

CULI TERA ERF

International Conference 2024

Promoting English Reading in the Asian Context and Beyond



August 22 – 23, 2024

Bangkok, Thailand

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CULI TERA ERF International Conference 2024

Program Overview

Day 1: Thursday, August 22

Time	Program
8.00–8.35	Registration
8.35–9.00	Opening Ceremony
9.00–9.45	Keynote Address (pre-recorded speech) Assoc. Prof. Dr. Suradech Chotiudompant, Dean of the Faculty of Arts, Chulalongkorn University
9.45–10.05	COFFEE BREAK
10.05–11.05	Plenary Session 1 Professor Emeritus Dr. Neil Anderson, Brigham Young University– Hawaii
11.05–12.05	Plenary Session 2 Professor Emeritus Dr. Rob Waring, the Extensive Reading Foundation (ERF)
12.05–13.05	LUNCH
13.05–13.50	Featured Talk 1 Asst. Prof. Dr. Jiraporn Dhanarattigannon, Kasetsart University
	Featured Talk 2 Todd Beuckens, EIllo.org and Ritsumeikan Asia Pacific University
	Featured Talk 3 Thailand Extensive Reading Association (TERA)
13.55–14.25	Parallel Session A
14.30–15.00	Parallel Session B
15.00–15.35	Poster Presentations
	COFFEE BREAK
15.35–16.20	Workshops 1 - 5

Day 2: Friday, August 23

Time	Program
8.00 – 8.30	Registration
8.30–9.30	Plenary Session 3 Assoc. Prof. Dr. Dumrong Adunyarittigun, Thammasat University
9.30–10.30	Plenary Session 4 Prof. Dr. Janice Bland, Nord University
10.30–10.50	COFFEE BREAK
10.50–11.35	Featured Talk 4 Paul Goldberg, Xreading.com <hr/> Featured Talk 5 Prof. Dr. Hitoshi Nishizawa, KOSEN-KMITL, King Mongkut’s Institute of Technology Ladkrabang <hr/> Featured Talk 6 Assoc. Prof. Dr. Sumalee Chinokul, Rangsit University
11.40–12.10	Parallel Session C
12.10–13.10	LUNCH
13.10–13.40	Parallel Session D
13.45–14.15	Parallel Session E
14.20–15.05	Workshops 6 - 10
15.05–15.15	COFFEE BREAK
15.15–16.00	Panel Discussion
16.00–16.10	Closing Ceremony

Day 1: Thursday, August 22, 2024

Time / Room	Arnoma 1	Arnoma 2	Thip-Ubol	Subongkoj	Pathummas
8:35 – 9:00	Opening Ceremony				
9:00 – 9:45	Keynote Address (pre-recorded speech) Reading World Literature: Towards Ethical Engagement in a Globalized Age Suradech Chotiudompant				
9:45 – 10.05	COFFEE BREAK				
10.05 – 11.05	Plenary Session 1 Sustaining Engagement During Reading Neil Anderson				
11:05 – 12.05	Plenary Session 2 Why Do Some Teachers and Students Resist Extensive Reading? Rob Waring				
12:05 – 13.05	LUNCH				
13:05 – 13:50	Featured Talk 1 Effects of Additive Extensive Reading on Struggling EFL Tertiary Learners Jiraporn Dhanarattigannon	Featured Talk 2 Simple Solutions to Getting High-Quality ER Materials Todd Beuckens			Featured Talk 3 Thailand Extensive Reading Association: Achievements and Future Plans Thailand Extensive Reading Association (TERA)
13:55 – 14.25	Parallel Session A1 Effects of Extensive Reading on Learners’ Guessing from Context: Proficiency Levels and Three Guessing Skills Katsuhiko Yamauchi	Parallel Session A2 The Effects of Extensive Listening on EFL Learners’ Improvement of Listening Comprehension and Aural Vocabulary Anna Chang	Parallel Session A3 Teaching Literature Using Task-Based and Reader-Response Approaches in Tertiary EFL Classroom: A Case Study of English Major Pre-Service Teachers Anchalee Seangthong	Parallel Session A4 The Use of a Cooperative Learning Activity for Product Label Reading and Writing in an Undergraduates’ ESP Classroom Sethawut Techanan	Parallel Session A5 Academic Reading Strategies Among Malaysian and Indonesian Universities Students: A Comparative Study Khairil Razali

Time / Room	Arnoma 1	Arnoma 2	Thip-Ubol	Subongkoj	Pathummas
14:30 – 15:00		Parallel Session B1 Investigating the Implementation of Extensive Reading in Foundation English Courses for Undergraduates in Thailand Mintra Puripunyanich	Parallel Session B2 Inspiring Learners to Consider Issues Beyond the Text by Applying Thinking Moves Chau Thi Hong Tham	Parallel Session B3 The Integration of Literary Materials in Task-Based Extensive Reading: A Thai EFL University Context Kanyanat Sakkanayok	Parallel Session B4 An Assessment of the English Reading Strategy Skills of Graduate Students Majoring in Educational Administration Piengpen Na Pattalung and Nichaporn Yodmanee
15:00 – 15:35	Poster Presentations (Foyer in front of Arnoma 3) 1. Students' Perspectives on Challenges and Benefits of One Year in Extensive Reading at Mahasarakham University by Nuchsara Choksuansup Thongsan, Chutipap Kongsombut and Ampika Patarapongsanti 2. The Development of Reading Instructional Model based on Task-Based Language Teaching and Cooperative Learning to Enhance Reading Comprehension Abilities and Analytical Thinking for EFL Students by Saowaluck Phissanui 3. Enhancing Reading Instruction: Innovative Approaches and Strategies by Susie Chan 4. Supporting Learners to Make a Habit of Reading Extensively in the Target Language(s) by Keiko Mori 5. The Innovation of VARK Model Learning Management Through Bottom-Up Instructional Approach Integrated with Local Identity to Develop English Reading Skills of Grade 3 Students by Nurmee U-mae				
	COFFEE BREAK				
15:35 – 16:20	Workshop 1 Promoting Self-Regulated Readers Through Effective Reading Strategy Instruction Dumrong Adunyarittigun	Workshop 2 The Picturebook for English Teaching: Enchanting Reading and Social Interaction around Texts Janice Bland	Workshop 3 Building Strong English Readers: The Power of Phonics for Young Learners in EFL Settings Fatimah Jehersae	Workshop 4 Xreading News: What It Is and How It Can Be Used Rick Romanko and Paul Goldberg	Workshop 5 Pandemic? Digitalization Anyone? Keep Calm and Carry on Reading!: An Exploration of the Paradigm Shift in the ELT Industry in Approaches to Graded Readers Bill Bowler

Day 2: Friday, August 23, 2024

Time / Room	Arnoma 1	Arnoma 2	Thip-Ubol	Subongkoj	Pathummas
8:30 – 9:30	Plenary Session 3 Whispers in the Wildfire: Reimagining L2 Reading Instruction for Turbulent Times Dumrong Adunyarittigun				
9:30 – 10:30	Plenary Session 4 Inspiration for Reading in English: Selection of Texts for Deep Reading and Engaging Tasks Janice Bland				
10:30 – 10:50	COFFEE BREAK				
10:50 – 11:35	Featured Talk 4 Strategies for a Successful Extensive Reading Program Paul Goldberg	Featured Talk 5 The Effect of a Long-Term ER Program on Japanese EFL Learners Hitoshi Nishizawa			Featured Talk 6 Trajectories of Academic Professional Growth and Identity: Decades of My Involvement as a Language Teacher Educator in Reading Instruction Research in the Thai Context Sumalee Chinokul
11:40 – 12:10	Parallel Session C1 Longitudinal Investigation of Extensive Reading with Restriction Takayuki Nakanishi	Parallel Session C2 Establishing an Oral Reading Fluency Benchmark for EFL University Students Using Reading Progress Todsaporn It-ngam	Parallel Session C3 Examining Junior High School Students' Perceived Usefulness of Readtheory in the Development of Their Reading Comprehension and Writing Skills Roy Roberto H. Felipe	Parallel Session C4 Improving Reading Comprehension of Chinese Primary EFL Learners Using Graphic Organisers Christine Lee and Wang Shui	Parallel Session C5 A Survey of Myanmar Reading Habits amongst Myanmar Higher Education Students Narudol Semchuchot and Thiha Thein
12:10 – 13:10	LUNCH				

Time / Room	Arnoma 1	Arnoma 2	Thip-Ubol	Subongkoj	Pathummas
13:10 – 13:40	<p>Parallel Session D1 Extensive Reading: AI-Powered Interactive Reader Creation Mark Brierley and Gary Ross</p>	<p>Parallel Session D2 What Do We Mean by 'Critical?': Juxtaposing EAP and Disciplinary Perspectives on Criticality in Higher Education Sirawit Apairach</p>	<p>Parallel Session D3 Investigating the Impact of Inquiry-Based Teaching with AI Chatbots on Students' Motivation for Academic Reading Nguyen Duong Hoang Minh</p>	<p>Parallel Session D4 Using English for Specific Purposes (ESP) Approaches in Teaching Reading in the Political Field Chiangchiang Oyang and Chun-Pin Lu</p>	<p>Parallel Session D5 Exploring College Freshmen's Perspectives on Extensive Reading and Reading Circles in English Language Learning Cheng Chi Chan</p>
13:45 – 14:15	<p>Parallel Session E1 Is My Reading Test Any Good? Simplifying Analyses of Reading Tests Steven Carter</p>	<p>Parallel Session E2 Fostering Critical Reading Through Teaching Practices of Critical Reading Sub-Skills to English-Majored Students at Tertiary Level Pham Vu Le Mai</p>	<p>Parallel Session E3 Exploring Attitudes and Reading Motivation for Literature of English-Majored Students Through Participating in a Literature Circle on Social Media Ha Nguyen Tuyet Minh</p>	<p>Parallel Session E4 The Impact and Influential Factors of Graded Readers Reading on Feelings and Motivation Towards English Reading Keiko Fujino</p>	<p>Parallel Session E5 Exploring the Impact of Data-Driven Learning Through Corpus Analysis of TED Talks on EFL Learner's English Reading Comprehension Wei Ting Wu, Po Han Wu and Kuan Lin Mao</p>
14:20 – 15:05	<p>Workshop 6 Designing a Reading Curriculum for Learner Success Neil Anderson</p>	<p>Workshop 7 Promoting Extensive Reading Rob Waring</p>	<p>Workshop 8 Exploring Innovative Approaches to Reading in an Electronic Age: A Study Among University Students of Hochiminh University of Industry and Trade Cherry June Maridable</p>	<p>Workshop 9 Measuring L2 Silent Reading Fluency While Accounting for Comprehension Steven Carter</p>	<p>Workshop 10 The Benefits of Doing Extensive Reading Online with Xreading Paul Goldberg</p>
15:05 – 15:15	COFFEE BREAK				
15:15 – 16:00	Panel Discussion				
16:00 – 16:10	Closing Ceremony				

Suradech Chotiudompant

Chulalongkorn University



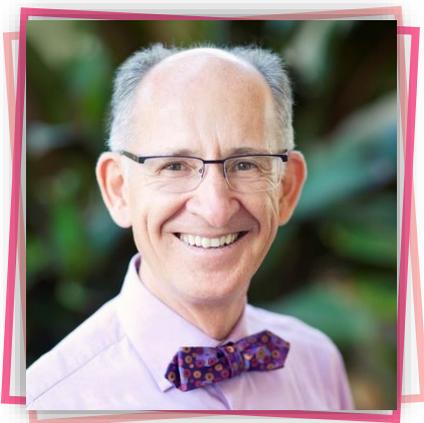
Reading World Literature: Towards Ethical Engagement in a Globalized Age

Reading is considered a fundamental part in literary studies and the study of reading has been theorized in various ways, from the rigorous textual analysis of New Criticism to contemporary frameworks like reader-response theory and cognitive literary criticism. More recent conceptualized attempts such as surface reading and deep reading have further enriched our understanding in this complex activity. In the context of today's knowledge landscape saturated with transnational and cross-cultural texts from new media and digital platforms, it is necessary to revisit the foundational question of "why" we read, alongside considerations of "how" and "what" we read.

