Aug. 27/ 13:30-14:00/ AC343

International Invited Lecture

From Actions to Outcomes: Examining the Impacts of Generative AI-Supported Professional Development Practices on Language Teachers' Performance

Meniado, Joel (SEAMEO Regional Language Centre)

In recent years, many studies have explored the evolving roles of Generative AI (GAI) in professional learning and development (PLD) and investigated language teachers' practices in using the tool for their self-directed PLD. Results indicate that GAI plays a variety of roles in PLD (e.g., personalized learning partner and tutor, reflective and reflexive companion, efficiency and workload reduction tool, diagnostic and evaluative agent, and pedagogical and linguistic coach) and that language teachers use it to analyze their individual PLD needs, design their personal learning pathways, understand unfamiliar pedagogical concepts and approaches, derive meaning from their professional experiences, and conduct systematic inquiries within their teaching contexts. While many studies have focused primarily on the roles of GAI and language teachers' practices in using the tool for self-directed PLDs, few have examined the impact of GAI-facilitated practices on teachers' teaching performance. Consequently, knowledge on the effectiveness of GAI-supported language teacher professional development (LTPD) is limited. This paper aims to address this gap by examining how GAI-supported LTPD activities can transform English language teachers' performance. Reporting the results of two separate studies (a systematic literature review and a phenomenological inquiry), this paper will discuss how different patterns of engagement or collaboration with GAI can transform language teachers and their teaching performance. It will also discuss relevant areas for future investigation and map out the trends that will shape the future of GAI-supported LTPD. Participants in this paper presentation session are expected to gain new knowledge, skills, and insights on how to effectively leverage GAI in their informal, self-directed LTPDs.

Dr. Joel C. Meniado is a language specialist at the Southeast Asian Ministers of Education Organization - Regional Language Centre (SEAMEO RELC) in Singapore, where he teaches various post-graduate courses on ELT pedagogy, technology integration, and classroom-based action research. He is also an editor of the RELC Journal.

Aug. 27/ 13:30-14:00/ AC345

International Invited Lecture

Investigating Academic Boredom in University General English Classes: A Control-Value Theory Perspective

Choi, Sunhee (Jeonju University)

The purpose of this study is to analyze the extent and precursors of boredom experienced by university students in General English classes based on Control-Value Theory. An online survey was conducted with 305 university students enrolled in General English courses at two universities in South Korea. The findings revealed that the overall level of boredom experienced in General English classes was relatively low, although high levels of boredom were observed in a subset of students. The primary precursors of boredom were identified as lack of challenge, monotony, and opportunity costs, whereas lack of involvement and dislike of the instructor showed relatively minimal influence. Additionally, the perception of these boredom-inducing factors varied depending on learner characteristics, including gender, major, English proficiency, and achievement. These results demonstrate that learners' perceptions of control and value play a major role in the manifestation of boredom in General English contexts. It is suggested that instructional strategies should be developed with careful consideration of learners' proficiency levels, disciplinary characteristics, and the difficulty and practical relevance of tasks during the instructional design process.

Sunhee Choi, Professor of English Education at Jeonju University, holds both a Master's and a Ph.D. in English Education from the University of Southern California as well as a BA from Seoul National University of Education. Since 2024, she has served as the Editor-in-Chief of the journal English Teaching. Her research interests encompass L2 learning personalities, emotions, and L2 teacher development. With extensive experience in pre-service and in-service teacher education, she has published widely in prominent journals, including *English Teaching*, *Information*, and *the Journal of Educational Computing Research*. Her work continues to bridge theory and practice in English education.

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International Invited Lecture

Integrated approaches to teaching an EFL college literature course in Taiwan

Cheung, Kai-kim (ETA-ROC)
National Taiwan Normal University of Preparatory Program for Overseas Chinese Students

