

International Invited Lecture

Language Attrition: What is it, How can it be Measured, and What are its Pedagogical Implications?

Kim, Kitaek (Seoul National University, ALAK, South Korea)

Language attrition refers to “any of the phenomena that arise in the native language of a sequential bilingual as a consequence of the co-activation of languages, crosslinguistic transfer, or disuse, at any stage of second language development” (Schmid & Kopke, 2017, p. 637), which results in the loss of linguistic knowledge or proficiency in a language over time. This phenomenon typically occurs when a speaker uses a language less frequently or is exposed to it less. Language attrition has garnered significant attention from scholars studying bilingual and multilingual learners, as it illuminates the cognitive processes behind both language acquisition and loss. One of the most effective methods for measuring language attrition is the HALA project (O’Grady et al., 2009), which employs a body-part naming task to assess attrition by comparing accuracy and processing speeds across languages. This task can provide reliable quantitative data on which language is more dominant and offer insights into how language attrition progresses over time for a learner in an environment without regular language use or exposure. From a pedagogical perspective, maintaining linguistic knowledge and proficiency through regular exposure and use is vital, given that attrition can occur without sustained language use over time.



Dr. Kitaek Kim is an associate professor in the Department of English Language Education at Seoul National University, South Korea. His research interests center on age effects and crosslinguistic transfer in the acquisition and attrition of nonnative and heritage languages.

International Invited Lecture

Investigating the Impact of AI on Language Learning Motivation and Language Identity

Wang, Junju (Sangdong University, CELEA, China)

This study investigates the status of language motivation and identity among Chinese university students under the impact of artificial intelligence (AI). In a questionnaire survey with a sample of 537 Chinese university students, the students reported their perceptions of using AI on language motivation and identity. The results showed that the frequency and depth of AI use positively correlate with language motivation; concerns about AI use negatively influence language motivation; the frequency of AI use positively affects language identity, while concerns about AI and the depth of AI use negatively impact language identity. The disadvantages of AI have a non-significant effect on language motivation and language identity; language motivation positively influences language identity. The results of this study bear significant implications for teachers, suggesting the need for more effective integration of AI in language learning pedagogies.



Dr. Junju Wang is a professor of applied linguistics at Shandong University, China. Her research interests include L2 writing, EFL education, SLA, and EFL teacher development. She received over 20 research grants as the principal investigator, and has published over 30 textbooks/monographs and 110 research papers.

International Invited Lecture

Do World Englishes Courses Prepare Students for Navigating the Unpredictable?

Marlina, Roby (SEAMEO-RELC, Singapore)

The need for global citizens to be adaptable and flexible in today's interconnected world is paramount as the landscape of the 21st century is marked by unpredictability, and where change is the sole constant. Such landscape is prevalent especially in a global hub like Singapore where daily communicative exchanges are multilingual, multidialectal, and intercultural in nature. This nature of communication necessitates a profound understanding of the English language beyond the 'traditional' norms, emphasising the importance of linguistic agility, cultural sensitivity, and communicative flexibility when facing the 'unpredictable' or VUCA (Volatile, Uncertain, Complex, and Ambiguous) situations. These attributes are central to the discourse of World Englishes-informed English language education. Yet, the extent to which World Englishes courses prepare students for navigating VUCA scenarios remains uncertain. Therefore, in this talk, I shall present my evaluation of the efficacy of World Englishes courses offered in Singapore tertiary institutions in preparing students to navigate unpredictable lingua-cultural scenarios stemming from the country's multilingual and multicultural landscape. I will discuss implications based on the evaluation of the course's strengths and areas for enhancement.



Dr Roby Marlina is a Senior Language Specialist at SEAMEO-RELC, Singapore, and a chief editor of the Scopus-/SSCI-indexed RELC journal. He specializes in World Englishes curriculum and pedagogy, TESOL, and intercultural education. He has extensive publications in international peer-reviewed journals, edited books, and encyclopaedias on language teaching and teacher education.

International Invited Lecture

Four-skill Language Approaches to Teaching College EFL Sophomore Writing in Taiwan

Cheung, Kai-Kim (National Taiwan Normal University, ETA-ROC, Taiwan)

Writing courses have always not been interested by instructors and students in Taiwan. Whereas the former considers it difficult to teach a writing course whose students' enrollment amounts to thirty, the latter thinks it bothering and hard to express themselves in English. To solve this problem, instructors try their best to find ways of using different approaches, strategies, and classroom activities to teaching EFL writing. As far as I am concerned, I plan to employ a four-skill-language approaches to teaching it intended to stimulate students' interest and improve their language proficiency. This presentation is by no means research-oriented; instead, it reports on my classroom teaching experience based on a writing course offered at a college level by using selected English essays. A quantitative study on the effect of reading in this class will be conducted in the second semester of this course. Results showed that learners' interest and language proficiency will be increased and improved by incorporating the four-language-skill component in such an EFL writing class.



