



FUKUOKA JALT – BUSAN-GYEONGSANG-DAEGU
KOTESOL JOINT SYMPOSIUM

COLLABORATION ACROSS BORDERS

12 SEPTEMBER, 2026

FUKUOKA, JAPAN

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Registration	09:15 -	Seinan Gakuin University Community Center 西南学院大学 西南コミュニティーセンター 6 Chome-2-92 Nishijin, Sawara Ward, Fukuoka 福岡市早良区西新6-2-92						
Opening Ceremony	09:45 - 10:00	Main Hall (First Floor)						
Plenary (JALT)	10:00 - 10:50	Dr. Sunao Fukunaga From National Goals to Classroom Possibilities: English Education Across a Stratified High School System				Main Hall (First Floor)		
		Break					Workshop	Panel
Concurrent Sessions (Second Floor)	Time	Room 1	Time	Room 2	Time	Room 3 Student Showcase (First Floor)	Research	Hybrid
	11:10 - 11:40	Khadijah Omar Collaborating Across Intercultural Borders: Negotiating Meaning in Campus Interviews	11:10 - 11:40	Bryan Meadows Virtual Collaboration within a Multi- bordered Landscape: Language, National Identity, and Convenience Store Foods				
		Break						
	11:50 - 12:20	Yaya Yao Translanguaging Arts-based Pedagogy Exploring Gender and Language Intersections	11:50 - 12:20	Natalie Thibault Shades of Cultural Adjustment: From Pink to 3-D	11:50 - 12:10	Hina Hirayama The Most Effective Method of Learning Foreign Languages in Different Age Groups		
		Break						
	12:30 - 13:00	Sarah Deutchman Implementing DDL to Foster Autonomy and Close the Digital Divide	12:30 - 13:00	Daniel Svoboda The Existential ELT Classroom: Yalom's Givens and the Pedagogy of Care	12:30 - 12:50	Reo Shin AI-supported Comprehensible Input For Japanese EFL Learners		
LUNCH	13:00 - 13:50	LUNCH						
	14:00 - 14:30	Hasan Ghazali An Exploratory Study of AI-Enabled Cognitive Offloading Among Elite Scholarship Students During an Authentic Academic Task	14:00 - 14:30	Maiah Hollander, Sarah Slagle & KC Washington Cultural Context in the Classroom	14:00 - 14:20	Ayana Hara The Importance of English Language Education for Hospitality in the Age of AI		
		Break						
	14:40 - 15:10 Hybrid	David Kluge Crossing Borders with Curiosity: An Activity Based on Students' Innate Curiosity	14:40 - 15:10	Ashley Ford Creative Collaboration Across Borders Through Video Haiku	14:40 - 15:00	Runa Fukumoto The Role of ChatGPT and Gemini in English Language Education		
		Break						
	15:20 - 15:50 Hybrid Pre-recorded	Heather Kretschmer & George MacLean Motivating Factors for Collaborating Teachers in a Small-Scale Virtual Exchange	15:20 - 15:50	Meerbek Kudaibergenov Who Gets to Teach? Identity, Power, and Legitimacy in Korean ELT	15:20 - 15:40	Yuto Sasaki The Value of Studying Abroad		
		Break						
	16:00 - 16:30 Hybrid	Kevin Kester Peace Education in Challenging Times	16:00 - 16:30	Gabriela Schmidt Collaboration Across Borders: Examples From Languages Other Than English				
		Break						
Plenary (KOTESOL)	17:00 - 17:50	Dr. Nathaneal Rudolph & Dr. Miso Kim Being, Becoming and Belonging as/in Practice: (Re-)Imagining "English" Language Education				Main Hall (First Floor)		
Closing Ceremony	17:50 - 18:00	Main Hall (First Floor)						
Dinner	19:00 - 21:00	DINNER				Nishijin Houten Shokudo (西新 ホウテン食堂)		

Timetable ↑



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Presentations

JALT

Plenary (JALT)

From National Goals to Classroom Possibilities: English Education Across a Stratified High School System

Sunao Fukunaga (Kyushu Institute of Technology)

10:00 – 10:50 | Main Hall

English education reform in Japan has long sought to orient classroom teaching toward more communicative goals. The national policy framework for English education in Japan—including recommendations of the Central Council for Education, revisions to the Courses of Study, university entrance examination reform, and related initiatives—emphasises students' ability to interact, present ideas, and communicate appropriately across a range of purposes and contexts. Yet national policy does not enter classrooms unchanged. What happens when nationally shared goals enter a highly differentiated high school system? Beginning with a brief overview of how communicative goals are articulated across school levels and linked to university entrance examination reform, this session turns to the stratified public high school system in Japan. Within this system, schools differ substantially in academic orientation, student populations, pathways to higher education, institutional priorities, and available resources. Drawing on previous research into policy implementation and school stratification, together with a qualitative case study of two public high schools, the session considers why a common national policy may lead to markedly different learning experiences for students. The two cases offer a close-up view of how these structural differences combine with the material realities of schooling—including large classes, ageing facilities and equipment, limited supplementary materials, and competing curricular demands—to shape what teachers and students are able to do and, consequently, the forms of communicative English teaching that are possible in each school. Taking public high schools in Japan as its point of departure, the session raises broader questions about how shared policy goals are reshaped by differentiated education systems and the material conditions of schooling. Looking back on successive reforms, it invites us to consider how such goals are interpreted and experienced across different educational contexts. It also encourages us to reflect on how our positions within an education system, the conditions in which we teach, and the expectations placed upon us shape our students' experiences as well as our own perspectives and practices as English language teachers.

Sunao Fukunaga is a professor in the Institute of Liberal Arts at Kyushu Institute of Technology, located in Kitakyushu, Fukuoka. Her research in the field of language planning and policy centers on the implementation of English education policy in high schools, with particular attention to educational inequality and the relationship between policy and classroom practice.

She is also interested in technology-supported writing instruction that promotes more equitable participation in academic research and publishing among multilingual researchers

Concurrent Sessions (First names in alphabetical order)

Crossing Borders with Curiosity: An Activity Based on Students' Innate Curiosity (Hybrid)

David Kluge (Chukyo University)

14:40 – 15:10 | Room 1

In my personal life, I go online for a few minutes to answer a small question. One thing leads to another and I realize I have spent hours covering a wide variety of topics. All powered by curiosity, as explained by Kidd (2015). This can be transferred to the classroom through the activity described in this presentation. The activity asks students to choose any topic they have an interest in and freely explore, moving from topic to topic. They must note each topic and URLs they explore and then create a poster with their results including a timeline of how much time and how many topics they examined. The crossing borders characteristic of the activity goes from the personal realm to the classroom, and then the results can be shared with other classes in the same building, institution, or a classroom in a completely different city or country using Zoom.