Literature courses have been a major track of concentration in the curricula of the Departments of English or Foreign Languages and Literature in Taiwan. Instructors always experience difficulties in teaching literature courses to college students whose language proficiency is inadequate. Due to their simple plot, limited characters, thematic implications, short stories written by women writers and an integrated approach are used to teaching an EFL college literature course in Taiwan. This approach is advantageous, for it combines language development with literary comprehension to create an effective learning environment for Taiwanese EFL students. It incorporates reading, writing, speaking, listening, and critical thinking skills through selected short stories written by Charolette Perkins Gilman, Kate Chopin, Maxine Hong Kingston, Amy Tan, Alice Walker, and others. Students go through the following process: pre-reading, reading, and post-reading activities. Pre-reading tasks introduce key vocabulary, historical, and biographical, and cultural contexts. Reading activities involves guide comprehension through questions and group discussions by focusing on such elements as plot, character, theme, language, setting, and symbols. Post-reading tasks include essays, presentations, or role-plays. Extrinsic, intrinsic, and theoretic methods are adopted to enhance understanding of the assigned texts. Collaborative learning, multimedia resources, oral presentations, and online discussions are used to enable students to fully engage in classroom and out-off class participation. It is hoped that Taiwanese EFL students' language proficiency, literary appreciation, cultural awareness, and critical thinking will be improved through their participation in these activities and learning processes.

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.

Aug. 27/ 14:05-14:35/ AC343

International Invited Lecture

"I Know, But I Can't Say It": The Competence–Performance Gap in English Language Anxiety Among Technical Students

Deri, Mornita (Politeknik Kuching Sarawak, MALAYSIA)
Neo, Bibie (Politeknik Kuching Sarawak, MALAYSIA)

English language anxiety remains a persistent challenge among second language learners, particularly in technical education contexts where students are expected to demonstrate both subject knowledge and communicative competence. Despite possessing adequate linguistic knowledge, many technical students experience difficulty expressing their ideas in English, especially in spoken interactions. This study aims to investigate the nature and impact of English language anxiety among technical students, with a specific focus on the competence–performance gap in language use. The study will adopt a mixed-method approach, combining a structured questionnaire with selected open-ended responses. The questionnaire will be adapted from established measures of Foreign Language Anxiety to examine students' levels of anxiety, perceived confidence, and willingness to communicate in English. In addition, qualitative responses will be analysed to identify common anxiety-inducing situations and underlying factors contributing to students' communicative difficulties. It is expected that the findings will reveal a significant discrepancy between students' understanding of English and their ability to use the language effectively in classroom settings, particularly in spontaneous and high-stakes situations such as presentations and discussions. Factors such as fear of negative evaluation, peer comparison, and lack of confidence are anticipated to play a central role in shaping students' language anxiety. The study is expected to contribute to the understanding of language anxiety in technical education contexts and offer practical implications for designing supportive classroom environments that enhance students' communicative confidence and participation.

Mornita is an English lecturer at Politeknik Kuching Sarawak with interests in second language teaching, discourse studies, sociolinguistics, and translation studies. She is also involved in translation and proofreading, particularly in English-Malay translation.

Aug. 27/ 14:05-14:35/ AC345

International Invited Lecture

Unpacking Interactional Competence for Meaningful Content Learning in Multilingual EMI Classrooms

Supunya, Nuntapat (Mahasarakham University)
ThailandTESOL

In English-Medium-Instruction (EMI) classes, the co-construction of intersubjective understanding among multilingual and multicultural students for subject-matter acquisition is complex, involving an interplay of multimodal resources-*at-talk*. This dynamic process is reflected in students' interactional competence (IC), foregrounded as a crucial component of their content learning. Despite the proliferation of IC studies advanced by conversation analysis (CA), the crystallisation of what constitutes this dynamic construct remains, necessitating methodological triangulation and a need for data driven inquiries into its components. Central to this was the presentation of empirical studies (i.e., Supunya & Tangkiengsirisin, 2025a, 2025b, 2026), attempting to generate such a comprehensive account of IC for content acquisition in EMI. The studies with the use of multimodal conversation analysis (MCA) and interpretative phenomenological analysis (IPA), and systematic review revealed eight components, while multivariate statistical analyses elucidated seven salient components. The explained variance also reflects the nature of EMI students' interaction within contemporary educational complexities, particularly a shift from language accuracy toward the intelligibility. The new and meaningful findings from three studies are also discussed in this presentation. Moreover, the implications for EMI teachers, classroom activity designers, and researchers by elucidating the constituent components of IC to support EMI students' content learning and future real-world communication will also be discussed.

Nuntapat Supunya is a lecturer in the English Language Teaching program at Mahasarakham University, Thailand. He also serves as a Member-at-Large of ThailandTESOL (2025–2027), where he contributes to the development and mentorship of future English language teachers. Supunya earned his MEd in TESOL from the University of Sydney, Australia, and his PhD in ELT from Thammasat University, Thailand. His research interests focus on interactional competence, English-medium instruction, teacher education, and ESP teacher development.