Kai-Kim Cheung received her MA from the Department of English Language and Literature, Chinese Culture University, Taiwan. She has been an English instructor at National Taiwan Normal University of Preparatory Program for Overseas Chinese Students. Her research interests include teaching grammar, vocabulary, and writing.

International Invited Lecture

Research Trends of ESP in Korea: Challenges and Possibilities

Shim, Eunsook (Sangji University, KATE, South Korea)

English for Specific Purposes (ESP) programs play a crucial role in equipping English as a Foreign Language (EFL) learners with the necessary linguistic competencies for proficient communication and scholarly involvement within their specialized contexts. Notably, ESP research in Korea has undergone substantial growth and diversification over the past decade, aligning with the dynamic requirements of learners across various contexts. This study aims to investigate the trends in ESP research within the Korean context by analyzing research articles (RAs) published in Korea over the past 10 years, accessible through the Research Information Service System (RISS) in Korea. The research papers (RAs) are analyzed concerning both methodological and substantive orientations. By conducting an examination of scholarly literature and empirical studies, this paper identifies prominent themes, methodologies, and emergent topics of interest in ESP research conducted in Korea. By examining the current state and future directions of ESP research in Korea, this presentation seeks to contribute to the advancement of pedagogical practices and curriculum development in ESP education, aiming to better equip EFL learners for effective communication within their respective contexts.



Eunsook Shim is a professor at Sangji University in Korea. Her current research interests include English for Specific Purposes, genre-based L2 writing instruction, politeness strategies, intercultural communication in EAP education.

International Invited Lecture

Insights from Indonesian Students on Listening and its Impacts to Speaking Skills

Hidayati, Maria (Universitas Negeri Malang, TEFLIN, Indonesia)

Invited Lecture
(International
Affiliate)

The literature has extensively discussed the symbiotic relationship between listening and speaking in effective communication, highlighting how listening activities provide language input for both forms and meaning crucial for language acquisition. However, there is limited awareness among Indonesian learners regarding how active listening can serve as model for pronunciation, intonation, and vocabulary usage. Therefore, this study aims at describing Indonesian students' perspectives on their listening activities using graded readers from Xreading, an online library platform, within their Speaking for Academic Course classes. These students (n = 41) were exposed to oral texts from the platform, and their perspectives were gathered through learning logs and questionnaire distributed online. Results indicated that 60.8% strongly agreed on the impact of listening to learners' language skills (grammar knowledge and use, vocabulary knowledge and use, speaking fluency and accuracy, listening, reading and writing skills, communication and IT skills). This also can be seen from the learners' learning log that some acknowledge how listening can help their speaking skills. Yet, the participants were unsure about how listening contributes to communication skills and speaking fluency, with disagreement rates of 35.9% and 33.3%, respectively. This study suggests the importance of raising awareness among Indonesian learners about the reciprocal nature of listening and speaking skills development through targeted language learning activities.



Maria Hidayati is a faculty member of the Department of English, Universitas Negeri Malang (UM). Currently, she is the General Secretary of TEFLIN, the Association for the Teaching of English as a Foreign Language in Indonesia. She earned her undergraduate degree from UM majoring in English Literature and her Magister Pendidikan from the same university. Her doctoral degree was from National Institute of Education, Nanyang Technological University, Singapore. Her areas of interests include teaching language skills, extensive learning programmes, pragmatics, and sociolinguistics.

International Invited Lecture

Enhancing Aviation Safety through ESP: Addressing the Critical Need for Accurate English Language Speaking Skills

Cheong, Cecilia Yin Mei (Universiti Malaya, MELTA, Malaysia)

