencies through self-directed learning and effective study habits. It offers empirical evidence that structured internships enable students to strategically develop linguistic and academic skills.

These findings have important implications for educators, policymakers, and program designers. Integrating international internships into university curricula can support students' language development and academic success. As internationalization gains prominence in higher education, this study provides a valuable resource for refining pedagogical practices and preparing students for an increasingly interconnected world.

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KEYWORDS

international internships, TOEIC, cultural capital theory, independent learning, difference-in-differences analysis



BIODATA

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MIND THE GAP: MANAGING CHANGING WORKPLACE EXPECTATIONS

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ABSTRACT

This paper examines the evolving communication demands faced by Gen Z graduates entering the workforce, particularly in post-pandemic, AI-driven environments. These challenges include adapting to diverse digital platforms, navigating multigenerational communication styles, maintaining professionalism in virtual interactions, and collaborating effectively in remote and hybrid work settings. Gen Z prefers device-based over face-to-face communication and seeks hybrid work arrangements for better work-life balance, with AI tools enhancing productivity (Schroth, 2019). However, employers place a high value on emotional intelligence for effective stakeholder engagement and team dynamics, and they have observed that new graduates often lack essential skills such as active listening and cultural adaptability (Clokie & Fourie, 2016; Ismail et al., 2023). Furthermore, the digital preferences of Gen Z risk amplifying this gap (Schroth, 2019), particularly as remote work and AI integration demand new levels of communication agility (Grammarly, 2024).

This study explores two key questions:

1. What communication competencies are critical for professional success in AI-driven and hybrid workplace environments, and how have these requirements evolved with emerging trends?
2. How can language and communication courses be strategically redesigned to align with workplace demands and prepare graduates for AI-integrated environments?

A qualitative research approach was employed, using semi-structured interviews with working professionals in Singapore, each with at least two years of experience. Conducted in person or via Zoom, these 45-minute to 1-hour interviews explored foundational communication skills, the impact of generative AI and remote work, emotional intelligence (EQ), and strategies for managing communication breakdowns in digital environments. Thematic coding of responses identified key competencies for success in hybrid, multigenerational workplaces.

Findings reveal that while Gen Z excels in leveraging digital tools, they often lack interpersonal skills, such as active listening and interpreting non-verbal cues, and face challenges in cognitive agility for managing complex communication scenarios (Cardon et al., 2024). Employers stress the importance of critical thinking and emotional intelligence, particularly empathy, to foster meaningful connections in both virtual and in-person settings. Balancing human creativity, judgment, and intuition with AI tools is essential for addressing the unique challenges of hybrid work, including risks of miscommunication and burnout (Schroth, 2019). As organizations gradually integrate AI (Grammarly, 2024), professional success hinges on combining technological proficiency with interpersonal expertise and critical thinking.

To address these gaps, this paper proposes an integrated competency framework blending contextual intelligence, a growth mindset, and strategic AI use. Gen Z must develop skills to assess and adapt to dynamic work environments, leveraging AI as a tool while recognizing the importance of human intervention. A growth mindset encourages continuous skill refinement, emphasizing the interplay between human intuition and AI support (Sundar & Lee, 2022). Employers highlight the need for cognitive agility and situational awareness to manage diverse communication styles and work arrangements. Emotional intelligence, particularly empathy, combined with critical thinking, is crucial for building meaningful connections in hybrid and multigenerational contexts. This holistic approach underscores the importance of balancing hard and human skills, equipping graduates to navigate the intersection of AI, technology, and human dynamics (Cardon et al., 2024).

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KEYWORDS

professional success, workplace communication demands, human skills, AI-driven workplace, multigenerational workforce, hybrid contexts

BIODATA

Norhayati Ismail is Senior Lecturer with CELC, NUS. In her over 25 years of teaching, she has designed, coordinated, and taught a range of professional communication courses to undergraduates and graduates across diverse disciplines (Business, Computing, Design & Engineering). She is passionate about creating meaningful learning experiences for learners through thoughtful course and assessment design.