Collaboration Across Borders: Examples From Languages Other Than English

Gabriela Schmidt (JALT CEFR LP SIG President)

16:00 – 16:30 | Room 2

Examples from languages other than English, here German language in the fields of German literature, linguistics and language teaching in East Asia are showing a diverse and promising landscape. For learners of German there is a regular online meeting organized between Tokyo University of Foreign Studies and Seoul National University for learners on various levels of learning. Attendance is free and open internationally. The German Literature and Linguistics organizations in Japan, South-Korea, China are organizing in a three years-rotation a well-known East-Asian Conference. There is mutual attendance between the East-Asian colleagues on German related seminars. Recently on Graduate School level a new collaboration is emerging. These are some examples drawing on this literature. Working together across borders in the field of teaching, learning and researching is beneficial for all parties involved. These vibrant examples help to find new ways of thinking not only outside the box but across the borders.

An Exploratory Study of AI-Enabled Cognitive Offloading Among Elite Scholarship Students During an Authentic Academic Task

Hasan Ghazali (Limadata Indonesia)

14:00 – 14:30 | Room 1

The growing use of Generative AI has changed how students approach academic work, making conversational AI a common source of support during learning. While existing research has examined AI adoption and its impact on academic performance, less is known about what motivates students to seek AI assistance during a learning task. This exploratory study examines how elite scholarship students engage in AI-enabled cognitive offloading during an authentic academic assignment. It introduces student friction, a proposed concept describing the cognitive and emotional resistance students experience before shifting from independent problem-solving to AI-assisted support. Guided by Cognitive Offloading Theory and metacognitive regulation, data will be collected during a single task-based session with a purposive sample of government-funded scholarship recipients, including AI interaction logs, prompting behaviour, task completion records, and post-task questionnaire responses. Rather than focusing only on usage frequency, the study explores how students decide to use AI, refine their prompts, and evaluate AI-generated responses, offering initial evidence for the proposed framework and practical insights for designing responsible AI use in higher education.

Motivating Factors for Collaborating Teachers in a Small-Scale Virtual Exchange (Pre-Recorded)

*Heather Kretschmer (Georg-August-Universität Göttingen, Germany)
& George MacLean (University of the Ryukyus)*

15:20 – 15:50 | Room 1

This presentation reports on a small virtual exchange between university students in Okinawa, Japan, and Göttingen, Germany. The student task was intentionally kept modest in scope: students used English through asynchronous tasks to introduce their everyday university life, respond to students overseas, and reflect on similarities and differences in their experiences. The presentation also considers the teacher side of the project. While much research on virtual exchanges focuses on learners, less attention has been paid to how teachers manage the additional planning, coordination, uncertainty, and workload such projects involve. Through individual reflection and comparison of our experiences as collaborating language teachers, we examine what motivated us to take part, what helped us sustain the project, and how the collaboration affected our motivation and professional well-being. The presentation concludes with practical takeaways for language teachers interested in developing small virtual exchange projects within institutional, scheduling, and workload constraints.

Collaborating Across Intercultural Borders: Negotiating Meaning in Campus Interviews

Khadijah Omar (Kyushu University)

11:10 – 11:40 | Room 1

This study explores collaboration across intercultural borders through a campus interview task assigned to 167 first-year students at a national university in Japan. The participants designed their own questions on topics of interest and conducted English-language interviews with international students outside class time. The task positioned both parties as valuable contributors: the participants controlled the interview's content and structure, while their respondents served as experts on their home countries and cultures. An analysis of the participants' post-task reflective reports reveals how both sides negotiated meaning in English as a Lingua Franca (ELF) interactions, employing strategies such as simplified language, visual aids, and nonverbal communication. Findings highlight the collaborative, two-way nature of these exchanges and offer practical implications for designing intercultural interview tasks that build learner confidence and help to develop their English communication skills.

Implementing DDL to Foster Autonomy and Close the Digital Divide

Sarah Deutchman

12:30 – 13:00 | Room 1

Data-driven learning (DDL) is widely recognized as a powerful pedagogical approach that helps learners check word usage and self-correct errors, particularly for vocabulary and grammar (Huang & Ma, 2025; Ma & Mei, 2021; Zareva, 2016). Yet despite this potential, DDL remains underused in classrooms worldwide. This presentation asks why, examining key barriers: a lack of readily available, level-appropriate teaching materials (Crosthwaite et al., 2021; Eslek-Onur & Tosun, 2023; Luo, 2025), steep learning curves and overly complicated platforms (Cakebread-Andrews & Donnellan, 2024; Crosthwaite et al., 2021; Huang & Ma, 2025), time-consuming implementation (Eslak-Onur & Tosun, 2023; Ma & Mei, 2021), and the extensive scaffolding DDL requires (Schmidt, 2022). Learners may also feel overwhelmed by a style of learning so different from traditional approaches (Huang & Ma, 2025). Despite these challenges, DDL's potential is too valuable to overlook. I will present practical strategies for integrating corpora into the classroom, including custom corpus design and targeted teacher training.

11:50 – 12:20 | Room 1

In English language education (ELE) and literature education in outer and expanding circle (Kachru, 1986) contexts, modern/colonial legacies have initiated and sustained monolingual bias and logocentrism. In Northeast Asia, nationalism and neoliberalism contribute to these dynamics, limiting the transformative and justice-building potentials of ELE and literature education. While many educators work in justice-centered ways, monolingual and logocentric means can only go so far. Integrating translanguaging and arts-based pedagogy, or ABP (Rhoades, 2022) can “expand the channels” (Rajendram & Tian, 2026, p. 195) for greater complexity and more deeply affirming practice that facilitates boundary crossing and collaborative meaning making. This presentation offers understandings generated from a Japan-based empirical study examining how integrations of translanguaging and arts-based pedagogy facilitate critical explorations of the intersections of language, gender, sexuality, and other embodied dimensions of social location. Engaging with these intersections fosters belonging, affinity, and collaboration that goes beyond national and linguistic borders.

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KOTESOL

Plenary (KOTESOL)

Being, Becoming and Belonging as/in Practice: (Re-)Imagining “English” Language Education

Nathanael Rudolph (Kindai University (近畿大学)) & Miso Kim (The University of Osaka)

17:00 – 17:50 | Main Hall

Who are our students? Where do they (and we) live, work, and study at present, and potentially in the future? Who lives, works, and studies in their (and our) communities? Who else might they (and we) encounter in and beyond those spaces? What unique knowledge, skills, and experiences do they (and we) possess? What challenges have they (and we) had, and do they (and we) continue to face, negotiating being, becoming, and belonging in and beyond the classroom? What experiences with language do they (and we) have, and how can we relate to each other in and beyond the classroom? How can we contribute to equipping and empowering them for interaction in the communities they engage with and belong to, teaching-wise? How can this contribute to the community building, and to the betterment of people’s lives therein, in general? How might our professional activities enhance this? What affordances, constraints and real consequences might we face in the educational settings in which we work and the communities in which they are situated?

