

International Invited Lecture

Exploratory Practice of English Teachers in Multimodal Literacy for a New Era

Pang, Alvin (SEAMEO RELC, Singapore)

As digital and AI-generated texts become increasingly prevalent in education, English teachers must develop competencies in multimodal literacy to effectively guide students in interpreting and creating diverse textual forms. This exploratory practice study investigates how a group of secondary-level English teachers (N=12) navigated the integration of multimodal literacy instruction using digital texts, including AI-generated content, in their classrooms. Through classroom observations, semi-structured interviews, and reflective journals, the study examines the affordances of digital tools in facilitating multimodal analysis and production, as well as the pedagogical and technical challenges encountered by teachers and students. Findings reveal that AI and digital tools, such as text generators and multimedia design platforms, enhanced teachers' capacity to curate dynamic, personalized resources and model multimodal composition. However, challenges emerged in several key areas: (1) teachers' limited familiarity with AI's ethical implications, including concerns about bias, authorship, and digital authenticity; (2) tensions faced by teachers between adhering to standardized curricula and experimenting with emergent digital practices; (3) students' over-reliance on AI-generated content, which occasionally stifled critical engagement; (4) students' difficulties in critically evaluating multimodal sources, distinguishing AI-generated biases and integrating multiple modes effectively in their work. The study underscores the need for targeted professional development to equip teachers with strategic, ethical, and technical competencies for AI-augmented classrooms. It advocates for curricular frameworks that balance AI's efficiency with the cultivation of students' critical and creative agency. By highlighting both opportunities and obstacles, this research contributes to reimagining teacher preparedness in an era where digital and multimodal literacies are indispensable.



Dr Alvin Pang is Dean of Training, Research, Assessment & Consultancy Division at SEAMEO Regional Language Centre (RELC), Singapore. He has been involved in language teaching and in-service language teacher professional development in Southeast Asia. He is reviews editor of the RELC Journal. His research and teaching interests are language curriculum development, multi-literacies and ESP.

International Invited Lecture

AI in the Classroom: Threat or Opportunity?

Oh, Hee Jeong (Seoul Women's U., KATE, South Korea)

The rapid integration of AI is not just transforming educational landscapes; it is redefining the very nature of teaching and learning. Since March 2025, South Korea has been implementing AI-driven digital transformation (AI-DT) in selected primary and secondary school subjects, including English, marking a pivotal shift in education. This has sparked intense debate over AI's pedagogical implications, particularly its influence on student motivation and the evolving role of educators. While AI facilitates personalized learning and adaptive assessment, concerns persist about its potential to diminish the necessity of active language acquisition and disrupt traditional instructional methodologies. As AI becomes increasingly embedded in education, does language learning risk becoming obsolete, or will it evolve into a fundamentally different process? This study explores whether AI reduces the essential need for language acquisition or serves as an assistive tool that enhances learning. To address this question, ChatGPT-assisted personalized learning activities were designed and implemented in English courses at Seoul Women's University across two academic years (2023 and 2024), with instruction tailored to individual learners' needs. Student engagement, learning outcomes, and perceptions were analyzed to assess the impact of AI-enhanced instruction. Findings indicate that AI-supported learning improves efficiency by providing individualized feedback and reducing psychological barriers associated with linguistic disparities. However, AI cannot fully replicate the cognitive processes inherent in human language acquisition, underscoring the continued importance of learner autonomy and structured pedagogy. Moreover, the integration of AI necessitates a paradigm shift in teacher education. While AI offers valuable instructional support, its success hinges on how it is integrated into pedagogy. Effective language education still depends on educators' ability to design, facilitate, and adapt meaningful learning experiences. This study argues that AI should be positioned as a complement, not a replacement, for human instruction, reinforcing the irreplaceable role of educators.



Hee Jeong Oh is a professor at Seoul Women's University, specializing in English language education and teacher training. Her research focuses on language learner studies, teaching methodology effectiveness, and teacher education. She has contributed to textbook review and approval and national standardized test development and is actively involved in KATE.

International Invited Lecture

Integrating Local Knowledge for Global Competence in English Teaching

Mu, Yang (Beijing Language and Culture U., CELEA, China)

In anthropology, “local knowledge” refers to the understanding, skills, and philosophies developed by individuals and communities through their direct experience with the environment. This knowledge is deeply embedded within the cultural fabric of a community, encompassing practices, beliefs, and insights tailored to specific local contexts. It is often contrasted with global knowledge systems, highlighting its unique, place-based nature. Integrating local knowledge into English Language Teaching (ELT) can enhance students’ critical thinking, cross-cultural communication, and global competencies, fostering active engagement and a sense of agency. Incorporating culturally relevant materials empowers students to analyze and reflect on their cultural contexts, deepening their understanding of global issues and appreciation for diverse perspectives. This approach enriches language learning and equips students to navigate a globalized world with cultural sensitivity. To implement this integration, educators can adopt strategies such as incorporating culturally responsive teaching methods, utilizing authentic cultural materials, encouraging intercultural dialogue, developing digital storytelling skills, promoting project-based learning, fostering critical thinking and reflection, and leveraging technology for global connectivity. These approaches create inclusive learning environments that respect and celebrate students’ cultural backgrounds, preparing them to address the complexities of global communication.