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Sylvia Sim is Lecturer at CELC(NUS). She has taught courses in language and communication skill for more than twenty years. Having designed and taught courses that better prepare undergraduates for the demands of an evolving workplace, she believes that effective curriculum design can prepare students to effectively navigate complex workplace environments and contribute significantly to their professional success.



A STUDY OF ENGAGEMENT IN RESEARCH ARTICLES AND TEXTBOOKS

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ABSTRACT

This presentation discusses findings from my doctoral dissertation (Choo, 2022). Previous research has discussed how language use varies across different disciplines (e.g., Becher and Trowler, 2001; Berkenkotter & Huckin, 1995; Bernstein, 1971; Hyland, 2015) and genres in academic writing (e.g., Atkinson, 1999; Bazerman, 1988; Coffin, 2006; Swales, 2004). While much of the existing research on the subject of disciplinarity has focused on how we can deprive some traditional notions of knowledge or has commented briefly on the emergence of a transdisciplinary mode of knowledge production, more research can be done to study the theorising, teaching and learning involved in how writers engage their readers within a discipline. With the growing awareness of how academic discourse is a site for interpersonal negotiation of meaning and dialogistic positioning, this study builds on the prior theories of engagement, genre, and disciplinarity to examine how academics in two different disciplines (Physiology and Pragmatics) engage their readers in two different genres (Research articles and Textbooks).

The study adopts Martin and White's (2005) ENGAGEMENT system, a subsystem of the APPRAISAL framework as an analytical scheme and employs a mixed-methods design to understand how disciplinarity and genre can influence a writer's use of ENGAGEMENT resources and their expression of stance. Building on the notion of genre as that of a specific text-type used by a specific community of speakers, for specific purposes, this study explores the significant differences in characteristic language use between the two disciplines (Physiology and Pragmatics) and two genres (Research articles and Textbooks) through a corpus-based investigation. The corpus comprised 80 Textbook chapters and 80 research articles sampled from the two disciplines. Both corpus-based quantitative and qualitative textual analyses were conducted, with the latter serving to explore and discuss the patterns observed from the quantitative analyses. To augment the quantitative and qualitative textual analyses, author guidelines by the publishers of the respective textbooks and research articles were analysed in search of possible considerations for how ENGAGEMENT resources were used and to shed light on possible preferred styles of writing in academic publishing. Interviews with eight expert informants (four from each of the two disciplines) were conducted to better understand academic writers' perceptions of writing practices in their respective disciplines.

The study found that regardless of discipline, there were significantly more observed instances of ENGAGEMENT resources in textbooks than in research articles. Surprisingly, there were more observed instances of resources to entertain alternative voices and value positions in textbooks than in research articles. In addition, this study found statistically significant differences due to genre and discipline for how writers use justification in their writing. The results of this study have shed light on how textbooks, an under-studied academic genre, employ the use of ENGAGEMENT resources and how this differs from ENGAGEMENT resources observed in the well-established genre of research articles. The findings from this study are potentially useful to communication teachers in coaching their students on how to navigate the intricacies of text production and explore how authorial practices may differ markedly across disciplines.

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KEYWORDS

engagement, authorial practices, disciplinary differences, APPRAISAL



BIODATA

Choo Li Lin is currently teaching graduate and undergraduate courses in academic writing and communication. Her research focus lies in academic writing and authorial practices across disciplines and genres.



PREFERENCES AND PERCEIVED HELPFULNESS OF ACTIVITIES IN UNIVERSITY ENGLISH CLASSES

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ABSTRACT

To prepare students to be future-ready language users, using a method that works and maintains motivation is helpful. The Routledge International Encyclopedia of Education entry on "Motivation" implied that learner and worker motivation necessitates enjoyment of "achievement, recognition, the work itself, responsibility, and a sense of growth or advancement" (Gilbert, 2013, p. 391). A study by Kanellopoulou and Giannakouloupoulos (2020) compared three groups (n = 101) of EFL language learners based on the level and type (extrinsic or intrinsic) of motivation. They measured time spent voluntarily using a platform of online EFL learning activities involving short videos. They found that the group with higher intrinsic than extrinsic motivation used the platform for a significantly longer amount of time. Demotivation research has focused on locating negative teacher behaviors in the language classroom (Arai, 2004; Kearney et al., 1991; Sugino, 2010; Zhang, 2007). A large scale 40-item Likert scale questionnaire (n = 1899 Japanese EFL university students) by Agawa and Ueda (2013) found the following factors significant: perceived difficulty, teacher behavior/class environment, lack of L2 self, and language anxiety. However, the types of classroom activities were not included in the questionnaire.