In this plenary talk, we (Miso and Nat) seek to address these questions through a community-based, transdisciplinary approach (Hammime & Rudolph, 2025). Community-based language teaching is grounded in sociohistorical context. Teachers would seek to listen, share, reflect, and (un-)learn in dialogue with their students, colleagues, and other stakeholders. They would aim to learn and grow as members of the communities in which they, their students, and other stakeholders live. They would draw upon stakeholders’ lived experiences negotiating being, becoming, and belonging, as well as upon their own (Motha et al., 2012). Community-based approaches to teaching (as with research and theorization) include the need to pursue learning in a transdisciplinary fashion. Pennycook (2018) notes that teacher-scholars engage with questions/issues/realities that require transcending areas of study (or “fields” and corresponding bodies of “literature”), and, of course, the bounds of academia.

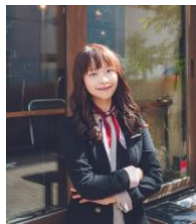
In order to unpack these concepts, we will utilize our current context (Japan; Osaka) to discuss the personal-professional communities in which we and our students negotiate belonging within and transcending that space, and demonstrate classroom ideas and activities to explore the ways of belonging in our communities. We will underscore the fact that “Japan” is a site of movement, diversity and complexity past and present, and that there are many ways to be “Japanese” and/or a member of Japanese society. This is a direct challenge to the dominant historical narrative that Japan is “homogeneous.” Tensions between the realities of belonging in Japan, and the homogeneity narrative, however, manifest politically, educationally and socially. “English”

language education is no exception, as there exists tension between dominant notions of essentialized and idealized Selfhood (“Japaneseness”) and Otherness (“nativeness” in English) and the diversity and complexity characterizing classrooms and the communities in which they are situated.

Though Japan is our primary point of dialogic departure, our personal and professional lives and the communities to which we belong (as with many of you) are inseparably interwoven with the Korean peninsula. As we talk about “Japan,” therefore, we will also concomitantly touch upon “Korea.” In doing so, we will encourage participants based in both South Korea and Japan to imagine what a community-based, transdisciplinary approach to “seeing” in theory, research and teaching might begin to reveal. We look forward to collectively dialoguing, reflecting and potentially re-imagining our approaches to “English” language education.



Nathanael Rudolph is Professor of Sociolinguistics and Language Education at Kindai University (近畿大学) in Higashiosaka, Osaka. The scope of his research includes community-based, transdisciplinary explorations of being, becoming and belonging within and transcending (language) education (with a focus on “Japan” and the Korean Peninsula), and conceptualizations of and attention to “criticality” and “(in)justice” in applied linguistics and language education.



Miso Kim is an Associate Professor (Lecturer) at the Division of Language and Culture, Graduate School of Humanities, the University of Osaka. She is committed to promoting diversity and translanguaging in English-language classrooms. Her research interests revolve around language teacher identity, action research, and emotions in language teaching and learning.

Concurrent Sessions (First names in alphabetical order)

Creative Collaboration Across Borders Through Video Haiku

Ashley Ford-Mihashi (Nagoya City University)

14:40 – 15:10 | Room 2

The Reel Voices Language Learning Film Festival is an annual online event in which language learners from Japan, Korea, and all over the world are invited to create short films, and come together virtually to watch, discuss, and celebrate one another’s work. As part of this event, The Reel Challenge, a short-video contest for first-time filmmakers, is held with a special theme. This year’s theme is “Video Haiku.” Drawing on research in haiku pedagogy (Iida, 2010) and digital multimodal composition (Liang and Lim, 2021), the presenter will share examples of Video Haiku, outline steps for making them, and provide teaching materials, including a storyboard for

writing. Afterwards, teachers in Japan and Korea will be able to try this activity with their students, encourage their students to enter their films in the Reel Voices Film Festival, and build meaningful cross-border connections through authentic intercultural communication and creative collaboration.



Rooted in Applied Linguistics and Computer-Assisted Learning (CALL) and a deep passion for the Arts, **Ashley Ford-Mihashi**, actively implements Creative Project-Based Learning (PBL) and Performance-Assisted Learning (PAL) in her language classroom, especially through filmmaking, music, art, and drama activities. Her current research examines learner empowerment through filmmaking projects and film festivals. She is a lecturer in the Language for Global Citizenship Program at Nagoya City University and organizes the Reel Voices Language Learning Film Festival.

Virtual Collaboration within a Multi-bordered Landscape: Language, National Identity, and Convenience Store Foods

Bryan Meadows (Yongsan International School of Seoul)

11:10 – 11:40 | Room 2

In this talk, I present a reflective account of a Virtual Exchange (VE) project between two language classrooms, one in Korea and the other in Japan. The combination of the two classrooms formed a complex multi-bordered landscape. For example, the students in Korea were studying Japanese as a Foreign Language (JFL) at an English-medium international school while using Korean everywhere else in civil society. The students in Japan were studying English as a Foreign Language (EFL) at a Japanese-medium private high school while also following with enthusiasm Korean pop culture and language. The Virtual Exchange took place over two stages, one asynchronous via an online bulletin board and a second synchronous via online conferencing software. Comparing the design of this VE project with the most recent literature, I will share observations of the strengths and weaknesses of this project with an eye towards similar VE projects in the future.

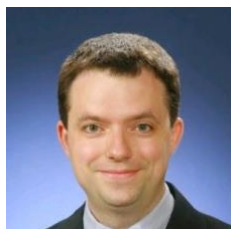
Bryan Meadows holds a PhD in Second Language Acquisition and Teaching from the University of Arizona (USA), an MEd in Second Language Education from the University of Houston (USA), and a BA in Japanese Language and Culture from San Francisco State University (USA). His academic interests include Interculturality, Nationalism, Folk Linguistics, and Teacher Education. His research output is found in over 30 peer-reviewed publications and over 60 peer-reviewed conference presentations. His ORCID page is <https://orcid.org/0000-0002-4310-6337>.

The Existential ELT Classroom: Yalom's Givens and the Pedagogy of Care

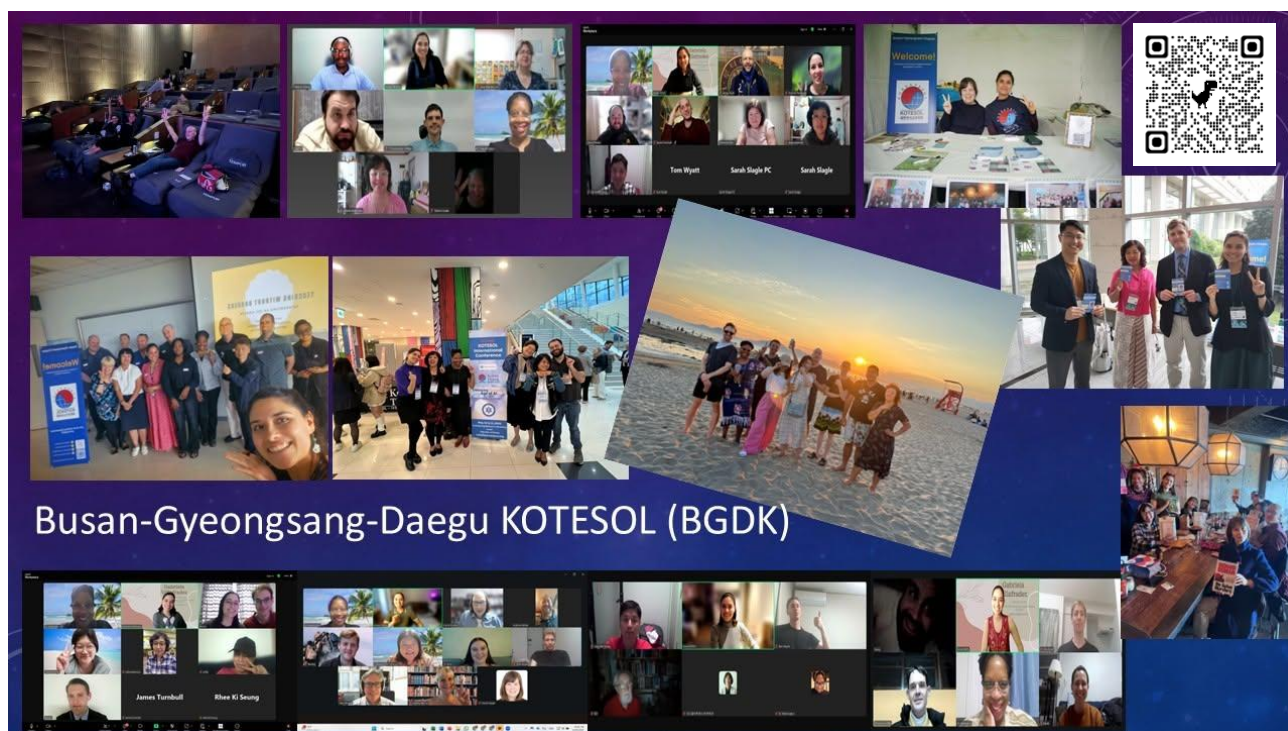
Daniel Svoboda (Hankuk University of Foreign Studies)

12:30 – 13:00 | Room 2

This workshop explores how Irvin Yalom's four existential givens—mortality, freedom, isolation, and meaning—can serve as powerful lenses for expanding empathy within ELT. We examine how these profound human themes can recalibrate our pedagogical stance and collegial relations, foregrounding an active ethic of care and mutual regard. By re-contextualising these givens for the EFL classroom, we demonstrate how an empathetic presence can transform the climate for learner interaction. Rather than prescribing rigid techniques, this session cultivates a shared vocabulary: empathy as a foundational orientation rather than an ornament, and connection as a deliberate practice. Participants will be equipped to imagine context-sensitive applications that honor their unique local constraints. Attendees will leave with conceptual touchstones for designing humane, language-rich spaces where existential awareness bridges isolation, fostering a deeply empathetic and resonant classroom experience.



Daniel Svoboda is an Assistant Professor of Korean-English Translation at Hankuk University of Foreign Studies and a professional translator since 2009. He has worked with major Korean corporations and institutions, and is a contributing author to educational publications for the King Sejong Institute and the International Korean Education. He is the co-author of *Copywriting in English* (2025), Korea's leading guide to English marketing copy.



Peace Education in Challenging Times (Hybrid)

Kevin Kester (Seoul National University)

16:00 – 16:30 | Room 1

Peace education faces profound challenges amid accelerating geopolitical instability, economic inequality, environmental crises, and growing critiques of its intellectual foundations. These developments raise urgent questions about the aims, justifications, epistemologies, and methodologies of the field. This presentation examines these challenges through emerging scholarship on affective, critical, decolonial, and posthumanist approaches to peace and peace education. It explores the contributions and limitations of each perspective and their potential to advance more pluralistic forms of peacebuilding education. Affective approaches foreground the emotional and relational dimensions of peace; critical approaches emphasize political inquiry, social critique, and activism; decolonial perspectives challenge enduring structures of coloniality and modernity; and posthumanist perspectives expose the limits of anthropocentric thinking. In response, the presentation proposes a postcritical approach to peace education that integrates these traditions and moves beyond exclusively rational orientations to peacebuilding. It concludes by drawing on empirical studies from China/Taiwan, Cyprus, Korea, Pakistan, and Somalia/Somaliland.



Kevin Kester is Associate Professor of Comparative International Education and Peace/Development Studies and Director of the Education, Conflict and Peace Lab at Seoul National University. His research engages the sociology and politics of education with an emphasis on comparative education, education and conflict, peace education, higher education, and global citizenship education. He is author of the *International Handbook on Peace Education* (Routledge, 2026), *Conflict, Peace and Teaching in Higher*

Education: Postcritical Praxis in a World of Conflict (Routledge, 2026), *A Modern Guide to Education in East Asia: Global and Local Intersections* (Edward Elgar, 2026), *Common Curriculum Guide for Peace Education in Northeast Asia* (UNESCO-APCEIU, 2023), and *The United Nations and Higher Education: Peacebuilding, Social Justice, and Global Cooperation for the 21st Century* (Emerald, 2020), among many other books and journal articles. He is Editor of the *Asia Pacific Education Review*, Executive Editor of *Teaching in Higher Education*, and Associate Editor of *Journal of International Cooperation in Education*. He is the recipient of the 2024 Noam Chomsky Shining Star Research Award and the 2022 Unju Prize for Research Excellence. Originally from Kentucky, he was commissioned as a Kentucky Colonel by the Governor of Kentucky in 2020.