Professor Mu Yang, Dean of the School of English and International Studies at Beijing Language and Culture University and CELEA Standing Council Member, specializes in English literature, cultural studies, and EFL teaching. Her current focus is on researching the teaching of Chinese cultural communication through English speaking, writing and translation courses.

International Invited Lecture

Challenges and Problems of Teaching Literature to College EFL Students in Taiwan: A Case Study of Kate Chopin's "The Story of an Hour"

Leung, Yiu-nam (Soochow U., ETA-ROC, Taiwan)

This presentation is intended to address and examine the challenges and problems of teaching literature to college EFL students in Taiwan by using Kate Chopin's "The Story of an Hour" as an example. The challenges and problems include: from the students' perspective comprising language proficiency, cultural differences, passive attitude towards learning, lack of motivation, irrelevancy of teaching materials difficulty in understanding the texts; and from the teachers' perspective, consisting of large class size, limited class time, and assessment difficulties, and creation of an interactive class environment. To solve the above-mentioned problems, the presenter utilizes some approaches to teaching literary works with special attention given to study and analyses of Kate Chopin's "The Story of an Hour." It is hoped that students will change their attitudes towards learning in general and study of literature in particular and improve their language proficiency and cultural awareness through their active engagement and participation in various kinds of classroom activities.



Leung Yiu-nam (Andy) earned his Ph.D. in Comparative Literature from the University of Illinois at Champaign-Urbana. He is now an adjunct associate professor at Soochow University, Taiwan and the president of ETA-ROC. His publications cover English-American studies and research interests are Anglo-American novels, Asian American women fictions, and literature teaching.

International Invited Lecture

Machine and Human Wellbeing in the English Language Learning

Aziz, A. Zulfadli (Universitas Syiah Kuala, TEFLIN, Indonesia)

Studies have demonstrated that integrating machine learning and AI technologies into English language education can create more effective, engaging, and supportive learning environments, ultimately contributing to students' overall well-being and academic success (Thi Quynh Anh, 2024; Cui et al., 2021; Kim et al., 2024). AlHarbi (2022) says that machine learning applications in English language teaching have shown promise in various areas. This study sets out to explore the influence of using machines in English as a Foreign Language (EFL) students' wellbeing in English writing. A qualitative research approach is employed in this study. The researcher teaches writing using machine and AI technology, and during which he observes the EFL PhD students in class. The students are then asked a set of questions to explain their feelings about their tasks on English writing. The results in this chapter will indicate how machine or AI technologies can help the students create short paragraphs successfully without feeling under pressure yet still engaging in the learning environment.



Prof. Dr. Zulfadli A. Aziz graduated from Syiah Kuala University (B.A. in English Education), University of New South Wales, Australia (M.A. in Applied Linguistics), and University of Adelaide, Australia (Ph.D. in Linguistics). He is currently a Professor in Linguistics at Syiah Kuala University, Banda Aceh Indonesia. His research interests cover linguistics and language teaching. He is dedicated to providing help to students who are having difficulty in their studies and developing or shaping their research interests.

International Invited Lecture

IPA Analysis of Korean EFL Learners' Perceptions on the Generative AI Tool

Yoon, Tecnam (Chuncheon National U. of Education, ALAK, South Korea)

This study investigates how adult EFL learners understand and utilize generative artificial intelligence(AI) in English learning through an Importance-Performance Analysis (IPA). Fifty-nine adult EFL learners participated in the survey. The study measured their perceived importance and actual use of generative AI tools in English learning. The results revealed that, across all items, importance ratings were consistently higher than performance ratings. Notably, “understanding the types and features of generative AI tools”, “interdisciplinary competence using AI,” “generating English learning content”, and “practicing English communication” emerged as areas requiring instructional intervention to bridge the performance gap. These findings highlight the need for targeted AI literacy education to enhance the integration of generative AI tools in adult EFL learning environments.



Dr. Tecnam Yoon is a professor in the Department of English Education at Chuncheon National University of Education in Korea. His research interests include the use of new technologies in the teaching and learning of second and foreign languages, computer-assisted language learning, AI-based learning, innovative pedagogy and teacher education.

