

KEYNOTE ADDRESS

Saturday, October 12

10:20 - 11:00 (KST)

**Dr. Roger Nunn***Founder**English Scholars Beyond Borders (ESBB)***Crossing Borders: The Importance of Intercultural Translatability**

Intercultural “translatability” is a view that knowledge is reconstructed and used subjectively and inter-subjectively in any new context (Nunn, 2016; Nunn et al., 2015). Each new context is unique, so intercultural translation within the local context is inevitable. A phenomenological perspective (e.g., Husserl, 1931/1960; Merleau-Ponty, 1945/1962) underlines the way that ideas need to be interpreted from both insider and outsider perspectives. An impersonal approach, sometimes misleadingly labelled “objective,” ignores the reality that any “object” under investigation is translated by a self. Bias, whether personal or cultural, can only be countered, and possibly reduced, when we acknowledge it is inevitable and powerful. We cannot be neutral, because we cannot stand outside our own history, knowledge, emotions or values. Only if we accept that bias is inevitable can we start communicating meaningfully in conferences like this one. This acceptance is a means of escaping from the self in order to enrich the self. I will briefly link this to a socially responsible approach to teaching, with some examples from my own classrooms where I practiced project-based learning. At this conference we are also emphasizing compassion in education; my examples will reflect this. Compassion is arguably fundamental to intercultural understanding in our troubled world.

Duara (2014) emphasizes that what we share, “global commons,” is more significant than what separates us. As a historian, Duara critically examines the inward-looking nationalist perspectives of the nation state, providing a perspective of historical circulation beyond and across borders, even transcending borders. He outlines “the methodologies of linking the self to locality, community, environment and the universal” (p. 2). In international fields like ours, more successful learning might best be achieved when

- each of us makes a conscious effort to “bracket” inevitable pre-judgements and does not underestimate the difficulties involved in this;
- “locality” is seen as an important (perhaps *the* important) locus of action but is no longer seen as a barrier to circulatory forces of translatable practices;
- “community” is seen as a pluralistic multi-centric notion (linked to understanding “the self” and “the other” in a way that can cross borders, it is a notion impacted by circulation, emphasizing what we share, translatable “global commons”);
- our academic “environment” is no less “at risk” than our physical environment, when
- we do not fully grasp the relevance of circulatory forces.

Duara (2014) provides us with a conceptual ecology that can allow us to transcend our intercultural limitations. In this presentation, I will therefore discuss intercultural translatability and briefly discuss what this could mean for our teaching.

References

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- Nunn, R., Deveci, T., & Salih, H. (2015). Phenomenological views of the development of critical argumentation in learners' discourse. *Asian EFL Journal Professional Teaching Articles*, 85, 90-116.
- Nunn, R. (2016). Foreword: The self, anonymity and non-blind review: A circulatory perspective of academic global commons. *ESBB*, 2(1), 2-6.
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Keynote and Plenary Speakers

About the Presenter

I recently retired from my final salaried position as a professor and head of the Department of English at the American University of Sharjah in the UAE. I have been really fortunate to have been able to live and teach in a variety of interesting international locations, including France, Qatar, Abu Dhabi, Sharjah, Ethiopia, Japan, the U.K., and Germany. My personal and academic interest is in intercultural communication, supported academically by an MA and a PhD from the University of Reading, U.K., supervised by Ron White. I qualified as a teacher of French in the U.K. in 1976, changing to ESL outside the U.K. in 1979. As a former editor of the *Asian EFL* and *ESP Journals* and a founding member of English Scholars Beyond Borders, I have edited more journal issues than I care to count over the last 25 years. I have especially enjoyed presenting and publishing in a very broad variety of international locations beyond the countries where we lived. As an expatriate teacher/researcher in Asia and the Middle East, I have come to realise that these are the major centers of scholarship in my fields of interest. Although “retired” from full-time work, I don’t believe in retirement; I remain active in ESBB and have recently become a research fellow at Shinawatra University in Thailand. I have also resuscitated my creative work as a singer-songwriter, which I practiced in my younger years. Back in the U.K., I have also become very interested in supporting inter-community relations, and I chair a charity that supports intercultural understanding.