This leads to the discussion on reading ethics that intertwines with broader issues of moral engagement and skill cultivation essential for contemporary citizenship, including critical thinking, empathy, and intercultural communication. World literature offers a fertile ground where complex narratives are woven, intersected, and sometimes conflicted. Engaging with these narratives not only enhance our understanding of different cultural perspectives but also leads us to reflect on the ethical implications of actions and motivations portrayed.

It is my argument that, in our increasingly interconnected and globalized world, reading world literary narratives is more important and relevant than ever. In this light, by examining the connections of literature, ethics, and the complexities of contemporary global landscape, I advocate for the role of reading that cultivates future citizens that are empathetic and deeply aware of nuanced perspectives on social issues and related ethical responsibilities.

Associate Professor Suradech Chotiudompant, PhD, has been teaching in the Department of Comparative Literature, Chulalongkorn University, for two decades. He has published widely in the fields of comparative literature, cultural studies, and contemporary Thai literature with a monograph on Gabriel García Márquez's magical realist fiction and a textbook on the historical development of literary theory in the 20th century. His research interests include literary theory, magical realism, and contemporary world literature.



Neil J Anderson is Professor Emeritus of English Language Teaching and Learning on the Faculty of Education and Social Work at Brigham Young University–Hawaii. Professor Anderson has been actively involved in English language teaching and learning for over 40 years. He is the author or co-editor of over 50 books, book chapters, and journal articles. His research interests include second language reading, language learner strategies, learner self-assessment, and ELT leadership development. Professor Anderson believes that teaching learners to be proficient readers is a key to their success as users of English.

Sustaining Engagement During Reading

Successful foreign language teachers understand the why, the what, and the how of sustaining engagement during reading. The why provides a theoretical foundation that gives confidence to teaching. Focusing on what links the theoretical foundation to principles. The how addresses the application of the theory and principles to classroom instruction. Understanding these three levels of teacher development leads to sustained student engagement during reading.

Creating a learning environment that encourages engagement transforms the learning experience from passive to active learning. An essential element of active language learning is that students take responsibility for their own learning. When students grasp this concept, they ignite their own passion to increase their language proficiency through reading.

Classroom teachers sustain engagement for reading by integrating five principles into their teaching philosophy. Teachers understand that engaged readers (1) are motivated, (2) are metacognitively aware as they use a variety of reading comprehension strategies, (3) read fluently and use their cognitive capacity to focus on the meaning of what they read, (4) read widely with different purposes, and (5) develop their comprehension by using what they read.

This plenary session will briefly explore the theoretical foundation of reading, the rationale for these five principles that sustain engagement in reading, and appropriate classroom applications of each principle.

Plenary Session 2

Rob Waring is Emeritus Professor at Notre Dame Seishin University in Okayama where he taught English for 30 years. He is a world-renowned expert in extensive reading and vocabulary acquisition. He has published over 80 articles and has given hundreds of lectures, plenaries and featured speaker presentations in 32 countries. He is an Executive Board member of the Extensive Reading Foundation. He is also author and series editor of six series of graded readers and has recently published *Teaching Extensive Reading in Another Language* with Paul Nation.



Why Do Some Teachers and Students Resist Extensive Reading?

Extensive reading is well known to be successful in promoting general motivation for English among language learners. Most ER teachers also know how powerful a successful ER program can be to bring about this general motivation for English. However, many teachers still are reluctant to take up extensive reading despite all the evidence that it works, and is very successful, and that students really enjoy reading extensively. Why does this happen? This plenary will outline some of the major reasons why extensive reading is not as well accepted as it should be. It will also highlight things such as a lack of understanding of what ER is and why it should be done, poor training, insufficient resources, inappropriate materials, lack of time and a general perception that while “extensive reading may be good, it’s not something that I want to do,” and others. The talk will then propose several strategies to ensure that the stakeholders understand the need for ER, and then show how ER practitioners can identify problems as they arise, and before they create curricular challenges. We will then see how to adjust the ER program to avoid catastrophe. The talk will then investigate several ways to structure an ER program so that there is a high chance that it survives the strains and tensions of a modern school setting. Finally, we will look at some examples of successful model ER programs which teachers can use as examples to develop their own ER programs.



Dumrong Adunyarittigun is an Associate Professor in the English Department, Thammasat University. His research interests include comprehension, reading strategies, self-perception and motivation to read, language assessment and critical literacy to promote peace.

Whispers in the Wildfire: Reimagining L2 Reading Instruction for Turbulent Times

In this presentation, I will press on the need for discursive drifts by visualizing challenges encountered by L2 students and urge you to consider how critical literacy instruction could help L2 students strategically deal with such challenges in a contentious world and become change agents. I will illustrate an ecology of literacy learning, which requires teachers to be facilitators and students to be critical and active problem-posers working collaboratively. L2 students will examine contentious, engaging and corporeal issues, pose questions, and construct their own views on those issues. Samples of discussions and projects will be showcased.

Janice Bland is Professor of English Education, Nord University, Norway, and guest professor at Oslo Metropolitan University. In her teacher education classes she focuses on English language and literature pedagogy, and her research interests are concerned with creativity to enhance ELT in elementary and secondary school contexts: with children's literature from picturebooks to young adult fiction, visual and critical literacy, creative writing, global issues, ecocriticism, interculturality and drama in education. Janice leads the Nord Research Group for Children's Literature in ELT and is editor-in-chief of the diamond open-access journal *Children's Literature in English Language Education (CLELEjournal)*. Among her publications are two monographs and three edited volumes. Her latest book *Compelling Stories for English Language Learners: Creativity, Interculturality and Critical Literacy* appeared with Bloomsbury Academic in 2022.



Inspiration for Reading in English: Selection of Texts for Deep Reading and Engaging Tasks

The role of stories to inspire, unify and enlighten is more important than ever. Reading can offer a gateway to increased empathy through the many literatures in English from nations throughout the world. Selecting the best possible, accessible literary text for a language class requires good sources of information, which I will explore in this talk. Choosing methods and tasks that promote delight and deep reading, as well as interculturality, critical literacy and creative response, requires the ability to evaluate the potential of a text for English language teaching (ELT) and design activities for learners. Deep reading is a much more active, collaborative, and agentic approach to reading than, for example, intensive reading, which I will elucidate in this keynote.

Multimodality characterizes any kind of text that includes some combination of language, images, or sound. I will introduce multimodal literary texts: recent picturebooks, which can be very suitable for secondary school students, the graphic novel as a format that is swiftly gaining scholarly attention due to a sudden surge in seriously themed, award-winning exemplars, and suggestions for short films combined with text. I will introduce lesser-known chapter books, which have very brief chapters for young or less strong readers who still need shorter texts supported by some illustrations and without overly complex language. I will focus on texts that offer opportunities for genuine discussion in ELT, motivated reading and listening, often more tolerance of unfamiliar vocabulary and openings for language development. The key is better books, books that can inspire creative and critical literacy response, books that offer delight and can create readers.

Featured Talk 1

Jiraporn Dhanarattigannon (Ph.D. in Curriculum and Instructions, University of Florida, USA) is an Assistant Professor in the Department of Foreign Languages at Kasetsart University, Bangkok, Thailand. Her areas of interest include EFL writing (the process-based approach), Extensive Reading, writing and reading assessments, self-assessment, teaching and learning development, and corpus-based research.



Effects of Additive Extensive Reading on Struggling EFL Tertiary Learners

Extensive reading (ER) with graded readers has gained attention in education, particularly in teaching reading in Thailand because many studies have proved that it is an approach which helps learners including ESL/EFL students improve their reading performance. However, only a few studies have examined additive ER focusing on struggling EFL learners with other types of reading materials and post tasks. This study explored the effects of two different ER activities, namely Science and Research Association Reading Laboratory (SRA) and Reading Reflective Journals (RRJ), as additive ER on struggling EFL tertiary students' English reading performance. A comparative mixed-method approach was used to collect the data. The participants were two intact groups enrolled in a reading course taught by the researcher at a Thai public university over 15 weeks. The instruments included English reading pre- and post-tests, an open-ended questionnaire and students' reflective journals. The results from quantitative and qualitative data revealed that SRA and RRJ had positive impacts on students' English reading skills, their attitude towards English and English reading, and vocabulary building. However, since SRA and RRJ are based on different theories, RRJ readers tend to improve more on reading skills while SRA enhances the students' reading comprehension. This suggests that features of SRA and RRJ should be combined to achieve the students' reading improvement. Finally, when implementing any types of ER, the teachers should take the factors affecting its use into consideration.

Featured Talk 2



Todd Beuckens is a part-time lecturer at Ritsumeikan Asia Pacific University in Beppu, Japan. He is also the creator of ello.org, which stands for English Listening Lesson Library Online. ELLLO has the world's largest library of free extensive listening and reading lessons featuring speakers from over 100 countries. He has an M.A. in Education with a focus on Learning, Design, and Technology from San Diego State University.

Simple Solutions to Getting High-Quality ER Materials

ER programs often face two significant obstacles, regardless of their budget, resources, dedication, or expertise. The first challenge is obtaining high-quality graded reading materials that are suitable for their target audience. The second hurdle is acquiring reading materials that both captivate their students' interest and align with the curriculum or academic goals of their university or school.

Critics of ER often argue that extensive reading, particularly with novels, is not a productive use of students' time, especially for business, engineering, and science students. This presentation will explore two straightforward solutions to obtain an abundance of graded reading materials suitable for any level, topic, or audience.

The presentation will initially delve into using extemporaneous speech and transcripts to generate an endless supply of graded readers for various topics. Graded readers often emphasize fiction-based content, primarily novels, but many young adults prefer to read non-fiction, which is often not as readily available in ER libraries. The presentation will demonstrate how tools like Loom make it easy to create engaging materials by recording videos and converting the content into readable transcripts.

Additionally, the presentation will examine how to leverage AI tools like ChatGPT to create engaging, graded, and level-appropriate non-fiction reading materials related to science, business, and culture. Presenters will also learn how to utilize social networks to effortlessly produce high-quality content using various free online tools.

Featured Talk 3

The Thailand Extensive Reading Association (TERA)

Narudol Semchuchot, Mintra Puripunyanich, Wutthiphong Laoriandee, Todsaporn It-ngam, Sethawut Techasan, and Fatimah Jeharsae are English language lecturers from different universities across Thailand. They have served as active committee members among other members who have dedicated to the promotion of extensive reading in Thailand.



Thailand Extensive Reading Association: Achievements and Future Plans

This featured talk introduces the Thailand Extensive Reading Association (TERA) by outlining its establishment, and presenting its past and current activities, and future plans. TERA is the second official affiliate of the Extensive Reading Foundation (ERF) in Southeast Asia. Since its establishment in 2021, TERA has been actively promoting extensive reading in Thailand through organizing numerous activities, webinars, and workshops such as Thailand's First Nationwide Online Extensive Reading Competition, One-day Extensive Reading Workshop, ER Coffee Talk: Let's Share and Learn, and Reading Innovations Competitions. As TERA is in a period of transition to a new administration, the talk will also present its future plans and invite ideas as well as suggestions from the audience to explore what TERA members and the reading communities in Thailand would like TERA to achieve in the future. Lastly, the talk will introduce and express gratitude toward the current committee members before introducing the new ones. To conclude the session, advantages and privileges for TERA members will be presented before a call for membership is made.

Featured Talk 4



Paul Goldberg has an M.S. in Secondary Education from Dowling College in New York, an M.A. in TESOL from Long Island University, and completed the coursework (ABD) for an Ed.D in TESOL at Temple University. He has taught English as a foreign language in Venezuela, Spain, Korea, the US, and most recently at Kwansai Gakuin University in Osaka, Japan. His main areas of interest are extensive reading and extensive listening. Finally, Paul is the founder of Xreading, which he developed because of his desire to make graded readers more accessible for students, and extensive reading programs easier for teachers to manage. Email: paul@xreading.com.