International Invited Lecture

Enhancing Teachers' Confidence to Communicate through Live Conversational AI: Prospects and Possibilities for Rethinking Teacher Professional Development

Mihat, Warid (Universiti Teknologi MARA, MELTA, Malaysia)

While government school teachers in Malaysia are expected to achieve and maintain CEFR C1 or C2 level of proficiency to ensure that their classroom teaching meets international standards, whether and to what extent such an expectation is realistic or even desirable for good classroom teaching and teacher professional self-image is an area that requires further explorations. In this paper, we turn to a relatively less explored area of teacher competence, their level of confidence to use English to communicate in the classroom, as an alternative option in the conceptualization of and foundation for good language teaching and professional development. The study to be reported explores the use of live Artificial Intelligence by four senior teachers of English to develop their confidence to communicate in English, with implications for their classroom applications and professional identity. Specifically, it explores the use of Google's Gemini Live by these teachers as their conversational partner. The paper seeks to address the following questions: 1. How does AI Live meet teachers' expectations as conversational partners? 2. How do teachers perceive the impacts of live conversational AI on their confidence to interact with other ELT practitioners and students? The insights from the study reveal the extent to which Live conversational AI can serve as a conversational partner for teachers to build their confidence in communicating in English and highlight the plausibility of a focus on confidence in teacher professional development. Together the findings contribute to an evidence-based approach to enhancing the policy and practice in Malaysia teacher education and language education in general.



Warid Mihat, PhD, serves as MELTA's Director of Journals and Head of Corporate and International Communications at Universiti Teknologi MARA. With 15 years of experience as a language educator across primary, college, and university levels, he earned his PhD in 2022, specialising in reading, eye-tracking, CALL, literature, corpus linguistics, and language policy.

International Invited Lecture

Fostering Inclusion: Culturally Responsive Teaching for Undergraduate Success in Thailand's Internationalization at Home

Thongprayoon, Thanakorn (Srinakharinwirot U., Thai-TESOL, Thailand)

This research explores the application of Culturally Responsive Teaching (CRT) principles within undergraduate programs in Thailand, specifically in "Internationalization at Home" (IaH) settings. As Thai universities increasingly adopt IaH strategies to provide global learning experiences without student mobility, understanding how CRT can support diverse student populations becomes crucial. This study investigates the perceptions and practices of instructors and students regarding cultural responsiveness in these contexts. The goal is to identify how educators adapt their pedagogical approaches to acknowledge and incorporate Thai cultural values, beliefs, and learning styles, and to analyze how students perceive the impact of CRT on their engagement, academic achievement, and sense of belonging.

The study focused on key areas: the integration of culturally relevant content, the use of inclusive teaching strategies, and the promotion of respectful classroom environments. It also addressed the challenges and opportunities associated with implementing CRT in Thai higher education. Employing a mixed-methods approach, this research combined surveys, interviews, and classroom observations to provide a comprehensive understanding. Data was gathered from undergraduate students and their instructors in IaH programs at several universities in Thailand. Findings indicated that while many instructors express awareness of CRT, its consistent implementation is hindered by factors such as large class sizes and a lack of specific training. However, students reported increased engagement and a greater sense of belonging when instructors incorporated culturally relevant examples and encouraged open discussion. Notably, the use of Thai cultural references and group activities that align with collectivist values were particularly effective. The findings contribute to the development of effective pedagogical frameworks and recommendations for faculty development, ultimately enhancing the quality of IaH initiatives and fostering a more inclusive and equitable learning environment for all students.



THANAKORN THONGPRAYOON holds a Ph.D. in Educational Science and Learning Management. He lectures in the international undergraduate program in Language and Intercultural Communication. He is the Past President of Thailand TESOL. His research interests include ELT pedagogy, intercultural communication, and social and emotional learning. He can be contacted at thanakorn@g.swu.ac.th

International Invited Lecture

Student Investment in SALC Book Club

White, Chelanna (Reitaku U., JALT, Japan)

Self-access learning centers (SALCs) provide valuable opportunities for independent learning, yet they are often under-utilized. Encouraging students to engage with SALC resources remains a persistent challenge for institutions that invest in these facilities. To address this issue, a multi-modal book club was implemented within a SALC writing center, drawing on previous research on book clubs as tools for both personal and professional development. The initiative aimed to increase student engagement with the SALC while fostering advanced, self-directed reading in English beyond the classroom. This presentation explores the intersection of SALCs and book clubs, emphasizing their potential to promote learner investment, as conceptualized by Norton (1995). Investment differs from motivation in that it considers the ways in which learners' identities and social relationships shape their willingness to engage with language learning. By creating a structured yet flexible space for discussion, the book club encouraged students to see themselves as legitimate users of English and to engage more deeply with academic and recreational reading. The social aspect of the club fostered peer-to-peer learning, increased confidence in expressing ideas in English, and built a sense of community within the SALC. The presenter will discuss the challenges and successes encountered in implementing the book club, including material selection, sustaining student participation, and balancing structure with autonomy. Practical recommendations will be provided to help educators establish similar initiatives in their own contexts. Ultimately, by integrating book clubs into SALCs, institutions can enhance both student engagement and investment in English learning, maximizing the potential of these valuable resources.



Chelanna is an instructor at Reitaku University, where she supports the Model United Nations student group and facilitates a book club centered on social issues. She is also the Director of Program for JALT. Her research focuses on language teacher identity and student investment.