Aug. 27/ 14:05-14:35/ AC337

International Invited Lecture

The Pentahelix Model of English Teacher Professional Development in Indonesia: Stakeholder Perspectives and Support Mechanisms

Korompot, Chairil Anwar
(TEFLIN & Universitas Negeri Makassar, Indonesia)

Teacher professional development (TPD) is critical for improving educational quality, yet multi-stakeholder approaches remain underexplored in developing contexts. Indonesia has provided significant national investment in teacher quality, but the roles of various stakeholders in supporting TPD remain unclear. This study investigates English teachers' perceptions of support from five stakeholder groups in the Pentahelix model of TPD: the Self (teachers), the School (school administration), the State (government), the Scholars (teacher educators), and the Society (community). The research addresses three questions: How do English teachers perceive support from the five Pentahelix stakeholder groups? What specific support mechanisms are provided by each stakeholder? What gaps exist and what recommendations emerge? A mixed-methods explanatory sequential design was employed with 176 English teachers in South Sulawesi, Indonesia, who had participated in TPD programs. Quantitative data were collected via a Pentahelix questionnaire (0-10 scale) measuring perceived support from each stakeholder. Qualitative data from open-ended questions were analyzed using NVivo thematic analysis. Rasch model analysis and Differential Item Functioning (DIF) analysis examined perception patterns across teacher demographics. Teachers perceived strong support from four stakeholder groups: the Self (scales 7-9), the School (scales 7-9), the State (scales 6-8), and the Scholars (scales 7-8). However, community support was critically weak, with scale 0 being most common. Qualitative analysis revealed specific support mechanisms including participation in teacher communities, training programs, certification, scholarships, and learning resources. Doctoral-level teachers demonstrated stronger personal responsibility perceptions, while novice teachers showed different understandings of TPD objectives. The Pentahelix model provides a comprehensive framework for understanding TPD, but community engagement represents a critical gap requiring policy intervention. Findings suggest the need for formalized multi-stakeholder coordination, particularly mechanisms to activate community participation in teacher development. The model offers potential applicability beyond Indonesia for contexts seeking systemic approaches to TPD.

Chairil Anwar Korompot is a lecturer in the English Language Education Division at Universitas Negeri Makassar, Indonesia. His research focuses on teacher professional development, English language teaching, and educational policy in Indonesian contexts. He currently serves as a member of the Cooperation Division of TEFLIN, Indonesia.

Aug. 27/ 14:45-15:15/ AC345

International Invited Lecture

Measuring the Impact of Individualized AI Feedback on L2 Academic Writing in a Flipped Classroom

Kaneko, Clare (Niigata University)

Recent large-scale research in Japan indicates that AI use for language learning is now widespread. In a 2024 survey of 2,521 Japanese university students, 50.5% reported using ChatGPT for L2 learning, with writing support the most frequently reported use among English learners (30.4%). As students increasingly turn to AI for writing assistance, questions arise regarding how such use can be structured pedagogically and ethically. This study examines whether individualized AI-generated feedback targeting students' recurring writing weaknesses can improve English academic writing performance in a flipped classroom setting. The eight-week course separates instructor-led teaching of essay organization from AI-supported language development. While the instructor explicitly teaches structural elements of academic essays (structure, paragraph development, introductions, and conclusions), linguistic areas such as grammar accuracy, vocabulary range, cohesion, and thesis clarity, are addressed exclusively through structured AI feedback. In Week 1, students complete a timed baseline essay without AI assistance. During Weeks 2–7, students complete structured writing tasks and receive AI feedback that identifies three key weaknesses within a designated improvement category, explains each issue, and provides guided practice activities. In Week 8, students complete a second timed essay under controlled conditions. Pre- and post-course essays are evaluated using an analytic rubric to measure overall and category-specific gains. This design offers empirical insight into responsible AI integration in L2 writing instruction within a context where student AI use is already well established.

Clare Kaneko is an Associate Professor at Niigata University. With more than 25 years of English language teaching experience in Japan, their research explores technology-enhanced language learning across all skill areas. Recent work has focused on the effective and responsible integration of AI in ESL instruction.