Strategies for a Successful Extensive Reading Program

Twenty years on since Richard Day and Julian Bamford first came out with their 10 Principles of Extensive Reading. This seminal list, and the many papers and studies on the topic that came afterwards have greatly increased awareness of extensive reading in the ESL/EFL community. It is now widely accepted that extensive reading, which provides large amounts of comprehensible input and increases reading fluency, is as an important factor in the acquisition of a second language. However, just because a teacher fully understands the main principles of extensive reading, and believes in its benefits, this does not guarantee the success of an extensive reading program. Similarly, providing students with a large library of graded readers, whether physical books or digital, also does not ensure they will actually do any reading. At least initially, students need to be extrinsically motivated to read, and that can be accomplished with a well-planned and implemented program. The presenter of this workshop has advised dozens of universities and high schools on their extensive reading programs, and from this experience has come up with certain elements that when present will significantly increase the likelihood of a program's overall success, including students doing considerably greater amounts of reading.

Featured Talk 5

Hitoshi Nishizawa is a professor of Electrical and Electronic (E&E) Engineering who conducted the long-term ER program for the students of the E&E Engineering department at a Japanese KOSEN (National Institute of Technology) for 18 years. It resolved the once severe weakness of KOSEN graduates, who were supposed to work internationally. On the way, he confirmed the effect of starting from picture books to protect the students from their stubborn habit of translating every English word to Japanese when they read. He also recognized the necessity of longer duration for Japanese EFL learners. He extended the method for lifelong learning of English based on public libraries in Japan. More than 30 public libraries in the Tokai area have special ER shelves and support adult EFL learners in starting ER via introduction lessons and peer support groups.



The Effect of a Long-Term ER Program on Japanese EFL Learners

In this featured talk, I talk about a long-term ER program conducted on Japanese engineering students and its effect on improving their English proficiency measured by a standardized TOEIC test. The subjects joined the ER program at 15 years old after receiving three years of English education in junior high school. They continued regular English lessons worth 20 credits during their stay in college. 5-7 credits of ER lessons have been added since 2004, which are sustained silent reading of 45 minutes, 30 weeks a year (1 credit) for five years (some of them for two additional two years) when they graduate from college.

All the students started reading from picture books such as Oxford English Trees and Foundation Reading Libraries. They proceeded to Graded readers (GR) of the starter level until the end of the first year. Average students read 2nd level of GR in the fifth year and 3rd to 4th levels in the seventh year. In the seventh-year reading comprehension test, students must read a fresh 9,000-word text of 4th GR level in 90 minutes and answer the questions. They become less afraid of speaking English for three minutes or more without scripts, which never happened before ER. Average TOEIC scores of the 7th-year students also increased from around 350 without ER to 600 with ER.

The features of the ER program are starting from picture books and the program's long duration, which might be the requirements of ER programs for Japanese EFL learners.

Featured Talk 6



Sumalee Chinokul is an associate professor at Suryadhep Teachers College, Rangsit University. She also works as Vice-chairman of the Board of the Research Ethics Review Committee for Research Involving Human Subjects, the Second Allied Academic Group for Social Sciences, Humanities and Fine and Applied Arts, Chulalongkorn University. She had taught undergraduate and graduate students at the Faculty of Education, Chulalongkorn University for 34 years until retirement. She assumed various administrative roles; i.e., Associate Dean of Academic Affairs, Director of M.Ed. TEFL international program of the faculty, and Director of Ph.D. and MA in EIL international program, Graduate School, Chulalongkorn University.

Trajectories of Academic Professional Growth and Identity: Decades of My Involvement as a Language Teacher Educator in Reading Instruction Research in the Thai Context

Self-study phenomenological research is used in this study to investigate a longitudinal perspective of the experiences, professional identity development, and career trajectories of myself as a language teacher educator, involving with research studies in reading in an intentional and systematic manner. The purposes are: 1) to document my research journey, 2) to deepen understanding of my practices as a language teacher educator supervising thesis students, and 3) to analyze the contexts in which these practices evolve. Teachers' identity development is ongoing and continuous over the lifespan of a career. In the presentation of this talk, I will highlight the following Three aspects of the development of a professional identity, emerged from the analyses:

- Decades of academic theoretical growth of research in reading instruction from the perspectives of my involvement
- Trajectories of greater awareness of an ongoing professional and identity development of myself as a language teacher educator in reading instruction
- A shift towards the production of knowledge in reading of my thesis students and myself as a thesis advisor.

The study offers insights into a language teacher educator's life experience for decades and provides a more nuanced understanding of identity development in reading instruction in Thailand from the context of my work.

Workshops

Workshop 1

Dumrong Adunyarittigun

Workshop: Promoting Self-Regulated Readers through Effective Reading Strategy Instruction

The basic goal of reading instruction for L2 readers is to enable them to read. In doing so, they have to deal with the challenges of reading English texts, and so become self-regulated readers. Research in reading comprehension reveals that L2 readers benefit from explicit instruction in reading strategies. Through demonstration, explanations and hands-on practice, this workshop introduces two effective reading strategy instructions which can help L2 readers become self-regulated readers: KWL (What do you know?, What do you want to know?, and What did you learn?) and DR-TA (the Directed Reading Thinking Activity). These methods are designed to teach students cognitive strategies that arouse their curiosity and motivation to read and encourage them to participate in group activities with support from experts (the teacher or capable peers). They are well suited at allowing L2 readers to develop critical thinking and improve reading attainment levels in the target language. Participants will receive handouts including suggestions for activities. To help the participants teach the reading strategies successfully, some examples of cautions about the strategies are shared and discussed.

Biodata

Dumrong Adunyarittigun is an Associate Professor in the English Department, Thammasat University. His research interests include comprehension, reading strategies, self-perception and motivation to read, language assessment and critical literacy to promote peace.

Workshop 2

Janice Bland

Workshop: The Picturebook for English Teaching: Enchanting Reading and Social Interaction around Texts

Through the internet and social media, children's out-of-school reading is increasingly multimodal and mostly in English. This is an advantage for second language acquisition – yet suggests even more the need to exercise critical literacy in language education, meaning learning to evaluate texts with a critical stance, as well as in-class social interaction around texts. Collaborative exploration is one important component of reading for understanding and reading between the lines, for we can be strongly influenced by the texts we read or hear, as well as the pictures that can helpfully scaffold the verbal text. In this workshop, we will consider different ways to exploit outstanding and award-winning picturebooks from diverse countries, suitable for English teaching with different age-groups, and with a variety of learning goals, including reading motivation, intercultural learning and visual literacy. Complex picturebooks can be used creatively on a number of levels, with the help of techniques such as reciprocal teaching and creative writing. We will try out adaptable activities that are apt for complex picturebooks; not only exploring the story, but also activating connections to students' lives, to sustainability, and global issues, experimenting with creative response, and engaging critically and in depth, while reading both with and against the text.

Biodata

Janice Bland is Professor of English Education, Nord University, Norway, and guest professor at Oslo Metropolitan University. In her teacher education classes she focuses on English language and literature pedagogy, and her research interests are concerned with creativity to enhance ELT in elementary and secondary school contexts: with children's literature from picturebooks to young adult fiction, visual and critical literacy, creative writing, global issues, ecocriticism, interculturality and drama in education. Janice leads the Nord Research Group for Children's Literature in ELT and is editor-in-chief of the diamond open-access journal *Children's Literature in English Language Education (CLELEjournal)*. Among her publications are two monographs and three edited volumes. Her latest book *Compelling Stories for English Language Learners: Creativity, Interculturality and Critical Literacy* appeared with Bloomsbury Academic in 2022.

Workshop 3

Fatimah Jeharsae

Workshop: Building Strong English Readers: The Power of Phonics for Young Learners in EFL Settings

Developing strong reading literacy skills is crucial in early childhood education, as it forms the foundation for academic success and lifelong learning. However, acquiring reading literacy can be challenging for young learners in multilingual or EFL environments where the phonological and orthographic systems of their native language and the L2 differ significantly. Phonological skills play a crucial role in reading acquisition, with positive relationships to early reading skills. Phonics instruction is an effective and systematic approach in building phonological skills by teaching the relationship between phonemes (sounds) and graphemes (letters), offering a powerful tool to bridge this gap and enabling learners to decode words accurately. Despite criticisms about the lack of systematic phonics instruction, the field acknowledges its essential role in literacy acquisition. This workshop explores the effectiveness of phonics instruction in enhancing English reading literacy for young EFL learners. It will delve into the crucial role of phonological awareness and phonemic skills in decoding unfamiliar words and developing fluency. It will also address concerns about the lack of explicit phonics instruction, emphasizing its importance in a comprehensive reading program and explicit teaching steps. Through practical examples, participants will gain insights into effective teaching strategies, discover valuable example activities, and explore relevant resources. This understanding empowers educators to design tailored instruction that equips young learners to overcome phonological and orthographic challenges, ultimately fostering proficient English reading skills for young learners in EFL settings.

Biodata

Fatimah Jeharsae, English lecturer (since 2014) at Prince of Songkla University and is currently pursuing a Doctoral degree in Modern Languages at the University of Southampton, UK. An Excellent Teacher Award recipient (2019-2021), she combines business work experience with innovative teaching and community engagement. Passionate about innovation, she develops projects like "Read-to-Learn" to empower university students in teaching English reading to young learners in the Thailand's Deep South (2020-2022). She has also created courses for PSU MOOC and instructional videos, including "Phonics for Nong." Additionally, she serves on the Thailand Extensive Reading Association committee.

Workshop 4

Rick Romanko and Paul Goldberg

Workshop: Xreading News: What It Is and How It Can Be Used

With almost 70% of the world connected to the Internet, news stories are now widely available and easily accessible for most people. For English language learners, news is a resource that can help them develop their language skills as well as their understanding of news. TESOL educators have been using news stories as a teaching and learning resource in ESL/EFL classrooms for many years. The literature on using news in ESL/EFL classrooms highlights the importance of carefully considering the selection of appropriate materials (Bell, 2003; Farmer, 2008) and puts forward that news stories can be used to develop reading, writing and speaking skills of different levels of learners (Tafida & Dalhatu, 2014), improve listening comprehension (Brinton & Gaskill, 1978), enhance critical reading skills (Correia, 2006), facilitate speaking proficiency (Bahrani & Tam, 2011), and increase critical thinking and collaborative abilities (Moglen, 2014). One resource that can provide carefully selected news stories written with graded language is Xreading News. This is a collection of five current news stories compiled into a single issue and published weekly on Xreading. Xreading News was first published in April 2022 and as of May 2024, it has 66 issues. This workshop will introduce Xreading news and explain why it was created, how it is put together every week, and different ways it can be used in the classroom. During the workshop participants will be able to access issues of Xreading News and work in small groups to develop ideas for its use in their classrooms.

Biodata

Rick Romanko is a professor at Wayo Women's University in Chiba, Japan. He has been teaching at the university level in Japan for over 20 years. He is a member of the University Education Center and chair of the Foreign Language Division at Wayo. He has a doctor of education (Ed.D) from Temple University and has published papers on extensive reading, vocabulary learning, task-based language learning, and developing effective questionnaires. His main areas of interest are extensive reading, corpora-informed vocabulary and language learning, and materials development. Email: romanko@wayo.ac.jp.

Paul Goldberg has an M.S. in Secondary Education from Dowling College, an M.A. in TESOL from Long Island University, and completed the coursework (ABD) for an Ed.D in TESOL at Temple University. He has taught English as a foreign language in Venezuela, Spain, Korea, the US, and most recently at Kwansai Gakuin University in Osaka, Japan. His main areas of interest are extensive reading and extensive listening. Finally, Paul is the founder of Xreading, which he developed because of his desire to make graded readers more accessible for students, and extensive reading programs easier for teachers to manage. Email: paul@xreading.com.

Workshop 5

Bill Bowler

Workshop: Pandemic? Digitalization Anyone? Keep Calm and Carry on Reading!: An Exploration of the Paradigm Shift in the ELT Industry in Approaches to Graded Readers

The session starts with a group activity encouraging participants to reflect on the Coronavirus pandemic and other recent socially disruptive events which have affected us professionally. This will open out into a plenary sharing stage. The presenter will share his own voyage of discovery, from pre-Covid complacency, through during Covid confusion, to a post-Covid new reality. The next activity will be a pair work exploration of the power of stories and books in (or out of) the physical classroom, the virtual classroom, and life.