Cultural Context in the Classroom

Maiah Hollander (KOTESOL), Sarah Slagle & KC Washington (Gyeongsang National University)

14:00 – 14:30 | Room 2

Accessing a culture that you don't have the context for is fraught with challenges that range from minor slip-ups to major faux pas. But it can also give opportunities to grow understanding, inspiration, and consideration for others. As educators, building the context around culture is crucial to allow students to explore subjects safely and gain perspectives that challenge them. In this panel, we will discuss experiences in exploring cultural context in the classroom and how educators can best bring those experiences into practice. In doing so, we can better support students in their context so they can feel encouraged and included in their own education.

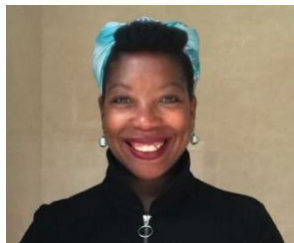


Maiah Hollander is an American (California and Washington) educator who broke out of corporate life to become an EFL teacher and explore the world. Maiah has been teaching internationally for four years, earning her master's in communication and education with a focus on media literacy and AI technologies in the classroom. Fresh from two years of teaching English in Spain public schools, Maiah made her way to Korea in August 2025 as part of the government-sponsored EPIK program. She was invited to take on the role of the KOREA TESOL 2026 International Conference Publicity director due to her background in journalism and will reprise this role in 2027, focusing on developing and expanding brand awareness and partner collaborations. Looking ahead, Maiah's next academic project will be obtaining a PhD in Japan to further expand on the topics and experiences she has gained through her educational research and international experiences.

maiah.hollander@gmail.com



Since 2013, **Sarah Slagle** has been attending, volunteering, and presenting at KOTESOL conferences and chapter meetings. Meeting fellow educators and discussing professional challenges is her favorite aspect of being in the KOTESOL community. Having spent more than 10 years teaching at Korean universities, she has helped many students reach their dreams of becoming more confident and proficient in using English. Her current endeavor is opening a language education company, with English and Korean language programming for adults in the greater Busan area. She may be contacted at sarah.slagle@gmail.com or on LinkedIn.



KC Washington is a Foreign Language Lecturer at Gyeongsang National University, novelist, travel blogger, and freelance independent historian. She has an Associate of Arts degree in Journalism from the University of Missouri-Columbia, a Bachelor of Arts in English from Brooklyn College, and a Master of Arts in Bilingual Education/ESL and Reading from the University of Texas Permian Basin. KC has written articles on feminism, African American history and culture, and travel.

She is currently a contributing writer for BlackPast.org, Medium.com, The English Connection, and the KOTESOL Journal. She has been the vice president of the Busan-Gyeongnam KOTESOL chapter since 2022. In 2025, she also assumed the role of Director of Communications. kcwashingtonesl@gmail.com
<https://sites.google.com/view/kcwashingtonteachingportfolio>

Who Gets to Teach? Identity, Power, and Legitimacy in Korean ELT

Meerbek Kudaibergenov (Seoul National University of Science and Technology)

15:20 – 15:50 | Room 2

Who gets to teach English in South Korea, and what determines who is viewed as a legitimate English teacher? This presentation synthesizes findings from a program of research on transnational English teachers in Korean ELT. It examines how teachers negotiate professional identity and legitimacy within a system shaped by native-speaker ideologies, racialized hiring practices, and institutional and regulatory constraints. Drawing on multiple case studies of practicing and pre-service teachers, the findings show that legitimacy is shaped not only by qualifications and teaching ability but also by nationality, race, legal status, and institutional policies. Participants' narratives illustrate how structural inequalities influence access to employment, professional recognition, and career development while requiring teachers to negotiate tensions between their identities and dominant expectations of who counts as a "legitimate" English teacher. The presentation argues for more equitable hiring practices, inclusive teacher education, and policy reforms that recognize the diverse expertise of English teachers across national and linguistic boundaries.



Dr. Meerbek Kudaibergenov serves as an Assistant Professor at the Institute for Language Education & Research, Seoul National University of Science & Technology (SeoulTech), South Korea. With a keen focus on Eastern and Central Asian contexts, his research explores various dimensions of ELT, student and teacher identity, higher education, and country image. Apart from SeoulTech, he also serves the Journal of International Students as a Senior Editor. <https://orcid.org/0000-0001-7717-9473>

Shades of Cultural Adjustment: From Pink to 3-D

Natalie Thibault (Wonkwang University)

11:50 – 12:20 | Room 2

As expats in a foreign country, how can we adapt to a new environment? How can we make sense of unfamiliar social codes, connect with others, and thrive? As educators, how can we connect better with students from different cultural backgrounds and bridge our cultural differences? EFL teachers in Korea and Japan have all faced these questions. This presentation is designed to offer some answers, as well as avenues of reflection and action to help expatriate

educators find their footing, learn, and blossom in a foreign cultural environment. By helping them deepen their own cross-cultural awareness, we can help develop insight that can better support and guide students preparing to travel or study abroad. Through a witty and sensitive exploration of the ways culture shapes thoughts, communication, and actions, the presentation will help teachers navigate cultural differences, explore visible and hidden layers of culture, examine the four stages of cultural adjustment, and reflect on where they and their students may be in the process. The workshop also addresses how to identify and challenge stereotypes, prejudice, and unconscious bias, which are critical skills for educators shaping intercultural attitudes in the classroom.



Dr. Natalie Thibault is an assistant professor at Wonkwang University in Iksan, South Korea. She is an experienced English as a second language (ESL) instructor, having taught in Asia for nearly two decades. In addition to her teaching career, she has been focusing her qualitative research efforts on rapport-building between students and professors, internationalization of Korean higher education, and international student experiences. Dr. Thibault is involved with several international publications dedicated to qualitative and education-related research, including *The Qualitative Report*, for which she is

a Senior Editor.

Well-Being & Personal Development
Special Interest Group
Welcome!

Supporting the well-being of ELT professionals in Korea
Reduce stress • Prevent burnout • Build community

We promote physical, mental, and emotional wellness for educators through practical, mindful activities and community support.
Our mission aligns with KOTESOL's vision of professional sustainability, helping educators thrive personally and in the classroom.

WHAT WE DO	SAMPLE ACTIVITIES INCLUDE	OUR COMMUNITY
Wellness experiences that restore	Singing Bowl Baths	Inclusive: Everyone is welcome, at any experience level.
Outdoor activities that reconnect	Meditation Sessions	Accessible: Activities are adaptable and budget-conscious.
Movement & meditation that energize	Online Yoga	Respectful: Participate at your own pace and listen to your body.
Creative & cultural events that inspire	Beach Yoga & Meditation	
Mindful food experiences that nourish	Hikes & Nature Walks	
	Community Meet-Ups	
	Wellness Workshops & Artistic Events	
	Mindful Eating Experiences	

When educators care for themselves, they create meaningful change for others.
You matter. Your well-being matters.

STAY CONNECTED
Join our supportive community on Facebook for upcoming events, photos, and announcements.
KOTESOL Well-Being & Personal Development SIG

Everyone is welcome. All activities are optional and at your own discretion.

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KOTESOL
RESEARCH SIG

QR Code

Illustration of four people sitting around a table, engaged in a discussion.

<https://koreatesol.org/content/research>

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SHINING A LIGHT ON
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into the complexities, and realities
shaping educators' work,
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Student Showcase (First names in alphabetical order)

The Importance of English Language Education for Hospitality in the Age of AI

Ayana Hara (Kurume University)

14:00 – 14:20 | Room 3

Artificial Intelligence (AI) is widely used in the hotel industry through self-check-in systems, chatbots, and service robots. These technologies improve efficiency and support multilingual communication. However, hotels also require omotenashi, which includes empathy, flexible responses, and personalized service. Therefore, English language education remains important for future hotel staff. This study examines the role of English language education in hospitality in the age of AI. It compares AI services with human services and investigates guests' opinions through a questionnaire survey. The study is expected to show that AI can support basic communication but cannot replace human interaction. Therefore, English education should develop not only language skills but also intercultural understanding, communication skills, and hospitality. Combining AI technology with well-trained staff will provide better service for international guests.

The Most Effective Method of Learning Foreign Languages in Different Age Groups

Hina Hirayama (Kurume University)

11:50 – 12:10 | Room 3

In recent years, the issue of Japanese learners acquiring English skills has been said to be very low. In fact, Japanese cannot get high scores on the TOEFL test, which rank at the bottom class in Asian countries. The Critical Period Hypothesis theory indicates that a language learner's ability to acquire a language naturally and perfectly is limited to the certain age of early stages of life, the age around 6 years. Therefore, the role of English education in school is significant for children to acquire English. On the other hand, the native accent is very difficult to acquire as the period goes further. How do the adults who go past the period learn a second language? The purpose of this study is to examine which foreign language learning methods are most effective for different age groups and to provide useful suggestions for learners and teachers.

AI-supported Comprehensible Input for Japanese EFL Learners

Reo Shin (Kurume University)

12:30 – 12:50 | Room 3

Japanese learners study English for many years through school education. However, many of them still struggle to understand English without relying on Japanese translation. This issue suggests that more effective learning approaches are needed. The purpose of this study is to examine how comprehensible input activities help Japanese learners understand English in

meaningful contexts. In addition, this study explores the potential of generative AI as a tool to support comprehensible input. Unlike traditional textbooks, generative AI can provide personalized learning materials that match learner's proficiency and interests. It can also generate comprehension questions and provide immediate feedback on learner's answers. A questionnaire will be conducted for Japanese learners to investigate their English learning experience and their attitudes toward generative AI for English learning. This study aims to discuss how combining comprehensible input with generative AI may help Japanese learners understand English in *meaningful contexts*.

The Role of ChatGPT and Gemini in English Language Education

Runa Fukumoto (Kurume University)

14:40 – 15:00 | Room 3

This study examines the role of ChatGPT and Gemini in English language education. As artificial intelligence (AI) becomes more common, many students use AI tools to support their English learning. This study reviews previous research to explore how ChatGPT and Gemini can be used in English education. It also compares the two tools by focusing on their strengths, weaknesses, and possible challenges. The study discusses both the benefits, such as personalized learning and immediate feedback, and the concerns, including overdependence on AI and inaccurate information. By comparing ChatGPT and Gemini, this study aims to provide a better understanding of how AI can support English language learning and how it may influence the future of English education.

The Value of Studying Abroad

Yuto Sasaki (Kurume University)

15:20 – 15:40 | Room 3

This research is about the value of studying abroad. Through the presenter's experience of 3 weeks studying abroad in the USA, regardless of the high expenses, much valuable experience was gained. Therefore, I would like to explore the value of studying abroad by investigating what students can gain from the experiences of studying abroad and what kind of experiences are provided. As a research method, anonymous participants are surveyed who have had a studying abroad experience. What have they gained? What are the negative and positive influences from studying abroad, and so on. Also, conduct research on how we can improve English without studying abroad and how studying abroad impacts our future career to find value in studying abroad. Through this study, I hope it can provide useful information for students who are considering studying abroad and making informed decisions.

4 BENEFITS OF JOINING



<https://jalt.org/join-renewal/>

01 PROFESSIONAL DEVELOPMENT



JALT events are held by various special interest groups and local chapters throughout the year for teachers in various teaching contexts.



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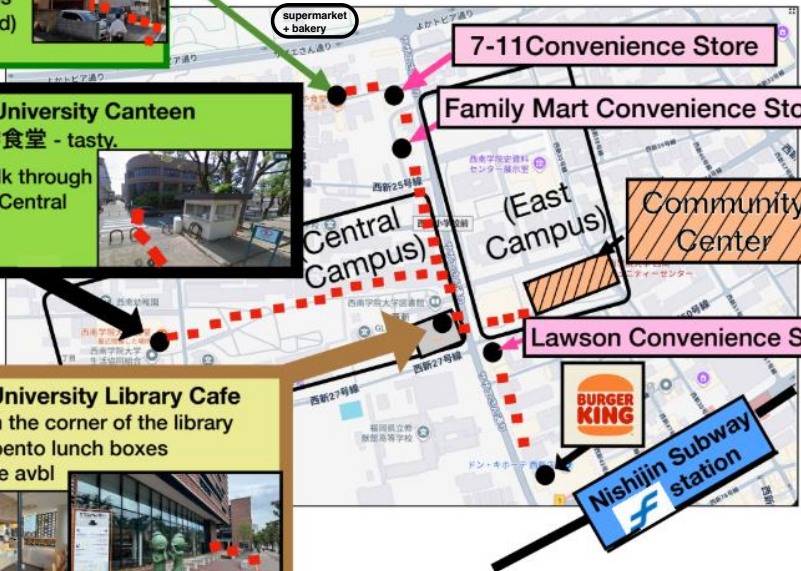
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Lunch Options



Fujiya Shokudo
ふじや食堂
(unpretentious Japanese food)