Our study aims to ascertain the students' perceived enjoyment factor connected to "the work itself" and "sense of growth or advancement" aspects of motivation with the following research questions: (1) Which classroom activities do students report to be enjoyable? (2) Which do they report as unenjoyable? (3) Which do they report as helpful? (4) Which do they report as not helpful? (5) Does the study context have a statistically significant difference in their responses?

We requested students enrolled in three different university study contexts in Japan (a women's university (n = 8), and all-English program at university (n = 11), and non-English majors at another university (n = 40) to voluntarily participate in an online 5-point Likert scale questionnaire rating their personal level of enjoyment of typical classroom activities (14 items) and then to rate the same activities based on perceived helpfulness to learn/improve their English (14 items). We also included an open-ended comment section. We asked about classroom activities such as reading aloud English sentences, translating sentences, checking textbook answers with a partner, peer reviewing writing, and reading easy books. We also asked about assessment methods such as individual presentations in front of the class versus to a small group and group presentations in front of a class versus to another group and listening, speaking, reading, and writing tests.

Results showed reported high enjoyment (n = 49 positive, n = 10 negative) and helpfulness (n = 50 positive, n = 9 negative) for "reading aloud from the textbook with a partner." "Translating sentences" also received mostly positive ratings for both enjoyment (n = 51 positive, n = 8 negative) and helpfulness (n = 53 positive, n = 6 negative). Most assessment activities were rated as unenjoyable. Many activities rated as enjoyable were not rated as helpful and vis versa. The most varied responses were related to presentation items.

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KEYWORDS

motivation, assessment

BIODATA

Cheryl DiCello has a Masters from the University of Hawaii at Manoa in Second Language Studies with a specialization in teaching. Her research interests include extensive reading, motivation, information access surveys, and volunteer orientation training, and. perceptions of their abilities to provide language related services such to people living in Japan with a language barrier.

Takahiro Tamada's works have focused on frameworks within generative linguistics research. His research interests have included historical syntax and corpus linguistics. He has been studying how certain English constructions have changed throughout the history of the English language.

Keita Kodama's research has mainly focused on the use of literature in language teaching within the context of Japan.



A MORE-THAN-HUMAN LANGUAGE EDUCATION: REEXAMINING LANGUAGE THROUGH POSTHUMAN AND DISABILITY PERSPECTIVES

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ABSTRACT

Language education and research predominantly focus on anthropocentric notions of communication. This emphasis typically privileges oral and written forms while marginalizing the complex communication repertoires used by learners with disabilities (Bhattacharya et al., 2022). These include learners with speech and language disorders, such as those on the autism spectrum, who may rely on augmentative and alternative communication (AAC) methods, such as gestures, facial expressions, and sign language. Recent estimates suggest that over 97 million people globally rely on AAC for meaningful interaction (Beukelman & Light, 2020). In Singapore, the rising prevalence of developmental issues, including speech and language disorders, highlights the urgent need to rethink traditional language teaching (Ministry of Social and Family Development, 2017). This phenomenon prompts scholars and educators to embrace more inclusive language teaching approaches that value diverse communication practices and challenge human-centred norms.

This conceptual paper introduces posthumanism as a critical framework for reimagining language pedagogy beyond traditional speech-centred approaches. Posthumanism is an interdisciplinary framework that critiques traditional human-centred perspectives and emphasizes the evolving entanglement between human and non-human life (Braidotti, 2013). The philosophy opposes ableism and embraces the diversity of being, doing, and becoming humans (Nayar, 2014). Within this paradigm, learners are reconceptualized as an evolving assemblage of both human and non-human forces, capable of making sense of, relating to, producing, and reconfiguring the text (Kuby et al., 2019). As Taguchi (2010) argued "...our meaning-making and the learning we do is dependent on the material world around us. The material world acts upon our thinking just as much as our thinking acts upon it" (p. 49). This reformed perspective of learners' subjecthood calls for a reorientation and re-examination of what constitutes language and communication, as well as the methods for evaluating them.

Drawing on research in posthuman applied linguistics and disability studies, this conceptual paper examines the literature to rethink the human subject in language learning and explore how the emphasis on assemblages (Barad, 2007) in posthumanism can facilitate a more inclusive learning environment for all students through a theory synthesis approach. A theory synthesis approach "offers a new or enhanced view of a concept or phenomenon by linking previously unconnected or incompatible pieces in a novel way" (Jaakkola, 2020, p. 21). Studies of this nature contribute to the field by synthesizing and integrating existing knowledge to provide a fresh perspective on a phenomenon while also enhancing the theories being studied (Jaakkola, 2020). Thus, rather than conducting a traditional systematic review using pre-established methods – which may constrain the exploration of new ideas (see Deleuze, 2007; Jackson, 2017, on thinking without method) – this study engages in an exploratory analysis of interdisciplinary literature from posthumanism and disability studies to reimagine a more inclusive language pedagogy. Although previous studies in language education have utilized the theory synthesis approach (e.g., Dyson, 1993; Annamma et al., 2013; Sayuti et al., 2020), a notable gap remains: no conceptual studies have yet integrated posthumanism, disability studies, and language education to conceptualize a more inclusive and non-anthropocentric framework for language pedagogy. This paper endeavours to address this gap by synthesizing insights from these disciplines and is guided by the following questions:

1. How can posthuman applied linguistics and disability studies inform more inclusive language teaching practices?
2. How can educators shift from a human-centered to a more inclusive, multimodal understanding of communication in language classrooms?

The preliminary results of the study present posthumanism as a critical philosophical approach to understanding and exploring language and communication beyond the traditional anthropocentric framework. By interrogating and deconstructing the established notion of "human", which Braidotti (2013) argued is inherently white, European, handsome, and able-bodied male, the study demonstrates how posthuman perspectives on language and communication can help researchers and teachers understand language as dynamic repertoires of meaning-making resources, with communication being inherently multimodal. This understanding aligns with disability principles that recognize diverse ways of languaging as valid and meaningful (Pradana, 2024). By embracing a more inclusive and expansive view of language, educators can create learning environments that value the multidimensionality of language and communication and recognize gestures, facial expressions, body language, assistive technologies, and other forms of AAC as legitimate and valuable tools for meaning-making.

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KEYWORDS

posthuman applied linguistics, posthuman disability studies, augmentative and alternative communication, inclusive language and literacy education, speech and language disorders

BIODATA

Dr. Wisnu A. Pradana is a language teacher, teacher educator, researcher, and Fulbright scholar with over 10 years of experience in Indonesia, Australia, the U.S., Singapore, and Vietnam. His research focuses on inclusive literacy practices, using a posthumanist approach to explore how human and non-human actants shape literacy and communication beyond human-centered perspectives.



EFFECTIVENESS OF THE INFUSIVE APPROACH IN TEACHING CRITICAL THINKING: REFINING CONCEPTS AND DEFINITIONS

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ABSTRACT

Critical thinking instruction to students of engineering takes different forms that are informed by a range of approaches (Ahearn et al., 2019). In their literature review of studies on critical thinking in engineering education, Ahearn et al. (2019) identify three such pedagogical approaches: the infusive approach, which teaches a critical thinking framework as the focus of a course; the immersive approach, where critical thinking skills are implicitly taught through a course on a subject; and the mixed approach, which combines the infusive and immersive approaches.

In an ongoing study, we examine the efficacy of using the infusive approach to teaching critical thinking in an undergraduate course offered to students of engineering and design at a Singapore university. The course uses the Engineering Reasoning Framework (Paul et al., 2019), which is a version of Paul and Elder's critical thinking framework (2014) adapted for analysing reasoning in the fields of engineering and design. The framework was selected as it provides a systematic way of analysing thinking, which aligns with the structured approach to problem-solving in the engineering workplace (Jonassen et al., 2006; McNeill et al., 2016), particularly within the fields of engineering and design. Nevertheless, while the framework is targeted toward students of engineering and design, it focuses on general principles of critical thinking which can be widely applied (Paul et al., 2019), as opposed to the idea that critical thinking is subject specific (Larsson, 2017). This study aims to assess the effectiveness of using the Engineering Reasoning Framework to inculcate general principles of critical thinking skills that undergraduate engineering and design students can apply both within and beyond their specific fields.

In this presentation, we report on the results of the first part of the study, which seeks to understand how students taking the course perceive or understand critical thinking and its usefulness in their fields as well as whether and how their perceptions may have changed after taking the course. To do this, students were given two writing tasks: in the first lesson, students wrote a paragraph on their idea of what critical thinking in engineering is and/or what it involves, and in the final lesson, they wrote a reflection on whether/how their experience on the course had impacted their perspective on critical thinking and/or how it had enhanced their critical thinking skills.

The findings provide an understanding of students' concept of critical thinking and thereby provide insight into what critical thinking looks like to them and how they expect to apply it in their respective fields. In addition, since the framework focuses on general critical thinking skills, the findings show if there is a convergence of students' (changing) concept of critical thinking with the concept underlying the framework. This serves as an initial indication of the impact of the course in terms of shaping students' concept of critical thinking.

The next phase of the study intends to examine the work of the students on the course to trace the development of their ability to apply and exhibit critical thinking skills by using the Engineering Reasoning Framework to analyse ideas in oral and written texts. Overall, by investigating the effectiveness of the infusive approach using the Engineering Reasoning Framework to develop critical thinking in students, the study seeks to contribute to the research on the teaching of critical thinking to undergraduates, particularly those in the fields of engineering and design.

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KEYWORDS

teaching critical thinking, infusive approach, engineering education



BIODATA

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ENHANCING THE APPROACH TO CULTIVATING CREATIVE THINKING AND ENGLISH LANGUAGE SKILLS IN STUDENTS THROUGH PROBLEM-BASED TEACHING TECHNIQUES

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ABSTRACT

In a rapidly evolving educational landscape, fostering creative thinking has become a crucial objective in English as a Foreign Language (EFL) instruction. Problem-Based Learning (PBL) has gained recognition as an effective pedagogical approach to cultivate higher-order cognitive skills while enhancing language proficiency. This study explores the integration of PBL in higher education classrooms, focusing on its impact on creative thinking, problem-solving abilities, and linguistic competence. Rooted in constructivist and student-centered learning theories, PBL immerses students in authentic, real-world scenarios, fostering their ability to think critically, generate innovative ideas, and engage in collaborative problem-solving (Aboufotoh, 2019; Jufriadi et al., 2024).

Employing a mixed-method research design, this study incorporates quantitative and qualitative approaches. The experimental phase involved New Uzbekistan University students, engaging them in PBL-based instructional activities. Data collection included pre-and post-assessments, performance evaluations, and student feedback surveys to measure shifts in creative thinking, problem-solving efficiency, and linguistic engagement (Razak et al., 2022).

Findings suggest that PBL significantly enhances students' creativity, particularly in idea fluency, originality, and cognitive flexibility. Additionally, PBL improves EFL learners' linguistic abilities, reinforcing academic reading comprehension, and verbal communication skills through collaborative tasks and self-directed learning (Fitriani, 2024). By engaging students in real-world problem-solving, PBL bridges the gap between theoretical knowledge and practical application, equipping learners with critical skills for academic and professional success. By adopting PBL, educators can foster autonomous, innovative, and globally competent learners, preparing them for the complexities of an interconnected world.

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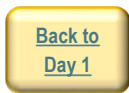
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KEYWORDS

problem-based teaching, creative thinking, pedagogical innovation, student-centered learning, critical thinking development

BIODATA

Gulbakhor Mamadiyeva specializes in English Language Teaching (ELT), focusing on problem-based pedagogy, curriculum innovation, and student-centered learning. Her research interest areas are problem-based pedagogy, improving writing skills and the integration of active learning strategies to enhance language proficiency and creative thinking. She has presented at international conferences on educational technology, teacher training, and language assessment strategies.



AN EXPERIMENTAL STUDY ON METACOGNITIVE REGULATION IN SPEAKING AND WRITING SKILLS OF INDIAN ESL LEARNERS

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ABSTRACT

This study explores the role of metacognitive regulation and its relationship to speaking and writing skills among Indian English as a Second Language (ESL) learners. While metacognition, which refers to learners' awareness and control over their cognitive processes is critical for language learning, its application across different skills, particularly speaking and writing, remains underexplored, especially in such multilingual contexts as India. Given the diverse linguistic landscape in India, where learners typically navigate between multiple languages, this research adopts a novel approach to investigate how metacognitive strategies vary across speaking and writing tasks, and how these strategies are influenced by both stable individual traits and dynamic, task-specific contexts.

The central research questions guiding this study are: (1) How do Indian ESL learners employ metacognitive strategies in speaking and writing tasks? and (2) How do these strategies reflect stable, trait-like patterns versus task-dependent states? Drawing on models of metacognitive regulation (Vandergrift & Goh, 2024; Green & Oxford, 2022), this study hypothesizes that learners' metacognitive processes are not only shaped by inherent cognitive traits, but also influenced by the contextual demands of specific tasks, requiring flexible regulation. This distinction between trait and state metacognition has significant implications for language pedagogy, particularly in multilingual contexts.

Data will be collected through a mixed-methods approach combining surveys, stimulated recall interviews, and task-based assessments of speaking and writing, where the participants will articulate their metacognitive processes while performing language tasks. This methodology will enable the identification of both generalizable metacognitive traits (i.e., consistent use of strategies) and task-specific states (i.e., adaptive, context-sensitive strategies). To analyze the data, Structural Equation Modelling (SEM) will be employed, a statistical method that allows for the exploration of complex relationships between metacognitive traits and states and their influence on language performance. SEM will help reveal the underlying structure of metacognitive regulation and determine how these dimensions—traits and states—interact to predict learners' speaking and writing proficiency.

This study aims to contribute to a deeper understanding of the metacognitive processes involved in second language acquisition, offering insights into how metacognitive strategies can be leveraged in ESL pedagogy. The findings will provide valuable implications for designing tailored instructional interventions that foster both stable and flexible metacognitive regulation, enhancing learners' speaking and writing proficiency in English.

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KEYWORDS

metacognition, strategies, ESL learners, speaking, writing

BIODATA

Dr. Bharath Suresh Kumar holds a Ph.D. in English Language Teaching and has extensive experience teaching at the university level. His academic interests include Second Language Acquisition (SLA), Language Assessment and Evaluation, and English for Specific Purposes (ESP).

Dr Christine Ann Thomas holds a Ph.D. in English Language Teaching. She has experience of nearly a decade catering largely to young minds at the undergraduate and postgraduate levels. Classroom pedagogy, writing for academia, and business English are a few areas of her interest.



DEVELOPING INTERGENERATIONAL COMMUNICATION SKILLS IN AN ELDERLY SERVICE/ENGAGEMENT MODULE

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ABSTRACT

Intergenerational communication may not always be a common sense adaptation of general communication skills, especially in an interactive setting of young adults engaging over 80 year olds, many with physical or mental ailments. This talk highlights the communication milestones of student volunteers in a General Education module that required their engagement with such groups of elderly over eight three-hour sessions at two elderly care centres and a community hospital. It showcases how students extended their general communication skills by learning how to construct meaning with the elderly. They developed their own interpersonal complexity (Burlison, 2007) and social perspective schema with the platform afforded by the many interactive sessions with elderly having vastly different schemas arising from their generational experience. Students adopted appropriate Constructivist's strategies in person-centred messages and effective message reception as they learnt to tap into each other's interpersonal constructs. They were trained to apply Humanitude's relationship-centred four pillars of patient care, especially with less verbal elderly. They also applied Appreciative Inquiry's 5 Ds that emphasized strength-based interaction skills. The progression of communicative milestones in constructing meaningful interactions are vividly captured (and will be presented) by students' reflection on how their verbal and non-verbal communication skills were reshaped as the engagement sessions progressed. The talk highlights the effectiveness of interdisciplinary learning of communication skills and elderly engagement skills.

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KEYWORDS

intergenerational communication, communication skills, interpersonal complexity, person-centred communication, elderly.

BIODATA

Siew Mei Wu teaches English language and communication skills and recently, extended the teaching of communication skills to Community and Engagement modules to enhance the development of intergenerational communication skills. Her research interest includes investigations into academic writing and objective testing in large scale English language proficiency assessment.



FUTURE PROOFING WITH METACOGNITION: STUDENT LISTENING JOURNALS TO BUILD METACOGNITION (PLUS LLM-GENERATED PODCASTS AS COMPLEMENT)

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ABSTRACT

To be truly future-ready, learners need not just skills and abilities, they need to have metacognition – the ability to think about their own thinking and learning. Building metacognition “future proofs” students, leaving them not just more capable, but more capable of becoming more capable, especially in their first year of university (Larmar & Lodge, 2014; Sandal et. al, 2014).

One area where metacognition can be particularly helpful is the teaching of listening. Compared to other skills, “the development of listening receives the least systematic attention from teachers and instructional materials” (Vandergrift & Goh, 2012). The authors list several challenges of listening instruction: the invisible nature of listening, learners’ limited awareness of listening processes, reliance on product-oriented approaches, the challenge of authentic listening texts, and learners’ anxiety and lack of confidence.

Developing metacognition is a key approach that can address these challenges. A metacognitive approach produces learners who understand the challenges of listening in a second language, think about their learning development, and habitually make plans to self-direct and manage their progress in listening. These learners use listening strategies appropriately, have greater self-efficacy and motivation, and improve their listening proficiency to process aural input and engage effectively in oral interaction.

A key approach to the development of metacognition in first-year university students taken by the presenter is having learners keep listening journals. Listening journals are reflective tools where learners record their experiences, thoughts, and strategies related to listening tasks. The journals provide learners with a space to analyze their performance, document their progress, and think critically about their listening strategies. Learners reflect on their listening experiences, identifying what they understood, where they faced difficulties, and what strategies they used. This reflection helps learners to become more aware of their listening processes and challenges. By maintaining a journal, learners can observe their growth in listening proficiency and confidence. This approach has been shown to help improve both metacognition and listening ability (Lee & Cha, 2020). Moreover, studies suggest that most students see the value in the practice, and that journal projects foster learners who become active self-monitors and problem solvers (Chen, 2017).

The session will demonstrate the implementation of the practice of keeping listening journals in an EAP course for first-year undergraduates. It will first outline a framework for listening instruction within a content-based course. It will then demonstrate how listening journals can be implemented within this framework, including a structure for student entries, with samples. The session will show how Google docs is used for asynchronous and immediate feedback, and ease of sharing. There will also be a sample schedule and assessment plan for the listening journal project, which will include suggested prompts, feedback strategies, and assessment via reflective work over the journals at mid-point and end of term. While completed within a university setting, the presenter believes this approach can be adapted to many different learning environments.

In addition, the session will share the results of a pilot component where generative AI tools were used to complement students’ reflections over their metacognitive work at midterm. Google’s NotebookLM, in which users can upload “sources” that form the basis of a LLM chatbot based on them, can help reinforce students’ own metacognitive work. Specifically, it was used to create podcasts about listening journals that students listened to, allowing them to view their own learning through the eyes of AI-generated content. Using Kimmons et al.’s (2020) PICRAT approach, the component uses this technology to add creativity and amplification to the existing pedagogy.

The session will include electronic copies of all the teaching materials shared, as well as student responses to the tasks and activities.

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KEYWORDS

metacognition, reflection, listening, journals, NotebookLM

BIODATA

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