Taking his cue from a series of key quotes about the current hybrid nature of reading (and teaching) materials, the presenter will share his own changing feelings about the transition from reading printed books to reading on screen. Prompted by anecdotal evidence about different approaches to ER experienced during/after the pandemic, the presenter will stress the need to reinvent activities for the virtual classroom, not simply to transfer them from print to screen. There will follow a group discussion about which language skills and 21st century skills graded stories can help practise (for example, reading, listening, speaking, writing, pronunciation, vocabulary, grammar, critical thinking and creative thinking, amongst others).

After plenary feedback emerging from the group discussion, the presenter will share his philosophy of 'having many strings to his bow' in preparing for an unreliable future. He will encourage participants to see the benefits of change in promoting personal growth and preventing complacency and will make a call to action regarding the authoring of new-generation ER materials.

Biodata

The presenter has trained ELT teachers in 60 countries to date and was, for thirteen years, co-series editor of Oxford University Press's Dominoes graded readers series. In the halcyon Pre-Covid days, he did extensive international face-to-face training, often on Extensive Reading, until the pandemic changed everything. These days, he devotes his time to writing and recording graded reader stories for the Readable mobile app <https://readable.app/en> and delivering webinars. He has recently started a mentoring service in writing graded reader adaptations. To explore his deeper thinking on the state of ER today, visit his author website <https://billbowlerbooks.com> which features hybrid literacy.

Workshop 6

Neil J Anderson

Workshop: Designing a Reading Curriculum for Learner Success

A robust reading curriculum provides explicit connections between intensive and extensive reading instruction with intentional course learning outcomes to increase reading proficiency.

Loewen (2022) describes contexts in which instructed second language acquisition (ISLA) can best succeed. He identifies four quadrants created by two intersecting axes that illustrate the interaction of two central components: instruction and acquisition.

One axis focuses on the systematic manipulation of the learning conditions, or instruction. This axis focuses on ways to create an effective learning environment. At one end of this axis is “no systematic manipulation” of the learning conditions while at the opposite end is “systematic manipulation.” Ideal conditions for learning a second language require systematic manipulation of the learning conditions to provide appropriate input for language acquisition.

The other axis focuses on attempts by learners to acquire a language. This axis emphasizes the role that individual learners play in their own learning. At one end of this continuum is “no attempted acquisition by the learners” while at the other end is “attempted acquisition by the learners.” Teachers play a central role in encouraging learners to take appropriate risks to learn.

This workshop focuses on ways that Loewen’s framework can be applied in the development of a reading curriculum that successfully integrates learning outcomes for both intensive and extensive reading. The systematic manipulation of intensive reading learning outcomes creates authentic and meaningful opportunities for learners to engage in extensive reading and thus encourages them to make attempts on their own to become more proficient readers.

Biodata

Neil J Anderson is Professor Emeritus of English Language Teaching and Learning on the Faculty of Education and Social Work at Brigham Young University–Hawaii. Professor Anderson has been actively involved in English language teaching and learning for over 40 years. He is the author or co-editor of over 50 books, book chapters, and journal articles. His research interests include second language reading, language learner strategies, learner self-assessment, and ELT leadership development. Professor Anderson believes that teaching learners to be proficient readers is a key to their success as users of English.

Workshop 7

Rob Waring

Workshop: Promoting Extensive Reading

The first stage in developing an extensive reading program is to ensure that the stakeholders, whether they be the actual teacher, an administrator, or the students themselves understand the need for extensive reading. Without an understanding of a need for extensive reading, it is likely that any efforts made to build and maintain an ER program will falter. Examples of these ER roadblocks' will be given and some solicited from the participants. While there is a convincing case for extensive reading, this can be expressed in different ways to different people each with differing results and a likelihood, or not, of success. Generally, four types of stakeholders have been identified. First, those who do not need convincing as they themselves self-identify as readers. Second, those who may need to be persuaded by the 'evidence' that ER works based on experimental data and increases in test scores. Next, those who are convinced by the emotional argument for reading as a necessary life skill while understanding its importance in furthering one's knowledge and skills. Finally, those who are convinced by the logical or linguistic argument for how a curriculum should be structured to ensure the amount of input that is needed to learn a foreign language can be achieved. This talk will discuss ways these four types of stakeholders can be approached in a way that most likely will lead to the adoption of an ER program. The participants will be asked to share their own experiences and strategies for promoting ER in their own context.

Biodata

Dr. Rob Waring is Emeritus Professor at Notre Dame Seishin University in Okayama where he taught English for 30 years. He is a world-renowned expert in extensive reading and vocabulary acquisition. He has published over 80 articles and has given hundreds of lectures, plenaries and featured speaker presentations in 32 countries. He is an Executive Board member of the Extensive Reading Foundation. He is also author and series editor of six series of graded readers and has recently published Teaching Extensive Reading in Another Language with Paul Nation.

Workshop 8

Cherry June Maridable

Workshop: Exploring Innovative Approaches to Reading in an Electronic Age: A Study Among University Students of Hochiminh University of Industry and Trade

The first stage in developing an extensive reading program is to ensure that the stakeholders, whether they be the actual teacher, an administrator, or the students themselves understand the need for extensive reading. Without an understanding of a need for extensive reading, it is likely that any efforts made to build and maintain an ER program will falter. Examples of these ER roadblocks' will be given and some solicited from the participants. While there is a convincing case for extensive reading, this can be expressed in different ways to different people each with differing results and a likelihood, or not, of success. Generally, four types of stakeholders have been identified. First, those who do not need convincing as they themselves self-identify as readers. Second, those who may need to be persuaded by the 'evidence' that ER works based on experimental data and increases in test scores. Next, those who are convinced by the emotional argument for reading as a necessary life skill while understanding its importance in furthering one's knowledge and skills. Finally, those who are convinced by the logical or linguistic argument for how a curriculum should be structured to ensure the amount of input that is needed to learn a foreign language can be achieved. This talk will discuss ways these four types of stakeholders can be approached in a way that most likely will lead to the adoption of an ER program. The participants will be asked to share their own experiences and strategies for promoting ER in their own context.

Biodata

Cherry June Doronila Maridable is a University Professor of Hochiminh City University of Industry and Trade. She is also dedicated and passionate with a diverse range of interests and experiences. With a background in Education and a keen interest in technology, she strives to explore innovative approaches to learning and teaching for almost 20 years in Hochiminh City Vietnam .She is also known for her strong work ethic, creativity, and commitment to personal and professional development. Outside of her professional endeavors, she enjoys traveling, photography, and immersing herself in different cultures. She believes in the power of continuous learning and is always eager to embark on new adventures and challenges.

Workshop 9

Steven Carter

Workshop: Measuring L2 Silent Reading Fluency While Accounting for Comprehension

L2 learners' reading fluency (rf) ability is one of several significant factors that influence their success in all reading activities (Anderson, 2018). According to Grabe (2009), fluency is "the ability to read rapidly with ease and accuracy...[and] text comprehension is an expected outcome" (p. 291). For L2 learners studying in a college or university, Anderson (2018) has suggested a rate of 200 wpm with 70% comprehension as a benchmark for success (p. 3). Given the critical role of rf in reading performance, accurate measurement of fluency gains is an important consideration. Despite this, there is no widely accepted measurement that accounts for both rate and comprehension.

This workshop presents research on the development of such a formula with 68 participants in a strategic reading course at a small university in the Pacific Islands. Our rf formula output demonstrated concurrent validity through high correlation ($r[66] = .680, p < .001$) with the Adaptive Reading Test (ART), a reading assessment aligned with ACTFL's proficiency levels. Along with presenting a synopsis of the development of the formula, this workshop will also instruct attendees on the use of an Excel workbook tool designed to help them measure their students' reading fluency gains in a principled way.

The use of the formula embedded within the Excel spreadsheet could aid teachers in monitoring learners' incremental rf growth, especially for learners with lower comprehension. The formula has value as it incorporates both rate and comprehension into a unidimensional measure.

Biodata

Steven Carter is an assistant professor in the EIL and TESOL Programs at Brigham Young University–Hawaii where he has taught for the past eight years. He has always enjoyed the rich variety, both linguistic and otherwise, that exists in the many beautiful cultures throughout the world. He loves teaching and interacting with students from these different cultures and experiencing aspects of their distinct world views. His research interests include measurement and assessment, vocabulary, second-language reading and reading fluency.

Workshop 10

Paul Goldberg

Workshop: The Benefits of Doing Extensive Reading Online with Xreading

Most educators understand that to successfully learn a language, students need comprehensible input, the kind of input that extensive reading provides. However, implementing an extensive reading program can be challenging. Obtaining enough graded readers, and making sure students are actually reading them are among the many challenges. An online extensive reading system can provide an effective solution. However, it is important to understand that online extensive reading means much more than students being able to read graded readers on their computers or smartphones. It can put powerful tools like an interactive dictionary, character lists, audio-on-demand, and book ratings, right at their fingertips. Another benefit is students can read whenever and wherever they want, not just while at school or at the library. Additionally, online extensive reading also provides benefits to educators. It allows teachers to monitor and track their students' reading progress with greater accuracy. Teachers can know which books their students have selected, how many words they read, and even their reading speed which is useful since reading fluency is a key aspect of extensive reading. Finally, because of all of the rich reading data that can be collected, online extensive reading is ideal for academics interested in doing research on extensive reading. In this workshop, the speaker, who developed Xreading, a website for extensive reading and extensive listening, will give a demonstration of the system and explain how teachers can get the most out of using online extensive reading with their classes.

Biodata

Paul Goldberg has an M.S. in Secondary Education from Dowling College, an M.A. in TESOL from Long Island University, and completed the coursework (ABD) for an Ed.D in TESOL at Temple University. He has taught English as a foreign language in Venezuela, Spain, Korea, the US, and most recently at Kwansai Gakuin University in Osaka, Japan. His main areas of interest are extensive reading and extensive listening. Finally, Paul is the founder of Xreading, which he developed because of his desire to make graded readers more accessible for students, and extensive reading programs easier for teachers to manage. Email: paul@xreading.com.

Parallel Sessions

Parallel Session A

A1 Katsuhiko Yamauchi

Title: Effects of Extensive Reading on Learners' Guessing from Context: Proficiency Levels and Three Guessing Skills

One of the greatest impacts of Extensive Reading (ER) is vocabulary learning, where readers usually guess the meaning of unknown words. Previous studies suggest that the impact of ER on vocabulary learning may vary depending on the learner's proficiency level, with guessing consisting of three different skills: part-of-speech identification, contextual clue discovery, and meaning inference. Thus, this study aims to investigate the differential effects of ER on these three guessing skills. Over 150 university students engaged in ER through Xreading for ten weeks, reading more than 30,000 words, and completed guessing test before and after the ER. Participants were divided into three groups based on their TOEIC test scores. The results indicated variations in guessing skill improvements based on proficiency levels, with intermediate proficiency students showing significant gains. Further analysis revealed lower-intermediate students (TOEIC <495) notably improved their contextual clue skills but experienced a decline in part-of-speech identification and meaning inferential skills, while mid- (TOEIC 500-630) and higher (TOEIC >635) intermediate demonstrated improvements in all three skills. These findings suggest ER can greatly enhance guessing skills, particularly among learners with mid to higher intermediate proficiency (TOEIC >500), while highlighting the potential effects of ER on learners' contextual clue skill regardless of their proficiency level. The study concludes the importance of ER as an effective method for vocabulary learning, especially for learners at the intermediate level and above, and emphasizes the need for instructional approaches to address the specific needs of learners at different proficiency levels.

Biodata

Katsuhiko Yamauchi teaches English as an Assistant Professor in Institute for Foreign Language Research and Education at Hiroshima University, Japan. His research interests include extensive reading, vocabulary learning, and slow learners.