Lunch options



Cafe Drinks Menu HOT COLD

Drip Coffee		Espresso Beverages	
ドリップコーヒー	Short ¥260 Tall ¥300	エスプレッソ	Short ¥280 Tall ¥320
アイスドリップ	Short ¥280 Tall ¥320	カフェラテ	Short ¥340 Tall ¥390
アイスドリップ	Short ¥300 Tall ¥340	カフェモカ	Short ¥320 Tall ¥370
アイスドリップ	Short ¥320 Tall ¥360	カフェマカ	Short ¥380 Tall ¥440
アイスドリップ	Short ¥340 Tall ¥380	カフェマカ	Short ¥390 Tall ¥440
アイスドリップ	Short ¥360 Tall ¥400	カフェマカ	Short ¥400 Tall ¥450
アイスドリップ	Short ¥380 Tall ¥420	カフェマカ	Short ¥410 Tall ¥460
アイスドリップ	Short ¥400 Tall ¥440	カフェマカ	Short ¥420 Tall ¥470
アイスドリップ	Short ¥420 Tall ¥460	カフェマカ	Short ¥430 Tall ¥480
アイスドリップ	Short ¥440 Tall ¥480	カフェマカ	Short ¥440 Tall ¥490
アイスドリップ	Short ¥460 Tall ¥500	カフェマカ	Short ¥450 Tall ¥500
アイスドリップ	Short ¥480 Tall ¥520	カフェマカ	Short ¥460 Tall ¥510
アイスドリップ	Short ¥500 Tall ¥540	カフェマカ	Short ¥470 Tall ¥520
アイスドリップ	Short ¥520 Tall ¥560	カフェマカ	Short ¥480 Tall ¥530
アイスドリップ	Short ¥540 Tall ¥580	カフェマカ	Short ¥490 Tall ¥540
アイスドリップ	Short ¥560 Tall ¥600	カフェマカ	Short ¥500 Tall ¥550
アイスドリップ	Short ¥580 Tall ¥620	カフェマカ	Short ¥510 Tall ¥560
アイスドリップ	Short ¥600 Tall ¥640	カフェマカ	Short ¥520 Tall ¥570
アイスドリップ	Short ¥620 Tall ¥660	カフェマカ	Short ¥530 Tall ¥580
アイスドリップ	Short ¥640 Tall ¥680	カフェマカ	Short ¥540 Tall ¥590
アイスドリップ	Short ¥660 Tall ¥700	カフェマカ	Short ¥550 Tall ¥600
アイスドリップ	Short ¥680 Tall ¥720	カフェマカ	Short ¥560 Tall ¥610
アイスドリップ	Short ¥700 Tall ¥740	カフェマカ	Short ¥570 Tall ¥620
アイスドリップ	Short ¥720 Tall ¥760	カフェマカ	Short ¥580 Tall ¥630
アイスドリップ	Short ¥740 Tall ¥780	カフェマカ	Short ¥590 Tall ¥640
アイスドリップ	Short ¥760 Tall ¥800	カフェマカ	Short ¥600 Tall ¥650
アイスドリップ	Short ¥780 Tall ¥820	カフェマカ	Short ¥610 Tall ¥660
アイスドリップ	Short ¥800 Tall ¥840	カフェマカ	Short ¥620 Tall ¥670
アイスドリップ	Short ¥820 Tall ¥860	カフェマカ	Short ¥630 Tall ¥680
アイスドリップ	Short ¥840 Tall ¥880	カフェマカ	Short ¥640 Tall ¥690
アイスドリップ	Short ¥860 Tall ¥900	カフェマカ	Short ¥650 Tall ¥700
アイスドリップ	Short ¥880 Tall ¥920	カフェマカ	Short ¥660 Tall ¥710
アイスドリップ	Short ¥900 Tall ¥940	カフェマカ	Short ¥670 Tall ¥720
アイスドリップ	Short ¥920 Tall ¥960	カフェマカ	Short ¥680 Tall ¥730
アイスドリップ	Short ¥940 Tall ¥980	カフェマカ	Short ¥690 Tall ¥740
アイスドリップ	Short ¥960 Tall ¥1000	カフェマカ	Short ¥700 Tall ¥750

Other Beverages

アイスドリップ ¥280 / Tall ¥320

アイスドリップ ¥300 / Tall ¥340

アイスドリップ ¥320 / Tall ¥360

アイスドリップ ¥340 / Tall ¥380

アイスドリップ ¥360 / Tall ¥400

アイスドリップ ¥380 / Tall ¥420

アイスドリップ ¥400 / Tall ¥440

アイスドリップ ¥420 / Tall ¥460

アイスドリップ ¥440 / Tall ¥480

アイスドリップ ¥460 / Tall ¥500

アイスドリップ ¥480 / Tall ¥520

アイスドリップ ¥500 / Tall ¥540

アイスドリップ ¥520 / Tall ¥560

アイスドリップ ¥540 / Tall ¥580

アイスドリップ ¥560 / Tall ¥600

アイスドリップ ¥580 / Tall ¥620

アイスドリップ ¥600 / Tall ¥640

アイスドリップ ¥620 / Tall ¥660

アイスドリップ ¥640 / Tall ¥680

アイスドリップ ¥660 / Tall ¥700

アイスドリップ ¥680 / Tall ¥720

アイスドリップ ¥700 / Tall ¥740

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アイスドリップ ¥860 / Tall ¥900

アイスドリップ ¥880 / Tall ¥920

アイスドリップ ¥900 / Tall ¥940

アイスドリップ ¥920 / Tall ¥960

アイスドリップ ¥940 / Tall ¥980

アイスドリップ ¥960 / Tall ¥1000

+ Smoothies ¥600

+ Honey Nut Ice Tea ¥440

Seinan University Canteen
西南大学食堂 - tasty.
5 min walk through Trees on Central Campus

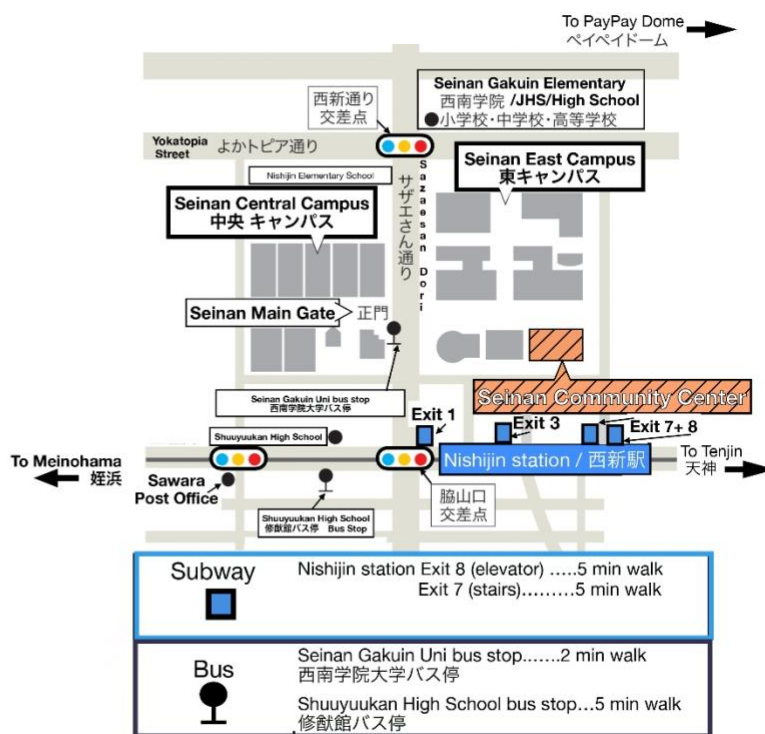


Seinan University Library Cafe
(small) on the corner of the library
Drinks + bento lunch boxes
microwave avbl



Directions

([Link to Google Map](#))



Directions to Seinan Community Center



Image source: [Google Street view](#)

Full name: Seinan Gakuin University Community Center 西南学院大学 西南コミュニティセンター

Address: 6 Chome-2-92 Nishijin, Sawara Ward, Fukuoka 福岡市早良区西新6-2-92

Directions:

1. Take the Fukuoka Subway Airport (Kuko) Line to Nishijin Station (station K4)a
2. Exit 7 (stairs) or exit 8 (elevator). Take the side road north (perpendicular to the main street) and walk about 2 or 3 minutes.
3. Take the 3rd left, and go through the opening in the red brick wall (clickable link at bottom of page) on the corner. Walk onto the campus grounds, and the Seinan Community Center will be on your right.

Be careful going back to Hakata / Airport:

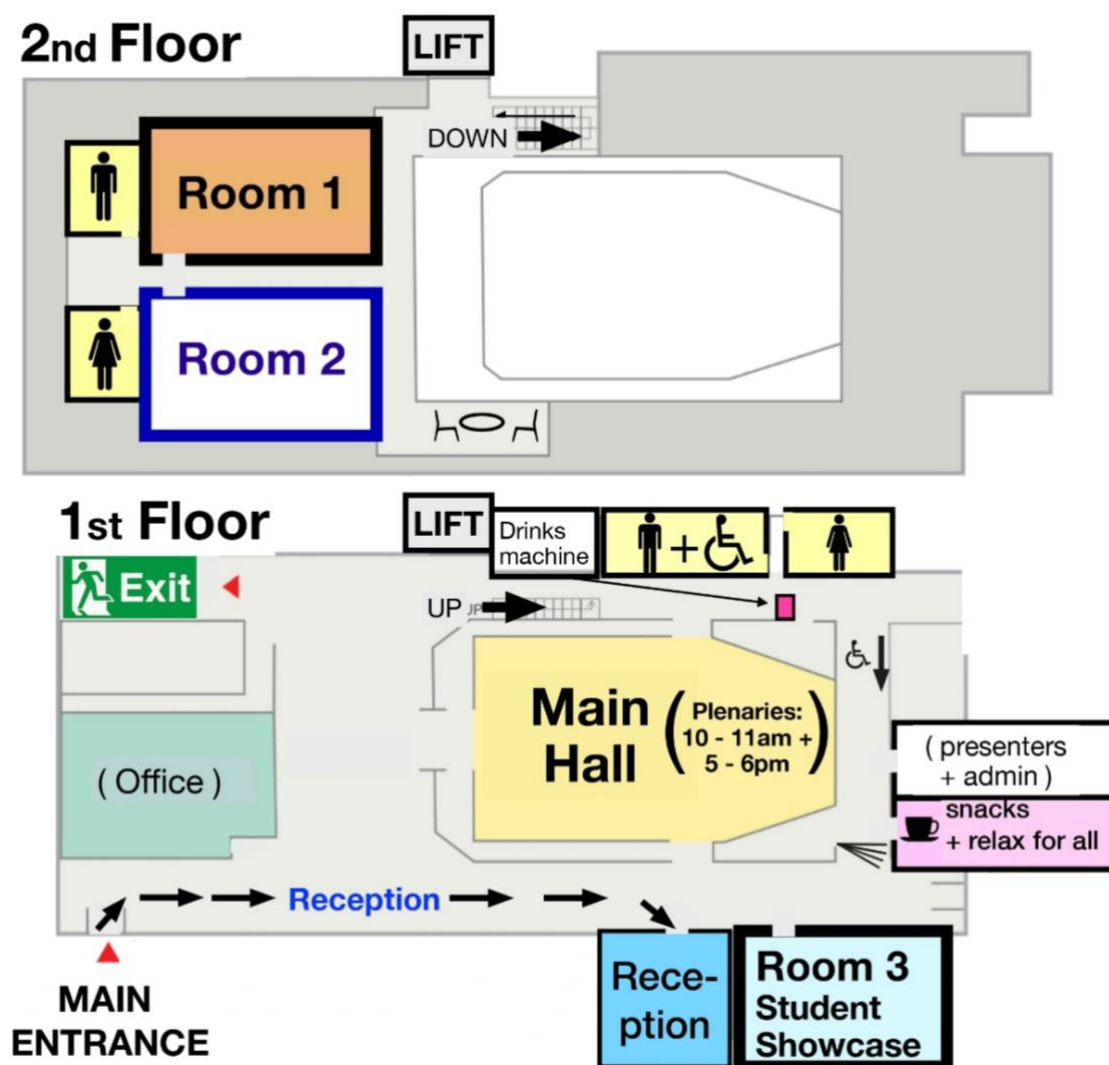
- All trains on the Kuko (Airport) line going **west** will stop at Nishijin. The destination may say Meinohama or Chikuzen Maebaru or something else, but all of them pass through Nishijin.
- However, if you are headed back to Hakata going **east**, be sure the train destination is "Fukuokakuko (Airport)", because about 30% of the trains go to Kaizuka (the blue subway line on the subway route map below). (See this [image of the subway platform sign on Instagram](#). clickable link at bottom of page)

Text links: [3. go through the opening in the red brick wall](#)

[Hint for Hakata Airport: See this image of the subway platform sign on Instagram](#)

[Fukuoka subway \(underground train\) Map](#)

Venue – Floor Plan



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Thank you!



JALT2026 Beyond the Classroom

From Local Voice to Global Impact

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WINC Aichi, Nagoya



November 20 – November 22, 2026

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- Educational materials exhibit
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JALT2026 Beyond the Classroom

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PLENARY SPEAKERS



Dr. Kazuyoshi Sato
Nagoya University
of Foreign Studies



Dr. Loy Lising
Macquarie University



Dr. Noriko Ishihara
Hosei University

INVITED SPEAKERS



Kip Cates
Tottori University
Kevin Cleary
Invited Speaker



Dr. Willy A Renandya
National Institute of Education,
Nanyang Technological
University
Asian Scholar Speaker



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