The need to investigate the communication skills of specific language users usually arises upon the demand from the stakeholders of industry personnel whose jobs require efficient communication. Needs analysis is often used to explore the necessary communication skills at the workplace, including business, medical and aviation industries. The aviation industry, characterised by its rapid evolution and global integration, demands high levels of English proficiency, particularly in speaking skills, to ensure operational safety and efficiency. This research investigates the need for an English for Specific Purposes (ESP) programme specially tailored for aviation students in Malaysian aviation institutions, emphasizing the critical importance of precise and effective communication in the contemporary volatility, uncertainty, complexity and ambiguity (VUCA) environment. The study explores how linguistic accuracy and fluency can mitigate risks associated with misunderstandings and miscommunications in high-stakes scenarios, which are typical of the aviation sector. Through a mixed-methods approach, incorporating surveys, interviews, and linguistic assessments, the research identifies specific linguistic competencies required by aviation professionals. The findings highlight a significant gap in current language training programs, emphasising the necessity for a specialized ESP curriculum that addresses the nuanced demands of aviation communication. The proposed programme aims to equip aviation students with the requisite language skills to navigate the complexities of the modern aviation landscape, enhancing both individual performance and overall industry safety. This research contributes to the broader discourse on ESP and its role in specialized professional domains, offering insights into curriculum development and pedagogical strategies for fostering critical language competencies, particularly in the aviation industry.



Cecilia Yin Mei Cheong (PhD) is an Associate Professor in the English Language Department, Faculty of Languages and Linguistics, Universiti Malaya, Malaysia. Her research interests include ESP, Critical Genre Analysis, Multimodality and Professional Discourses. Cecilia is the Secretary of the Malaysian Association of Applied Linguistics (MAAL), an affiliate of the International Association of Applied Linguistics (AILA); and the Editor-in-Chief of the Malaysian English Language Teaching Association (MELTA)'s The English Teacher journal.

International Invited Lecture

Development of a New 'Engineering English for Intercultural Communication' Online Course to Prepare New Engineers for Working in Intercultural Workplace Settings

Janenopakam, Chalida (Srinakharinwirot University, Thai-TESOL, Thailand)

This study aimed to investigate stakeholders' experiences and perceptions of English and intercultural communication to aid in the design and development of a tailor-made online course called "Engineering English for Intercultural Communication (EEIC)" for undergraduate engineering students. A mixed-methods approach was employed to first collect quantitative data on the English language proficiency and problems in language use, as well as the intercultural communication competence (ICC), of 108 Thai engineering students at an autonomous university in Thailand and 22 Thai engineering professionals working in international companies. Second, a needs analysis was performed to identify the skills needed to perform English-related tasks in the workplace. Then, semi-structured interviews on the necessity of engineering English and ICC for novice engineers were conducted with 16 engineering course lecturers. The findings from the analysis of the quantitative and qualitative data guided the design and development of the EEIC course with four units, each with a different focus. Our study contributes to this field of study by showcasing a course design and development process to meet the needs of a diverse set of stakeholders. Specifically, the course was developed based on real-life information obtained from both educational and professional contexts and analyzed to provide guidance for the course design.



Chalida Janenopakam is a lecturer at the Language and Academic Services Center in the International College for Sustainability Studies at Srinakharinwirot University, Thailand. She holds a Ph.D. in English Language Studies and focuses her research on writing strategies and motivation, as well as English for specific purposes and English language teaching.

International Invited Lecture

Luddites Can Publish and Flourish!

Kimura, Julia (Mukogawa Women's University, JALT, Japan)

The aphorism “Publish or perish” continues to apply to tertiary educators in Japan. Tenured professors need to publish in order to earn good evaluations, tenure-track faculty members need to publish in order to secure stable employment, contingent faculty members such as instructors on limited-term contracts need to publish in order to find their next contract, and even adjunct lecturers need to publish in order to get teaching jobs. While tertiary educators all need to publish, albeit to varying degrees, not everyone has the aptitude or confidence to leverage available tools, which developers have designed to make academic writing easier and perhaps even more enjoyable. In this talk, I will introduce three user-friendly software programs that can help academic writers feel more motivated, efficacious, and organized about their research. First, Write or Die is an application that writers can use on or offline. The application motivates the user by offering various consequences for performance, such as rewards of images of adorable animals, or punishments, such as words gradually disappearing from the page. Second, Scrivener is an offline word-processing program that is more useful for writers of longer manuscripts such as books or dissertations because it helps to organize sections of a single manuscript as well as various drafts. Third, Protolyst is an online platform which can help organize and synthesize previous research with a current project. Because these three digital tools are user-friendly, even Luddites can use them effectively in order to move from publish or perish to publish and flourish. However, because research does not occur in a vacuum, we need to consider the social and affective aspects of academic writing. Therefore, before concluding, the researcher will show how to take advantage of various forms of support available to university English educators.



Julia Kimura earned her Ph.D. from Temple University in 2021 and is now a lecturer in the School of Pharmacy and Pharmaceutical Sciences at Mukogawa Women's University. She currently serves as JALT's Director of Membership for 2023-24. jkimura@mukogawa-u.ac.jp