A2 Anna Chang

Title: The Effects of Extensive Listening on EFL Learners' Improvement of Listening Comprehension and Aural Vocabulary

This study investigated the effects of extensive listening on EFL learners' gains in listening comprehension and aural vocabulary. Seventy-three university sophomores took part in the study. They were randomly divided into A, B, and C groups: Group A did extensive listening with self-selected online materials; Group B listened to 13 audio stories plus answering extended listening fluency questions based on the study materials; Group C did not do any listening practice and served as the control group. A 100-item simulated TOEIC and 150-item Listening Vocabulary Levels Test (LVLT) were administered to the participants before and after the treatment. The treatment lasted 16 weeks. In the TOEIC test, Group A gained 6.72 points, Group B 12.04, and Group C 2.52 whereas it was 4.72, 7.16, and 2.26 vocabulary words for Groups A, B, and C on the LVLT. One-way ANOVA analysis of the gains showed that Group B significantly gained more than Groups A and C on the TOEIC result, and Group B also significantly outperformed than Group C on the gain of LVLT, but the difference in gain between Groups A and B was not significant. Written reflections by Group A showed that students liked selecting their own study

materials but they had to rely mostly on Chinese subtitles to comprehend the selected materials. Group B, however, reflected their enjoyment of reading and listening to stories, and doing extended listening fluency exercises made them more attentive and listen more carefully. Some pedagogical implications for extensive listening are discussed.

Biodata

Dr. Anna C-S Chang is Professor in the Department of Applied English at Hsing Wu University, New Taipei, Taiwan, teaching courses on English listening, reading and vocabulary. Her main research interests focus on listening and reading development, and vocabulary learning. She has published extensively with internationally refereed journals, such as RELC, System, Studies in Second Language Acquisition, Journal of Reading in a Foreign Language, etc.

A3 Anchalee Seangthong

Title: Teaching Literature Using Task-Based and Reader-Response Approaches in Tertiary EFL Classroom: A Case Study of English Major Pre-Service Teachers

This study uses task-based and reader-response approaches to examine how the instructions work to enhance students' motivation when teaching literature in an EFL classroom. Selected by purposive sampling, the samples consisted of 55 second-year English major pre-service teachers at Ubon Ratchathani Rajabhat University in the first semester of the 2023 academic year. The fundamental materials were the novel *The Old Man and the Sea* by Ernest Hemingway, and the film adaptation. Task-based and reader-response activities were learning sheets, group discussion, including short essay question writing activities. The students' responses and reflections were elucidated in short essay question writing activities. These were collected as the results of the study. The lecturer was able to understand students' interpretations and reflections on *The Old Man and the Sea* and also evaluate the utility of using a movie adaptation of the novel. The results of the research showed that after using task-based and reader-response approaches to encourage students to interpret and reflect on the given literature, it is effectively possible for them to develop critical thinking skills when reading literature. Moreover, the use of literature in an EFL classroom as a teaching material is not only enhancing students' mastery of language but also empowering their imaginations which leads to more positive responses.

Biodata

Anchalee Seangthong completed her PhD. in English Literature from Panjab University through Indian government scholarship program (ICCR). She has been teaching in higher education programs including pre-service teachers at Faculty of Education, Ubon Ratchathani Rajabhat University. Her research interests include task-based language learning (TBLT), language and literature and using literature in ELT.

A4 Sethawut Techasan

Title: The Use of a Cooperative Learning Activity for Product Label Reading and Writing in an Undergraduates' ESP Classroom

This study aims to develop a cooperative learning activity in the form of a product exhibition tour to enhance the students' skills in reading and writing product labels as well as to encourage students to work together cooperatively. The participants in this study were third-year undergraduate students who

are studying an ESP course entitled English for International Trade at a private international university in Thailand. The study adopted an experimental research design in which the cooperative learning activity was carried out with the experimental group while the control group participated in the traditional group discussion. The instruments include a written quiz, a questionnaire, and classroom observation. Both qualitative and quantitative data were collected, compared, and analyzed to investigate the effectiveness of the cooperative learning activity and students' perceptions of this activity. Based on the findings, the cooperative learning activity appeared to be effective for learning the content knowledge in the ESP class. In addition, the results also showed that the cooperative learning activity can encourage the students to work more cooperatively. Besides, the students appeared to have positive perceptions towards the cooperative learning activity. This research highlighted the effectiveness of cooperative learning activities for learning content and encouraging students' cooperation in an ESP class, as well as the positive perceptions of students regarding the use of the cooperative learning activity.

Biodata

Sethawut Techasan is a full-time lecturer at Theodore Maria School of Arts, Assumption University, and a current PhD student in the English Language Teaching Program at Thammasat University. He has also served as an active committee member of Thailand Extensive Reading Association.

A5 Khairil Azwar Razali

Title: Academic Reading Strategies Among Malaysian and Indonesian Universities Students: A Comparative Study

This study investigates the academic reading strategies employed by Malaysian and Indonesian university students, aiming to compare their preferences and explore potential relationships with demographic factors. Utilizing Mokhtari and Sheorey's (2002) Survey of Reading Strategies (SORS), the study poses two primary research questions: (1) How do preferences for specific academic reading strategies differ between Malaysian and Indonesian university students? (2) Is there a relationship between field of study and the use of academic reading strategies among Malaysian and Indonesian university students? Data analysis involves descriptive statistics to compute mean scores and standard deviations for reading comprehension strategies, and inferential statistics including chi-square tests to determine significant differences in strategy distribution between Malaysian and Indonesian students. Additionally, correlation analysis examines relationships between demographic variables and reading strategy utilization. Expected outcomes include insights into the distinct reading strategy preferences among Malaysian and Indonesian university students and potential associations between field of study and reading strategy usage. Implications for educators and teachers include the identification of effective academic reading strategies tailored to students' backgrounds and fields of study, fostering more targeted and efficient reading instruction approaches. This study contributes to the enhancement of English language reading skills among diverse student populations in Malaysian and Indonesian universities.

Biodata

Dr Khairil Azwar Razali is an Assistant Professor at the Department of English Language, Faculty of Sustainable Tourism and Contemporary Languages, International Islamic University Malaysia. He received his B.Ed TESOL degree from Macquarie University, M.Ed TESL from UiTM, and PhD in Education from IUM. Dr Khairil was an English Language teacher in Malaysian boarding school system before he joined IUM in 2014. His research interest including teaching ESL, ESL testing and assessment, teaching ESP and Islamic discourse.

Parallel Session B

B1 Mintra Puripunyanich

Title: Investigating the Implementation of Extensive Reading in Foundation English Courses for Undergraduates in Thailand

This study explored how 63 Thai university lecturers implemented extensive reading (ER) as part of teaching reading in foundation English courses offered to non-English major undergraduates at their institutions. An online questionnaire, consisting of both close-ended and open-ended items, was used to collect quantitative and qualitative data. The findings revealed that the majority of the participants implemented ER particularly to build students' vocabulary, reading skills, reading comprehension, and reading confidence. Also, ER was mainly required. Although ER was mainly implemented as a combination of classwork and homework, most reading was done out of class. Almost 50% of the ER programs were both paper-based and online in an equal amount while about 30% were mostly online. The majority of the participants assessed their student reading and did post-ER activities. None of the participants received funding from the government to support their ER programs and around 38% relied on free materials. As for the reading materials, a dedicated 'reading' textbook was the most commonly used for doing ER. However, graded readers were as commonly used as a typical 4 skills general English textbook. Finally, the results revealed that the top three biggest challenges that the participants faced were students' lack of motivation to read and to do ER activities as well as issues related to materials (e.g., accessibility, reliable sources, and variety). The implications and limitations are also discussed to propose suggestions for future studies.

Biodata

Dr. Mintra Puripunyanich is an Assistant Professor of English in the Division of English for Business and Assistant to the Deputy Director for International Affairs at Chulalongkorn University Language Institute. She co-founded the Thailand Extensive Reading Association (TERA) and was the first Chair. She also serves as a committee member of Thailand TESOL. Her research interests include extensive reading, materials development, and English for Economics and Business.

B2 Chau Thi Hong Tham

Title: Inspiring Learners to Consider Issues Beyond the Text by Applying Thinking Moves

This paper focuses on implementing thinking moves within a reading class to investigate their impact on students' reflective abilities beyond the text. Utilizing the Connect-Extend-Challenge thinking step suggested in the Visible Thinking Project, a part of Harvard Project Zero, this case study was conducted in an interactive reading class at a private university in Vietnam, involving 60 intermediate English-level students. The intervention occurred during four direct teaching and learning sessions in which, data were collected through interviews and observation. Exceeding far from the prior expectations, the analysis reveals that these students not only quickly identified the general ideas of the text but also showed eagerness to delve deeper into the underlying concepts. The study concluded that thinking moves support learners' willingness to explore beneath the surface of the text, broaden their awareness, and share creative ideas which benefits their self-learning and social interaction outside the classroom.

Biodata

Chau Tham has been working as a teaching trainer in the Foreign Language Department at Nguyen Tat Thanh University, Vietnam. Additionally, she is serving as a lecturer who teaches general English at Van Lang University, Vietnam. Her main research interests focus on teaching methodology and the motivation of learning.

B3 Kanyanat Sakkanayok

Title: The Integration of Literary Materials in Task-Based Extensive Reading: A Thai EFL University Context

This study explores literature and language teaching focusing on teaching reading to Thai EFL university students with the approach of task-based extensive reading. Its purposes are to introduce an innovative approach in classroom practice regarding the use of literary texts as a material for teaching reading in EFL contexts and to examine the roles, effects, and benefits of such materials when integrating with task-based extensive reading. The subject and context of the study involve English-major students in a critical reading class at a university in Thailand. Following the implementation of the proposed approach in the teaching context, an empirical investigation was conducted to assess the participants' attitudes towards the use of literary materials in the reading class, emphasizing the impact on L2 learners. The pedagogical implications suggest that the application of literary texts in task-based extensive reading allows L2 learners to enhance their attitudes and autonomy in terms of reading skills, critical thinking, and cultural awareness.

Biodata

Kanyanat Sakkanayok is an English lecturer at Department of English, School of Education and Liberal Arts, Walailak University, Nakhon Si Thammarat, Thailand; and has been teaching for almost 10 years. She obtained a Bachelor's degree in English from Chulalongkorn University, Thailand and furthered her study for a Master's degree in Language and Linguistics at Lancaster University, UK. Her areas of interest are Second Language Acquisition, Critical Reading, and Literature and Language Teaching.

B4 Piengpen Na Pattalung and Nichaphorn Yodmanee

Title: An Assessment of the English Reading Strategy Skills of Graduate Students Majoring in Educational Administration

EFL learners must master reading comprehension in order to understand English literature and to read academic texts and journals. Reading assessment provides valuable insight into the reading abilities and difficulties of students. According to Setianingsih (2016) in the *Journal of English Language Teaching*, "Educators generally agree that assessment is fundamental to the effective teaching of reading"

Various reading strategies are needed: (1) Understanding sentence structure can assist in untangling complex sentences. (2) Context clues aid in understanding the material and learning vocabulary. (3) The main idea is the point the writer wants the reader to take from the text. (4) Reading for supporting details provides a deeper comprehension of facts and opinions on a topic.

This study assessed the English reading skills of graduate students majoring in Educational Administration at a Thai university. The instrument used was a 75-item English reading strategy test. The data was analyzed using descriptive statistics. The results revealed: (1) The average skill level of the students was

54.40%. (2) The students' weakest strategy was identifying types of sentences.

The low level of English reading strategy skills demonstrates the lack of a systematic strategy for figuring out unknown words and the inability to identify types of sentences leaving students unable to comprehend what they were reading. It is important that we improve the English reading skills of our students as it will significantly increase their chances for both academic and career success.

Biodata

Piengpen Na Pattalung, Ph.D.

B.Ed. (English) SWU Songkhla, M.Ed. (English) Thaksin University , Ph.D. (Higher Education) University of North Texas, Areas of Interest: Reading Strategies, Translation, Sexist Language, Current Work: Teaching English reading strategies, Academic English for Graduate Students at Phuket Rajabhat University

Nichaphorn Yodmanee, M.A.