My own holistic approach to ELT scholarship, education, and life itself is an approach that engages us as “whole” people in lifelong learning and openness to other cultures. A socially responsible form of project-based learning has long been my teaching preference—an approach that students seem to love, as it puts them at the center of learning and fully engages them (and their teachers) both intellectually and emotionally. One of my related interests is phenomenology (a “philosophy of life”), with an intercultural twist. My aim is to help us better understand ourselves, “the self,” in relation to a very culturally diverse array of “others.” I enjoy forming strong research relationships with international and local colleagues and have always tried to publish and present in as many countries as possible and to engage in dialogue across borders—hence the development of a practice I call “intercultural translatability.” I do not believe in targeting a few “center” journals for publication. Publishing needs to be multi-centric in our interconnected world. Founding ESBB (English Scholars Beyond Borders) with other international scholars was therefore a natural progression for me. Our ESBB journal is indexed, and participants can submit after the conference, if they believe in a strong authorial voice, have a translatable intercultural message that they explain, and do not make spurious claims of “objectivity.” The obsession with indexing in its present form, and the requirement to publish only in indexed journals, is oppressive and something I oppose strongly. A more detailed profile is available here:

<https://www.englishscholarsbeyondborders.org/members-profiles/roger-nunns-profile/>

PLENARY SPEAKER**Saturday, October 12****11:10 - 12:00 (KST)****Dr. Charles Browne***Meiji Gakuin University, Japan*

Dr. Charles Browne is a professor of TESOL and applied linguistics at Meiji Gakuin University as well as director of the English Department's MA and PhD programs and creator of their EFL teacher-training program. He is a U.S. State Department English Language Specialist, helping governments around the world with tailor-made teacher-training programs that promote excellence in teaching. Dr. Browne is a specialist in second language vocabulary acquisition and extensive reading, especially as they apply to online learning environments. In addition to his work in creating many important new corpus-based word lists and a wide range of free online tools to teach, learn, and create texts based on these lists, he has also developed countless free online extensive reading, extensive listening, and vocabulary learning sites, tools, and apps. He has worked hard to share this knowledge through presentations, seminars, and hands-on workshops around the world.

**The NGSL Project: Corpus Tools to Help Transcend Borders,
Build Bridges, and Make Connections in the 21st Century**

In this presentation, I introduce 8 open-source, corpus-derived high frequency vocabulary word lists known collectively as the New General Service List (NGSL) project, which I developed to help meet the needs of ESL/EFL learners. With an eye towards efficiency, I made each word list as short as possible (most are fewer than 2000 words) while still offering the highest coverage in the world (between 90-99%) for that genre.

I will then go on to introduce and demonstrate a large and growing number of free, pedagogically-driven online tools, apps, and resources for helping to utilize these lists for teaching, learning, assessment, materials creation and research. The tools include gamified flashcards, an NGSL-specific Wordle game, a video-concordancing study tool, online placement and achievement tests, text creation tools, and a brand-new AI-powered text profiling tool that helps teachers to generate and then simplify texts to the level of their students.

**Seed
Learning**

PLENARY SPEAKER
Saturday, October 12
17:00 – 17:50 (KST)

Dr. Jack C. Richards
University of Sydney, Australia



Jack C. Richards has had an active career in the Asia Pacific region and is currently an honorary professor in the Faculty of Education at the University of Sydney. He has also had a long association with the Regional Language Centre in Singapore. He has written over 150 books and articles on language teaching as well as many widely used classroom texts. His recent publications include articles on language teacher identity and English medium instruction. Jack Richards also has active interests in music and the arts. He has been awarded an honorary Doctorate of Literature by Victoria University, Wellington, for his services to education and the arts, and also received the Award for Patronage from the Arts Foundation of New Zealand. The TESOL International Association honored Jack Richards as one of the 50 TESOL specialists worldwide to have made a significant impact on language teaching in the last 50 years. Jack C. Richards' website: www.professorjackrichards.com

**Connecting With Teachers' and Learners' Emotions
in the Language Classroom**

Emotions are an important part of the experiences of both language teachers and language learners; however, their role has often been marginalized as a result of the focus on cognitive rather than affective dimensions of language learning within applied linguistics. The “affective turn” in applied linguistics has refocused on how teachers' and learners' emotions influence their management of teaching and learning. In this presentation, I will explore the kinds of emotions teachers and learners experience, the causes of these emotions, and the impact they can have on teaching and learning. I will give suggestions as to how teachers and learners can develop emotional competence—the ability to understand and productively manage emotions—in language learning and teaching.

PLENARY SPEAKER**Sunday, October 13****11:00 – 11:50 (KST)****Dr. Naeema B. Hann***Leeds Beckett University, UK*

I am an emeritus reader, School of Education, Leeds Beckett University, and have taught pre-sessional EAP courses. I led the EAP modules in the International Foundation Year for over ten years and was course leader for the MA English Language Teaching. I also led modules on course design, assessment, materials development, multimedia, and independent learning for the MA ELT. My work with the Centre for Teaching and Learning at Leeds Beckett included membership in the Postgraduate Taught Award group and Post Graduate Learning Outcomes Task and Finish group. My research interests are language learning materials, learner strategies, motivation, and identity positions for language learning.

Language Teacher Networks: Values and Visibility

Language teacher networks give teachers a space to share how they translate the curriculum into language learning. In this plenary, I explore two teacher networks for one language, Urdu. The first, the National Council for the Development of Urdu, is operated in the UK, where Urdu is seen as a community language used within communities new to the UK. The second network, Pata Bata ("Show the Way"), operates in Pakistan, where Urdu is the national language and the language of wider communication. I draw on the online presence (website, Facebook) of these networks to explore how members engage, discover, experiment, reflect, and share (Krutka, Carpenter, & Trust, 2016). Drawing on the cultural background of Urdu teachers, I then re-examine the sites using 12th-century mystic and perfumer Farid u-Din Attar's *Conference of the Birds* (1117/2003). The findings make continuity and change in teacher values and voice visible.

References

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- Krutka, D. G., Carpenter, J. P., & Trust, T. (2016). Elements of engagement: A model of teacher interactions via professional learning networks. *Journal of Digital Learning in Teacher Education*, 32(4), 150-158.

ESBB FEATURED SPEAKER

Saturday, October 12
09:00-09:25, Room 101

Roy Pushpavilasam Veettil

Sohar University, Oman



Dr. Roy P. Veettil is an assistant professor in the Faculty of Language Studies, Sohar University. He has authored a book in ELT and has edited two others. He has also presented papers in international ELT conferences and has published papers in journals indexed in SCOPUS and Web of Science. He is interested in literature, sociolinguistics, and English language teaching.

Reassessing the Status of English in Oman: Have the Circles Merged?

Having lived in Oman for over a decade, I have observed the growing importance of English, which is now essential for higher education and employment in both private and government sectors. However, the official status assigned to English and the teaching of English as a foreign language lead to conflicts between practices and expectations. Thus, I feel that the real status of English in the country needs to be reassessed.

The conceptual framework of this study is Kachru's concept of the analogy of three concentric circles representing the global diffusion and status of English. The study proposes to answer the question of whether English has moved from the expanding circle into the outer circle in Oman, and if so, what its implications are. The participants will be engaged in brainstorming and discussions, and I expect that they will be prompted to reassess the status of English in their specific contexts.

ESBB FEATURED SPEAKER**Saturday, October 12****09:30-09:55, Room 101****Binu PM***University of Technology and Applied Sciences-AI Mussanah, Oman*

Dr. Binu Pathippallil Mathew is a member of ESBB and currently works at the University of Technology and Applied Sciences–AI Mussanah, Oman. He is the author of the book *Slow Learners in the English Classroom*. His professional interests include classroom research, learning strategies, intercultural communication, computational linguistics, discourse analysis, and artificial intelligence in language education.

EFL Learners' Experiences With ChatGPT and Its Perceived Impact on Self-Directed Learning

In this research, I examined EFL students' perceptions of using ChatGPT as a tool for English language learning and its impact on self-directed learning. I used a mixed methods approach, administering a survey questionnaire and conducting semi-structured interviews with EFL students at the University of Technology and Applied Sciences-AI Mussanah, Oman. The findings of this study revealed the students perceived ChatGPT as a highly accessible and flexible resource that supported various aspects of language acquisition, such as vocabulary expansion, grammar improvement, and conversational practice. Although some students faced difficulty comprehending the responses generated by ChatGPT due to their low proficiency in English, most participants appreciated the flexibility and convenience of accessing it as language learning support. Furthermore, the students found that ChatGPT enhanced a low-pressure environment for practicing language skills, enabling them to build confidence, motivation, and independence. Overall, the students perceived ChatGPT was a valuable tool for fostering learner autonomy.

ESBB FEATURED SPEAKER

Saturday, October 12
13:00-13:25, Plenary Hall

Gloria Shu Mei Chwo
HungKuang University, Taiwan



Gloria Shu Mei Chwo earned her PhD at the University of Essex in the U.K. and completed her MEd at Seattle Pacific University, U.S.A. Representative publications include "Empowering EIL Learning With a Web 2.0 Resource: An Initial Finding From the Cross-Campus Storybird Feedback Study" and "Curriculum Integration of MALL in L1/L2 Pedagogy: Perspectives on Research and Meta-analysis of MALL Research and Design."

A Pilot Study on a General Education Center Course via Curation and VR Creation

We report a groundbreaking initiative aimed to enhance an existing General Education Center cultural awareness course for English non-majors at a Taiwan university, using cutting edge technology. Students responded to a pre-survey showing strong English conversation needs and low VR experience. The principal researcher designed a three-week intervention coteaching with a Singaporean artist who is the expert in VR painting. A total of 101 L1-Chinese students were trained to work in groups creating 3D paintings using Open Brush 3D painting in Meta Quest 2, and they worked on a report in English. Quantitative measures based on a pre- and post-intervention Cambridge test showed highly significant gains in English proficiency, especially in interactive communication. Qualitative data from students' reflective essays showed a great impact on the development of knowledge about VR and intercultural awareness. The findings demonstrate how CEFR A2-proficiency students can benefit from a task-based and communicative English teaching approach.

KOTESOL FEATURED SPEAKER**Saturday, October 12, 13:00-13:50, Room 101****Sunday, October 13, 13:00-13:50, Room 101****Jocelyn Wright***Mokpo National University, Korea*

Jocelyn Wright is a professor in the Department of English Language and Literature at Mokpo National University in South Korea. She is an active member of Gwangju-Jeonnam KOTESOL. Her interests include matters at the heart of the intersecting fields of peace linguistics, peace (language) education, and peace literature.

**Comprehensive Peace and Compassionate Communication
to Achieve Our Aims**

Who we are, where we came from, where we are going, and why are important questions for us as educators to keep in focus as we teach. Doing so involves ongoing critical awareness, action, assessment, and compassion. In this workshop which adopts a peace perspective, we consider aims and aim achievement through a hybrid comprehensive peace framework and use compassionate communication as a model to guide reflection on and for action in the classroom.

Saturday, October 12, 13:00-13:50, Room 101**Peace Linguistics in *Your* Classroom?**

Peace linguistics (PL), an emerging area of research and practice, offers ample possibilities for creative exploration and action, but it is not yet familiar to many. In this interactive task-based session, participants will have the opportunity to visualize and brainstorm change in their teaching/learning contexts, to categorize their alternatives and conceptualize, in the process learning about PL, and finally to make a plan for action. It is hoped that participants will leave inspired, with a greater understanding of or curiosity about PL and ways to implement it in their classrooms.

Sunday, October 13, 13:00-13:50, Room 101

ESBB FEATURED SPEAKERS

Saturday, October 12
13:30-13:55, Plenary Hall

Kuang-Yun Ting

National Penghu University of Science and Technology, Taiwan

Kuang-Yun Ting has a PhD in education from the University of Exeter, UK. Currently, she is an associate professor in the Department of Applied Foreign Languages, National Penghu University of Science and Technology. Her research interests include multimodality, action research, and technology-assisted language teaching.

Wen-Chi Vivian Wu

Asia University, Taiwan

Wen-Chi Vivian Wu is a distinguished professor in the Department of Foreign Languages at Asia University and a consultant for the Department of Medical Research at China Medical University in Taiwan. She has published extensively in CALL- and educational technology-related SSCI journals, with research interests focusing on robotics learning, VR/AR, flipped classrooms, PBL, MALL, and cross-cultural communication. She has highly cited SSCI articles on topics including flipped instruction and learner motivation.



Advancing Language Education Through AI-Enhanced Gamification

A gamification approach should incorporate various game elements such as points, levels, and peer competition to innovate upon traditional learning methods. Our research involves Google AI's Semantris, a word-association game, which enhances word-association skills among learners by converting conscious actions into automatic responses, particularly beneficial for tasks involving repetition or spatial components. The participants included two English teachers, two engineering instructors, and 26 students from both the engineering and English departments at a university. Our multiple data collections included interviews, classroom observations, and teacher reflection journals, from which we hoped to gain insight into the teachers' and students' perspectives on the efficacy of AI-powered learning. The findings revealed that the English students primarily resorted to online dictionaries and collaborative strategies with their peers in their quest for higher scores while the engineering students quickly analyzed the game mode for patterns. They adopted a strategy of typing specific keys, leading to a rapid score increase. After experimenting with diverse learning strategies, some English majors managed to substantially raise their scores to 8000 points. This suggests that gamification techniques can be effective when implemented alongside structured course design.

ESBB FEATURED SPEAKER**Saturday, October 12
14:00-14:25, Plenary Hall****Mzukisi Howard Kepe***Cape Peninsula University of Technology, South Africa*

I hold a PhD in English language education with a specialized focus on sociolinguistics. My primary research interests advocate for classroom-based pedagogical practices that enhance the educational experience. I have actively contributed to the academic community by presenting at numerous prestigious international conferences, including those at Leeds Beckett University, University of Toyama, Kanya Maha Vidyalaya College in Jalandhar, Dhofar University, and Palma de Mallorca. My endeavours have taken me to several universities in Vietnam, where I have collected data and delivered keynote addresses at Banking University, Ton Duc Thang University, Tan Tao University, Van Lang University, and Finance University in Ho Chi Minh City. My work continues to influence the field of English language education through my commitment to fostering effective pedagogical practices.

**Exploring Computational Thinking and Communication Skills
as Viable Options to Curb Plastic Pollution**

In recent years, increasing awareness of the adverse environmental effects and human health risks associated with plastic waste and pollution has prompted a call for comprehensive strategies to manage the life cycle of plastic products. In this project, I explore how universities of technology can leverage computational thinking and systemic communication skills to mitigate the environmental harm caused by plastic pollution. Recognizing that effective approaches to this issue require industrial, economic, and legal interventions, as well as institutional support, I posit that integrating computational thinking skills into K-12 and higher education can significantly enhance electronic literacy and problem-solving abilities. Particularly within the context of computer science education research related to plastic pollution, I employed both qualitative and quantitative methods to illustrate how communication skills, advocacy, integrated projects, and computational thinking can identify and implement innovative strategies for balancing ecological and social systems. The findings demonstrate that employing computational thinking and systemic communication effectively addresses persistent plastic pollution through application, identification, interpretation, and crystallization of innovative solutions.

ESBB FEATURED SPEAKER

Saturday, October 12
14:30-14:55, Plenary Hall

Mukaddam Khaitova

Hokuriku University, Japan



Mukaddam Khaitova is a full-time lecturer at Hokuriku University, Japan, and a PhD candidate in education at the University of Western Cape. With BA and MA degrees in German philology and an MPhil in anthropology from Oxford, her expertise spans identity, representation, discourse analysis, and holistic education. Her career includes roles in international and diplomatic missions.

Empowering Identities: The Role of Phatic Labour in Transforming Language Education

In this presentation, I explore the transformative role of phatic labour in redefining student and teacher identities at Japan-based uber-universities. I challenge traditional, reductionist second language acquisition (SLA) frameworks that focus on measurable outcomes over holistic engagement. Integrating pragmatic ontology and sociocultural theories, my study illustrates how phatic labour creates a dynamic and inclusive educational environment, boosting student agency and enhancing teacher efficacy. My findings demonstrate that strategic use of phatic labour not only increases student motivation and engagement but also enables educators to move beyond traditional instructional roles. This transition from transactional to relational practices fosters a more humane and interactive learning atmosphere, crucial for nurturing identity and agency in market-driven educational contexts. I advocate for a paradigm shift in SLA to embrace the complexity of language learning, enriching educational experiences and promoting significant personal and communal development.

SPONSORED FEATURED SPEAKER**Saturday, October 12
15:30-16:20, Plenary Hall****Charles Browne***Meiji Gakuin University, Japan*

Dr. Charles Browne is a professor of TESOL and applied linguistics at Meiji Gakuin University as well as director of the English Department's MA and PhD programs and creator of their EFL teacher-training program. He is a U.S. State Department English Language Specialist, helping governments around the world with tailor-made teacher-training programs that promote excellence in teaching. Dr. Browne is a specialist in second language vocabulary acquisition and extensive reading, especially as they apply to online learning environments. In addition to his work in creating many important new corpus-based word lists and a wide range of free online tools to teach, learn, and create texts based on these lists, he has also developed countless free online extensive reading, extensive listening, and vocabulary learning sites, tools, and apps. He has worked hard to share this knowledge through presentations, seminars, and hands-on workshops around the world.

Principles and Activities for Critical Thinking Skills Development

There is a wide range of opinions about what critical thinking actually is, but for us the focus is first and foremost on trying to help students to develop their own informed opinions on current issues and topics and then to be able to express those opinions clearly. This session will explore what kinds of content is needed to help this to happen as well as discuss and then demonstrate a range of classroom activities based on the *In Focus* textbook series which are carefully aligned to Bloom's Taxonomy to help students along this journey. Emphasis will be placed on engaging exercises that encourage questioning, problem-solving, and decision-making. Attendees will leave with a range of strategies to help effectively integrate critical thinking skills into their teaching practice in ways that enhance student learning, which is the main aim of the *In Focus* series.

**Seed
Learning**

KOTESOL INVITED SPEAKER

Saturday, October 12
16:30-16:55, Room 101

David Shaffer

Gwangju International Center, Korea

Dr. David Shaffer has lived and worked in Gwangju since 1971, when he came to Korea as a U.S. Peace Corps volunteer. His master's and doctoral degrees are in linguistics, and he spent his teaching career at Chosun University. He has written numerous articles and books on Korea's culture, history, and literature. His academic interests span TESOL, linguistics, and applied linguistics.



A Half-Century of Blistering Change: South Korea

There has been dramatic change in the Republic of Korea over the last 50 years: from Park Chung-hee's Third Republic and Gwangju's main artery being unpaved to Korea becoming an OECD member and one of the most wired nations in the world. In this presentation, I will lead the attendees chronologically through the major events gripping the republic over the span of my residency in the nation – the assassination of President Park, the sinking of the *Sewol* ferry, and the Gwangju 5.18 Uprising, to name but a few. Attendees will be able to leave this presentation with a more structured timeline of events and a more detailed understanding of historical milestones transpiring in Korea from my first-hand experience, as I've made Gwangju my home since the early 1970s. A Q&A session will be included.

ESBB FEATURED SPEAKERS

Sunday, October 13
09:00-09:50, Plenary Hall

**Theron Muller**

Waseda University, Japan

Theron Muller is an associate professor at Waseda University's Faculty of Human Sciences. He received his doctorate from The Open University, UK, in 2018, research that explored the publication practices of Japan-based language teachers. He has published and presented widely on writing for academic publication, English language teaching and learning, and teacher development. He is a founding member of ESBB.

Alaa Salem

University of Toyama, Japan

Alaa Salem is a research assistant at the University of Toyama working on the Japan Society for the Promotion of Science grant research, "Investigating the Writing for Publication Practices of Japan-Based Authors." She is originally from Egypt, where she completed her CELTA certificate. She is currently pursuing a master's degree in cognitive psychology at the University of Toyama, Japan.

John Adamson

University of Niigata Prefecture, Japan

John L. Adamson is a professor at the University of Niigata Prefecture in Japan. He received his Ed.D. from the University of Leicester and has pursued research in EMI, CLIL, and EAP/ESP at the university level; interdisciplinarity; self-access; and academic publishing. He is also a founding member of ESBB.



Critically Rethinking Citation Bibliometrics: Understanding Faculty Publishing Trends Using Document Analysis

Bibliometrics and scientometrics are the de facto way to evaluate scholarly research output. However, relying on citation counts to frame scholarly productivity, and the journal citation indexes that power such analyses, is problematic. In this presentation, we will reference data from an ongoing document analysis project examining faculty publication activity at a Japanese national university, illustrating how journal citation indexes are limited to the papers that they include, meaning they do not give a complete picture of scholarly output. Further, reliance on outsourcing of evaluation metrics should be problematized. We propose better understanding of academic authors' spectrum of knowledge production beyond a narrow focus on indexed journal citation analysis. Citation analysis creates a problematic ecosystem where scholars are pushed toward publishing trending topics to meet institutional requirements concerning publication metrics. This favors English language publication over other languages, impoverishing language diversity and simultaneously narrowing the focus of scholarly discourse.