B.A. First Class Honor (Thai Language), M.A. (Thai Language) from Thammasat University, Areas of Interest: Thai language communication skills, textual analysis, literary analysis., Current Work: Teacher at the Language Studies Group, School of Liberal Arts, King Mongkut's University of Technology Thonburi

Parallel Session C

C1 Takayuki Nakanishi

Title: Longitudinal Investigation of Extensive Reading with Restriction

Although empirical studies support extensive reading (ER) as a method of reading instruction, instructors often let students choose what they want to read. Thus, instructors do not exercise any control over the difficulty level of students' reading materials. The present study attempts to address this issue by setting restrictions on students' choice of reading materials. The present study is a four-year investigation of ER with restriction, which attempts to address this issue by setting restrictions on students' choice of reading materials. Two-hundred-six third-year Japanese university students participated in this study. The first group (free-reading group) was permitted to read books of any length, whereas the second group (restricted-reading group) had to choose books of at least 1,000 words in length. The findings revealed that both groups read a similar number of books over the same period of time. However, due to the restriction of choosing books with more than 1,000 words, the restricted-reading group read more words than the free-reading group. Requiring students to read longer books might encourage them to read more and thus reach their reading goal more easily. The results also seem to indicate that if students enjoy reading, this could lead to a larger quantity of reading. For university students with a certain level of English proficiency, books need to be intellectually stimulating. Longer texts might better provide this stimulation, which could lead to more reading.

Biodata

Dr. Takayuki Nakanishi teaches at Dokkyo University in Japan. His latest articles are entitled Extensive reading and the effect of shadowing (Reading in a Foreign Language, 2011) and, A meta-analysis of extensive reading research (TESOL Quarterly, 2015). He co-authored three textbooks of NAN'UN-DO English Vocabulary Series for Academic Purposes (2016).

C2 Todsaporn It-ngam

Title: Establishing an Oral Reading Fluency Benchmark for EFL University Students Using Reading Progress

The objective of this research is to establish an oral reading fluency (ORF) benchmark of 70 correct words per minute (CWPM) for Thai university students learning English as a Foreign Language (EFL), utilizing the Reading Progress feature in Microsoft Teams. This benchmark is aimed at enhancing the assessment and development of oral reading fluency in EFL contexts, where such benchmarks are less explored compared to silent reading. The study sample included 1990 non-English major students from Burapha University, analyzing their performance in a structured oral reading task. Statistical methods, including t-tests and effect size calculations, were employed to validate the effectiveness of the proposed 70 CWPM benchmark. Results indicate that students meeting this benchmark significantly outperformed their peers who fell below this threshold, with average reading scores of 8.90 versus 7.96 on a ten-point scale. The effect size (Cohen's *d*) of 0.56 suggests a moderate, meaningful difference in reading proficiency, affirming the utility of the benchmark. The established ORF benchmark serves as a critical reference for educators, enabling targeted instructional strategies and improved student outcomes in EFL settings. The findings underscore the potential of AI tools like Reading Progress to foster significant educational advancements in reading fluency.

Biodata

Todsaporn It-ngam is an English teacher with 15 years of experience in teaching general English, Business English, and Academic English. Currently, he serves as the Deputy Director at Burapha University Language Institute in Chonburi, Thailand. He holds a Ph.D. in English Language Teaching from Thammasat University. His areas of expertise include learning vocabulary, corpus linguistics, language assessment, and extensive reading. Recently, Todsaporn has focused his research efforts on the development of translators and interpreters, contributing significant practical and theoretical insights into the field.

C3 Roy Roberto H. Felipe

Title: Examining Junior High School Students' Perceived Usefulness of Readtheory in the Development of Their Reading Comprehension and Writing Skills

This study sought to examine the perceived usefulness of ReadTheory on Grade 10 students' reading comprehension and writing skills. ReadTheory is an online reading comprehension platform designed to exercise students' reading skills. Its main features are its adaptive exercises and free-to-use access. Through surveys and interviews, and using thematic descriptive analysis, the study found a predominantly positive perception of ReadTheory. The students cited ReadTheory's usefulness on their reading comprehension as pertaining to their skills in finding main ideas, noting details, making inferences, scanning texts, and self-monitoring. The students also reported positive, but less pronounced, perceptions of ReadTheory on their writing skills due to ReadTheory's modeling of vocabulary, sentence-structure, and writing style. Lastly, the study also identified factors that influenced students' perceptions of ReadTheory. Intrinsic motivations such as a desire to learn and complete ReadTheory exercises were important for students, while external factors such as mental load, fear of failing, and schoolwork served

as deterrents for some students to not finish the study or not find it useful for them.

Biodata

Roy Roberto H. Felipe is a graduate of the Ateneo de Manila University, with a degree in Interdisciplinary Studies and a focus on literature. He is currently taking his Master's Degree in Reading Education. Being an educator, Mr. Felipe currently teaches Grade 10 English in the Ateneo Junior High School, having been there for almost 10 years.

C4 Christine Lee and Wang Shui

Title: Improving Reading Comprehension of Chinese Primary EFL Learners Using Graphic Organisers

Background: In China, primary school teachers prioritise vocabulary and syntax, and train students to find the right answer when reading textbooks in reading classes. There is also a trend to use graphic organisers (GOs) as a means to improve students reading comprehension. However, the majority of current research in China relies on case studies. There is a lack of studies on changes in students' reading comprehension before and after GOs interventions, as well as on learners' perceptions of GOs.

Aim: It aims to investigate the use of GOs as a means to improve Chinese primary school students' reading comprehension, and to gain a deeper understanding of students' perceptions towards GOs.

Methods: It undertook an exploratory practice, employing both qualitative and quantitative methods. One pre- and two post-tests were conducted to compare and assess whether students' reading comprehension was enhanced after the implementation of the GOs for three and six weeks separately. To evaluate students' attitudes towards GOs, semi-structured interviews were conducted with six students, and the teacher logs maintained during the intervention were analysed to provide insights for reflection on teaching and improvement in future instruction.

Findings: The results show that students' reading comprehension significantly improved after six weeks of implementing GOs and that students' perceptions were positive overall towards using GOs to aid comprehension while reading.

Value: This study fills the gap in China with regards to primary EFL reading instruction using GOs and offers a complementary pedagogical approach to traditional reading instruction to Chinese young learners.

Biodata

Christine Lee is Assistant Professor at the University of Nottingham Ningbo China and teaches on the MA in TESOL. She has been involved in ELT for over 30 years in teaching as well management. She has taught in China, Malaysia, Australia and the UK. Her research interests include EAP, translanguaging as a pedagogical approach, teaching English to young learners and transnational higher education issues such as student experience, employability and teaching and learning.

Wang Shui: An MA TESOL graduate student from the University of Nottingham, Ningbo. A teacher with fourteen years of teaching experience in a Beijing public school. Research focus: teaching young learners reading and Reader's Theatre.

C5 Narudol Semchuchot and Thiha Thein

Title: A Survey of Reading Habits amongst Myanmar Higher Education Students

Reading habits entail the ability to acquire knowledge and language development, including English language reading in countries where English is taught as a foreign language. How Myanmar students from different social and economic backgrounds read is understudied. The quantitative method study involved closed-ended, rating scales questionnaire and an open-ended question. The questionnaire used in this study is adapted from interviews with two Myanmar informants and from a survey by Liswaniso and Mubanga (2019). The adapted questionnaire was validated by two experts and piloted on fifteen non-population subjects. Forty-three randomly selected Myanmar respondents from different areas and ethnicities completed the 31-item online reading habits questionnaire. The responses were calculated using descriptive statistics, and the written comments were analyzed using content analysis. The findings show 28% read for leisure 1-2 times weekly with 58% read 30 minutes or longer each time. Physical books are the top-rated reading materials at $X = 4.4$. Myanmar is the preferred language for leisure reading at 54% while English is chosen for studies by 44% because the language choices are limited. Forty-seven percent would read more if they had access to better reading facilities, and 51% wished for better places to read. It can be inferred that enjoyment is an outstanding key for more readings, but the social and economic backgrounds tend to be irrelevant in this study as 44% of the respondents were from one urban area. The findings may shed some light on reading course design and practicum as well as how to promote individual leisure reading in urban Myanmar and related contexts.

Biodata

Narudol Semchuchot (PhD) is a lecturer at Faculty of Education, Kasetsart University. He serves as Chair of Thailand Extensive Reading Association (TERA). His research interests include English for International Communication, English Language Teaching, Extensive Reading, and Teacher Professional Development.

Parallel Session D

D1 Mark Brierley and Gary Ross

Title: Extensive Reading: AI-Powered Interactive Reader Creation

Extensive reading is a powerful language learning approach that emphasizes reading large amounts of enjoyable material for pleasure and overall comprehension, rather than detailed analysis. Students choose what they want to read, fostering motivation and exposure to authentic language. Research shows that extensive reading leads to significant gains in vocabulary acquisition, fluency, reading speed, and a love of reading. However, finding suitable reading material for different levels, maintaining student interest, and providing individual support in large classrooms can be challenging. Our AI-powered interactive system addresses these challenges by involving students in the process of creating unique AI-assisted stories which are shared with others. The AI adapts the language difficulty to match each student's level and has the potential to provide AI-generated audio, built-in vocabulary aids, feedback, and comprehension checks or quizzes for inclined students. This system offers several benefits for students, including: personalization so that stories fit their interests and skills; active engagement making reading

motivating; immediate feedback supporting self-correction and confidence building; and a sense of ownership boosting engagement and motivation. Teachers can also benefit from the system, as it provides real-time data on student progress and challenges while fostering a student-centered learning environment. In this presentation, we will present the initial outcomes of student use of the system. In particular, patterns of language that students find difficult based on AI analysis of real-time feedback from students as well as attitudes towards self-generated content.

Biodata

Mark Brierley is an Associate Professor at Shinshu University specializing in the development of online systems to support extensive reading.

Gary Ross is an Associate Professor at Kanazawa University with a background in full-stack development of AI, Speech, and learning systems.

D2 Sirawit Apairach

Title: What Do We Mean by ‘Critical?’: Juxtaposing EAP and Disciplinary Perspectives on Criticality in Higher Education

While criticality assumes a central role in higher education and disciplinary practices, its conceptual parameters are often polysemic and unclear, leading to less-informed pedagogical approaches and practices. This presentation scrutinizes the conceptualizations and practices of criticality (including critical thinking) and academic success within English for Academic Purposes (EAP) for political science. By incorporating insights from qualitative interviews with EAP and political science instructors, findings revealed both commonalities and differences in their approaches to fostering criticality. This highlights the distinct emphases on language proficiency versus disciplinary content, argumentation strategies, and pedagogical practices. Critical thinking is portrayed as a foundational and intellectual tool necessary for constructing effective argumentation in the field. Its operationalized conception is shown to be interactive and dialogical, highlighting the importance of engaging with diverse perspectives and navigating complex political landscapes from multiple angles. Moreover, criticality in political science education involves not only challenging established norms and theories but also actively participating in dialogues that seek to uncover underlying complexities and implications within political discourse. This presentation engages with the complex landscape of criticality within disciplinary EAP and unpacks its implications for EAP practitioners. It emphasizes the need for tailored pedagogical strategies to help students interpret vast information sources effectively and develop the language proficiency necessary for articulating robust and persuasive arguments. The presentation also addresses contemporary challenges such as the impact of digital information consumption and the linguistic adaptations required by English language learners.

Biodata

Sirawit Apairach is a lecturer at Chulalongkorn University Language Institute. He is currently a PhD candidate in Applied Linguistics: ELT at the Centre for Linguistics, Language Education and Acquisition Research (CLLEAR), University of Southampton, United Kingdom. His doctoral research examines the nature of criticality development within the English for Academic Purposes classroom tailored for political science students. His interests also lie in language education, higher education practices, critical/academic literacies, critical applied linguistics, and critical reading and writing. He can be reached via sa1n19@soton.ac.uk and sirawit.a@chula.ac.th.

D3 Nguyen Duong Hoang Minh

Title: Investigating the Impact of Inquiry-Based Teaching with AI Chatbots on Students' Motivation for Academic Reading

One Artificial intelligence (AI) has opened new avenues for enhancing educational practice. Inquiry-based teaching, which emphasizes student-driven questioning and exploration, has been widely recognized for its potential to foster deeper understanding and engagement. However, there remains a significant gap in literature regarding the impact of AI-driven tools, specifically chatbots, on students' motivation for academic reading within this pedagogical framework. This study aims to address this gap by investigating how the use of AI chatbots in inquiry-based teaching environments influences students' engagement in academic reading. Quantitatively, pre-post intervention surveys using established scales indicated significant improvements in students' motivation and reductions in anxiety in reading academic texts. Qualitative data was gathered through semi-structured interviews to gain deeper insights into students' experiences and perceptions, focusing on personalization, engagement, and perceived benefits. Key themes identified by thematic analysis showed that chatbot's ability to tailor recommendations, facilitate inquiry-based learning, and provide instant feedback was crucial in enhancing motivation and reducing anxiety. These findings suggest that AI chatbots hold promise as effective tools in promoting academic reading motivation within inquiry-based teaching frameworks. This study contributes to the growing body of literature on educational AI applications, offering practical implications for educators aiming to leverage technology to boost student engagement and autonomy in academic reading. Further researches should be to explore the synergistic effects of combining AI chatbots with other emerging technologies so as to uncover additional benefits and challenges of multi-faceted technological integration in education.

Biodata

Minh is a lecturer at Saigon University (Ho Chi Minh City, Vietnam). His research explores ELT professional development, language assessment and global English. He aims to enhance English language education practices worldwide.

D4 Chiangchiang Oyang and Chun-Pin Lu

Title: Using English for Specific Purposes (ESP) Approaches in Teaching Reading in the Political Field

Using English for Specific Purposes (ESP) approaches in teaching reading in the political field is a valuable method for enhancing students' comprehension and analysis skills. This approach tailors reading materials and tasks to the specific language needs of students studying politics, enabling them to develop the language skills necessary for success in this field.

Incorporating ESP into reading instruction involves selecting texts that are relevant to political contexts, such as speeches, policy documents, and academic articles. These texts expose students to authentic language use in political discourse, helping them understand how language is used to convey meaning and persuade others in political contexts.

ESP reading tasks in the political field can focus on developing various skills, including skimming for main ideas, scanning for specific information, and critically analyzing arguments. For example, students may be asked to summarize a political speech, identify the author's purpose and audience, or evaluate the

credibility of sources in a policy document.

Furthermore, ESP approaches in teaching reading can include vocabulary and language structures commonly used in political discourse. By explicitly teaching political terminology and language features, students can improve their comprehension and ability to express ideas effectively in political contexts.

Research methods in this study involve qualitative analysis of student responses to reading tasks, which can provide insights into students' comprehension strategies and areas for improvement. Additionally, quantitative analysis of students' pre- and post-instruction language proficiency levels can demonstrate the effectiveness of ESP approaches in enhancing students' reading skills in the political field.

Overall, integrating ESP approaches into reading instruction in the political field enhances students' language skills and prepares them for the specific language demands they will encounter in their academic and professional pursuits.

Biodata

Dr. Chiang-Chiang Oyang is now a full-time assistant professor at the Taiwan Air Force Institute of Technology who has been teaching English for 15 years. He is also the director in the Department of Applied Foreign Language. He got his PhD degree at National Cheng Kung University in Taiwan. His research field is mainly on ESP and EMI.

Dr. Chun-Pin Lu is now a full-time assistant professor at the Taiwan Air Force Institute of Technology who has been teaching international politics for 16 years. He is also the director in the Department of Humanities. He got his PhD degree at National Cheng Kung University in Taiwan. His research field is mainly on human rights.

D5 Cheng-Chi Chan

Title: Exploring College Freshmen's Perspectives on Extensive Reading and Reading Circles in English Language Learning

This presentation explores college freshmen's perceptions of two language learning approaches: pure extensive reading versus extensive reading supplemented by Reading Circles. Extensive reading focuses on the volume and variety of materials chosen by each learner while Reading Circles involve collaborative discussions on selected texts. Drawing on qualitative data from interviews and surveys, the study aims to understand preferences, benefits, challenges, and barriers associated with each method. In the first semester, an extensive reading program was implemented in an EGP College English course, with a questionnaire assessing students' attitudes, motivation, challenges, and benefits. M-Reader was used to track students' reading progress with a minimum reading goal of 20,000 words. In the second semester, Reading Circles were introduced alongside the program to enhance motivation and collaborative learning. Results suggest acceptance of extensive reading among the majority of the students with some students struggling to meet reading goals. However, introducing Reading Circles showed promise in boosting engagement and motivation. In conclusion, this study advocates for combining extensive reading with Reading Circles to enhance engagement, critical thinking, and speaking skills through collaborative learning.

Biodata

Cheng-Chi Chan is a Lecturer at the Language Center at National Taipei University and received her Master's Degree in English Language Studies and Methods from the University of Warwick in the U.K. Her teaching experiences include EGP and ESP courses and her research interests include extensive reading and project-based learning in ESP.

Parallel Session E

E1 Steven Carter

Title: Is My Reading Test Any Good? Simplifying Analyses of Reading Tests

According to TESOL International, the 5th Principle for Exemplary Teaching of English Learners concerns monitoring and assessing learners' language development (TESOL, 2020). As reading is a skill that occurs largely in learners' minds, evaluating learners' development often depends on the validity and reliability of reading assessments. Useful formative feedback and ethical decisions about learners' grades, and their placement and advancement within programs all hinge on assessment validity. Unfortunately, the expertise required to ensure assessments' quality is sometimes perceived as inaccessible to the average teacher (Coombe, Troudi, & Al-Hamly, 2012, p. 23).

In order to simplify the process of analyzing and evaluating reading tests, I will first present important principles foundational to sound test design (construct validity, specifications, reliability, unidimensionality, etc.). I will then present practical Excel workbook tools and demonstrate their use for test analysis (they build on the work of Carr [2011]). The bulk of the time will be spent on scaffolded hands-on practice designed to help practitioners quickly learn how to use the workbooks for their own purposes.

The purpose of this workshop is to empower users with tools that simplify reading test analysis. Because the workbooks are automated, they easily generate the needed information for basic analyses of the quality of tests (e.g., descriptive statistics, a histogram, reliability, and item discrimination data). Other built-in features make it easier to identify problems and make revisions. The workshop will benefit Novice Instructors, Experienced Instructors, and Program Administrators and is applicable to numerous contexts and student populations.

Biodata

Steven Carter is an assistant professor in the EIL and TESOL Programs at Brigham Young University–Hawaii where he has taught for the past eight years. He has always enjoyed the rich variety, both linguistic and otherwise, that exists in the many beautiful cultures throughout the world. He loves teaching and interacting with students from these different cultures and experiencing aspects of their distinct world views. His research interests include measurement and assessment, vocabulary, second-language reading and reading fluency.

E2 Phạm Vũ Lê Mai

Title: Fostering Critical Reading through Teaching Practices of Critical Reading Sub-Skills to English-Majored Students at Tertiary Level

Critical reading is a skill highly necessitated in contemporary higher education and language institutions. This paper aims to evaluate the implementation of teaching practices of critical reading sub-skills to English-majored students at a university in Hanoi, Vietnam with focus on development of critical reading. In addition, this study attempts to gauge and compare students' perceptions of their critical reading to their results when doing tasks which require critical reading. Through qualitative method, the study employed a 5-point Likert scale survey among participants enrolled in a reading course. Critical reading tasks were administered at the beginning and the end of the course, and a t test was used to evaluate

students' improvement. Results indicate that even though students' beliefs in their critical reading are more solid compared to their tasks' results, teaching practices of critical reading sub-skills do have a positive impact on students' development of critical reading. The findings have implications for designing teaching practices and activities to kindle students' interests in critical reading and support their critical reading sub-skills and develop their English language proficiencies in general.

Biodata

My full name is Phạm Vũ Lê Mai (MA) from Hanoi, Vietnam. I am currently a lecturer at Faculty of English, Hanoi National University of Education. With 3 years of experiences in this academic field, I yearn for critical approval and professional development.

E3 Ha Nguyen Tuyet Minh

Title: Exploring Attitudes and Reading Motivation for Literature of English-Majored Students Through Participating in a Literature Circle on Social Media

In Vietnamese universities, English language programs strive to cultivate global citizens – individuals with intercultural awareness and the ability to navigate an interconnected world. Teaching and learning literature in English language plays a crucial role in this development, fostering empathy and understanding of diverse cultures. However, the literature on teaching literature is rich, yet there is a lack of research investigating in English-majored students' attitudes and motivation toward reading this genre. This study aims to explore the potential of social media literature circles to address this gap. Using semi-structured interviews to explore Vietnamese EFL university students' perceptions on participation in a social media literature circle, this study emerges certain key themes relating to their attitudes toward reading literature. Moreover, participants expressed a newfound appreciation for the cultural aspects embedded within literary works. Qualitative data was reinforced by post-intervention surveys that utilized established scales to indicate statistically significant evidence of high students' both intrinsic and extrinsic motivation in literature reading when participating in the social media literature circle. These findings suggest that social media literature circles can be a valuable learning and teaching activity for promoting English reading motivation which not only may boost language skills, but also the intercultural understanding and global citizenship essential in today's world. Further researches should be conducted on how literature circle on social media improve reading skills and intercultural competence.

Biodata

Hà Nguyễn Tuyết Minh is currently a lecturer of the Faculty of Foreign Language at Saigon University, Ho Chi Minh city, Vietnam. Her research interests are pre-service teacher education, intercultural issues in language teaching and learning, learning autonomy and task-based learning.

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E4 Keiko Fujino

Title: The Impact and Influential Factors of Graded Readers Reading on Feelings and Motivation Towards English Reading

In the mandatory English Reading and Writing classes at a Japanese private university in Tokyo, Graded Readers are introduced to first-year students in both the spring and fall semesters to bolster their reading fluency. Despite these proactive measures, a significant portion of students display a negative attitude

towards Graded Reader assignments and English reading in general in subsequent semesters. In order to investigate the factors impeding students' enjoyment of Graded Readers, and ensure their effective implementation, which should also boost motivation and foster extensive reading, a survey was conducted over an 8-week period during a fall semester, involving approximately 80 students from the same university. The findings revealed that the majority of students struggled with books containing numerous unfamiliar words, leading to frequent dictionary use. Moreover, they did not dedicate sufficient time to selecting books that maintained their interest. This lack of engagement may stem from instructors' unfamiliarity with Graded Readers and a deficiency of hands-on guidance during initial introduction sessions. While the responsibility for implementing Graded Readers in the classroom lies with instructors, the study emphasizes the importance of providing comprehensive guidelines for successful integration.

Biodata

Keiko Fujino earned her M.S. ED. in TESOL from Temple University in 2018. Keiko taught at Kyushu University and other universities before joining Rikkyo University in 2020. Her academic interests include Extensive Reading, motivation, and spoken fluency.

E5

Wei Ting Wu, Po Han Wu, and Kuan Lin Mao

Title: Exploring the Impact of Data-Driven Learning Through Corpus Analysis of TED Talks on EFL Learner's English Reading Comprehension

This study investigates the effectiveness of Data-Driven Learning (DDL) strategies in enhancing English reading skills among EFL students, utilizing the top 100 most-viewed TED Talks videos as a corpus for analysis. The research utilizes corpus analysis to identify keywords and lexical coverage that are most suitable for EFL learners, to align educational content with the specific learning needs of this demographic. Keywords are meticulously extracted to form a targeted vocabulary list, and texts that meet specific lexical coverage criteria are chosen as instructional materials. This tailored content is then employed in DDL methodologies to evaluate their impact on students' reading comprehension and autonomous learning capabilities. The study adopts a robust pre-test and post-test design to measure the improvements in reading skills, anticipating that the DDL approach will significantly benefit self-directed learning among EFL students. This research demonstrates the practical application of corpus analysis in language teaching and underscores the potential of technology-assisted learning strategies to foster substantial educational advancements. By integrating corpus linguistics with DDL, the study provides deeper insights into the dynamic interplay between real-world language use and pedagogical practices. It highlights how tailored educational content can enhance the efficacy of language instruction, offering valuable implications for teachers and providing practical strategies for fostering self-learning among EFL learners. This approach promises to revolutionize traditional reading strategies and contributes significantly to language education.

Biodata

I earned a Master's degree in Applied English from Southern Taiwan University of Science and Technology in Taiwan, where I specialized in big data analysis and corpus research. I am an English teacher at the Air Force Institute of Technology, committed to enhancing language instruction by integrating advanced technologies. Additionally, I am pursuing a Ph.D. in Information and Learning Technology at the National University of Tainan in Taiwan. My research primarily focuses on technology-enhanced teaching, particularly incorporating Augmented Reality (AR) and Virtual Reality (VR) into educational settings. I aim to leverage these innovative technologies to improve English learning outcomes and motivate students.

Poster Presentations

Nuchsara Choksuansup Thongsan, Chutipapong Kongsombut, and Ampika Patarapongsanti

Title: Students' Perspectives on Challenges and Benefits of One Year in Extensive Reading at Mahasarakham University

Extensive Reading (ER), characterized by reading large quantities of material at a comfortable level, aims to enhance language proficiency and promote lifelong reading habits. At Mahasarakham University, the ER program was integrated into compulsory English courses for English major students and in a course for non-English major students in the Faculty of Humanities and Social Sciences. This study investigates students' perceptions and feedback on the ER program over one academic year.

The primary objectives of this study were to explore students' experiences and identify the challenges they faced during the ER program. The study involved 450 undergraduate students who selected their own reading materials from a diverse range of genres and difficulty levels. Feedback was gathered through surveys and in-depth interviews, focusing on students' attitudes towards reading, perceived improvements in language skills, and overall satisfaction with the ER program.

The results revealed a positive reception towards ER. Many students reported heightened motivation and enjoyment in reading, noting improvements in vocabulary acquisition, reading speed, and comprehension abilities. However, challenges such as time constraints and difficulty accessing appropriate reading materials were identified.

These findings highlight the need for institutional support, including policies to ensure a well-stocked and accessible library and the integration of ER into the regular curriculum. Educators should be trained to support ER initiatives, guide students in their reading choices, and incorporate activities that enhance comprehension. Regular monitoring of student progress and personalized feedback can help sustain interest and address individual needs, maximizing the benefits of ER programs.

Biodata

Nuchsara is a lecturer at the Department of Western Languages and Linguistics at Mahasarakham University. She is currently a vice chair of the TERA. She holds a Ph.D. in English for International Communication. Her research interests focus on corpus analysis, English language teaching and learning, ER, and vocabulary.

Chutipapong is a lecturer at Rajabhat Maha Sarakham University and currently doing her PhD in ELT at the Language Institute of Thammasat University. She also serves as a secretary of the TERA. Her interests include SLA, cognitive aspects of language learning, ER, and L2 reading comprehension.

Ampika is a lecturer at Mahasarakham University. She is currently a Business English program head the Department of Western Languages and Linguistics, and also serves as a public relations practitioner of the TERA. Her research interests include ESP, discourse analysis, ER, and technology-enhanced language learning.

Saowaluck Phissanui

Title: The Development of Reading Instructional Model Based on Task-Based Language Teaching and Cooperative Learning to Enhance Reading Comprehension Abilities and Analytical Thinking for EFL Students

The purposes of this study were to 1) study the fundamental data 2) to develop the instructional model based on Task-based language teaching approach and Cooperative Learning to meet the efficient criteria of 80/80 3) to implement the model; and 4) to evaluate and improve the model. The subjects were 30 upper secondary school students studying in Pisanpunawittaya school who studied in the second semester of academic year 2023.

The experiment took place during a period of 11 weeks. The research instruments consisted of 1) the 10 lesson plans using this model and a teacher's manual, 2) the assessment tool consisting of English reading comprehension ability test 3) Analytical thinking test and 4) a questionnaire used for measuring students' satisfaction toward the model. The data were analyzed statistically through the determination of the mean, standard deviation, t-test, and content analysis.

The results of the study were as follows: The students and personnel involved revealed the needs for the model with varieties of methods and interesting contents. PASAR Model consisted of 5 steps. The average efficiency score of the model constructed was 84.76 percent; whereas, that of the posttest was 83.50 percent. This means that this model was highly effective. The students' reading comprehension abilities and analytical thinking after studying this model were significantly higher than that before studying with the model constructed at 0.01 level. The students' satisfaction toward the model constructed were at high level.

Biodata

I am an English teacher who is teaching for secondary school student level in Khon Kaen, Thailand. I am interested in using innovation for teaching English reading because Reading is an essential skill for success in real life. Task-based learning and cooperative learning are a flourishing method which can improve students' reading skill actively. A variety of tasks can be designed to motivate and give learners a purpose for processing the meaning and accomplishing a desired end or product. Therefore, the results of the study showed that the reading instructional model (PASAR) can enhance learners' reading comprehension and analytical thinking effectively.

Susie Chan

Title: Enhancing Reading Instruction: Innovative Approaches and Strategies

This one-hour poster presentation aims to explore innovative approaches and effective strategies for teaching reading in English language education. With a focus on fostering critical reading skills, promoting reading literacy, and motivating learners, the session will delve into various aspects of reading instruction.

Drawing from research and best practices, the presentation will cover topics such as extensive reading, reading for academic purposes, and using literature in English Language Teaching (ELT). Attendees will gain insights into practical methods for teaching and assessing reading comprehension, as well as incorporating diverse texts and genres to engage learners.

Additionally, the presentation will address the challenges and opportunities of teaching reading in the electronic age, including strategies for navigating digital texts and promoting digital literacy skills.

Throughout the session, participants will have the opportunity to engage in interactive discussions, share experiences, and explore innovative pedagogical approaches to enhance reading instruction. By the end of the session, attendees will leave with actionable strategies and resources to support effective reading instruction in diverse educational contexts.

Biodata

Susie Chan, a British educator based in Bangkok, Thailand, brings over twenty years of experience in language teaching and educational leadership. Currently serving as an EAL Teacher & Prep Tutor at Denla British School, Susie has been a key member of the British International Schools in Asia network since 2011, previously holding roles such as Chinese Language Teacher, English Teacher & Boarding House Mistress at Harrow International School, Bangkok. Her journey began at The British Council, Bangkok, where she taught English and coordinated various language courses. She holds a Master's in Education from the University of Nottingham and certifications including Cambridge CELTA and Trinity Postgraduate Diploma (LTCL) in TESOL. Notably, Susie is a certified Cambridge Oral Examiner across multiple levels and the full suite of examinations.

Keiko Mori

Title: Supporting Learners to Make a Habit of Reading Extensively in the Target Language(s)

More scholars and practitioners have come to address Extensive Reading (ER) and its positive effects on language learning. It is much easier now for teachers and learners to start ER or teach/ support ER from scratch with the help of teacher handbooks and free digital reading materials. Those enjoying reading, watching or listening to easy materials on their own do not usually care much about arguments about “proper” ways of ER. On the other hand, those who support learners to start or continue ER do. Researchers and ER supporters have discussed definitions of ER and ER support, and ambiguity of the concepts resulted in a variety of ER programs at schools, libraries and cram schools.

As a reader and supporter, I had the following questions when I began interviewing ER supporters: What do we need to know/ have when we develop Extensive Reading (ER) programs? Are there any support(er) types that are modified for specific contexts? The results implied the interviewees’ cognition regarding ER in context, and those individuals could be arranged in a two-dimensional display through text analysis of the interview results. This presentation will summarize general discussions of what ER support is for, and describe results of the small-scale qualitative research on ER supporters.

Biodata

My interest in ER (Extensive Reading) has developed through encounters with fellow readers and supporters. It is fun to discuss possibilities of ER in different settings, such as schools (in-class & extracurricular activities), public/ private libraries, and reading circles. Current workplace, as an example, is a small college where students are not necessarily enthusiastic about reading in foreign languages. The teachers introduce ER to Japanese (for English study) and to international students (for Japanese study), then those students occasionally meet for joint ER activities which require them to use their target languages in a meaningful way.

Nurme U-mae

Title: The Innovation of VARK Model Learning Management through Bottom-Up Instructional Approach Integrated with Local Identity to Develop English Reading Skills of Grade 3 Students

This research aimed 1) to compare Grade 3 Students reading achievements before and after learning through the innovation of VARK model learning management through Bottom-Up instructional approach. 2) to study the students' satisfaction toward the innovation of VARK model learning management through Bottom-Up instructional approach integrated with local identity. The target groups were 20 grade 3 students. The instruments were the innovation of VARK model learning management through Bottom-Up instructional approach integrated with local identity, testing form for evaluating the achievements and the questionnaires of satisfaction. The statistics used to analyze the data were percentage, mean, standard deviation. The study's findings revealed 1) The students had more English reading achievement than before using the innovation of VARK model learning management through Bottom-Up instructional approach ($\mu=22.30$, $\sigma=1.75$). 2) The students' satisfaction towards the innovation was at a high level ($\mu =4.68$, $\sigma =0.09$).

Biodata

I am Nurme U-mae. I live in Narathiwat, Thailand. Now I am working as an English teacher at Banjeah school in southern Thailand. I graduated bachelor's degree in English teaching and Master's degree in Educational Administration. I'm fast learning, hardworking and extremely creative. I love to work and get along with others. I am enthusiastic about reading. My research interests are centered on the development and enhancement student's English reading skills to love lifelong learning. Lastly, I love to explore the new methods and approaches to help learners achieve and to create solutions to my research and teaching.

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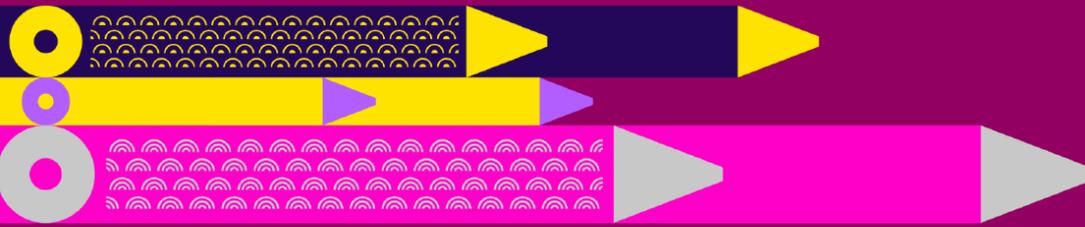
ENGLISH AS AN
INTERNATIONAL
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Chulalongkorn University

Ψ INDIANA UNIVERSITY

New Directions East Asia 2024

The Power of Language Assessment on Individuals and Society
21-23 November 2024, Bangkok, Thailand

July 2024



New Directions East Asia

Confirmed Key Partners



สถาบันภาษา
LANGUAGE INSTITUTE
Chulalongkorn University

Providing speakers, promotional and logistical support for the conference.

britishcouncil.org.uk/newdirections

New Directions East Asia

About the conference

New Directions in English Language Assessment is the **British Council's** flagship language testing and assessment conference.

The conference provides perspectives and insight on trends and approaches in English language assessment at a **local, regional, and international level.**

Since being established in 2013, the East Asia conference has **celebrated eleven editions**, with the latest being held in Hanoi in October 2023.

britishcouncil.org.uk/newdirections



New Directions East Asia

New Directions Audience



Language Testing Academics



Policy Makers and Implementers



Education and Testing Practitioners

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New Directions East Asia

2024 Conference in Thailand

Dates: 21-23 November 2024 (Thursday - Saturday)

Location: Bangkok, Thailand

Venue: Chulalongkorn University

Format: Face-to-face conference

Theme: The Power of Language Assessment on Individuals and Society

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PASAA: Journal of English Language Teaching and Learning in Thailand

OPEN FOR SUBMISSION

A double-blind peer review journal

Publication: June and December



Scope

The journal aims at publishing articles on a wide range of topics relevant to current ELT (English Language Teaching) enquiry including

- second or foreign language learning and teaching,
- teaching and learning materials development,
- language testing and assessment,
- curriculum design and development,
- language program evaluation,
- identities in foreign language learning,
- critical pedagogy, and
- teacher training and professional development.

Categories

- Research articles
- Academic articles
- Short discussion articles (including interviews and idea sharing)
- Book Reviews

Contact

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A Journal of English Language Teaching, Learning and Linguistics

FOCUS AND SCOPE: <<

- Disseminate knowledge and advancement in English language teaching, learning, and applied linguistics.
- Share current practice in English language teaching, learning, and applied linguistics as well as provide a platform for teachers, university instructors, and researchers to exchange knowledge and experience in English language teaching and learning.
- Promote the presentation of academic work as well as contribute to the dissemination of academic knowledge and provide academic services to society.

>> TYPES OF ARTICLES:

- Research articles
- Academic articles
- Review articles
- Book reviews
- Test reviews

Indexed in:



>> LANGUAGES:

- English and Thai



Submission Guidelines:



Website:

