



PanSIG 2023

JALT

Conference

Handbook



LOOKING FORWARD
Sustainable futures in language education
May 12-14, 2023, Kyoto Sangyo University



22nd PanSIG conference

PanSIG 2023

Looking Forward



May 12th – 14th, 2023

**Kyoto Sangyo
University**

Program Schedule: <https://cfp.pansig.org/pansig2023/schedule>

Full list of sessions: <https://cfp.pansig.org/pansig2023/talk>

ONLINE – Join the cur.event space by visiting the conference website

To register for PanSIG 2023, go to: <https://eur.cvent.me/Ke8od>

ON SITE - To attend PanSIG 2023, you need a ticket.

You can purchase a ticket as a JALT member, non-JALT member, student (JALT Member) and student (non-JALT member).

PRE-REGISTRATION

If you have already registered, please collect your name card at the registration desk.

ONSITE REGISTRATION

You can register and pay on the day to attend the conference. Please go to the treasurer's desk where you can register for the conference.

Cover Image by Tim Cleminson

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Useful Information - At a glance

Go **online**: <https://eur.cvent.me/Ke8od>

PanSIG2023 conference website: <https://pansig.org>

If you have questions, please contact the **conference team** at confchair@pansig.org

For **programming** questions, contact program@pansig.org

For **online help**, contact program@pansig.org

Venue: <https://pansig.org/location> <https://www.kyoto-su.ac.jp/english/school/location.html>

Wi-Fi: <https://pansig.org/wifi-availability>

WiFi will be available to all conference participants at PanSIG 2023, May 12-14 at Kyoto Sangyo University. The username and password will be shared at the venue.

Childcare: <https://pansig.org/childcare>

Food: <https://pansig.org/food>

Accommodation: <https://pansig.org/accommodation>

Schedule: <https://pansig.org/schedule>

Kyoto Guide: <https://kyoto.travel/en/>

Posting Large items (Yupak): <https://pansig.org/packages>

The post office Yupak service will pick up luggage and boxes for delivery.

A pay-on delivery address label can be obtained from the registration desk. Payment for delivery will be made by the receiver. Items and boxes to be delivered must be ready for collection at Room S102 (first floor entrance of the conference building) by 16.30 on Sunday May 14th.

Garbage:

Please keep garbage to a minimum. We request that you bring your own water bottle or vacuum flask for drinks. Please use the bins on campus and separate your garbage (i.e., burnable, plastics, cans) as necessary. If possible, please take your garbage with you to dispose of off-campus. We appreciate your efforts to help us run an environmentally-friendly and sustainable conference.

Kyoto Prefectural Website:

For emergency contact numbers or medical help, please refer to <https://www.pref.kyoto.jp/en/>

All information is correct and accurate up to Monday 8th May 2023. Any errors or changes to the schedule are unintentional and we apologize for any inconvenience this may cause.

Please refer to the PanSIG 2023 website <https://pansig.org> for the latest and most accurate information.

Useful Information - At a glance

How to get to the KSU campus

The university campus is in the north part of the city. DON'T go to the satellite campus near Kyoto Station. This is where the affiliated high school is located. There are multiple ways to reach the campus by public transportation. The Karasuma subway line runs north-south through the center of Kyoto City.

1. From Kyoto Station take the subway (Karasuma line) all the way to the last station Kokusaikaikan (International Conference Center). About 20 minutes. From there take the #40 bus direct to the campus (¥230) The bus stop is the furthest one from station exit 4-1. Or take a taxi (there is a taxi rank outside the station). About 10 minutes.
2. From Kitaoji Station on the Karasuma subway line there is the 北 3 bus that leaves from the underground bus station and goes to the KSU campus (¥230). About 20 minutes.
3. The Hankyu train line that approaches Kyoto from Umeda, Osaka on the west side of the city joins the Karasuma subway line at Karasuma Station. You can take the subway north to Kokusaikaikan from there.
4. From Demachiyangi Station (the final station on the Keihan Line that approaches Kyoto from Osaka and Shiga on the east side) you can take a bus directly to the KSU campus (about 30 minutes).
5. Also from Demachiyangi Station, you can take the Eizan train to Nikenchaya Station (¥350, 15 minutes) and take the free university shuttle bus to the campus from the station (not available Saturday afternoon or Sunday). It takes only 15 minutes to walk to the campus from the station.
6. There is a free university shuttle bus service on Saturday morning to the campus from the Kamigamo Shrine bus terminal. This is a 15-minute walk from the Kitayama subway station.

We recommend you use the #40 bus from and to Kokusaikaikan because we have arranged for extra buses to run on the mornings and afternoons/evenings of the conference. You will need to walk to Nikenchaya Station to reach the Eizan and Keihan Lines on Saturday afternoon and Sunday. The 北 3 bus will be running according to its regular weekend schedule.

Recommended areas to stay in Kyoto

There are no hotels near the campus and very few amenities. We recommend you look for accommodation in the areas near the stations mentioned above: Kyoto Station, stations along the Karasuma subway line, stations on the Hankyu line, stations on the Keihan line south of Demachiyangi station, or the Demachiyangi area.

Food and drink at the conference

Tea, coffee, and other beverages will be provided and some light snacks. There are many vending machines on campus. Please note that the campus convenience stores and cafeterias will be closed on Saturday afternoon and Sunday. There is a 7-11 convenience store about 100 meters south of the main exit of the campus.

You can order lunch for both days through the conference registration page. This will be cooked and served at one of the cafeterias called Libre on the 3rd floor of Building 8 (very close to the conference building.) There are 3 choices of menu (a filling meal, a lighter meal, and a vegetarian meal – details to follow after the spring break ends on April 7). Each meal will cost ¥700. Pay directly at the cafeteria for your meal.

Schedule Overview

Saturday May 13th, 2023

Desk Registration	08:15 ~
Opening Ceremony	09:00 – 09:20
Morning sessions	09:30 – 12:25
Lunch	12:30 – 13:30
Plenary: Dr Mitsuyo Sakamoto	13:40 – 14:40
Afternoon sessions	14:50 – 17:45
Poster Presentations - Session 1	14:50 – 15:30
SIG Forums – Session 1	16:15 – 17:45
PanSIG 2023 Official Conference Dinner	18:30 ~

Sunday May 14th, 2023

Morning sessions	09:00 – 10:00
Plenary: Dr Yukie Saito	10:10 – 11:10
Poster Presentations - Session 2	11:15 – 11:55
Morning sessions	11:30 – 12:30
Lunch	12:30 – 13:30
Afternoon sessions	13:30 – 15:35
SIG Forums – Session 2	14:05 – 15:35
Closing Ceremony	15:50 – 16:00
PanSIG 2024 Introduction Meeting	15:50 – 16:00

Schedule: <https://pansig.org/schedule>

Kyoto Guide: <https://kyoto.travel/en/>

Social Events Schedule Overview

Friday May 12th, 2023

Hike to Mt Hiei	13:00 – 17:00
Handweaving Nishijin Textile Center	11:00 – 12:30
Walk to Seiryden and Kiyomizu Temple	13:30 ~ 16:30

Saturday May 13th, 2023

Conference Dinner (Hamac de Paradis)	18:00 – 20:00
Astronomical Observatory (KSU campus)	19:00 – 20:00

Sunday May 14th, 2023

Birdwatching walk on Kamo River	07:00 – 08:30
Tea ceremony (KSU campus)	09:30
	11:15
	14:30
	15:30

Schedule: <https://pansig.org/schedule>

Kyoto Guide: <https://kyoto.travel/en/>

PanSIG 2023 – Social Events

The PanSIG 2023 Committee has organized many social events for delegates to choose from.

<p>Mount Hiei Hike (For experienced hikers)</p> <p>Date: Friday 12th May Time: 13:00 (4-5 hours) Cost: Free</p> <p>Meet: Shugakuin Station Bring: Hiking shoes, water, snacks Info: Cable car down (¥540) or walk down. Turn from Yase Station</p>	<p>Seiryuden/Kiyomizudera Walk (with Kyoto Sangyo Students)</p> <p>Date: Friday 12th May Time: 13:30 (2 hours) Cost: Free</p> <p>Meet: Higashiyama Station (Exit 2) Bring: Hiking shoes, water, snacks Info: ¥500 fee for Seiryuden</p>	<p>Hand weaving/Hand crafting</p> <p>Date: Friday 12th May Time: 11:00 Handweaving: ¥2,200 Hand crafting: from ¥3,200</p> <p>Meet: Nishijin Textile Centre</p>
<p>Kyoto Dining Night</p> <p>Date: Friday 12th May Time: Evening Info: ¥6,000 (with drinks)</p> <p>Meet: Mimasuya</p>	<p>Star Gazing</p> <p>Date: Saturday 13th May Time: 19:00-19:30 Cost: Free</p> <p>Meet: Astronomical Observatory (on campus)</p>	<p>Birdwatching</p> <p>Date: Sunday 14th May Time: 07:00 Cost: Free</p> <p>Meet: Kamo River (West Bank on north side of Shijo Bridge)</p>
<p>Conference Dinner Hamac de Paradis</p> <p>Date: Saturday 13th May Time: 18:30-20:30 Cost: ¥5,000</p> <p>Meet: Free bus from bus stop in front of Koyama Hall</p> <p>Info: Buffet all-you-can-eat and drink. Vegetarian/Vegan available on request.</p>	<p>Tea ceremony</p> <p>Date: Sunday 14th May Time: 09:30 / 11:15 / 14:30 / 15:50 Cost: covered by PanSIG 2023</p> <p>Meet: Conference reception area</p> <p>Students will guide groups to teahouse at scheduled times.</p>	

Useful links:

Mt Hiei: <https://www.kyotostation.com/the-eizan-electric-railway-for-kibune-kurama-mount-hiei/>

Seiryuden: <http://www.shogunzuka.com/english/seiryuden.html>

Hand Weaving/Hand Crafting: <https://nishijin.or.jp/eng/experience1/>

Mimasuya: <https://en.japantravel.com/kyoto/kyoto-pontocho-mimasuya-restaurant/5782>

Star Gazing: <https://www.kyoto-su.ac.jp/observatory/index.html>

Conference Dinner: <https://www.hamac-de-paradis-kanbaikan.jp/>

PanSIG 2023 - Pricing

In-Person Conference in Kyoto		
	Pre-registration (until May 2nd)	On-site registration (cash only)
JALT members	7,500 yen	9,500 yen
Non-JALT members	9,500 yen	11,500 yen
Students (JALT members)*	500 yen	500 yen
Students (non-JALT members)**	2,500 yen	2,500 yen

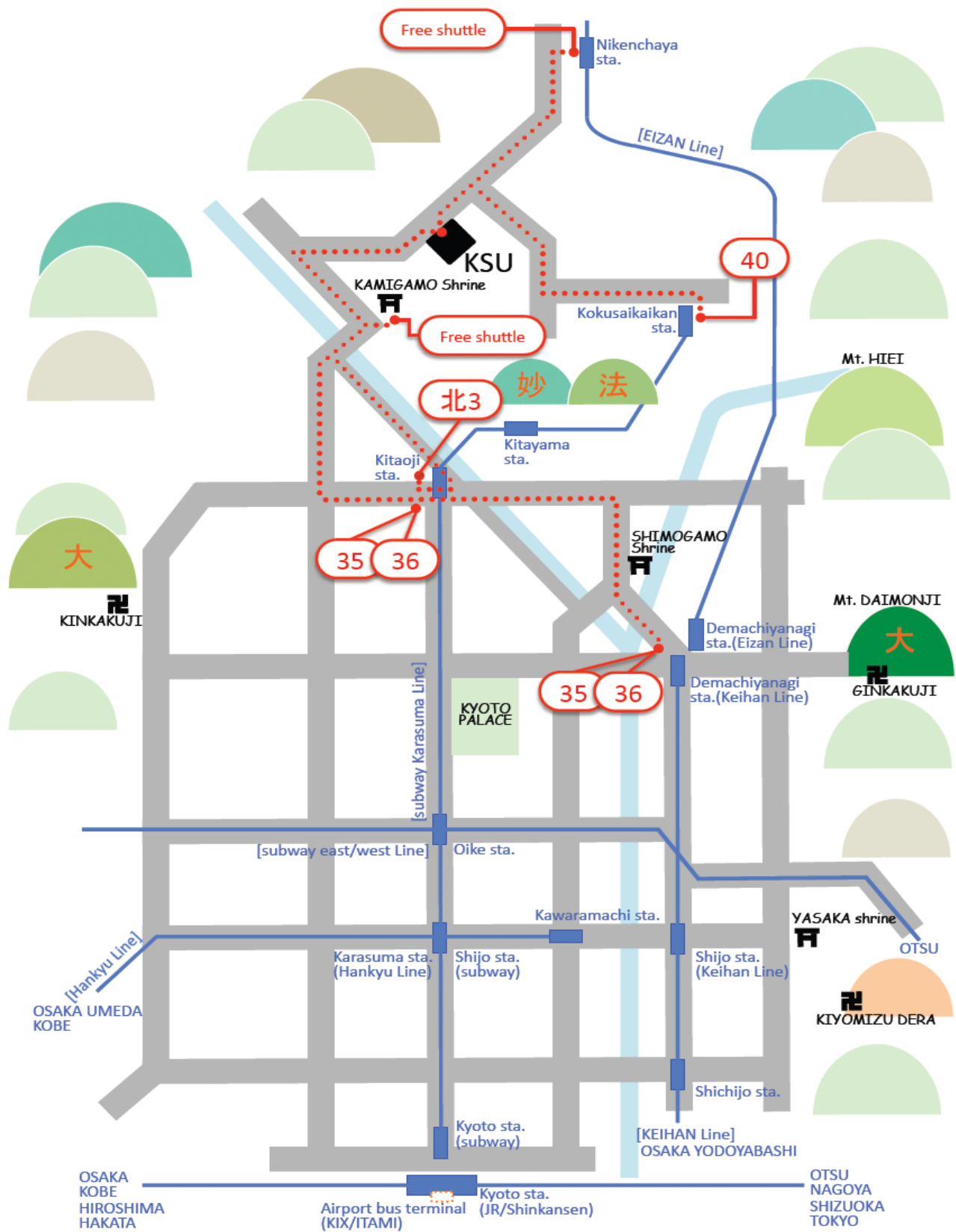
Limited Online Option (plenary sessions, SIG forums, and some presentations)		
	Pre-registration	On-site registration
Online presenters (JALT members)	7,500 yen	N/A
Online presenters (non-JALT members)	9,500 yen	N/A
Online participants (JALT members)	3,500 yen	N/A
Online participants (non-JALT members)	5,500 yen	N/A
Students (JALT members)* (presenters and non-presenters)	500 yen	N/A
Students (non-JALT members)** (presenters and non-presenters)	2,500 yen	N/A

* *Students (JALT members)* are either JALT student members, or JALT members who are full-time students with proof of student status, such as a valid student ID.

** *Students (non-JALT members)* must be full-time students with proof of student status, such as a valid student ID.

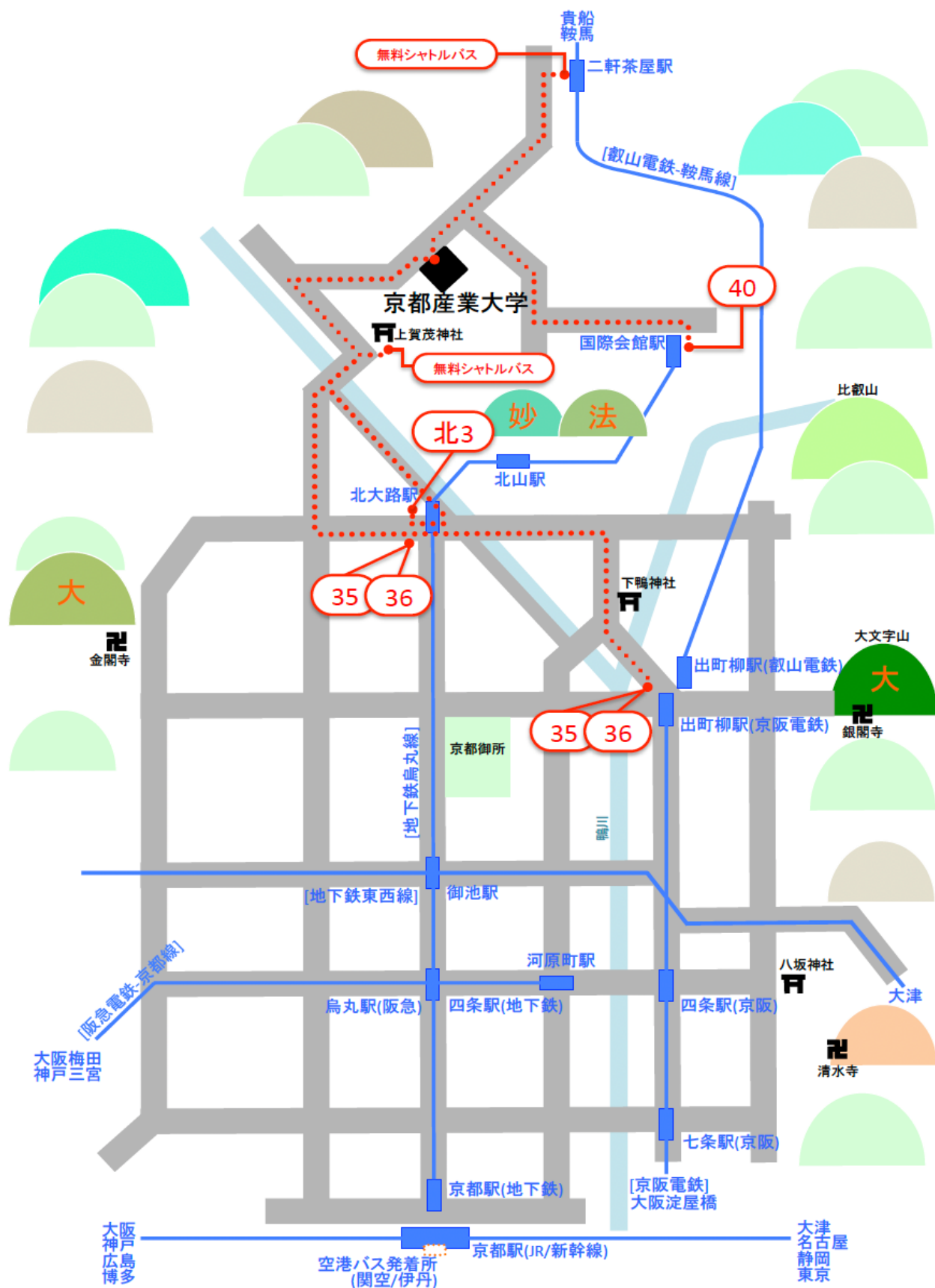
If you have questions, please contact the conference team at confchair@pansig.org
For programming questions or online Zoom help, contact program@pansig.org

Access to the Conference Site: <https://pansig.org/access>



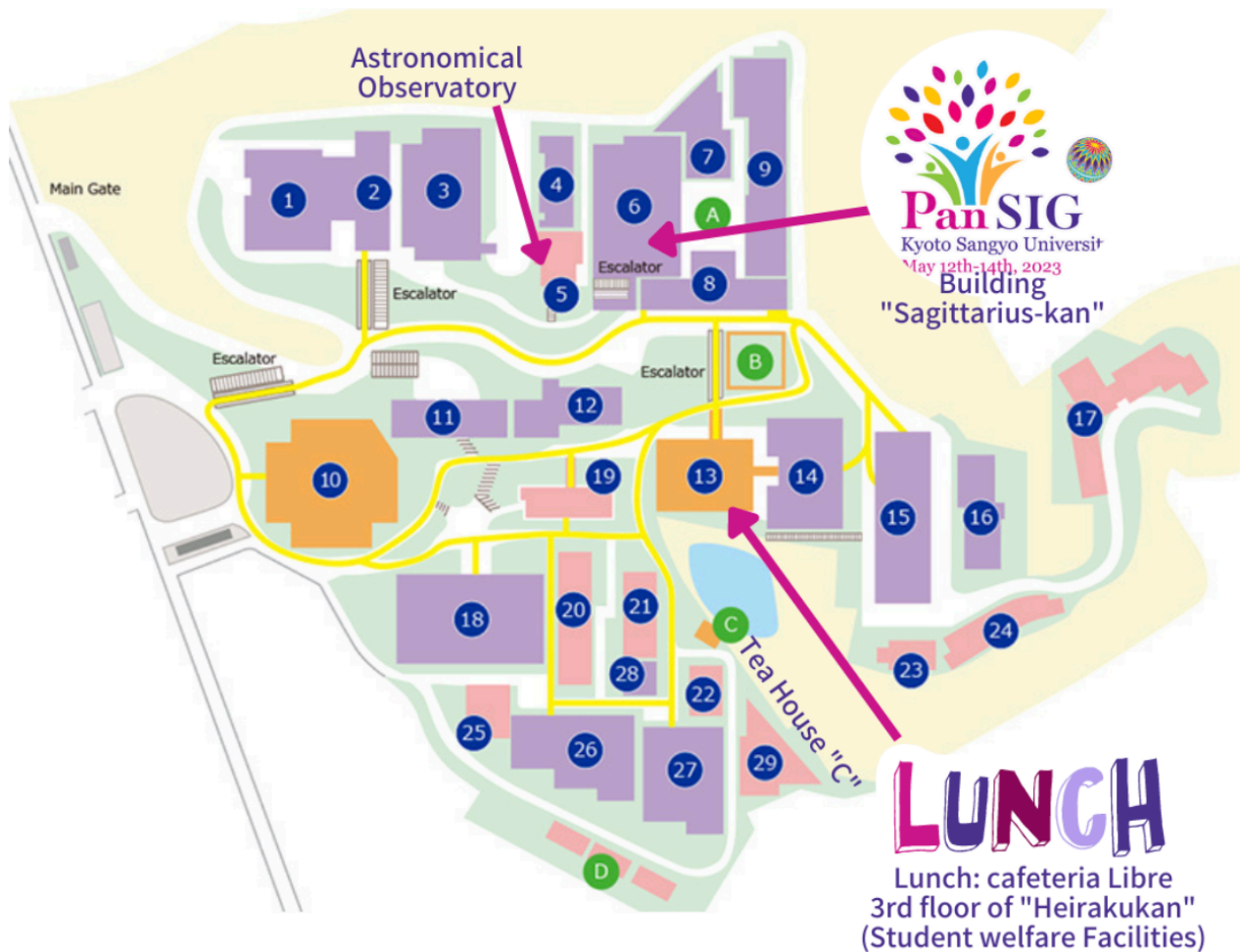
Designed by Hikaru Furutaka

Access to the Conference Site: <https://pansig.org/access>



Designed by Hikaru Furutaka

Map of Conference Site: <https://www.kyoto-su.ac.jp/english/school/campus.html>



■ Class Rooms & General Offices

1	Tenchikan
2	Banyukan (Science)
3	Building #10 (Computer Education)
4	Main Building
6	Sagittarius-kan
7	Yuhikan(Health Center)
8	Building #12 (Foreign Languages)
9	Shinrikan
11	Building #4
12	Building #13
14	Building #6(Large Lecture Rooms)
15	Building #5 (Economics, Business Administration)
16	Building #11 (Cultural Studies)
18	Central Library
22	Sagittarius-kan
26	Building #15 (Life Sciences)
27	Building #14(Computer Science)
28	Building #16 (Life Sciences and Engineering)

■ Research Room Buildings

22	Building #9
5	Koyama Astronomical Observatory
19	Laboratory Buildings #2 (Computer Science)
17	Research Rooms #1
20	Research Rooms #2
21	Laboratory Buildings #1
23	Research Rooms #3
24	Research Rooms #4
25	Research Rooms #5

■ Students' Health,Sports.Cultural Facilities

29	Research Rooms #6
A	Piloti
B	wood deck
7	Building #7(Cafeterias)
13	Heirakukan(Student welfare Facilities)
10	Koyama Hall
C	(Tea Room)
D	Greenhouse

Message from the Conference Chair



Dear PanSIG attendees,

Hello everyone and welcome to the PanSIG 2023 Conference. Our conference theme this year is "Looking Forward" which reflects on our collective journey through challenging times and our eagerness to share and learn from our collective classroom experiences. Kyoto Sangyo University's picturesque location provides a backdrop for both engaging in meaningful discussions about language education and for enjoying Kyoto's natural and cultural attractions. We hope that you enjoy the conference this weekend in this wonderful location.

It's been 15 years since we were last in Kyoto and in that time the world of education has transformed significantly. During the pandemic alone, educators around the world have experimented with and adapted to new teaching methods to reach out to students, ranging from basic video conferencing apps to more elaborate platforms on the Metaverse or in Virtual Reality (VR). This year has also witnessed the beginning of AI technology integration as one of the many tools that teachers use every day in their classrooms.

With so much to discuss, this year's Plenary Speakers will navigate us through some of these exciting new technologies, showing us how to implement them effectively in our classrooms. On Saturday, Dr. Mitsuyo Sakamoto will introduce COIL (Collaborative Online International Learning) and will illustrate through her recent project what COIL teaching looks like. On Sunday, Dr. Yukie Saito will guide us through the potential of Metaverse and ChatGPT in English language teaching. And our plenary speakers represent just two of more than 300 presenters sharing their knowledge and experience on a whole range of topics during these two days of conferencing.

Throughout the conference, the PanSIG team has scheduled ample breaks, networking opportunities and social activities, allowing participants to connect and exchange ideas. This includes an inclusive environment that will tend to your needs from accessibility to childcare services and more. Even pre-ordered cooked lunches will be freshly served at the campus cafeteria. Numerous social events have been lined up by our Site Chair Amanda Gillis-Furutaka, ranging from morning excursions to intimate Tea Ceremony sessions in between presentations. And don't forget about our Conference Dinner on Saturday night, which offers a great location, delicious food, and lots of conversation. None of this would have been possible without the PanSIG Committee, SIG volunteers, site volunteers, student volunteers, and of course, Kyoto Sangyo University for their warm welcome and support.

PanSIG doesn't stop here and plans for next year's conference are already underway. The PanSIG 2024 Conference will be held at Fukui University of Technology, led by the next Conference Chair, Parvathy Ramachandran, and the new Site Chair, Bradford Lee. They have been invaluable contributors to our team since last year and have exciting plans in store for PanSIG 2024!

That is all from me. Looking Forward, I hope the next couple of days offer inspiration and practical classroom strategies that benefit us and our students as we all embrace the exciting developments in foreign language education.

Nicholas J. Wilson
PanSIG 2023 Conference Chair

The PanSIG 2023 Committee has prepared two types of grants: conference grants and research grants. These grants will be awarded to applicants who do not have financial support from their institutions or workplace. The grants support the conference's goal of empowering educators to improve the quality of education.

PanSIG 2023 Research Grant Winners

Congratulations to our two winners this year!

Fiona Myers Kanemura How Does Formative Assessment Affect Motivation of English Language Learners at Universities	Duncan Iske It is okay to make mistakes! Free writing: language proficiency and feelings about studying a (second) foreign language.
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Pre-recorded presentations: As part of the grant program, research grant winners were invited to submit a short, pre-recorded presentation about their current projects. Both videos can be found on the PanSIG 2023 Cvent Platform: <https://eur.cvent.me/Ke8od>

PanSIG 2023 Conference Grant Winners

Congratulations to our six winners this year!

Kemper Johanson Kochi University of Technology	Maria Fernandez Nanzan University
Anna Ito Kyoto Gaidai Nishi High School	Aya Shiiba University of Kitakyushu (PhD. candidate)
Yanki Chung JET Program, Tokyo Metropolitan Board of Education	Eliseo Vargas Jr. Hinode Gakuen Elementary School

PanSIG 2023 Conference Committee

Executive Team

Conference Chair (2023): **Nicholas John Wilson**

Conference Site-Chair (2023): **Amanda Gillis-Furutaka**

Conference Treasurer: **Phil Nguyen**

Committee Chair: **Grant Osterman**

Publications Chair: **Patrick Conaway**

Public Relations (PR) Co-Chairs: **Tim Cleminson, Emily Choong, Mehrasa Alizadeh**

AM (Associate Member) Liaison Chair: **Maria Gabriela Schmidt**

Website: **Bill Pellowe**

Conference Chair (2022): **Koki Tomita**

Conference Chair (2024): **Parvathy Ramachandran**

Conference Site-Chair (2024): **Bradford Lee**

Program Team

Submission Chair: **Jennie Roloff Rothman**

Schedule: **Mark Brierley**

Handbook Editor: **Naheen Madarbakus-Ring**

Handbook Proofreaders: **Amelia Yarwood, Anthony Brian Gallagher, David Kluge, Liam Ring**

PanSIG Journal Editor: **Patrick Conaway**

Student Volunteer Coordinator: **Natsuho Mizoguchi**

Student Volunteer Assistant: **Amanda Gillis-Furutaka**

Research Grant Coordinators: **Robert Dykes, Amanda Gillis-Furutaka**

Social Chair: **Amanda Gillis-Furutaka**

Childcare Coordinator: **Erin Noxon**

Environmental Chair: **Amanda Gillis-Furutaka**

Registration Team

Registration (site): **Cecilia Silva**

Registration (site co-chair): **Margit Krause-Ono**

Registration (site assistant): **Maria Gabriela Schmidt**

Design Team

Event Website (Cvent): **Nicholas John Wilson**

Website: **Bill Pellowe**

Graphic Designers: **Tim Cleminson, Emily Choong, Ryoko Sato, Mehrasa Alizadeh**

Universal Design: **Ryoko Sato, Natsuho Mizoguchi**

Photographers: **Phil Nguyen, Tim Cleminson, Bradford Lee, Ryoko Sato, Gavin Brooks, Betsy Lavolette**

Japanese Translators: **Natsuho Mizoguchi, Ryoko Sato**

Logo Illustrator: **James Dewitt Dunn**

SIG Liaisons

Computer Assisted Language Learning - **Anthony Brian Gallagher**

College and University Educators - **Victoria Lauren Thomas**

JALT Code of Conduct

JALT is an organization that encourages diversity and inclusion and which welcomes people of all races and genders from around the world. To ensure a safe and professionally-satisfying experience for all at PanSIG, attendees are asked to read and abide by the JALT Code of Conduct.

JALT seeks to provide a safe, hospitable, and productive environment for all JALT members, staff, volunteers, and event attendees, regardless of nationality, ethnicity, religion, disability, physical appearance, gender, or sexual orientation. JALT prohibits any intimidating, threatening, or harassing conduct during JALT events and any socializing related to those events.

You can read the entire JALT Code of Conduct at

<https://jalt.org/main/jalt-code-conduct>

Ideas of how to improve the Code and make JALT an even more inclusive organization are welcome at the Code of Conduct table throughout the conference.

JALT2023 International Conference



JALT2023
GROWTH
MINDSET
in language education

全国語学教育学会 第49回年次国際大
会教材展示会

2023年11月24日～2023年11月27日

茨城県つくば市 つくば国際会議場

49th Annual International Conference
on Language Teaching and Learning
& Educational Materials Exhibition

November 24 - 27, 2023 • Tsukuba
International Congress Center (Epochal
Tsukuba), Tsukuba, Ibaraki, Japan

PanSIG 2023 Proposal Readers

We thank everyone who volunteered to review proposals for the 2023 JALT PanSIG conference. Reading and making suggestions for improving the proposals helps support our community in various ways. Your feedback is very valuable for potential presenters because it helps them clarify their ideas and ensure the PanSIG conference offers quality presentations. It also helps presenters write better proposals for future conference submissions.

We recognize the proposal readers are busy and appreciate the time they took during spring break to support the PanSIG conference. Reading proposals is an integral part of planning a successful conference. Therefore, we would like to extend our thanks to the PanSIG 2023 conference proposal reading team.

Submissions & Review Co-chairs: Jennie Roloff Rothman, Grant Osterman

Abstract Reviewers

Amanda Gillis-Furutaka	Gordon Danford	Mayumi Shibakawa
Amelia Yarwood	Grant Osterman	Miguel Campos
Andrew Reimann	Greg Rouault	Mike Kuziw
Andre Parsons	Gwyn Helverson	Mike Yap
Andy Barfield	Hanaa Khamis	Naheen Madarbakus
Anthony Brian Gallagher	James Underwood	Nguyen Dinh Thien Bao
Anthony Lavigne	Jason Hobman	Noriko Nagai
Blake Turnbull	Jason Walters	Parvathy Ramachandran
Brent Simmonds	Javier Salazar	Phil Nguyen
Charles Kelada	Jennie Roloff Rothman	Rob Olson
Christopher Nicklin	Jennifer Borio	Roberto Figueroa
Curtis Chu	Jim Ronald	Roxana Sandu
Curtis Kelly	Joe Vitta	Ryan Hagglund
Daniel Pearce	John Maune	Shingo Moriyama
Darren Kinsman	Jon Thomas	Stephen M Ryan
David Kluge	Joseph Dias	Stuart McLean
Donna Fujimoto	Kate Sato	Suzanne Kamata
Edward Schaefer	Kathleen Brown	Tanya Kelly
Eileen Yap	Kathryn Jurns	Terry Tuttle
Eric Fortin	Keiko Oi	Tetsuya Fukuda
Erin Noxon	Kinsella Valies	Todd Cooper
Euan Bonner	Marc Jones	Tom Gorham
Frederick Bacala	Mariana Senda	Trevor Holster
Gabriela Schmidt	Mark Howarth	Victoria Thomas
Gaby Benthien	Martin Spivey	Wayne Devitt
George MacLean	May Kyaw Oo	

The PanSIG 2024 Conference will be held in Fukui (see Page 161)

From Friday, May 24 to Sunday, May 26, 2024 (tentatively)

Theme: Getting Back to Basics

The 2022 PanSIG Journal – Article Reviewers

We thank everyone who volunteered to review articles for the 2022 JALT PanSIG journal. Reading, offering comments, and making suggestions for improving the articles helps support our community in various ways.

Anthony Diaz	<i>Miyazaki International College</i>
Brian Cullen	<i>Nagoya Institute of Technology</i>
Anthony Brian Gallagher	<i>Meijo Univeristy</i>
Chie Kawashima	<i>Tochigi Technical High School</i>
Craig Armstrong	<i>Kumamoto University, Kumamoto Health Science University</i>
Davey Young	<i>Sophia University</i>
David James Townsend	<i>Shujitsu University</i>
Edo Forsythe	<i>Hirosaki Gakuin University</i>
Edward Escobar	<i>TYL</i>
James D. Dunn	<i>Aichi University</i>
James Owens	<i>Kanda University of International Studies</i>
John McCarthy	<i>Showa Women's University</i>
Joshua Antle	<i>Tsuda University</i>
Kayoko Yamauchi	<i>Toyo Gakuen University</i>
Kevin Crowley	<i>Ritsumeikan APU</i>
Mark Brierley	<i>Shinshu University</i>
Martyn McGettigan	<i>Hiroshima City University</i>
Matthew Cotter	<i>Hokusei Gakuen University Junior College</i>
Merissa Braza Ocampo	<i>Fukushima College</i>
Michael Griffiths	<i>Konan University</i>
Poon Yin Ting, Louisa	<i>Mita International School</i>
Richard Sparrow	<i>Kyoto Sangyo University</i>
Roger Ferrari	<i>Notre Dame Seishin University Elementary School</i>
Shzh-chen Nancy Lee	<i>Osaka University</i>
Stephen McNamara	<i>Konan University</i>
Steven MacWhinnie	<i>Hirosaki Gakuin University</i>
Szabina Ádámku	<i>Meisei University</i>
Terry R. Tuttle	<i>Temple University Japan</i>
Zoe Barber	<i>Konan University</i>



PanSIG 2023 Onsite and Student Volunteers

We would like to thank everyone who volunteered to help us onsite this year at the JALT PanSIG 2023 conference. This is a very important part of the conference and enables us to run the sessions smoothly.

Onsite Volunteers

Mayumi Asaba
Betsy Layolette
Mikimi Kano
Matthew Claflin
Richard (Donny) Sparrow
Charles Kelada
Steven Burger
Manami Sato
Miyuki Izuo
Phil Norton
Gavin Brooks
Anthony Lavigne
Erika Tavesa
Hikaru Furutaka
Paul Churton

Student Volunteers

Rina Kono
Ayumu Oishi
Saika Katsube
Haruka Sasaki
Misato Arihara
Junnosuke Hayashi
Sonomi Tomiguchi
Ibuki Dazai
Ayano Tanimoto
Misaki Konishi
Minami Tamura
Mao Yamamoto
Manaka Mikami
Aina Kuriyama
Misaki Uchida
Myune Kosai
Masayuki Moirmoto
Kaede Makimoto
Shogo Nishiguchi
Minoru Sasaki
Hijiri Kono
Taiki Mizukoshi

Shun Ueharada
Naohisa Morita
Shu Okuhira
Ken Shimizu
Koki Takeuchi
Yuuki Kurokawa
Takumi Iida
Kenichi Asai
Sayaka Okamoto
Akari Sato
Wakana Yamada
Hiroshi Miyata
Mio Toyama
Hano Yamaguchi
Yumiko Mimura
Shota Nakaue
Yuki Mukaiyama
Nataniel Lipinski
Hannah Walker
Matej Skerko
Kisumi Suzuki
Kouta Morishima
Kazuki Furuya
Yusuke Nakamura

We want to thank all of our volunteers at our PanSIG and JALT events. Their efforts and engagement inspired and helped us to become more experienced and laid solid groundwork for running our face-to-face conference smoothly. They also held training sessions and prepared instructions, all of which we can draw on. We are deeply grateful for their selfless support.




PanSIG 2023 Associate Members

We thank all Associate Members for supporting PanSIG 2023

Please welcome our Associate Members (AMs) sponsored presentations this year. We welcome 12 of our members who will deliver insightful and resourceful presentations over the PanSIG 2023 weekend. We are grateful for the support of the following publishers and material developers as well as other sponsors for their participation in making the conference a success.

Abax http://www.abax.co.jp  ABAX ELT Publishing <small>from Japan classroom research to Japan classroom practice</small>	English Central http://ja.englishcentral.com 	EdulinX https://www.edulinx.co.jp/ 
Kinseido Publishing http://www.kinseido.co.jp 	I Talk You Talk Press https://italkyoutalk.com/ 	Nellie's English Books https://nellies-bs.com/shop/default.aspx 
Oxford University Press http://www.oupjapan.co.jp 	Pearson http://www.pearson.co.jp 	Tryalogue Education http://www.tryalogue.co.jp 
Xreading https://xreading.com/login/index.php 	ZenGengo https://www.zengengo.com/ 	



JALT Associate Members
will be in **Rooms S405, S406, S407,**
and **S408** during the conference.

PanSIG 2023 Sponsored Presentations

**All sponsored presentations are 25 minutes.*

*** All presentations are listed in Associate Members (AM) alphabetical order*

Sat, May 13, 10:40am | Room: S508

Listening

Abax - <http://www.abax.co.jp>

Alastair Graham-Marr

Why Teaching Listening might be the Most Important Thing You Teach

Undeveloped listening skills can seriously hamper one's ability to learn a foreign language. It is commonly observed that students who spend time listening to English outside the class give themselves more chances for language learning success. However, many Asian-based learners struggle to comprehend naturally spoken English, due to the large phonological differences between English and many Asian languages. This presentation will focus on ways to teach listening more effectively.

Sat, May 13, 2:50pm | Room: S503

Critical Thinking

Abax - <http://www.abax.co.jp>

Alastair Graham-Marr

Critical Thinking: It's the Sub-Text!

Critical thinking is a vitally important concept that has sadly been hijacked as an educational buzzword and misused to the point of rendering it near meaningless. And yet it remains a needed yet undeveloped thinking "skill" in people interacting in any language: native, second or foreign. Critical thinking entails getting an understanding of the subtext: the assumptions and veiled messages that are loaded into all forms of discourse. This workshop will explore this further.

Sun, May 14, 9:00am | Room: S502

Extensive Reading

Abax - <http://www.abax.co.jp>

Alastair Graham-Marr

Global Issues Through Extended Graded Readers

This presentation introduces a new Graded Reader Series called Global Issues Narratives. These stories not only help students learn vocabulary, grammar, and overall develop their language skills, they also provide opportunities to learn about important global issues. This presentation will focus in on HOW these graded readers were put together: from start to finish and look at some of the choices that are made and tools used to create global narratives with precise headword counts.

Sat, May 13, 10:05am | Room: S504

Computer Assisted Language Learning

English Central - <http://ja.englishcentral.com>

Shunsuke Furuyama

AI & Spoken English Language Learning: From Read Aloud to ChatGPT

This presentation covers the evolution of AI-powered speaking applications used in English language learning, starting with "read aloud" or pronunciation assessment using speech recognition, to listen and repeat using elicited response, to open response questions using speech-to-text, to dialog-based systems using ChatGPT. The accuracy and efficacy of these systems are discussed including the pedagogy that underpins them and how each impacts student motivation. Data from deployments of these applications in universities in Japan will also be reviewed.

Sun, May 14, 9:00am | Room: S503

Critical Thinking

Kinseido Publishing - <http://www.kinsei-do.co.jp>

Alastair Lamond

Building 21st Century Competencies with Pioneer

Numerous changes in recent years have shown us that AI will affect how people work in the future, which was reinforced by the impact of the pandemic. In this workshop, participants will explore how to use a coursebook to help students develop a range of skills that will enable them to cope with the challenges of the 21st century and to achieve social and professional success.

Sat, May 13, 10:40am | Room: S501

Nellie's English Books - <https://nellies-bs.com/shop/default.aspx>

Bruno Vannieu

How to Overcome Cultural Barriers when Teaching Communication in Japan

Why is it so hard to get Japanese students to speak in class? It's an age-old question, and potentially one of the most puzzling and frustrating parts of a foreign language teacher's professional life. One reason is that certain aspects of Japanese culture are magnified in the language classroom, and often block communication and learning. In this presentation I will offer workable explanations of the cultural patterns behind the ways Japanese students speak (or don't), the ways in which they interact in groups, and practical advice that can be put to use immediately in the classroom. I aim to provide clarity and hope to teachers starting at Japanese universities or high schools, and some new perspectives for veterans, hoping it will save some of the frustration I experienced, and lead to more active, talkative classes.

Sat, May 13, 12:00pm | Room: S503

Oxford University Press - <http://www.oupjapan.co.jp>

Yoshiko Hashimoto

Read Your Way to Better English with the Oxford Reading Club

Graded readers provide many benefits to learners, but how can technology enhance the learning experience? In this workshop, we will explore techniques for using e-books in different teaching approaches from whole-class reading to ER, and how they can increase agency and motivation with students of all ages and levels. Try Oxford Reading Club for FREE! All attendees will get a free access code in the session.

Sat, May 13, 3:40pm | Room: S203

Extensive Reading

Xreading - <https://xreading.com/login/index.php>

Paul Goldberg

Xreading: What's New and What's Next

Xreading is an online library that gives students access to thousands of graded readers and allows instructors to track their students' reading progress. Since its launch in 2014, the system is being continuously being updated and improved with new features and more books. In this presentation, the founder of Xreading will explain the new features and improvements, and review what is planned for the future. Current users of the system are encouraged to provide feedback and suggestions based on their experience.

Sat, May 13, 10:40am | Room: S505

Computer Assisted Language Learning

ZenGengo - <https://www.zengengo.com/>

Paul Raine

ZenGengo, AI, and the Future of Language Teaching and Learning

In the last 5 years, educational institutions around the world have experienced two revolutionary changes in the way teaching and learning takes place. The first was spurred by the Covid-19 pandemic, which caused many schools and universities to adopt remote teaching methods on a scale never seen before. Then, just as the pandemic seemed to be under control, and institutions were returning to face-to-face lessons, a revolution in generative AI started to dominate the headlines. Teachers and educational institutions have responded in various ways to OpenAI's Large Language Model, "ChatGPT", and related technologies. Some have chosen to ban the technology outright, while others are trying to incorporate it into their classes more

productively. ZenGengo's overall mission is to help teachers teach and learners learn languages in efficient, engaging and effective ways. To this end, the team of language teachers behind the platform is currently examining whether and how GPT and related technologies could be integrated into ZenGengo. In this presentation, the co-founder and developer of the platform will talk about how it is currently being used by teachers and institutions around the world as part of a blended learning approach to language education, and touch on the possible future directions for the service that complement the vital role being played in language education by humans.



CALL for Papers for the 2023 PanSIG Journal conference proceedings

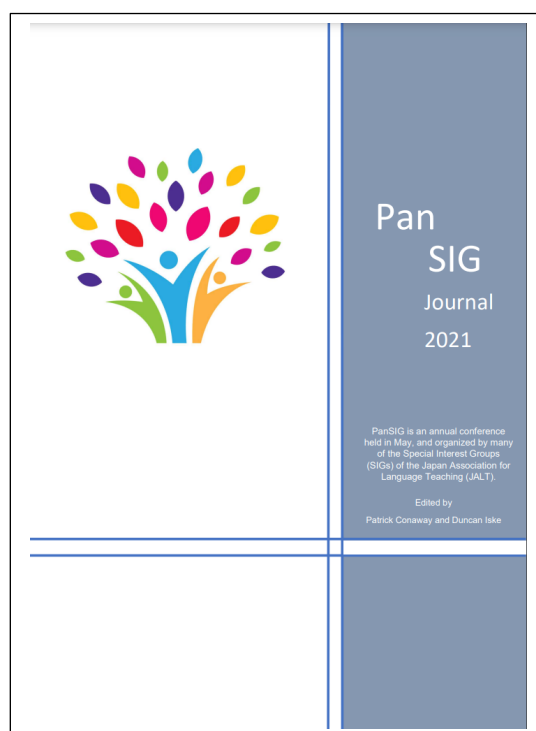
2023 PanSIG Journal

For more details, go to:

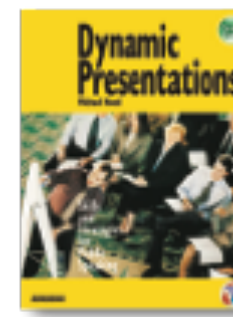
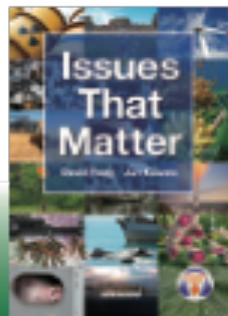
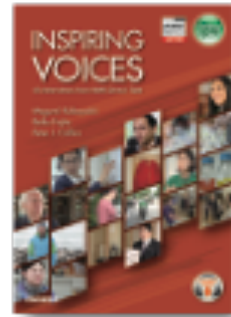
<https://pansig.org/pansig-journal>

Submit by August 31st, 2023

(See details on page 160)



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JALT Special Interest Groups and SIG Forums

JALT SIGs are (inter)national in scope and are thematically diverse, based on shared academic, research, or pedagogical interests. Each SIG provides virtual and physical networks for members, including online forums, email lists, and groups on social networking sites. Many also produce one or more publications such as journals or newsletters, hold mini-conferences or forums at major conferences throughout the year, and sponsor and co-sponsor events with chapters and other SIGs, providing great opportunities to support the professional and career development of their members. PanSIG is an annual conference organized by members of sponsoring SIGs and an outgrowth of the networks developed by them. It is meant to be an intimate, mid-sized conference where SIGs take center stage, a place where SIG members can network and interact with other SIG members. All new and renewed JALT memberships include membership in one SIG. If you haven't joined JALT or haven't renewed your JALT membership, this conference is an opportunity to get to know the wide array of JALT SIGs and choose one (or more) that fits your interests. Please take this opportunity to get to know other SIGs.

Accessibility in Language Learning SIG (ALL)

<https://jalt.org/groups/sigs/accessibility-language-learning>;

ALL SIG aims to create a community of language teachers to better understand learners with special needs to improve learners' overall learning experiences with diverse learning needs.

ALL SIG Forum: Accessibility in Practice

Catherine Takasugi, Tina Brown, Natsuki Suzuki, Yasushi Miyazaki, Adam Jenkins, Andrew Reimann

Sat May 13 / Time: 4.15pm-5.45pm / Room: S201 ALL Bil

Art, Research and Teaching SIG (ART)

<https://jalt.org/groups/sigs/art-research-and-teaching>

ART SIG is for artists, researchers, and teachers who are interested in exploring and utilizing visual art in the language classroom. We believe art can enrich the learning experience.

Bilingualism SIG (BILING)

<https://jalt.org/groups/sigs/bilingualism>;

The BILING SIG provides support to families who are bringing up children in two or more languages in Japanese contexts. Our newsletter, *Bilingual Japan*, includes practical information about bilingual parenting, as well as academic and theoretical issues. We also promote research and publish an annual journal and monograph.

Bilingualism SIG Forum: EMPLOYABILITY

Diane Ohara

Sun May 14 / Time: 2.05pm-3.35pm / Room: S201 ALL Bil

Business Communication SIG (BizCom)

<https://jalt.org/groups/sigs/business-communication>

Welcome to the JALT Business Communication Special Interest Group's website. We aim to develop the discipline of teaching English conducive to participation in the world business community, involving all aspects of business communication, business skills and business focused training.

BizCom SIG Forum: Corporate Monolingualism in Japan and Its Adverse Implications

Saeko Ujiie

Sun May 14 / Time: 2.05pm-3.35pm / Room: S204 LD BizCom

CEFR and Language Portfolio SIG (CEFR & LP), formerly: Framework and Language Portfolio SIG (FLP)
<https://jalt.org/groups/sigs/cefr-and-language-portfolio>; <https://cefrjapan.net>;

CEFR & LP SIG wants to discuss the Common European Framework of Reference (CEFR) and European Language Portfolio (ELP), and other similar frameworks and their relevance for Japan. There is an emphasis on developing materials to support educators who would like to use these pedagogical tools. This is currently practically pursued in a *Kaken* Project. Also, the bilingual Language Portfolio aimed at Japanese universities is available on the SIG's HP.

CEFR & LP SIG Forum: Facilitating the Use of Action Research to Guide CEFR-focused Research
Maria Gabriela Schmidt, Gregory Birch, Noriko Nagai

Sun May 14 / Time: 2.05pm-3.35pm / Room: S403 CUE CEFR

College and University Educators SIG (CUE)

<https://jalt.org/groups/sigs/college-and-university-educators>;

CUE's goal is to provide a forum for the presentation and discussion of educational activities, ideas, and research of broad interest to college and university educators in Japan. If you are involved in tertiary education and are committed to professional development, you are CUE, too. CUE publishes several issues of the *OnCUE Journal* and the *CUE Circular* newsletter annually.

CUE SIG Forum: Grazing the Tertiary English Field - Pathways of Cross-Disciplined Educators
Parvathy Ramachandran, Gavin O'Neill, Frederick Bacala, Ed.D.

Sun May 14 / Time: 2.05pm-3.35pm / Room: S501 TD List

Computer Assisted Language Learning SIG (CALL)

<https://jalt.org/groups/sigs/computer-assisted-language-learning>;

The CALL SIG serves the interests of language teaching professionals who are interested in bringing together knowledge and skills of technology and language learning. CALL practitioners work in a variety of educational settings: private language schools, elementary and secondary schools, as well as colleges and universities.

JALTCALLSIG Forum 2023
Brian Teaman, Hanaa Khamis, Alexandra Burke, Louise Ohashi, Anthony Brian Gallagher

Sat May 13 / Time: 4.15pm-5.45pm / Room: S504 CALL ICL

Critical Thinking SIG (CT)

<https://jalt.org/groups/sigs/critical-thinking>;

The CT SIG was established for the purpose of providing a clear but ever-reforming definition of critical thinking; to provide a forum for the discussion of critical thinking and praxis; to provide research opportunities to language educators interested in promoting critical thinking; and to provide an area where language teachers can enjoy friendly, professional and engaging examination of the rationale, validity, and the critical importance of its instruction in various environments.

Critical Thinking SIG Forum
Hirokazu Nukuto, Paul Nehls, Curtis Chu, James Dunn, Todd Hooper

Sun May 14 / Time: 2.05pm-3.35pm / Room: S503 CT TBL

Extensive Reading SIG (ER)

<https://jalt.org/groups/sigs/extensive-reading>;

The ER SIG exists to help promote Extensive Reading (ER) in Japan. Through our website, our newsletter, the *ERJ Journal*, and presentations throughout Japan, we aim to help teachers set up and make the most of their ER programmes.

ER & MW SIGs: Getting Involved with the Showcase, PresentERs, and GRAPE
Paul Mathieson, Stephen Bridge, Sandra Yamane, Gregg McNabb, Marcos Benevides,
John Carle, Patrick Conaway

Sat May 13 / Time: 4.15pm-5.45pm / Room: S203 LD MW ER

Gender Awareness in Language Education SIG (GALE)

<https://jalt.org/groups/sigs/gender-awareness-language-education>;

The purpose of the GALE SIG is to research gender and its implications for language learning, teaching, and training. We welcome submissions for our newsletter (spring, summer, and fall issues) on topics, both theoretical and practical which relate to the SIG's aims. Book reviews, lesson plans, think pieces, poetry– basically anything related to gender and language teaching is welcomed.

GALE SIG Forum: Gender-friendly Practices in Language Classrooms
Elisabeth Williams, Amy Toms, Chelanna White

Sun May 14 / Time: 2.05pm-3.35pm / Room: S507 GALE LiLT ER

Global Englishes SIG (GE)

<https://jalt.org/groups/sigs/global-englishes>

For the SIG's purposes, Global Englishes is taken to include World Englishes, English as a Lingua Franca/Multilingua Franca, English as an International Language, Translanguaging, Multilingualism, Native-speakerism, and related areas.

Global Issues in Language Education (GILE)

<https://jalt.org/groups/sigs/global-issues-language-education>;

GILE aims to promote global awareness, international understanding, and action to solve world problems through content-based language teaching, drawing from fields such as global education, peace education, environmental education, and human rights education. GILE SIG produces a quarterly newsletter, organizes presentations for local, national, and international conferences, and maintains contacts with groups ranging from Amnesty International to Educators for Social Responsibility to UNESCO.

GILE SIG Forum: Evaluating & Improving Sustainability Initiatives to Bring to the Classroom
Kate de Veas, Brent Simmonds, Heather Yoder, Jennie Roloff Rothman,

Sun May 14 / Time: 2.05pm-3.35pm / Room: S502 GILE LLL

Intercultural Communication in Language Education (ICLE)

<https://jalt.org/groups/sigs/intercultural-communication-language-education;>

ICLE SIG became a full SIG in 2020 and aims at filling the gap within the existing SIGs at JALT, by exploring various ways language teachers could help shape their students' intercultural minds, raising their students' cultural self-awareness, and educating for intercultural understanding. It will promote discussion about (1) various approaches to teaching intercultural communication in a language classroom, allowing educators to become better informed about language intercultural education theory, as well as (2) the development of resources appropriate to a foreign language teaching environment, taking into consideration the practical challenges of taking culture into account in the language classroom.

ICLE SIG Forum: Developing Intercultural Awareness in the Language Classroom- Practical Tips
James Venema, Elizabeth Dow, Stephen Ryan, Maria Gabriela Schmidt

Sat May 13 / Time: 4.15pm-5.45pm / Room: S202 PRAG SA

Japanese as a Second Language SIG (JSL)

<https://jalt.org/groups/sigs/japanese-second-language>

日本語教育研究部会(JSL SIG)の役割は、第二言語としての日本語指導、日本語学習、日本語教育研究の向上を目指し、指導、学習、研究のための資料や情報を与えることです。日本語の指導者、学習者、研究者の皆様加入大歓迎です。発表の援助をし、ニュースレターと論文集を発行するので論文・記事の寄稿を歓迎します。

The mission of the JSL SIG is to serve as a resource for promoting JSL teaching, learning, and research. We welcome JSL teachers, learners, and researchers to join and take an active role in our SIG. We sponsor presentations, publish a newsletter, and a journal.

Learner Development (LD)

<https://jalt.org/groups/sigs/learner-development;> [https://ld-sig.org/;](https://ld-sig.org/)

We are a lively community of learners and teachers from all teaching contexts, both formal and informal. We share an interest in understanding learner development and autonomy through our practice, research, and dialogue. Through different events and publications LD SIG members enjoy exploring educational practices that inform learner-centred pedagogies and encourage learner proactivity and interconnectedness.

公式・非公式を問わず、あらゆる教育現場から集まった学習者と教師による活気あるコミュニティです。実践、研究、対話を通して、学習者の発達と自律性を理解することに関心を寄せています。LD SIGのメンバーは、さまざまなイベントや出版物を通じて、学習者中心の教育法への理解を深め、学習者の積極性と相互接続性を促す教育実践を楽しみながら探求しています。

LD SIG Forum: Learner involvement in developing learner-centred pedagogies and practice
Emily Choong, Jon Rowberry, Ivan Lombardi, Stacey Vye, Ellen Head, Jennifer Morgan,
Robert Moreau, Katherine Thornton, Mizuka Tsukamoto, Amelia Yarwood

Sat May 13 / Time: 4.15pm-5.45pm / Room: S204 LD BizCom

Lifelong Language Learning (LLL)

<https://jalt.org/groups/sigs/lifelong-language-learning;>

We offer a bright future to our aging society. The energy of older learners who wish to lead active lives is flowing all over Japan. LLL is willing to help these older learners enrich their lives through language learning. LLL also provides resources and information for teachers who teach English to older learners by holding events and publishing online newsletters.

LLL SIG Forum: Lifelong Playfulness: Creative Uses of Language In and Out of the Classroom
Michiyo Okawa, Miki Tanaka, Gregory Strong, Joseph Dias

Sat May 13 / Time: 4.15pm-5.45pm / Room: S502 GILE LLL

Listening SIG (LIS)

<https://jalt.org/groups/sigs/listening>

The Listening SIG provides a forum for focused listening research and discussion in specific regard to teaching and learning. The group offers both teachers and researchers a place to connect, collaborate, and share practice and research regarding how teachers teach listening and assess their learners, how learners improve their listening and use it to improve their knowledge, and finally how theoretical aspects connect to classroom practice. Join us this year for a workshop explaining the theory and practice of shadowing.

Listening SIG Forum: Overview of Shadowing: Theory and Practice

Marc Jones, Naheen Madarbakus-Ring, Yo Hamada

Sat May 13 / Time: 4.15pm-5.45pm / Room: S501 TD List

Literature in Language Teaching SIG (LiLT)

<https://jalt.org/groups/sigs/literature-language-teaching>;

LiLT started up to encourage and promote the use of literature in the language classroom. Literature provides real content to engage and to motivate our EFL students.

LiLT Forum: Looking Forward: Literature in Language Teaching

**Luke Draper, Rebecca Clegg-Sasaki, Shannon Miyamoto, Timothy Gutierrez,
Camilo Villanueva, David O'Donnell, John Maune**

Sun May 14 / Time: 2.05pm-3.35pm / Room: S504 CALL ICL

Materials Writers SIG (MW)

<https://jalt.org/groups/sigs/materials-writers>;

The MW SIG was established to help members turn fresh teaching ideas into useful classroom materials. We try to be a mutual assistance network, offering information regarding copyright law, sharing practical advice on publishing practices, including self-publication, and suggesting ways to create better language learning materials for general consumption or for individual classroom use.

ER & MW SIGs: Getting Involved with the Showcase, PresentERs, and GRAPE

**Paul Mathieson, Stephen Bridge, Sandra Yamane, Gregg McNabb, Marcos Benevides,
John Carle, Patrick Conaway**

Sat May 13 / Time: 4.15pm-5.45pm / Room: S203 LD MW ER

Mind, Brain, and Education SIG (MBE, BRAIN)

<https://jalt.org/groups/sigs/mind-brain-and-education>;

The Mind, Brain, and Education SIG is a forum for language educators and researchers to share insights in neuroscience. We hope to be a driving force in bringing relevant new discoveries in psychology, cognitive neuroscience, and neurolinguistics into language teaching in Japan.

BRAIN SIG Forum: How to Learn the Brain: Sharing Techniques and Resources

Jonathan Shachter, Phil Norton, Kate Piatkowski, Julia Daley

Sun May 14 / Time: 2.05pm-3.35pm / Room: S401 BRAIN ART

Mixed, Augmented, and Virtual Realities SIG (MAVR)

<https://jalt.org/groups/sigs/mixed-augmented-and-virtual-realities>;

Mixed, Augmented and Virtual Realities is not a new concept or area of study, but it is an area that is beginning to be implemented at a larger scale in many other fields. Environments that employ these tools and concepts are being applied to medicine, engineering and education. There are those of us working in this area connected to education here in Japan and more specifically language education in Japan. The MAVR SIG is not just about the technology, but it is also looking into what these technologies mean for how we communicate and learn as we create and augment our own reality.

MAVR SIG Forum: Introduction to Unity
Adam Stone, Eric Hawkinson

Sat May 13 / Time: 4.15pm-5.45pm / Room: S505 CALL MAVR

Other Language Educators SIG (OLE)

<https://jalt.org/groups/sigs/other-language-educators>

The OLE SIG was founded in 1996 in order to serve the special needs of learners and teachers of a wide variety of languages (German, French, Chinese, Korean, Spanish, Russian, etc.). OLE can also be considered part of peace education as languages are also thought to be instrumental in developing cultural empathy, opening up our minds to other concepts and ideas, and enabling us to reflect on our own.

OLE SIG Forum: Challenges and Chances in a Multilingual Stage
Pornsri Wright, Cecilia Silva, Martina Gunske von Kölln, Margit Krause-Ono

Sat May 13 / Time: 4.15pm-5.45pm / Room: S404 CUE OLE

Performance in Education SIG (PIE), formerly: Speech, Drama, & Debate SIG (SDD)

<https://jalt.org/groups/sigs/performance-education>

The mission of the PIE SIG is to provide a forum for teachers and academics to discuss, research, and implement oral interpretation, speech, debate, and drama in language education. The main activities are the creation of newsletters, journals, and sponsoring a Speech, Drama, and Debate conference. Future activities may be sponsoring and supporting local and regional speech, drama, and debate contests or festivals.

PIE SIG Forum: Evaluating Performance: Performance in Education SIG Forum
David Kluge, Yaya Yao, Chhayankdhar Singh Rathore,
Marcus Theobald, Elisabeth Fernandes, George MacLean

Sat May 13 / Time: 4.15pm-5.45pm / Room: S402 CUE PIE

Pragmatics SIG (PRAG)

<https://jalt.org/groups/sigs/pragmatics>

The Pragmatics SIG welcomes members who are interested in both research and practical teaching issues related to “how people do things with words.” The group’s newsletter, *Pragmatic Matters*, is published electronically three times a year. Our *Pragmatics Resources* series offers practical and theoretical papers on language in use. If you do anything with language, you are using pragmatics.

Pragmatics SIG Forum:
Where Pragmatics meets World Englishes, Business Communication, LD, & GILE
Reiko Fischer, Donna Fujimoto, Noriko Ishihara, Akiko Chiba, Jim Ronald

Sun May 14 / Time: 2.05pm-3.35pm / Room: S202 PRAG SA

School Owners SIG (SO)

<https://jalt.org/groups/sigs/school-owners>

Language school owners have always played a significant role in JALT both at national and local levels. The SIG functions as a private online forum where owners can share ideas, experiences, and solutions to the academic and commercial challenges they face which cannot be addressed through other SIGs, such as recruitment and training, taxes, accounting, banking and bookkeeping, marketing and advertising, and partnerships and trade between owners.

Study Abroad SIG (SA)

<https://jalt.org/groups/sigs/study-abroad>

The JALT Study Abroad SIG was established in 2008 to promote research on overseas study and facilitate networking among those interested in learning more about study abroad.

Task-Based Learning (TBL)

<https://jalt.org/groups/sigs/task-based-learning>

The TBL SIG is aimed at teachers who currently use, or are interested in using, task-based approaches in the classroom. TBL SIG focuses in particular on issues related to task-based language teaching and learning in the Asian EFL context, where TBLT has yet to enter the mainstream of language pedagogy. We hope that the SIG will serve as a useful forum for the exchange of practical teaching ideas, theoretical discussion, and academic studies of TBLT issues.

TBL SIG Forum: Exploring Under-Researched Areas: TBLT in Non-University Settings
Chie Ogawa, Matthew Chudleigh, Martin Spivey

Sat May 13 / Time: 4.15pm-5.45pm / Room: S503 CT TBL

Teacher Development (TD)

<https://jalt.org/groups/sigs/teacher-development>; <https://td.jalt.org/>;

The TD SIG is a network for those who want to help themselves and others become better teachers. Our activities include retreats, mini-conferences, social and networking events, and forums and presentations. TD's comprehensive newsletter, *Explorations in Teacher Education*, welcomes stimulating articles!

TD SIG Forum: Grazing the Tertiary English Field: Pathways of Cross-Disciplined Educators
Devon Arthurson, Jon Thomas

Sun May 14 / Time: 2.05pm-3.35pm / Room: S501 TD List

Teaching Younger Learners (TYL)

<https://jalt.org/groups/sigs/teaching-younger-learners>;

The TYL SIG is for teachers of children of all ages. We publish a bilingual newsletter four times a year with columns by many of the leading teachers in the field. We are always looking for new ideas and new people to keep the SIG dynamic. With our bilingual newsletter, *Teachers Learning with Children*, we particularly want to appeal to Japanese teachers and teachers who team teach.

TYL SIG Forum: Self-Publishing Original Ideas for Younger Learners
Mari Nakamura, Dr. Grant Osterman, Martin Sedaghat, Erin Noxon, Rob Olson
Sat May 13 / Time: 4.15pm-5.45pm / Room: S506 TYL MAVR

TYL SIG Forum: Teaching Tools and Professional Development for Elementary School Teachers
Claire Lee
Sun May 14 / Time: 2.05pm-3.35pm / Room: S506 TYL MAVR

Teachers Helping Teachers SIG (THT)

<https://jalt.org/groups/sigs/teachers-helping-teachers>; <http://thtjalt.bravesites.com/>;

THT is a grassroots organization founded by members of the Himeji Chapter of JALT in 2004, out of the efforts of the late Bill Balsamo, longtime president of the Himeji chapter. THT is dedicated to the aid and assistance of fellow educators and students in and around Asia. We fulfill this mission by providing teacher-training workshops in Bangladesh, Kyrgyzstan, Laos, and Vietnam that exhibit practical, student and teacher-friendly approaches to language education that are informed by current research in the field.

Testing and Evaluation SIG (TEVAL)

<https://jalt.org/groups/sigs/testing-and-evaluation>; <http://teval.jalt.org/>;

TEVAL SIG aims to provide avenues for research, information, and discussion related to foreign language testing and evaluation both from within JALT membership and with other professional organizations which have common interests and goals. Current and back issues of *Shiken*, the TEVAL SIG publication, are available on the TEVAL website.

TEVAL SIG Forum: Evaluation of Performance: Focus on Evaluation
Daniel Newbury, Jeffrey Martin, Trevor Holster

Sun May 14 / Time: 2.05pm-3.35pm / Room: S505 CALL MAVR

Vocabulary SIG (VOCAB)

<https://jalt.org/groups/sigs/vocabulary>;

The VOCAB SIG aims to provide a forum for focused research and discussion in specific regard to vocabulary acquisition. We aim to offer both teachers and researchers a place to connect regarding how learners improve vocabulary knowledge, how to test their knowledge, and how these theoretical aspects will connect to classroom practice. The VOCAB SIG aims to be a driving force for both current and future research in the field of how vocabulary can be taught, learned, and tested in an increasingly global context.

Vocabulary SIG Forum: A Workable L2 English Academic Word Difficulty Model
Dr. Joseph P. Vitta, Mark Howarth

Sun May 14 / Time: 2.05pm-3.35pm / Room: S508 Teval Vocab



PanSIG 2023 – PLENARY SPEAKERS

PLENARY SPEAKER: Sat May 13th, 1.40pm-2.40pm (S301)

Dr. Mitsuyo Sakamoto

Possibilities and Challenges Afforded by COIL in English Language Teaching



Mitsuyo Sakamoto received her Ph.D. in 2000 from the University of Toronto under the supervision of Jim Cummins. She is currently a professor in the Department of English Studies and the Graduate School of Languages and Linguistics at Sophia University, Tokyo. She was one of the working members of the Salzburg Global Seminar that compiled the Salzburg Statement for a Multilingual World in 2017

Her research focus is bilingualism/bilingual education, particularly heritage language maintenance. Recently, she has been exploring the effects of power and ideologies on the identity of and language policy for bilinguals. Her latest English publications include:

- The missing C: Addressing criticality in CLIL (International Journal of Bilingual Education and Bilingualism, 2021)
- (Re)imagining oneself as an English user: Identity formation of Japanese English learners (Asian Englishes, 2022, co-authored with Gavin Furukawa)
- 'Native speakers aren't perfect': Japanese English learners' identity formation as English users (System, 2022, co-authored with Gavin Furukawa).

PLENARY SPEAKER: Sun May 14th, 10.10-11.10 (S301)

Dr. Yukie Saito

Exploring the Potential of Metaverse and ChatGPT in
English Language Teaching and Learning



Yukie Saito obtained a MA in TESOL from Teachers College Columbia University and a Ph.D. in education from Temple University. She is a professor at the Faculty of Global Informatics of Chuo University. She coordinates an English course for first-year students and study abroad programs and is in charge of a seminar focusing on EdTech and its application to English education.

She has been interested in pragmatics, English teachers' cognition and classroom practice, CEFR, and EdTech. Her main interest is the application of Virtual Reality (VR) in English education. Her research about VR led to her obtaining support from the XR Fund Project by Meta, and she is also a strategic advisor of Immerse, a VR software company.

PanSIG 2023 – Sessions (listed by room number)

SATURDAY MAY 13TH, 2023

MORNING SESSIONS

9.30am-9.55am

Politeness Theory, Academic Writing and Hedges David Clayton

Novice Academic writers can be seen as aspirant members of the established academic community. One of the obstacles they must overcome in their quest for acceptance by the academy is to produce texts that meet its requirements - not only in terms of originality, formatting, and organisation, but also in terms of cautious, "fuzzy" language. Cautious, "fuzzy" language is also known as "hedging". Thus, novice academic writers must know how to use hedging devices in the same ways that established academic writers do. This presentation will first outline the pragmatic forces that influence the academic writing process. Then it will give a broad overview of the features of academic language that these forces produce. Finally, the hedging devices employed by expert and novice academic writers within a specific academic discipline will be compared.

SIG: Pragmatics

Sat May 13 / Time: 9.30am-9.55am / Room: S202 PRAG SA

Self-Access Learning Centre Assessment to Identify Areas for Improvement Raymond Yasuda, John Bankier

Self-access learning centres serve an important role in language education by providing advice, group discussion spaces, conversation lounges, and language learning materials. However, coordinators must assess how to allocate limited resources to achieve their goals. This presentation will describe an assessment of a SALC and how the data was utilized to identify areas for improvement and future initiatives. The presentation will begin with an overview of the centre followed by description of our assessment procedure and planned initiatives. The assessment utilized a 34-item survey, and results were used in combination with usage figures and staff reflections to determine directions for the SALC in AY2023. Although analysis revealed many users were invested in the SALC, we identified several areas for improvement which may be of interest to self-access coordinators at other institutions. These included insufficient materials in the centre, an unwelcoming atmosphere in the upper-level conversation lounge, and a lack of awareness of the facilities and resources available to students. We will discuss how we are addressing these issues in AY2023 by working with the university administration, staff and users. We hope that the issues identified, and new initiatives planned may be of benefit to self-access coordinators at other institutions.

SIG: Learner Development

Sat May 13 / Time: 9.30am-9.55am / Room: S203 LD MW ER

Understanding Quality of Classroom Life: An Exploratory Practice Case Study Tim Clevinson

Quality of classroom life (QoCL) is essential to maintain sustainable learning and teaching practices (Allwright, 2003; Gieve and Miller, 2006). However, negative classroom experiences can result in a sense of disengagement from English study and resistance towards the English language (Kiyota, 2009, Tsuchiya, 2006). Exploratory practice (EP) aims to safeguard QoCL for both students and teachers. Learner-initiated EP can help students rediscover their curiosity and reinvigorate their language learning (Kato & Hanks, 2021). EP

can also reduce teacher workloads by combining research and teaching practices. However, the challenges of transitioning to EP from conventional learning approaches remains under-researched. This presentation compares the experiences of a teacher and their students using EP for the first time. Data consists of student reports, student and teacher journals and post-course in-depth interviews. From these sources student and teacher narratives are developed. Analysis of the narratives explores different perspectives on quality of classroom life and EP-based practice. Analysis also highlights the challenges of implementing EP in a Japanese context and offers practical suggestions about how these challenges might be overcome. Presentation attendees will leave with a greater understanding of how students experience EP and learn practical techniques and activities that facilitate exploratory modes of group learning.

SIG: Learner Development

Sat May 13 / Time: 9.30am-9.55am / Room: S204 LD BizCom

Re-envisioning Female Academic Leadership: Incorporating Executive Presence

Kathleen Brown

Although continuous gains have been made by women in positions of leadership within academia, they are still far outnumbered by their male counterparts (e.g., MEXT, 2022; American Council on Education, 2017; 2021). One of the consistent elements in the barrier for women to gaining access to leadership roles is their positionality within academic institutions. This session will introduce the concept of executive presence (Hewlett, 2014), and how adopting and reframing some of the principles of executive presence can help female academics to re-envision their own positionality. Drawing on the narrative experiences of the presenter, (Brown, K.A., 2020), participants will be challenged to engage with their own concepts of leadership and how a re-imagining of these concepts might propel them forward into a new paradigm for female leadership.

SIG: College and University Educators

Sat May 13 / Time: 9.30am-9.55am / Room: S402 CUE PIE

Promoting Topic Expansion and Spontaneity in Peer-to-Peer Speaking Tasks

Hamish Smith

Peer-to-peer conversation tasks can be hit-and-miss. For teachers, it can be disheartening to see an over-reliance on memorized answers and stiff "Question - Answer - How about you?" patterns of interaction. For students, it can be equally frustrating to navigate these expectations of spontaneity without necessarily having had opportunity to develop the necessary skill set. Research in interactional competence and the co-creation of conversation provides a valuable framework with which to help articulate and convey key aspects of "natural" conversation, giving students a repertoire of skills to apply when engaging in topic expansion. This presentation will detail how student drawings, serving as single-point conversation prompts in which the initial content was intentionally designed to run out quickly, were used to necessitate spontaneous topic expansion and interaction in conversations. It will also discuss how the instruction of key aspects from Galaczi and Taylor's (2018) conception of interactional competence, with an emphasis on topic and turn management, interactive listening, and breakdown repair was used to support students. Analysis of first-year university student performances in pre- and post-semester speaking tasks in both beginner and advanced classes, as well as insights from a student questionnaire, will be used to evaluate this approach.

SIG: College and University Educators

Sat May 13 / Time: 9.30am-9.55AM / Room: S403 CUE CEFR

Emotional Labor of Foreign EFL Teachers in Japanese Universities

Rapunzel Tomacder

Emotional labor has been linked to stress, burnout, and job dissatisfaction. Research on emotional labor in the Japanese context has largely focused on general education teachers (e.g., Kimura, 2010) and eikaiwa or English conversation teachers (e.g., Taylor, 2020). This study aims to add to the literature by focusing on the emotional labor of foreign EFL teachers in the university context. The objectives of this research include understanding teachers' emotional experiences and emotional display rules, exploring the factors which contribute to emotional labor, and analyzing which emotional labor strategies are used and/or preferred by

teachers. The study follows an explanatory sequential research design. The Emotional Labor of Teaching Scale (Brown, 2011) was utilized in the quantitative phase of the study, and semi-structured interview questions were used in the qualitative phase. Data was gathered from 35 teachers from various universities and tertiary-level educational institutions. The participants' responses were analyzed through statistical analyses and coding. Results suggest that emotional display rules are mostly implicit and are influenced by the sociocultural norms of Japanese society. Results also indicate that teachers choose emotional labor strategies based on the emotional experiences they encounter. Strategies on reducing emotional labor at the institutional and individual level are discussed.

SIG: Teacher Development

Sat May 13 / Time: 9.30am-9.55am / Room: S501 TD List

A Survey on Discriminatory Practices in TESOL

Bradford J. Lee, Dale Jeffery

The past few years have seen a significant paradigm shift in Western society whereby diversity and inclusion have garnered significant and sustained attention from most major industries (e.g., big tech, real estate, education, healthcare, etc.). Reflecting the global nature of English education, the TESOL (Teaching English to Speakers of Other Languages) Organization launched an initiative in June 2021 with the stated goal of increasing DEI (diversity, equity, and inclusion) across all aspects of the field. To investigate the current state of affairs, this study surveyed and collected the personal stories of 101 present and former instructors, representing a wide range of genders, ages, working locations, and ethnicities (White, 53.5%; Asian, 19.8%; Black, 13.9%, and five other categories). Experiences were found to vary widely, with 47.4% indicating they felt some form of discrimination (e.g., gender-, age-, accent-based, among others) while applying for TESOL jobs, and 60.4% reporting discrimination once in the job. Even further, we asked participants to reflect on how these experiences influenced how they felt about themselves, the TESOL industry, and their own personal teaching practices. With this presentation, we hope that sharing these stories from our peers will elucidate not only the current state of the field, but also inspire discussion about how, together, we can move closer towards the ideals put forth by TESOL.

SIG: Global Issues in Language Education

Sat May 13 / Time: 9.30am-9.55am / Room: S502 GILE LLL

Developing a Model for a Framed Task-based Language Teaching Approach

Aya Murray

Research in Process drama (PD) as a language teaching approach in Japan has established its effectiveness in engaging students, particularly lacking confidence or motivation (Donnery, 2013). However, previous research (Murray, Reis-Jorge, & Regan, 2021) indicates that potential practitioners are deterred by the word "drama" and perceptions that the approach is complicated and drastically different from more traditional approaches. In actuality, PD has many similarities to Task-based Language Teaching (TBLT) in its structure and goals. However, developers of PD as a language teaching approach have not made explicit methods of new language or grammar introduction nor language correction, often discouraging correction and focusing on teaching new language points. While over-focus on accuracy hinders the spontaneous use of language and engagement, essential aspects of PD, a more explicit structure, and discussion of the above-mentioned aspects of teaching are needed to encourage wider use. This presentation introduces the results of a study on real classroom practices of language teachers utilizing PD, focusing on new language introduction and language correction. A potential model for a Framed TBLT approach, a modified PD approach based on the study results, will also be introduced.

SIG: Task-Based Learning

Sat May 13 / Time: 9.30am-9.55am / Room: S503 CT TBL

SDCE: A Model for Scaffolding Edtech Adoption

Adam Jenkins

In order to facilitate the use of Learning Management Systems and edtech in general, the Static, Dynamic, Communicative, Explorative (SDCE) model for edtech deployment was developed. SDCE scaffolds edtech

training and use for both educators and students. The model divides edtech adoption into four stages, with each stage increasing in either technical, pedagogical, or social difficulty. In the first stage, students are provided with Static content that students only view. The second stage adds Dynamic content where students can manipulate the system and receive automated feedback. In the third stage students Communicate with other people via the technology, and in the final stage they Explore the world sharing their environment and collaboratively creating immediately relevant and highly personal learning experiences. The gradual progression from static content to dynamic and then communicative/explorative eases students (and teachers) into the use of edtech and prepares them for successively more personally engaging experiences. The SDCE model is of particular use for more complicated systems such as Moodle, where it is not immediately clear where beginners should start or how users should expand on their use to get the best from the system.

SIG: Computer Assisted Language Learning

Sat May 13 / Time: 9.30am-9.55am / Room: S504 CALL ICL

The Rise of Generative AI: How Can Human Educators Sustain Their Relevance?

Keith Barrs

Recent advances in the generative abilities of Artificial Intelligence (AI) mean that it can now write texts, formulate questions, analyse responses, provide real-time feedback, and automate other such tasks traditionally controlled and performed by teachers. For human educators to sustain their relevance as this technology continues to evolve, particularly since the public release of generative AI tools such as ChatGPT and its rapid integration into popular productivity apps, they will first need to recognise, then accept, and then embrace the game-changing potential of generative AI, focusing on facilitating and fostering skills that cannot (yet) be provided by AI, such as creativity, problem-solving, critical thinking, and collaboration. This presentation will begin with a discussion of the basics of generative AI, focusing on what it has the potential to do, and how it does it. It will then showcase actual examples of it in action, in notetaking and task management apps, carrying out duties such as producing brainstorming, writing lesson plans, constructing essays, and formulating course syllabi. With this as a background, there will then be a discussion of how teachers can try to retain their relevance by shifting their focus from task-oriented instruction to more personalized learning experiences for students.

SIG: Computer Assisted Language Learning

Sat May 13 / Time: 9.30am-9.55am / Room: S505 CALL MAVR

Teaching Poetry at the University Level

Brian Rugen

Research has shown that poetry in the EFL classroom can be an excellent tool to facilitate language learning. University students can often identify with many of its familiar themes, such as change, personal growth, and love. As such, poetry has the potential to spark lively small-group discussions in, for example, literature circle activities. Furthermore, poetry provides excellent, authentic models of creative language in use and vocabulary in context. Finally, the nature of poetry itself allows for a focused attention on important prosodic features of English. In this presentation, the audience will be introduced to 10 tips for teaching poetry in the EFL university classroom. Excerpts of select poems will be introduced to illustrate the points.

SIG: Literature in Language Teaching

Sat May 13 / Time: 9.30am-9.55am / Room: S507 GALE LiLT ER

'Mastering STEM Vocabulary': Innovative Online Resources for ESL Learners

Frankie Har

This presentation session reviews a Hong Kong University Grants Committee (UGC)-funded language enhancement project aimed at developing online resources to assist ESL students in learning technical vocabulary items associated with STEM. In recent years, the necessity of producing such resources has been acknowledged, since acquiring subject knowledge and improving professional communication require a thorough grasp of specialized lexicons (Woodward-Kron, 2008; Knoch, 2014). Students, however, often have difficulty mastering subject-specific terms (e.g., Todd, 2017). The creation of learning materials using corpora

and technology has been urged (Breyer, 2009; Liu & Lei, 2019). A key goal of the project is to identify technical terms commonly appearing in STEM textbooks and then develop interactive online resources to benefit both ESL students and teachers. This presentation begins by examining the challenges involved in selecting technical vocabulary, concluding that multiple criteria and mixed methods should be used. The second part explores students' difficulties in properly expressing concepts in a multidisciplinary context and offers strategies to help them succeed in this. Finally, the presentation describes the interactive online resource development process, highlighting the applied principles and the lessons learned.

SIG: Vocabulary

Sat May 13 / Time: 9.30am-9.55am / Room: S508 Teval Vocab

Perceptions of Disability Before and After a Semester-Long CLIL Course**Tina Brown**

In this study, the researcher attempted to ascertain students' perceptions of disabilities at their university before and after taking a semester-long CLIL course entitled Disability Studies: Rights and Current Issues. Using Google forms, the researcher surveyed the entire class of 24 third and fourth year students. The researcher then analyzed the data and was particularly interested in changes over time. There were two main purposes for this research: to assess teacher effectiveness in teaching certain concepts, and to track any changes that occurred over the course of the semester related to student perceptions of disability. As a secondary goal, the researcher hoped that by measuring changes in student knowledge over the course of the semester, teachers could create a more inclusive curriculum that contributes to the university's goal of creating global citizens. In this presentation the researcher will briefly explain the research methods, highlight some of the results, and discuss the effectiveness of the course in conveying the desired information. Listeners should leave not only with interesting information about a research project, but also an idea of the impact and importance of teaching students about topics related to disability.

SIG: Accessibility in Language Learning**Sat May 13 / Time: 10.05am-10.30am / Room: S201 ALL Bil****Between Written and Spoken Language: The Genre of Tapped Real-Time Chat****Yosuke Ogawa**

In L2 classrooms, the focus is often on accuracy and complexity rather than appropriacy. There are numerous studies on the differences between written and oral styles taught in L2 classrooms. Accordingly, there may be a perception of well-formulated rules with a sharp borderline between the two genres. However, pragmatic usage of actual spoken/written language does not neatly fit this notion of a clear binary distinction. There is a risk that the teacher just explains simple rules and students innocently follow them. In this presentation, I will investigate an alternative distinction between spoken and written language style found in chat interactions like Instagram or LINE, which I term "tapped" interactions. Tapped language shares some features with spoken and written genres but also has aspects that are completely different in interactional appropriacy from those of spoken and written language. I will outline some of these aspects of tapped language. Furthermore, the paper will also focus on how teachers can practically give a notion of spoken/tapped/written appropriacy differences to Japanese university students who have become perfectly accustomed to interactions using tapped language. In addition, how language appropriacy is diverse according to linguistic and physical phenomena will be also discussed.

SIG: Pragmatics**Sat May 13 / Time: 10.05am-10.30am / Room: S202 PRAG SA****Isn't it Time for More Elicited Imitation Textbooks?****Bob Cvitkovic**

Elicited imitation is used to model a sentence or phrase and have students repeat it. This method can improve students' target language pronunciation, grammar, and fluency. Imitation helps students internalize the sounds, stress patterns, and intonation of the target language, which leads to more accurate and natural speech patterns. The approach enables instructors to provide students with targeted, constructive feedback and effectively assist them in enhancing their language skills. One of the most serious shortcomings of this method is the lack of appropriate textbook resources. During the LL-Lab era, elicited imitation materials were more prevalent, but ironically, they have fallen out of favour due to the superior technology of CALL classrooms and now smartphones. This presentation will describe the findings of a survey administered to 102 first- and third-year English students, who provided feedback on the use of specially designed elicited imitation materials, which they used for two class periods. Along with the results of the student survey, examples of the specific format for elicited imitation will be provided. Contrary to the author's expectations, students overwhelmingly preferred elicited imitation over more conventional conversation formats.

SIG: Materials Writers**Sat May 13 / Time: 10.05am-10.30am / Room: S203 LD MW ER**

Speaking Self-Improvement via Video Analysis - A Year-Long Project

Alexandra Serey

Becoming a confident and accurate L2 speaker requires that the learner has awareness of their weaknesses and deficiencies. In the classroom students can become over-reliant on the instructor for assessment and error correction; therefore ideally we would like our students to become self-sufficient; noticing and correcting their own mistakes. Other researchers have used self-transcription to make students aware of their errors. While effective, this can take up a great deal of class time. This project instead used flip and video analysis to achieve the same results with a methodology that is more practical for the classroom. Students filmed themselves answering questions, watched their performances and were given time to assess their utterances before recording a second version - all within one class. Video analysis was guided by a simple student-centric rubric, directing students to common weaknesses and errors. Three slight variations in methodology (guided, unguided and peer analysis) were repeated for a total of twelve sessions. Over the year the students became more proficient at self-correcting, developed longer and more detailed responses, and by reflecting on their performance portfolio could see their progress. This presentation covers students' reactions and initial results from the video analysis covering fluency and coherence improvements.

SIG: Learner Development.

Sat May 13 / Time: 10.05am-10.30am / Room: S204 LD BizCom

Enhancing Students' English Language Skills Through Neurolanguage Coaching

Timothy Mossman

In recent years, neuroscience has made significant advances in understanding how the brain functions, reacts, and learns, and these findings are providing practical insights in education (Cozolino, 2018; McTighe & Willis, 2019). However, despite some recent advancements, the field of second language education has yet to fully utilize the benefits of brain-based learning (Kelly, 2017). By applying insights from neuroscience, educators can develop more effective methods and strategies for teaching languages to learners of all ages (Netten & Germain, 2012; Helgesen & Kelly, 2015; Luu, 2022). One example of this is Neurolanguage Coaching© (Palin, 2017), a unique, personalized approach that combines principles and elements from coaching with insights from neuroscience to help learners acquire languages potentially faster and more efficiently. This presentation explores the integration of a Neurolanguage Coaching© program at a Learning Commons at a Canadian university to support international students' English language skills. An overview of the program will be followed by interview and survey data from student participants detailing the reported benefits of participating in the program, which will be shared and discussed. The findings suggest that Neurolanguage Coaching© holds great potential in enhancing students' English proficiency and contributing to a more positive academic experience.

SIG: Mind, Brain, and Education

Sat May 13 / Time: 10.05am-10.30am / Room: S401 BRAIN ART

A Study on Incoming Freshman Students' Expectations

Ashton Dawes, Prateek Sharma

If universities and lecturers have a thorough understanding of students' expectations, they can tackle the challenges students face and help them bridge any gaps that may lead to an unfulfilled university experience (Sander et al., 2000). The purpose of this study is to investigate Freshman students' expectations of their English-language university teachers after high school graduation and upon entrance to university. The survey comprised five sections addressing the students' history of learning English, experiences with English teachers, and personal beliefs regarding an ideal English-language classroom. The survey had both Likert-scale and subjective questions that allowed students to expand on their views. The researchers will discuss the results and implications for university teachers to consider when planning lessons. Additionally, it is hoped that this research raises English-language university teachers' awareness in regard to their students' expectations. This is a four-year longitudinal study, currently in its second year. This presentation will share the results and implications from the first year.

SIG: College and University Educators

Sat May 13 / Time: 10.05am-10.30am / Room: S402 CUE PIE

Narrating an ALT Identity in the JET Program

Takaaki Hiratsuka

For over three decades, hundreds of thousands of foreign nationals have set foot on Japanese soil as foreign assistant language teachers (ALTs) through the government-sponsored Japan Exchange and Teaching (JET) program. Although there is an apparent need for scrutiny of the lived experiences of ALTs in their situated contexts, empirical discussion and research addressing them have been remarkably insufficient, as previous studies have focused primarily on the advantages and shortcomings of individual teachers and the characteristics of their team-teaching practices. Against this backdrop, the study on which this presentation is based explored, via narrative interviews, the identities and their constructions of 22 ALTs in the JET program. It is of critical importance to understand the complexities of ALT identity because how we view ourselves, how we project ourselves to others, and how others perceive us impact all aspects of our professional and private lives, including our beliefs, emotions, development, and practices. The findings revealed that the gestalt of ALT identity is comprised of two primary categories, foreigner identity and dabbler identity, and their six incumbent sub-identities (i.e., celebrity, sojourner, English expert, assistant, greenhorn, and Japanese novice). The presentation concludes with implications for language teacher education and identity research.

SIG: Teacher Development

Sat May 13 / Time: 10.05am-10.30am / Room: S501 TD List

Facilitating Student SDG Initiatives in a University Context

Philip Cardiff

The Sustainable Development Goals (SDGs) cover a wide range of fundamental social, economic, and environmental issues. As the SDG agenda makes clear, universities can play a leading role in the realization of the goals through education, research, innovation and leadership (Steele & Rickards, 2021), prompting universities to evaluate how they are contributing towards sustainability. In Japan, while MEXT has underlined its commitment to education for sustainable development (ESD), the integration of ESD in higher education has been slow. The present study aimed to ascertain how students at a private Japanese university would like to take action for the SDGs, and whether this is reflected in the university's SDG targets. Using a Google Forms survey, the researcher received 28 responses from students and analyzed the data to look for patterns. An interview was also conducted with the university president. Results indicated that while aspects of students' proposed SDG initiatives are already in place at the university, there is a need for cross-faculty networking and collaboration opportunities for staff and students. The presentation will conclude with suggestions for how to achieve this. This presentation may be of interest to other institutions conducting similar SDG related projects.

SIG: Global Issues in Language Education

Sat May 13 / Time: 10.05am-10.30am / Room: S502 GILE LLL

Back to the Future with the Free Access Site Taskbasedlearningforall.com

Jason Moser

For this presentation I am going to introduce Task-based Learning for All which is a new free site that contains the complete three-level Collins COBUILD English Course by award-winning EFL authors Jane and Dave Willis. Despite it being one of the very first task-based courses written, and now over 30 plus years old, few task-based language practitioners have ever seen it. With Jane Willis's involvement we digitalized all the material for the course including the recordings and have made it freely available online. When this course was published in 1988 it introduced two new innovations to English language materials: namely, a task-based learning methodology and a lexical syllabus. Both innovations from the course will be discussed in detail with examples from the material. This section will include talking about how the course was initially received by teachers and why it never updated and reprinted. I will also share my current experiences of using this material and site in my classes and how teachers could use it in theirs. Participants will see that even thirty years on the Willis course is still unique.

SIG: Task-Based Learning

Sat May 13 / Time: 10.05am-10.30am / Room: S503 CT TBL

AM SPONSORED PRESENTATION: English Central

AI & Spoken English Language Learning: from Read Aloud to ChatGPT

Shunsuke Furuyama

This presentation covers the evolution of AI-powered speaking applications used in English language learning, starting with "read aloud" or pronunciation assessment using speech recognition, to listen and repeat using elicited response, to open response questions using speech-to-text, to dialog-based systems using ChatGPT. The accuracy and efficacy of these systems are discussed including the pedagogy that underpins them and how each impacts student motivation. Data from deployments of these applications in universities in Japan will also be reviewed.

Associate Member / Computer Assisted Language Learning

Sat May 13 / Time: 10.05am-10.30am / Room: S504 CALL ICL

Using ChatGPT-Generated Materials for IELTS Preparation Courses

Jonathan Buck

The International English Language Testing System (IELTS) is a widely recognized test of English language proficiency, and is a requirement for many universities and employers around the world. Preparing for the IELTS can be a challenging task, and it is important for students to have access to high-quality materials that will help them succeed. In this proposal, I explore using the cutting-edge technology of ChatGPT, a large language model trained by OpenAI, to generate IELTS preparation materials. ChatGPT can be used to generate a wide range of materials, including practice tests, reading comprehension passages, and writing prompts. The use of ChatGPT-generated materials can provide several benefits to IELTS preparation courses. Firstly, it will save time and effort for teachers who would otherwise have to spend hours creating materials. Secondly, it will provide students with a wide variety of materials that will help them improve their skills in all areas of the test. Finally, the materials can be adjusted to the specific needs of the students as well as the pedagogical approach of the instructor. This presentation will explore the possibilities of using ChatGPT in the classroom. It will explain how to use ChatGPT effectively for material generation, how ChatGPT materials can be used in the classroom, and their effectiveness and limitations.

SIG: Computer Assisted Language Learning

Sat May 13 / Time: 10.05am-10.30am / Room: S505 CALL MAVR

Possibility of Teaching Young Learners English with VR

Takumi Niwa, Kanon Fujiwara, Yukie Saito

Though many users still experience sickness in using HMDs for VR (Saredakis, 2020) and children who are younger than 13 years old are not supposed to use HMDs such as Quest 2, potential benefits of using VR for foreign language learning, such as lowering foreign language anxiety (York et al., 2021), speaking performance (Thrasher, 2022), and long-term memory retention (Scrivner et al., 2019) may indicate that VR can be used for young English learners. In this study, to investigate whether young English learners can enjoy learning English with the PC version of VR and whether VR English lessons can improve their speaking skills, VR English lessons using a VR platform, Immerse, were offered to four young English learners. They also took a pre-speaking test before the VR lessons and a post-speaking test after the VR lessons. Although no improvement in speaking was observed, the learners could enjoy the VR English lessons with their PCs. Based on the results, the possibility and limitations of teaching English to young English learners using the PC version of VR will be discussed, and pedagogical implications about how VR English lessons can be offered even to young English learners will be provided.

SIG: Mixed, Augmented, and Virtual Realities

Sat May 13 / Time: 10.05am-10.30am / Room: S506 TYL MAVR

Teacher Trainees' Opinions of the Viability of ER in a Japanese Context

Joshua Antle

The participants for this study were fourth-year undergraduate students enrolled in the Teacher Education Program at a private university in Japan. As part of their seminar work, the students read articles describing

the benefits of extensive reading (ER) and the process of implementing an ER program. They also read articles describing relevant research studies focusing on ER. After six weeks of lessons, with each lesson focusing on a different article, the teacher trainees participated in an ER lesson as students. Their assignment for this portion of the seminar was to share their thoughts on ER, specifically ER's viability within the Japanese context. The data were collected through the use of a questionnaire containing a series of open-ended questions. Each question represents a research question for this study. The research questions elicited the teacher trainees' opinions on the following issues: ER's viability within the Japanese context; ER's viability for low-level learners; the perceived weaknesses and strengths of ER; possible approaches for incorporating ER into junior high school or high school English classes; ER and student motivation; and whether they plan to use ER in the future. The results indicated the trainees were mostly concerned with ER's viability for low level learners.

SIG: Extensive Reading

Sat May 13 / Time: 10.05am-10.30am / Room: S507 GALE LiLT ER

Creating Subject-Specific Vocabulary Resources

Olivia Kennedy

There are various approaches to the vocabulary component of university language course design. While some rely on subject-specific textbooks to cover course goals, others supplement a more general textbook with an academic or subject-specific word list. In the context described here, however, students are unfamiliar with many of the 2,300 words of the New General Service List (Browne et al., 2013) that most university general English course books use. The university works to remedy this in the students' first two years on campus. Research shows that regular reading and listening activities within learners' zones of proximal development improve both receptive and productive skills (Onoda 2012, Nation 2007), and that when learners find the subject matter interesting, they will continue to undertake tasks (Day, 2008). A set of thirty passages on familiar science-related topics were developed using a combination of the first 500 words on the New General Service List, the Science Word List (Coxhead & Hirsch, 2007), and the Science Textbook Word List developed by Veenstra and Sato (2018). An example of these texts will be shared, as well as ways that attendees can use strategies developed here to make similar course materials targeted to their own teaching contexts.

SIG: Vocabulary

Sat May 13 / Time: 10.05am-10.30am / Room: S508 Teval Vocab

What's Wrong with Yakudoku? Problems and Possibilities**Thomas Amundrud**

Yakudoku (訳読), or translation reading, is the practice in Japanese English education of translating English texts into syntactically correct Japanese that has been called the “dominant” English teaching method in Japan. It has been criticized as contributing to the continued low proficiency of Japanese English learners in English language teaching literature, even as translation in language teaching has been positively re-evaluated. Despite such widespread disapproval, and with support by studies within Japan in favor of its continuation, the practice of translation reading remains. Within this context, I will first give an overview of literature regarding translation reading before examining classroom data from a Japanese junior high school English class in which translation reading was used. Using systemic-functional multimodal discourse analysis (SF-MDA), I will examine how the teacher conducted translation reading, examining its multimodal realization in language, classroom space, gesture, and classroom semiotic modalities. I will furthermore show with the analysis of semantics through Legitimation Code Theory (LCT) the degree to which pedagogic knowledge is connected to the classroom context. From these tentative findings, I will argue for a reconsideration by language teachers and researchers of the issues surrounding translation reading, and how they may be addressed.

SIG: Pragmatics**Sat May 13 / Time: 10.40am-11.05am / Room: S202 PRAG SA****Techniques for Evaluating Classroom Materials for Japanese Young Learners****Jesse Reidak**

Objectively choosing new materials for young learner classrooms in Japan is not easily accomplished. Teachers sometimes select new classroom materials based on the aesthetic appeal of a material or because of a colleague's recommendation. If teachers want to objectively assess the pedagogical value of any given materials, they can develop a review committee and an evaluation instrument, which significantly helps filter teacher subjectivity out of the materials selection process. Committee members can create surveys for materials review, which allows the members to compare results objectively. The presenter will discuss creating and utilizing such a survey within academic settings for online and text-based materials. Classroom materials (e.g., orthographic and fluency-building activities) and example survey-based results will be provided. Teachers' overuse of materials will also be discussed. Young learners have shorter attention spans than adult learners, so it is critical to provide them with a wide assortment of objectively selected materials.

SIG: Materials Writers**Sat May 13 / Time: 10.40am-11.05am / Room: S203 LD MW ER****Multimodality in the L2 Classroom****Rory Banwell, Josh Kidd, Chieko Mimura**

Recent research in brain-based studies of learning from the fields of neuroscience and cognitive psychology inform teachers of the importance of embodiment in language use and learning. Moreover, certain classroom practices can potentially enhance language acquisition by improving the meaning-making process as well as attention, memory, and motivation. Handley (2020) reflecting on the embodiment of language learning suggests teachers should aim to stimulate the senses of the students and also embed the language in its context of situational use. This presentation will focus on multimodality within the L2 classroom. Multimodal learning in this instance refers to using multiple methods for students to experience learning in order to facilitate the process of transitioning information into the student's long-term memory. Multimodal learning includes the ideas of multimodal input which engages the students' senses, and multimodal output in order to get the students to experience the target language. In this presentation, the relevant brain-based theories behind the idea of multimodality and how these ideas have been applied in English language classes at a university level will be described. Feedback on these practices from participating teachers and students will also be presented.

SIG: Mind, Brain, and Education**Sat May 13 / Time: 10.40am-11.05am / Room: S401 BRAIN ART**

Do Compulsory Self-Access Learning Center Visits Facilitate Autonomy?

Steven Lim

Self-access learning centers have been shown to facilitate learning for highly motivated communities of learners with strong ideal L2 selves (Gillies, 2010; Hughes et al., 2011). But when attendance is a course requirement, how do students utilize them? This case study examined 214 first- and second-year English major university students' usage of a self-access learning center over a semester. As part of their course, first-year students were required to attend three times and second-year students four times. Data were collected through attendance cards which students used to self-report visits to the self-access learning center. The results indicated that first-year students utilized the facility more frequently, took part in more output-based activities, and made more use of practice materials for the assessed communication tasks on their course than the second-year students. In this session, various factors for these discrepancies between the first- and second-year students are examined including the impact of the pandemic, the importance of social communities of study, student-generated forms of play, and teacher-directed versus autonomous use of the facility. With the return to regular in-person attendance at universities, teachers must consider how to shape self-access learning centers to suit the needs of their learners.

SIG: College and University Educators

Sat May 13 / Time: 10.40am-11.05am / Room: S402 CUE PIE

Scaffolding Research and Writing: Reflections on a "Zemi"

Caroline Hutchinson

This presentation reflects on the presenter's first experience teaching a three-year "zemi", or graduation thesis seminar, at a Japanese university. It will provide an overview of how zemi are conducted, and focus in particular on how to scaffold students' path to successful completion of a graduation thesis in English. I will reflect on three major phases of the zemi development process: (1) Identifying a research theme, outlining the course, and recruiting students; (2) Nurturing students' research skills and autonomy and helping them identify potential topics; (3) Guiding students through the thesis research and writing process. The presentation will focus in particular on the final year of the zemi, the thesis guidance stage. I will map the progress of representative students, highlighting some of the difficulties they encountered, identifying critical learning incidents, and discussing student perceptions gleaned from reflective activities. I will assess the merits and demerits of peer feedback, student-teacher consultations, and writing process activities such as research proposals and annotated bibliographies. Finally, I will summarize how the course was revised based on this initial experience, and how I envisage it developing in the future.

SIG: College and University Educators

Sat May 13 / Time: 10.40am-11.05am / Room: S403 CUE CEFR

Responding to MEXT: Pre-Entry Programs at Japanese Universities

Hiroyo Nakagawa, Kaori Hakone, Tamara Swenson

The Japanese Ministry of Education, Culture, Sports, Science and Technology (MEXT) recommended in July 2017 that universities establish pre-entry education programs to help high school students make a smooth transition to university (Kawai, 2018). This presentation will report on a study of (a) the types of pre-entry programs; (b) the universities' expectations regarding students' language proficiency and other academic disciplines. Understanding the pragmatic abilities and language skills students need upon entry will help faculty create pre-entry programs that help students arrive "ready to learn" in the Japanese university system. Data were collected through interviews with faculty in charge of pre-entry programs at universities in Japan and examination of online information about these programs. The initial coding from interviews will be analyzed in this presentation. The potential of pre-entry programs will also be discussed and recommendations provided for a possible course of study to better prepare students and address MEXT's request.

SIG: College and University Educators

Sat May 13 / Time: 10.40am-11.05am / Room: S404 CUE OLE

AM SPONSORED PRESENTATION: Nellie's English Books

How to Overcome Cultural Barriers when Teaching Communication in Japan

Bruno Vannieu

Why is it so hard to get Japanese students to speak in class? It's an age-old question, and potentially one of the most puzzling and frustrating parts of a foreign language teacher's professional life. One reason is that certain aspects of Japanese culture are magnified in the language classroom, and often block communication and learning. In this presentation I will offer workable explanations of the cultural patterns behind the ways Japanese students speak (or don't), the ways in which they interact in groups, and practical advice that can be put to use immediately in the classroom. I aim to provide clarity and hope to teachers starting at Japanese universities or high schools, and some new perspectives for veterans, hoping it will save some of the frustration I experienced, and lead to more active, talkative classes.

Associate Member

Sat May 13 / Time: 10.40am-11.05am / Room: S501

Student Debates: Scaffolding for Success in Task-based Learning

Martyn McGettigan

The benefits of task-based language teaching (TBLT) for second language acquisition are well supported by the literature (Bryfonski & McKay, 2019). However, implementing this methodology in a Japanese context is viewed by many as challenging (Harris, 2018). Through the use of copious preparation time and careful scaffolding to boost student confidence, students in two university classes (total N32) worked in pairs to prepare for debates with other pairs on a range of topics. The support offered included the chance for students to practice with pre-written arguments on simpler topics, as well as plenty of time to plan and receive teacher feedback on their own arguments. In addition, students were encouraged to try to predict their opponents arguments, and prepare accordingly. Incidental focus on form was given throughout in the form of corrective feedback from the teacher. Between their first attempts and their final debates, students showed a great deal of improvement in terms of confidence, fluency, and accuracy. It is hoped that this presentation will inspire other teachers to try a similar approach, as well as eliciting feedback to enable the presenter to improve his future implementation of similar tasks.

SIG: Task-Based Learning

Sat May 13 / Time: 10.40am-11.05am / Room: S503 CT TBL

Intercultural Communication and Language Learning in India and Japan

Joseph Shaules, Ishita Ray

Intercultural understanding is an important goal of foreign language education, yet intercultural communication and foreign language learning are often considered separate fields. This presentation will report on a joint effort carried out in India and Japan to develop new approaches to introducing intercultural communication in foreign language education. Background on the initiative will be provided, including challenges found in educational contexts in both countries. There will be an introduction of the learning model being used, the Developmental Model of Linguaculture Learning, which provides teachers with a framework for introducing culture into foreign language classes. Examples for how this approach is being promoted and applied in each country will be provided. This includes initiatives through non-profit educational institutes in India and Japan, as part of a class in an MA TESOL program in Japan and as part of an ongoing initiative in India intending to bridge the gap between academia and industry. Presenters will provide sample materials and opportunities for learning more about this project. It will be argued that cross-border collaborations such as this one are a valuable way to develop new approaches to culture in foreign language education.

SIG: Intercultural Communication in Language Education.

Sat May 13 / Time: 10.40am-11.05am / Room: S504 CALL ICL

AM SPONSORED PRESENTATION: ZenGengo**ZenGengo, AI, and the Future of Language Teaching and Learning****Paul Raine**

In the last 5 years, educational institutions around the world have experienced two revolutionary changes in the way teaching and learning takes place. The first was spurred by the COVID-19 pandemic, which caused many schools and universities to adopt remote teaching methods on a scale never seen before. Then, just as the pandemic seemed to be under control, and institutions were returning to face-to-face lessons, a revolution in generative AI started to dominate the headlines. Teachers and educational institutions have responded in various ways to OpenAI's Large Language Model, "ChatGPT", and related technologies. Some have chosen to ban the technology outright, while others are trying to incorporate it into their classes more productively. ZenGengo's overall mission is to help teachers teach and learners learn languages in efficient, engaging and effective ways. To this end, the team of language teachers behind the platform is currently examining whether and how GPT and related technologies could be integrated into ZenGengo. In this presentation, the co-founder and developer of ZenGengo will talk about how ChatGPT is currently being used by teachers and institutions around the world as part of a blended learning approach to language education, and touch on the possible future directions for the service that complement the vital role being played in language education by humans.

Associate Member / Computer Assisted Language Learning**Sat May 13 / Time: 10.40am-11.05am / Room: S505 CALL MAVR****Gender Codes and the Hidden Curriculum in Elementary School Textbooks****Jonathan Donnellan**

Female participation in the STEM workforce is lower in Japan than in any other OECD country. Though Japanese women make up around 45% of the total workforce, only 16.6% of researchers in STEM fields are women. The perception that science is for boys is already noticeable by junior high school level, and the "turn away" from science at junior high school shows a gendered pattern. This presentation reports on a content analysis of 1655 images of adults in 24 science textbooks authorised by MEXT for use in Japanese elementary schools. Based on the concepts of gender codes and gender framing, this presentation describes how the images in elementary school textbooks contribute to the reproduction of hegemonic gender roles through the patterns of transmission highlighted by Arnot (2002): invisibility, domesticity, and low status. Though there is variation between textbook series, all series contained fewer female scientists than men, portrayed even working women as connected to the domestic sphere, and contained fewer examples of "brilliant" female scientists. This presentation may be of interest to people who work at STEM-oriented schools, have an interest in textbooks and materials design, or who are otherwise interested in the reproduction of gender roles through hidden curricula.

SIG: Gender Awareness in Language Education**Sat May 13 / Time: 10.40am-11.05am / Room: S507 GALE LiLT ER****AM SPONSORED PRESENTATION: Abax****Why Teaching Listening Might Be the Most Important Thing You Teach****Alastair Graham-Marr**

Undeveloped listening skills can seriously hamper one's ability to learn a foreign language. It is commonly observed that students who spend time listening to English outside the class give themselves more chances for language learning success. However, many Asian-based learners struggle to comprehend naturally spoken English, due to the large phonological differences between English and many Asian languages. This presentation will focus on ways to teach listening more effectively.

Associate Member/ Listening**Sat May 13 / Time: 10.40am-11.05am / Room: S508 TEVAL VOCAB**

The English Writing Development of Bilingual Children in Weekend Schools

Janice Nakamura, Suzanne Quay

Japanese-English bilingual children in Japan can acquire English literacy through home literacy activities and attending English weekend school. However, their English literacy ability has never been measured objectively over time. This paper reports on the longitudinal assessment of English writing in 17 Japanese-English bilingual children (ages 9 to 13 at first assessment) who attended two English weekend schools in Tokyo and Yokohama. The children were tested using a US standardized test in two or three 12-month intervals. The results show that many children maintained their writing scores at an average range corresponding to same-age US peers from the time of their first test despite the weekend schools' online format during the past pandemic years. Some children's writing performance even moved into a higher score range during this challenging period. These results indicate that online weekend school lessons did not negatively impact children's English writing. Factors that help support the children's longitudinal English writing development during the COVID-19 pandemic will be discussed.

SIG: Bilingualism

Sat May 13 / Time: 11.25am-11.50am / Room: S201 ALL Bil

Student Peer Interaction Network Subcommittee (SPINS) Forum

Natsuho Mizoguchi, Chelanna White

For some people, being a student is an invaluable experience that they cherish. However, studying or doing research by ourselves can sometimes make us feel lonely, isolated, or unsuccessful. When we face difficulties, peers can be a source of encouragement, support, and even professional development. The Student Peer Interaction Network Subcommittee (SPINS) works to support students in JALT through being a place for them to help each other by sharing resources, getting advice, and networking as well as through sharing some beneficial information. In this workshop-styled forum, the attendees will be offered an opportunity to discuss their experience with student peers and will be given some pros and cons of what the SPINS staff experienced and are experiencing as students.

SIG: Workshops

Sat May 13 / Time: 11.25am-12.25pm / Room: S202 PRAG SA

Student and Teacher Experiences of a Japanese-Swedish Tandem Exchange

Christine Ericsson Nordgren, Jorunn Nilsson

The tandem language learning model is based on two main components, reciprocity and autonomy (Little & Brammerts, 1996). These are realized differently depending on e.g., contexts and meeting modes, but fundamental to the idea of exchange. Research on tandem has been heavily Europe and America centred, which calls for further perspectives. This study explores student and teacher experiences of a Japanese-Swedish Tandem, and how these can be connected to reciprocity and autonomy. Our tandem took place online in 2020; 44 students participated, and interviews were carried out with 9 students and 4 teachers. Data were processed using qualitative content analysis. The results show that the students valued interactional and learning-to-learn aspects, focusing on natural language use and personal peer-to-peer experiences, which reflects the principle of reciprocity. Teachers valued linguistic development and seemed to implicitly assume a high degree of learner autonomy to be in place from the start, rather than it being developed or expanded underway. In this presentation, we discuss how our results can be interpreted and what implications they might have for shaping and understanding Tandem learning from a wider perspective.

SIG: Learner Development

Sat May 13 / Time: 11.25am-11.50am / Room: S203 LD MW ER

Using Positive Psychology Interventions to Support EFL Students

Dominique Vola Ambinintsoa Razafindratsimba, Phillip A. Bennett

Language learning is a long-term process involving positive and negative emotions (MacIntyre & Ayers-Glassey, 2022), which can fluctuate depending on many factors, such as test scores, classroom interactions,

performances, classroom activities, and teacher feedback. While it is not possible to avoid or eradicate negative emotions (and this is not our aim), promoting a positive learning environment and highlighting positive experiences can impact students' perspectives and beliefs with regards to learning (MacIntyre & Ayers-Glassey, 2022; Seligman, 2019). That is why positive psychology, "the scientific study of what goes right in life" (Fresacher, 2016, p. 344), has its place in education and should be fostered and practiced in the classroom. In this practice-oriented presentation, we will share some positive psychology interventions. In our functions as learning advisors and lecturers, we applied those activities with our students in classes and during one-to-one advising sessions. We also implemented them as part of our professional development sessions in our workplace. We found that they make a significant difference in terms of developing a positive learning and working environment, raising students' awareness of their strengths, thereby increasing their motivation and resilience throughout their learning process and also helping them to look forward to other learning opportunities.

SIG: Learner Development

Sat May 13 / Time: 11.25am-11.50am / Room: S204 LD BizCom

Teacher Professional Development: Neuroscience in L2 Teaching

Josh Kidd, Rory Banwell, Chieko Mimura

Understanding the brain-based principles of second language acquisition and how to apply them to university L2 teaching contexts can provide teachers with a diverse range of relevant and practical teaching strategies. Moreover, familiarity with the principles of neuroscience can deepen teachers' understanding of language teaching and learning. To harness this potential, teachers may benefit from opportunities for professional development that demystify neuroscience and highlight authentic applications within the L2 classroom. This presentation describes teacher engagement in a 15-week professional development course at a national university. During the program, participants were introduced to brain-based principles of second language acquisition through online learning modules. As participants in the program, we will present an overview of program modules we identified as being relevant to our context including multimodality, the role of emotions and stress on learning, and memory formation, storage, and retrieval. In addition, we will describe how the program has directly influenced our approaches to lesson content, structure, mode of delivery, and how it has deepened our understanding of our students within the university context. Finally, we will make a number of suggestions for how teachers who may have little prior experience with brain-based principles can employ basic principles within the classroom.

SIG: Mind, Brain, and Education

Sat May 13 / Time: 11.25am-11.50am / Room: S401 BRAIN ART

Helping Students Find Something to Say

Ian Willey

Yashima's (2009) International Posture (IP) scale consists of four motivational dimensions: 1) intergroup approach/avoidance tendencies; 2) an interest in international activities/vocations; 3) an interest in international affairs; and 4) having something to communicate. Previously, we found that Japanese English learners scored highest in intergroup approach/avoidance tendencies and lowest in having something to communicate; Japanese learners may thus have an interest in intercultural communication but are hindered by a perceived lack of things to say. The present study attempted to elevate learners' IP scores through a task aimed to help students develop and express opinions. Participants were first- and second-year students (n=157) at one Japanese university enrolled in seven General English classes, and grouped in an intervention and control group. Students in the intervention group completed weekly writing tasks on Moodle in which they expressed their opinions about international topics. Yashima's (2009) IP survey was administered on the first and last day of each course. Students in the intervention group had higher IP scores, both overall and in all four IP dimensions, than those in the control group, though these differences were not statistically significant. Boosting English learners' IP scores likely requires a coordinated effort within a unified English curriculum.

SIG: College and University Educators

Sat May 13 / Time: 11.25am-11.50am / Room: S402 CUE PIE

Strategies for Developing Twenty-First Century Skills in an English Medium Instruction (EMI) Class

Cecilia Smith Fujishima

In recent years, Japanese universities have been tasked with providing students with an education that emphasizes the development of transferable or "generic" skills in preparation for an increasingly dynamic and uncertain future. Influenced by the OECD's Definition and Selection of Competencies (2005), the Ministry of Economics Trade and Industry has specified Fundamental Competencies for Working Persons (2017) "action, thinking and teamwork", each of which is comprised of various elements such as the ability to communicate and the ability to understand differences in points of view. In a complementary strategy, MEXT has devised plans that require educational institutions to improve students' ability to collaborate to solve problems. This presentation begins by introducing a pedagogical approach utilized by an international society and culture course within a university English department that aims to foster these skills. Alongside English acquisition, the course strives to create a learning community where critical thinking and communication are used to develop a broad perspective. The second part of the presentation will introduce examples of class materials that are designed to achieve this. The materials focus on the use of comparisons as a step to improve conceptual development, media literacy and activate higher order thinking skills.

SIG: College and University Educators.

Sat May 13 / Time: 11.25am-11.50am / Room: S403 CUE CEFR

Student Perceptions of the Benefits of Free Writing in English

Steven MacWhinnie

Japanese university students are often required to perform free writing activities in EFL classes to encourage confidence in writing in English. Free writing activities are defined as "the act of writing quickly for a set time from ten to fifteen minutes, just putting down whatever is in the mind, without pausing and worrying about what words to use, and without going back to modify what has been written" (Li, 2007, p. 42). The authors' students have done free writing activities throughout three years of their English composition courses and were asked to reflect on their feelings about the effectiveness of such activities. The authors will briefly recap PanSIG2022 presentation data about participants' writing fluency changes, then will explain how the students felt about doing the free writing activity tasks in their public and private university courses based on qualitative analysis of writing reflection survey responses. Representative examples from the students' reflection on their free writing experiences will also be shared. Attendees to this session will discuss the efficacy of employing free writing in their university English language classes and come away with ideas for creating EFL writing classes that align with students' ideas on improving their own writing.

SIG: College and University Educators

Sat May 13 / Time: 11.25am-11.50am / Room: S404 CUE OLE

Effects of Continuing Professional Development on Sri Lankan ESL Teachers' Classroom Practice: A Case Study

Deepa Ellepola

In recent decades, innovations in continuing professional development (CPD) of English as a second language (ESL) teachers' worldwide have enhanced the quality and sustainability of ESL education in the school system. Advancements in technology, training opportunities, practitioner research, researcher and collegial networks introduced significant innovations to CPD which also need constant support and revival to underpin teachers' practices (Campbell et al., 2004). However, innovations vary from one context to another depending on "context-specific" resources and characteristics (Hayes, 2014). Thus, CPD in Sri Lanka in particular, needs a deeper focus on contextual specific understanding to bring about a change in the CPD process for the improvement of ESL teaching and learning process. With the goal of addressing this need, my doctoral study explores Sri Lankan ESL teacher perceptions of CPD and how they apply their newfound knowledge in classroom practices by embracing sociocultural theoretical perspective of second language teacher development. For this qualitative study, five ESL teacher participants were chosen through purposive sampling strategy. Data generated over a period of six months through online semi-structured interviews and classroom observations followed by post-observation interviews were analyzed thematically. The findings will be presented as three case studies along with a cross case analysis. This presentation focuses on

the research approach and the challenges encountered during the data generation process in Sri Lanka, the findings and the implications of the study, including the need for a transformation to the system that would result in strong positive relationships among all stakeholders - educational authorities, trainers and teachers - for an enhanced CPD scenario.

SIG: Teacher Development

Sat May 13 / Time: 11.25am-11.50am / Room: S501 TD List

Frames, Ideologies, and Language Teacher Identity Construction

Robert J. Lowe

Native-speakerism is an ideology in English language teaching which privileges the models of English, the teachers of English, and the pedagogic approaches of the West over those from other parts of the world. Through a frame analysis of qualitative data, this presentation investigates how the professional identities and teaching practices of four teachers (including the presenter) were shaped by and inflected with native-speakerism while working at a major language teaching institute in Tokyo. An account is provided of how, through a process of deconstruction and reframing, these teachers began to question the way in which their professional identities were framed, and begin to construct new identities more sensitive and responsive to the sociocultural realities of their teaching context.

SIG: Global Issues in Language Education

Sat May 13 / Time: 11.25am-11.50am / Room: S502 GILE LLL

Teaching Debate Skills in University Classes

Shalvin Singh

This presentation outlines approaches to using debates in second language classrooms, to promote the development of learners' research, presentation, critical thinking, and speaking skills. Debates remain an ideal task for promoting acquisition of such skills, providing opportunities for learners to produce spontaneous speech, conduct independent research, practice presentation skills, and to question, critique, and deeply analyze ideas in a semi-structured format (Halvorsen, 2005). However, many instructors refrain from teaching debate skills in university classrooms, viewing them as overly challenging, time-consuming, even contrary to cultural norms. Attendees will be introduced to tasks and approaches for introducing debate skills that address these concerns and allow language learners of various proficiency levels to engage in meaningful debates. Examples of structures for articulating ideas clearly and deeply will be examined, as well as strategies to encourage learners to ask effective questions, disagree politely, and examine ideas critically. The development of academic and critical thinking skills remains central to a quality university education. Debates provide learners with the opportunity to improve and make use of such skills in second language classrooms in a distinct and unique format that can be rather enjoyable and of practical benefit to language learners.

SIG: Critical Thinking

Sat May 13 / Time: 11.25am-11.50am / Room: S503 CT TBL

Including Overseas Students in a Cultural Studies Course in Japan

James Venema

Advances in video conferencing software during the COVID-19 pandemic have led to opportunities to connect students from around the world. Limited opportunities to travel and study abroad have also contributed to a latent demand for cross-cultural exchange opportunities. This presentation will outline a 2-year program where students from Yogyakarta State University (UNY) in Indonesia and Aichi University of Education (AUE) took part in online cultural exchanges via Zoom as part of a Cross-Cultural Understanding course at AUE. A memorandum of understanding (MoU) between the universities, and an official request from UNY for increased opportunities for online participation in AUE courses, led to the inclusion of UNY students in a course at AUE (異文化理解). This presentation will cover the theoretical orientation of the cultural exchanges, the practical considerations that needed to be addressed, and the impact on participating students in the form of student feedback and pre- and post-course student responses on an Intercultural

Competence Questionnaire. Plans for a more comprehensive inclusion of UNY students in future courses will also be discussed.

SIG: Intercultural Communication in Language Education

Sat May 13 / Time: 11.25am-11.50am / Room: S504 CALL ICL

Students Writing with AI: Cheating or Enhanced scholarship?

Marcos Benevides

The researcher assigned students (n=8) in an upper-year undergraduate applied linguistics course, taught in English, to write a 500-word essay using ChatGPT. An essay question was designed to be challenging for an AI tool to answer. The following objectives were discussed prior to the task: 1) students would attempt to produce the best essay possible; 2) students could use any tool at their disposal, as long as they declared its use; 3) the teacher would assign both hypothetical and actual grades, with actual grades based on the quality of the attempt and student feedback post-task. After the task, an open discussion was held in which both the teacher and students discussed the effectiveness, implications, and best practices in using the AI tool. Results were encouraging for teachers worried about AI-enhanced writing, and suggest that the quality of such writing is not a given; educational benefits can be moderated by the quality of the essay prompt provided by the teacher, and also by each students' scholarly attention to the generated output. Sample essays will be shared and discussed, and participants will come away informed about some of the pitfalls and advantages of AI writing-enhancement tools, and how to use them appropriately.

SIG: College and University Educators

Sat May 13 / Time: 11.25am-11.50am / Room: S505 CALL MAVR

Which Approach to Phonics is the Best for L1 Japanese Young Learners?

Kate Sato

In recent years there has been growing interest in introducing phonics into English classes in schools in Japan. However, there are different approaches to teaching phonics including embedded, analytic, and synthetic. How can teachers determine the most effective approach for young learners of English whose first language is Japanese? Based on the work of Komoaka (1991), this presentation looks at how those with Japanese as their first language use the sense-determinative and sense-discriminative functions to read Japanese. The connection between Komoaka's functions is discussed in relation to the different approaches to teaching phonics to young learners. The presentation will discuss the impact of the above-mentioned relation which includes the impact of the font used when teaching English. The presentation will be in English; however, the slides for this presentation will be in both Japanese and English. The presentation will be of interest to teachers of young learners, or parents of young children.

SIG: Teaching Younger Learners.

Sat May 13 / Time: 11.25am-11.50am / Room: S506 TYL MAVR

Identity & Pedagogy: Black Female English Language Professionals

Avril Haye Matsui

One aspect of the future of English language learning is the growing diversity of its teachers. This presentation reports on one such diverse and expanding group, Women of the African Diaspora (Black women), who teach and live in Japan. In the last two decades, there has been an increase in research on English language teacher identity in Japan. However, much of this research has focused on the identity development of Caucasian teachers from inner-circle countries (Appleby, 2014; Hashimoto, 2020; Kiernan, 2010; Nagatomo, 2016; McCandie, 2021; Simon- Maeda, 2004). This research is the first to focus on Black women from various parts of the African Diaspora. The presenter will discuss her research into the professional identity development of Black female English language teachers working in various educational contexts. The presentation focuses primarily on how these women's "embodied intersectionality" (Mirza, 2017, p.40), namely, the intersection of their race and gender, has impacted their approach to pedagogy and their relationships with their students and colleagues. The workshop encourages listeners to reflect on how their sociocultural identities may impact their teaching style and pedagogy. The data for this presentation derives from a longitudinal qualitative study that used narrative inquiry (Clandinin & Connelly, 2000) to

investigate the professional identity development of Black women living and working as English language teachers in Japan. The data of nine women from four geographical locations (Europe, Africa, the Caribbean, and North America) was collected through semi-structured interviews. . It used intersectionality (Crenshaw, 1989; Collins & Bilge, 2016) to understand how race, gender, and other factors impacted professional identity development and Communities of Practice (Wenger, 1998) to understand the participants' professional identity development within their workplaces.

SIG: Gender Awareness in Language Education

Sat May 13 / Time: 11.25am-11.50am / Room: S507 GALE LiLT ER

Introducing a Contextualized Meaning-Recall Vocabulary Testing Platform

Tim Stoeckel, Paul Raine, Hung Tan Ha, Young Ae Kim, Stuart McLean

Meaning-recall vocabulary tests (L2 to L1 translation) are considered perhaps the most accurate way to assess knowledge of the form-meaning link. Such tests limit construct-irrelevant influences on scores like random guessing and testwiseness, and their high correlation with reading comprehension suggests strong construct validity for reading-related research. Existing meaning-recall tests present target words alone or in short, non-defining sentences. For a fuller understanding of learners' word knowledge in natural language use, some researchers suggest assessing vocabulary in richer contexts. Contextualized meaning-recall tests (CMRTs) are rarely used, however, partly because paper-and-pencil CMRTs are labor-intensive, and self-marking, online CMRT platforms have not existed. Addressing this gap, the presenters will introduce a recently-developed, freely-available online platform for administering CMRTs. Test creators input a text and select target words or phrases. This produces a test in which learners see a passage with input boxes under the target items to input L1 translations. This format enables examinees to consider broad context when discerning word meaning. Distinct responses for each item can be marked online, and judgments can be saved for partially automated marking in future test use. The presentation will provide an overview of contextualized and meaning-recall vocabulary testing, and a demonstration of the CMRT platform.

SIG: Vocabulary

Sat May 13 / Time: 11.25am-11.50am / Room: S508 Teval Vocab

Study Abroad and Students' Expectations, Anxieties and Experiences**Lauren Landsberry, Ayami Kato, Masaichi Uchida,**

In January 2023, 43 Japanese students returned home following a long-term "study abroad" experience in Australia. Since the establishment of the Global Early Childhood Education department, this was the first group to successfully complete their "study abroad" program without being affected by the COVID-19 pandemic and government enforced closures. While in Australia, their goals were to obtain a childcare license, and to improve their English skills. Using the data collected in pre- and post- "study abroad" questionnaires, the students' expectations, anxieties, and experiences were investigated. This presentation will present the results, discuss how the students' experience differed from their expectations, what anxieties they experienced, what they learned, and how they felt the experience changed them. It will further examine how, or if, they felt the experience would change their future plans and career paths, and whether they would consider studying abroad again. By understanding our students' needs and "study abroad" experiences, we can better prepare them for both their "study abroad" experience before they depart Japan, and job hunting when they return.

SIG: Study Abroad**Sat May 13 / Time: 12.00pm-12.25pm / Room: S201 ALL Bil****Student-Led Language Community: Collaborative and Beyond-Class Learning****Emily Marzin, Diane Raluy**

The context of this narrative inquiry is a student-led "French Table," a weekly multi-lingual and cultural community held in our Self-Access Center (SAC) which aims at fostering members' interests and language abilities in French. Francophones and participants ourselves in the French community in KUIS, we decided to collect community members' reflections, with the help of two advising tools - Language learning history (Murphey, 1998) and Wheel of language learning (Kato & Mynard, 2015) - and verbalized in two individual interviews as part of a thematic analysis. We found that the community allowed members to improve their oral skills in a recreated Francophone and multilingual immersion context, in which opportunities to learn from and with others - echoing concepts of near-peer role modelling and community of practice, among others - impacted their confidence, motivation, and (French learner and multilingual) identity. The outcomes from this inquiry reveal interesting insights into how members' involvement in a student-led community can have an impact on their language learning processes. We also believe that this study can provide language teachers with ideas on encouraging beyond-classroom communication and reflection opportunities among learners.

SIG: Learner Development**Sat May 13 / Time: 12.00pm-12.25pm / Room: S203 LD MW ER****Resistance to Language Learning: Challenges in India and Japan****Joseph Shaules, Ishita Ray**

Low student motivation is a challenge in many foreign language classrooms. This may be particularly true in contexts where a foreign language is a required subject that is removed from the everyday experience of learners. This presentation will report on ongoing efforts to understand psychological resistance to foreign language learning in India and in Japan. This includes the development of a survey instrument - the Linguaculture Motivation Profiler (LMP) - developed with the support of a grant from the Japanese Ministry of Education, and research into causes of learner resistance. There will be a comparison of factors in India and Japan that contribute to resistance. In India, English is the key to unlocking better job opportunities. On the other hand, it continues to be a status marker and a colonial remnant. Learners find it difficult to accept they need to learn the "language" because it means admitting that they are from less-privileged backgrounds. In Japan, official government policy encourages language learning as a path to internationalization, yet learners often feel frustrated with the feeling that they make little actual progress. The presenters will argue for the need for more research into the psychology of language learning resistance.

SIG: Learner Development.**Sat May 13 / Time: 12.00pm-12.25pm / Room: S204 LD BizCom**

Students' Sense of Accomplishment in a University Business English Course

Brent Wright

How can we help our students sustain their desire to learn? One way is to ensure students feel like they accomplished something positive in their English classes. In positive psychology, the PERMA model (positive emotion, engagement, relationships, meaning, and accomplishment) is often used to talk about wellbeing. When students experience a sense of accomplishment, it will affect their overall wellbeing and have a positive impact on their English learning. This presentation will address accomplishment by reporting on a study of 1st and 2nd year Japanese university students taking a one-semester business English course. Students reported on the sense of accomplishment they felt from the various activities they took part in during the course. In addition, they were asked to consider their sense of accomplishment in other general education and major-specific courses. Results of which activities yielded the highest sense of accomplishment will be summarized as well as the implications of these results. The presentation will conclude with suggestions for how to consider students' sense of accomplishment as teachers look ahead when preparing materials and activities for future courses.

SIG: Mind, Brain, and Education

Sat May 13 / Time: 12.00pm-12.25pm / Room: S401 BRAIN ART

Survey of University Social Language Learning Programs (SLLP) in Kansai

Cameron Romney

To provide opportunities for students to use English in a non-academic setting, many Japanese universities are creating Social Language Learning Programs (SLLPs). SLLPs are extracurricular programs where students can gather to socialize in English by playing games, engaging in small talk, having parties, listening to guest speakers, etc. SLLPs can vary from small informal programs such as eating lunch with their teachers to large scale programs that have dedicated staff and facilities. In an effort to determine how widespread SLLPs are in the Kansai Area, and to determine the types of activities and events being utilized, a survey of university homepages (n=168) was conducted. Results show that 51 universities in Kansai have an SLLP, with some universities having multiple programs. The most common type of activity was some form of unstructured free conversation, followed by pre-planned activities such as watching movies or listening to pop songs, followed by special events like Halloween parties. This presentation will discuss the rationale, methodology, and results of the survey. Participants should come away with a better understanding of the types of SLLPs currently in action. It will be of particular interest to anyone currently conducting an SLLP or anyone planning on creating one.

SIG: College and University Educators.

Sat May 13 / Time: 12.00pm-12.25pm / Room: S402 CUE PIE

Student Preferences for Written Feedback on L2 English Writing Assignments

Simon Aldrich, Katsuichiro "Ken" Ohashi

Written feedback has been used for teaching in English writing courses for some time. Despite its common use, researchers have not been able to agree on the effectiveness of this practice.

The quality and quantity of feedback provided by teachers may vary depending on personal beliefs in the value of feedback, commitment to the profession, and/or the goals or success of the institution as well as the teacher's ability to communicate with students. The meaningfulness of this feedback may also vary among students due to their belief in the quality and value of the education they are receiving, the level of commitment to their studies, and how they are able to respond to feedback. This presentation examines the first step of an effort to make the delivery of feedback on university students' writing more meaningful and effective. It will start with a summary of findings from past research related to the effectiveness of written feedback, followed by a description of how a survey to better understand what students preferred in written feedback was compiled. Finally, the results from the data collected through the survey will be presented. The findings focus on clarity, detail, focus, frequency, and connection to assessment.

SIG: College and University Educators

Sat May 13 / Time: 12.00pm-12.25pm / Room: S403 CUE CEFR

Literature Circles: From Assigned Roles to Reading Response Logs

Andy Gill

Literature Circles (or Reading Circles) were first introduced in the early 1990s in the first language classroom, but have more recently been adapted into EFL contexts. Aiming to facilitate peer-led discussion, Literature Circles involve students reading the same piece of literature and then sharing their ideas about it in a collaborative setting. They commonly involve assigning roles to students, in order to provide them with scaffolding, support learner confidence and aid task completion (Dornyei and Murphey, 2003). However, such assigned roles have attracted criticism for being too mechanical, as students may “read their role sheets one after the other, and never get into a real conversation” (Daniels, 2002, p.13). In this study, the researcher conducted a short-term action research project at a private university in Japan, monitoring and evaluating students’ transition from utilizing assigned roles to using reading response logs. This presentation will display the results of the study, including analysis of students’ preparation, their classroom performance (through examination of classroom audio recordings), and their responses to a post-study questionnaire. The possible implications for future teaching practice involving Literature Circles will also be considered.

SIG: College and University Educators

Sat May 13 / Time: 12.00pm-12.25pm / Room: S404 CUE OLE

Anti-Oppressive Global Citizenship Education in ELT: A Three-Pillar Approach

Shawna M. Carroll

Anti-oppressive global citizenship education (GCE), a specific strand of critical GCE, is a new field, especially concerning empirical studies within English classrooms (Pashby & da Costa, 2021). Based on an anti-oppressive GCE framework (Carroll, 2021) and the research question, “what does anti-oppressive theory look like in practice in English classrooms and how can this be woven into global citizenship education?”, this presentation explains the results of a project which used a portraiture methodology to collect and analyze approximately 6 hours of semi-structured interviews, detailed impressionistic records, and several lessons collected (Lawrence-Lightfoot & Davis, 1997), with one secondary school English teacher in Ontario, Canada. Through an immersive engagement process of analysis (Ravitch & Carl, 2021), the findings crafted into a portrait showcase how the language educator implements a three-pillar approach to anti-oppressive GCE language education (with L1 and L2 learners). These findings are shown through the use of portraiture and metaphor to showcase the need to shine light on minoritized identities, to create healthy soil for the foundation of learning about systemic oppression, and to give the proper amounts of nourishment/support to each student. Through this plant metaphor, the presentation explains the three-pillar approach to anti-oppressive GCE within English education, applicable in any context.

SIG: Teacher Development

Sat May 13 / Time: 12.00pm-12.25pm / Room: S501 TD List

New Routes for Qualitative Research Using Podcast Interviews

Jonathan Shachter, Christopher G. Haswell

Maintaining contact with our peers and conducting qualitative research during extended COVID distancing rules required novel approaches to data collection. At the same time, these constraints taught us how to make the best of our circumstances: we had to find alternatives and learn how to complement these alternatives quickly and robustly. During this time, routes to publication and research data dissemination appeared limited. To counter this issue, we started a podcast series entitled “Lost in Citations”, which focused on academic publications and their writers. This presentation uses a moderated grounded theory approach to qualitative data analysis, using a weekly podcast program as a source for the data. Using the long-form interview as the medium, we designed a method of defining analyzable data for publication. The chosen topic for this presentation is English Medium Instruction (EMI), which has become a popular method of ‘internationalizing’ university courses, particularly in Asia. We analyze several interviews, each answering the questions and concerns of the previous interviewees and providing an up-to-date overview of the academic and professional reality of EMI in Asia. We also consider the broader implications of these findings for universities and their course planning.

SIG: Global Issues in Language Education.

Sat May 13 / Time: 12.00pm-12.25pm / Room: S502 GILE LLL

AM SPONSORED PRESENTATION: Oxford University Press

Read Your Way to Better English with Oxford Reading Club

Yoshiko Hashimoto

Graded readers provide many benefits to learners, but how can technology enhance the learning experience? In this workshop, we will explore techniques for using e-books in different teaching approaches from whole-class reading to ER, and how they can increase agency and motivation with students of all ages and levels. Try Oxford Reading Club for FREE! All attendees will get a free access code in the session.

Associate Member

Sat May 13 / Time: 12.00pm-12.25pm / Room: S503 CT TBL

Schema and Memes: Making Sense of Language, Culture, and Global Citizenship

Daniel Pearce

Global citizenship education has recently been touted as an essential aspect of foreign language education (MEXT, 2022). Consequently, at the secondary level, activities that encourage analysis of global issues through English have increased. Nevertheless, there remains a dearth of activities that promote investigation of the relationship between language and culture. Considering these circumstances, the author implemented a semester-long university course entitled English Expression through Song, centered on Anglo-American music of the cold-war era. The course aimed to foster analytic ability of metaphor through translation, contextualized within cultures and histories, to promote multiperspectivity (Kropman, van Boxtel & Van Drie, 2020) and decentering (Candelier et al., 2012). While the teacher presented the sociohistorical context behind the music, the students worked collaboratively to interpret and translate the lyrics. Through analyses of students' translations and post-lesson reflections, this presentation discusses the importance of exploring culturally and historically informed memes (units of transmissible cultural information, Dawkins, 2006) in foreign language learning for intercultural understanding, how such explorations can help students update their linguistic and cultural schemas (frameworks for perceiving and understanding the world, Imai, 2016), and how the transferable skills fostered through the course might contribute to the development of global citizens with agency.

SIG: Intercultural Communication in Language Education

Sat May 13 / Time: 12.00pm-12.25pm / Room: S504 CALL ICL

ChatGPT and Speech Recognition in the ESP Classroom

Gary Ross, Jeanette Dennisson

Japanese university students often face challenges when learning English for Specific Purposes (ESP) due to specialized vocabulary and complex sentence structures, as well as lack of speaking confidence. To address these challenges, this conference proposal aims to demonstrate the potential use of Speech Recognition and ChatGPT technology in the ESP classroom. This study focused on ESP in the medical context with a sample of students who are non-native English speakers. The students participated in tasks that incorporated the use of Speech Recognition technology for an English for medical purposes course. We also tested the use of ChatGPT to assist with spoken tasks that require specific medical vocabulary and sentence structures. Speech Recognition technology was used to provide students with immediate feedback on their pronunciation and speaking skills. The results of the study will provide insight into the effectiveness of these technologies and how they can be applied for a variety of contexts in ESP curriculum.

SIG: Computer Assisted Language Learning

Sat May 13 / Time: 12.00pm-12.25pm / Room: S505 CALL MAVR

Social-Emotional Learning Through Picturebooks for Young Learners

Alison Hasegawa, Martin Sedaghat

Pre-primary and primary age children are still developing their ability to understand their own and others' emotions and they require strategies to manage their emotions in order to both self-regulate and interact with others. Goleman (1995) in Emotional Intelligence, suggests that teachers "blend lessons on feelings and relationships with other topics already taught." The presenters will share the objectives, process, and results of a joint classroom research project focused on developing social-emotional learning through the use of

picturebooks with two different groups of young learners. The first project concentrated on developing self-awareness using *The Color Monster* by Anna Llenas with a small group of four-and five-year-old children to help them identify and label their own feelings. The second project with primary school children focused on social-awareness with *The Suitcase* by Chris Naylor-Ballesteros, which deals with the themes of trust, mutual respect and friendship. These two focal picturebooks acted as a springboard to prompt active discussion and reflection during the read-aloud stage, along with art projects to allow pre-primary learners to engage with the topic through a non-verbal medium, and writing/drawing activities for primary learners to respond to the story using both critical and creative thinking.

SIG: Teaching Younger Learners / Literature in Language Learning

Sat May 13 / Time: 12.00pm-12.25pm / Room: S506 TYL MAVR

Unpacking Feminism: An Exploratory Journey with Female University Students

Chhayankdhar Singh Rathore

In this session, the presenter will share how the challenges of his first semester with a group of advanced-level, third-year women students led him to let the students' voices shape the contents of the second semester. Their demands for more challenging, engaging, and relevant content lead him to explore gender studies and gender awareness within language learning classrooms. Being in a women's university presented a unique opportunity for using the gender lens to give the students' lived experiences and voices center stage in the classes. However, the teacher realized his approach to this course had to be student-centered because he, being the only male in the class, did not have the same lived experiences as his female students. At the same time, the students seemed wary of the term feminism. They expressed hesitation or refusal when it came to identifying as a feminist or discussing the relevance of feminism in their lives. This situation led to the teacher to design a course that made use of TED Talks, group discussions, drama activities, film reviews, and biographies of famous women to help the students discuss gender in various contexts ranging from fiction to real life, from global to local, and from the past to the present.

SIG: Gender Awareness in Language Education

Sat May 13 / Time: 12.00pm-12.25pm / Room: S507 GALE LiLT ER

Form-Recall Testing of Target Vocabulary: Advantages Outweighing Challenges

Jeffrey Martin

Demonstrating productive orthographic vocabulary knowledge in a second language (L2) via written form-recall testing is congruent with the recalling of vocabulary to express intended meaning in L2 writing. Such open-ended recalling of L2 vocabulary differs from the bounded action of selecting (or recognizing) from options on multiple-choice tests. Challenges remain, however, regarding how to elicit the recall of target form while avoiding synonymous responses that acceptably fit the item's carrier sentence. This presentation centers on a salient subset of items from a written form-recall vocabulary test ($k = 95$), administered via smartphone to a multi-site sample of university-level Japanese L2 learners of English ($n = 134$). Despite 11 items garnering non-target responses by over five percent of participants, Rasch-based validity evidence indicated that the test as a whole was a reliable and unidimensional measure of productive orthographic vocabulary knowledge. Moreover, non-target response patterns were diffuse and did not correspond to relative word difficulty nor relative person ability. Examples and item-writing guidelines are presented in detail. Altogether, the evidence indicates that teachers and researchers of L2 writing can rely on form-recall testing as a practical, reliable, and valid way to assess the level or growth of their learners' vocabulary knowledge.

SIG: Testing and Evaluation

Sat May 13 / Time: 12.00pm-12.25pm / Room: S508 Teval Vocab

SATURDAY MAY 13TH, 2023

AFTERNOON SESSIONS

1.40pm-2.40pm

PLENARY SPEAKER

Possibilities and Challenges Afforded by COIL in English Language Teaching
Mitsuyo Sakamoto

Irrespective of where you are, the past few years have posed sudden, unprecedented challenges to language learners, with COVID-19 severely restricting international mobility, thus affecting possibilities of studying overseas. In order to address this challenge, I turned to Collaborative Online International Learning (COIL) in 2022 as a viable innovative pedagogical option to foster interactive language learning among students in Japan and the US. In this talk, I will first introduce what COIL is, and then take up my own project as an example of what COIL teaching can look like. Specifically, while COIL affords language learners with rich language learning experiences, the project also aimed at exploring how it can help eradicate native-speaker norms and actualize a critical, decolonial language practice, because a major difficulty often faced in teaching English to Japanese learners is how, sadly, raciolinguistic, hegemonic ideologies are entrenched and prevalent among them, assuming native speakers from the Inner Circle as a paragon - the ultimate, perfect, ideal English native speaker model. Instead of relegating Japanese English learners as non-native speakers and thereby perpetuating this harmful ideology, by engaging with American learners of Japanese, the study aimed to nurture Japanese students' self-respect, to legitimize their English output, and to create a space for re-evaluation and reconceptualization of a precarious, idealized notion of a white, "perfect" English native speaker.

Sat May 13 / Time: 1.40pm-2.40pm / Room: S301

There and Back Again: Medium of Instruction During the Pandemic

Ian Willey, Julia Mika Kawamoto, Eleanor Carson

Research on Medium of Instruction (MOI) has found that non-Japanese university English teachers teach mainly in English while Japanese teachers use both languages. However, our survey in the first year of the pandemic found that when classes shifted online both Japanese and non-Japanese teachers used more Japanese to help students with technical problems. The present study examined English teachers' experiences with MOI during the second year of the pandemic, when many teachers were teaching online and face-to-face classes. We used a Google Form survey to inquire about respondents' perceptions of their MOI in both online and face-to-face classes. A total of 173 university English teachers responded (110 non-Japanese and 63 Japanese). Findings suggest that teachers returned to pre-pandemic MOI patterns, with non-Japanese teachers using more English and Japanese teachers balancing both languages in online classes. Interestingly, both groups reported using more Japanese in face-to-face classes than in online classes. Both groups were also able to make use of online functions (such as Chat) to use their teaching languages in novel ways. These findings indicate that teachers were able to adapt to online instruction and that online instruction may offer advantages to teachers and learners in terms of MOI.

SIG: College and University Educators

Sat May 13 / Time: 2.50pm-3.15pm / Room: S402 CUE PIE

Active Book Dialog for Scaffolding Reading in Zemi Classes

Patrick Conaway

In Japanese universities, zemi are small seminar classes where students deepen their understanding of their chosen field through extensive group discussion and independent study. Zemi taught by non-Japanese language teachers often focus on language-related topics such as language acquisition or education. The role of L2 in such classes can differ depending on the students' language proficiency. Students with lower proficiency likely require extensive support to be able to manage such seminar contents in their L2. This presentation explains how the reading discussion protocol Active Book Dialog (ABD) was used to support students with low-intermediate English proficiency in their reading for a zemi focused on second language acquisition. After comparing ABD with other common group reading formats, I will illustrate how it can be implemented in class. In the latter half of the presentation, I describe how ABD can scaffold L2 reading. First, I describe my own experience as an L2 Japanese reader transitioning from short magazine articles to reading a full-length non-fiction book. Then I describe the experience of my students and how ABD allowed them to understand and engage with reading materials of significantly greater difficulty than they had read during their first two years of university study.

SIG: College and University Educators

Sat May 13 / Time: 2.50pm-3.15pm / Room: S403 CUE CEFR

Building a Content-Controlled Monolingual Comparable Corpus to Compare Lear

Judy (Qiao) Wang

This mixed-methods study approaches differences between learner and expert argumentative writing by building a content-controlled monolingual comparable corpus (CCMCC) that contains learner-expert sample pairs of the same semantic content. Twenty-seven learner samples were collected from 27 Chinese university students who each wrote on one topic from the second writing task of IELTS Academic. To generate content-controlled expert samples, an experienced teacher revised or rewrote each learner sample after confirming the ideas learners intended to express through individual and face-to-face communication with each learner. Then, a native speaker checked the language of the teacher-revised samples. In data analysis, each learner-expert sample pair was put into Coh-Metrix to generate statistics in text length, syntax, lexicon, and cohesion, after which a shortlist of indices of both statistically and practically significant differences was identified. Qualitatively, the researchers coded the important patterns in the shortlist of indices to further explore the underlying reasons of learner-expert differences. With control for content in the corpus and a quantitative-qualitative sequential design, this study corroborated previous findings on the lower lexical diversity of

Chinese learners, but more importantly, revealed findings contrary to or rarely reported in previous studies. These include the ineffectiveness of cohesion-related indices in predicting coherence and writing quality, lower preposition phrase density caused by the verb-dominated idea conception of Chinese learners and lack of concision in learning writing. The study calls for future corpus-based L2 writing research to adopt content control and qualitative data analysis.

SIG: Computer Assisted Language Learning

Sat May 13 / Time: 2.50pm-3.15pm / Room: S501 TD LD

Locating Practice: A North-South Duoethnography on Linguistic Identities

Lasni Buddhibhashika Jayasooriya, Yaya Yao

Each practitioner comes from a particular sociolinguistic context that shapes how they relate to the practice of teaching language (Karas & Faez, 2021). As practitioners engaged in the inherently political act of language education, it is critical to examine our formative contexts and intersectional social locations through self-reflexivity. This is important not only for practitioners; modeling this self-reflexivity is also pertinent for students in developing their global awareness through language education. When instructors are transparent about their intersectional social locations, they demarcate their positioning as particular rather than omniscient. In this presentation, findings from a duoethnographic inquiry into the presenters' countries of origin, Sri Lanka and Canada, will be shared to critically explore how early sociolinguistic identity formation connects to current practice. Legacies of colonialism and linguistic oppression persist in these multi-ethnic, officially bilingual environments, shaping and transforming politicized linguistic identities in ways that are marked by race, class, and gender (Kubota & Lin, 2009). The presenters engaged in unstructured interviews to gather data that addressed themes including state language policies and practices, languages of instruction, and additional and "heritage" language education. The juxtaposition of these experiences problematizes North-South dichotomies to reconceptualize layered encounters with marginalization and privilege.

SIG: Global Issues in Language Education

Sat May 13 / Time: 2.50pm-3.15pm / Room: S502 GILE LLL

AM SPONSORED PRESENTATION: Abax

Critical Thinking: It's the Sub-Text!

Alastair Graham-Marr

Critical thinking is a vitally important concept that has sadly been hijacked as an educational buzzword and misused to the point of rendering it near meaningless. And yet it remains a needed yet undeveloped thinking "skill" in people interacting in any language: native, second or foreign. Critical thinking entails getting an understanding of the subtext: the assumptions and veiled messages that are loaded into all forms of discourse. This workshop will explore this further.

Associate Member / Critical Thinking

Sat May 13 / Time: 2.50pm-3.15pm / Room: S503 CT TBL

Connections Between Creativity and Language Proficiency

Sandra Healy

Intercultural competence and creativity are essential for personal development, connection with others, and overall happiness. As our world becomes increasingly globalized and interconnected, these skills are becoming more important for individuals to possess. Educational institutions worldwide, including the Japanese government, are recognizing the importance of these skills and are placing a greater emphasis on them in their curriculum. Culture can play a complex role in the development of these skills. Culture can provide individuals with a sense of belonging and comfort, as it aligns their social behavior with that of their group. However, it can also limit creativity through adherence to rules and routinization. Intercultural experiences have the potential to enhance creativity by introducing new perspectives and connections between ideas. Studies have also found a positive correlation between intercultural interactions, language proficiency, and creativity. Potential creativity in individuals can be measured by examining divergent thinking skills such as ideational fluency, flexibility, and originality. This presentation will explore the

relationship between creativity and foreign language proficiency through a pilot study utilizing Runco's Ideational Behavior Scale (Runco et al., 2001) and students' language proficiency scores. There will also be time to share the ways creativity can be incorporated into language learning classrooms.

SIG: Intercultural Communication in Language Education

Sat May 13 / Time: 2.50pm-3.15pm / Room: S504 CALL ICL

Machine Translation and English Education from the Teacher's Perspective

Louise Ohashi

Developments in the accuracy of machine translation (MT) have brought its role in language education into sharper focus. Researchers have found it can be both beneficial and detrimental. A key issue seems to be how it is used, as it can support learning when used critically (Bahri & Mahadi, 2016; Kol, Scholnik, & Spector-Cohen, 2018), but it's problematic when teachers suspect cheating (Alm & Watanabe, 2021; Correa, 2014). This qualitative study examined teachers' MT-related views and practices through interviews. The participants were 24 university-level English teachers in Japan who had previously participated in a survey on MT conducted with 153 language teachers (Ohashi, 2022). Both deductive and inductive coding were used to analyse the interview data. Taguette (<https://www.taguette.org/>) and Word were used find themes through multiple rounds of coding. This presentation reports on the following themes: 1) teachers' experiences of using MT in their personal lives and courses; 2) their evaluation of MT from the perspectives of personal user and educator; 3) their perceptions of acceptable and unacceptable use of MT by students; 4) their actual and preferred MT usage guidelines; 5) ways they supported students' MT usage; 6) their beliefs on how universities should deal with MT; and, 7) the kind of support teachers and students need. The findings provide insights that language educators and administrators may find useful when planning courses and training.

SIG: Computer Assisted Language Learning

Sat May 13 / Time: 2.50pm-3.15pm / Room: S505 CALL MAVR

What is Happening in Japanese Junior High School English Classes?

Miki Tokunaga

Many seem to believe that Japanese junior and senior high school students are still translating English passages and doing rote learning of grammar and vocabulary in English classes. However, English education in Japanese schools continues to shift towards more communicative approaches, with MEXT's new curriculum guidelines for junior high schools having come into effect in 2021, following the implementation of English classes in elementary schools in 2020. This study investigated what kind of activities are conducted in English classes at current Japanese junior high schools, how learning outcomes are evaluated, and how students feel about them, based on questionnaires of first-year KOSEN students. The data from 118 students in 2022 showed that, while communicative activities were more common than translation practices and grammar explanations in their junior high school classes, evaluations of the students' progress did not seem to reflect what they did in classes. Many students felt that junior high school English classes did not prepare them for high school entrance examinations, necessitating them to go to cram schools. The presentation will include new data from 2023.

SIG: Teaching Younger Learners.

Sat May 13 / Time: 2.50pm-3.15pm / Room: S506 TYL MAVR

Gender Representation in ELT Textbooks: An Intersectional Perspective

Haruoka Keiko, Donna Tatsuki

Textbooks exert a strong influence in learning, second only to teachers so we should expect that textbook materials eschew biases or stereotypes and instead represent gender and gender roles in a fair and balanced manner. However, research indicates that textbooks around the world continue to exhibit patterns of insidiously systematic gender bias (Blumberg, 2015). Ethnicity intersects with gender and when out of balance can promote racial, national, and gender inequalities, yet it is rare to find foreign language textbook analyses focusing on both gender and ethnicity as social, cultural, and educational constructs. Research by Song (2013) of English textbooks used in the Korean national curriculum found that a disproportionate number of main or dominating characters "were played by non-Koreans, specifically by white, mostly

American, males" (Blumberg, 2015, p. 5). This presentation reports on an analysis of images and dialogues in four popular MEXT approved junior high textbooks from the intersectional perspectives of gender and ethnicity. Based on these results, guidelines for teachers and materials writers will be offered. This type of research is of interest because textbooks inadvertently contribute to cultural prejudices and personal biases that learners may, unwittingly and unfortunately, absorb as a by-product of study.

SIG: Gender Awareness in Language Education

Sat May 13 / Time: 2.50pm-3.15pm / Room: S507 GALE LiLT ER

Lessons from Tailoring a Rubric

Carlos Budding

This presentation narrates the process of creating a rubric, implementing it, and then reviewing its effect in a Spanish language classroom. Prior to the pandemic, students were required to submit weekly writing assignments. At the end of each assignment, individual handwritten feedback was given to students on their reports. This process was very time consuming. When classes were changed online, a new system of submitting and assessing reports was created. The time required to give students individual feedback increased. The feedback provided was often repetitive from week to week and from student to student. After one semester, a new system of evaluating student reports was created by the tailoring and implementation of a rubric to address the most common errors being produced by the students. The main positive result from using the rubric was the considerable reduction of time required for grading. Even now, as we move out of the pandemic and look forward into the future, this new evaluating system will continue to be used.

SIG: Other Language Educators

Sat May 13 / Time: 2.50pm-3.15pm / Room: S508 TEVAL Vocab

2.50pm-3.30pm

Transforming Teacher Practices Through Collaborative Autoethnography

Li-hsin Tu, Julia Christmas

This collaborative autoethnographic (CAE) study has investigated how three tertiary-level teachers of an English language lecture preparation course in a Japanese university engaged with each other over a two-year period from 2020 to 2022 regarding their approaches to the adoption of a Content and Language Integrated Learning (CLIL) approach to syllabus design and teaching. With two new teachers based in a newly established department and the other teacher in a more established department, insights were gained through the unfolding online CAE and face-to-face discourse into their respective thoughts and motivations underpinning their pedagogical philosophies and interpretations of the CLIL approach to meet their departmental and students' requirements. Key findings revealed that teacher backgrounds and experience with CLIL, as well as institutional shifts in curriculum aims, have all directly and indirectly shaped current course design and pedagogy and revealed similarities and differences in interpretations of CLIL over time. Of significance is how the CAE itself emerged as a vital community-building forum for the teachers themselves and acted as a site for varying levels of transformation in their pedagogical practices. The presentation will discuss the outcomes of the project and offer practical suggestions about the process of using CAE for reflexive teaching.

SIG: College and University Educators

Sat May 13 / Time: 2.50pm-3.30pm / Room: S404 CUE OLE

POSTER SESSIONS

2.50pm-3.30pm

An Ecosystem of Development Through Podcasting: An Illustrated Exploration

Matthew W. Turner, Matthew Schaefer, Robert J. Lowe

Podcasts are mechanisms that afford language teachers the possibility to generate and sustain reflective peer interaction. Through implementing podcasting projects, hosts are compelled to engage in preparation activities, such as self-directed research reading, and hone critical skills, such as questioning and investigating each other's beliefs. Yet, it is not only the podcast presenters that may directly reap the benefits from such professional development initiatives. Listeners may also exploit podcasts as an informal learning material by internalizing ideas expressed and considering their own positions. Aside from being used for professional development purposes, podcasts also offer multimodal and accessible scholarly output opportunities for guests to share their academic output dialogically, and for researchers to use the audio texts as sources for potential citation. This poster presentation will conceptualize and illustrate the dynamics of a multidirectional ecosystem of development through podcasting. The presenters, drawing on their firsthand experiences of creating a podcast, will explore various spheres of influence inherent in the practice. Using artefacts and interactive diagrams, the presenters will show how a listenership may affect the public forum of reflective discourse on podcasts, how such conversations outwardly trigger different contributions to the field, and explore further characteristics of their podcast's developmental ecosystem.

SIG: Teacher Development.

Sat May 13 / Time: 2.50pm-3.30pm / Room: S201 ALL BIL

Building a Google Workspace That Keeps Students Up to Date

George MacLean

Especially since the pandemic, students have become relatively competent in the use of email and basic productivity applications such as those in Microsoft 365 or Google Workspace and it is possible to easily create a space where everything related to a given course is available to them. This practically-oriented poster session will explain and demonstrate the use of Google Workspace applications to build a transparent learning environment. It demonstrates an everything-in-one-place Google Sheet for class work, homework, feedback, and anything else that might regularly be needed. The use of Google Forms and Sheets to accelerate feedback will briefly be explained and demonstrated thereafter. Finally, I will show an example of a grade book that permits students to monitor their progress in a course and to access and submit incomplete assignments. The outcome for viewers of this session should be basic knowledge about Google Workspace applications that promote accelerated feedback and transparency, as well as knowledge about how to build a dynamic spreadsheet that can be shared with students (all the while preserving anonymity).

SIG: Computer Assisted Language Learning Sat May 13 / Time: 2.50pm-3.30pm / Room: S201 ALL BIL

Polishing the Mirror: Developing a Reflection Tool for Learning Advisors

Christine Pemberton, Sina Takada, Emily Marzin

Studies have reported and addressed the impact of emotional labor in language teaching and learning (de Ruiter et al., 2021; Kariou et al., 2021; Purper et al., 2022). However, this area is underexplored in the context of advising in language learning. While day-to-day advising addresses learners' emotions, less opportunity is given for advisors to explore theirs. There are tools to help advisees reflect on emotions, yet, there are no tools specifically designed to help advisors reflect on their emotions during advising sessions. To address this, we developed a tool to help learning advisors (LAs) reflect on advising sessions based on Gibbs' Reflective Cycle (Gibbs, 1988) and a model of emotional labor from occupational health psychology (Totterdell & Holman, 2003). This poster will show how this tool was designed, piloted, and revised according to feedback from twelve LAs at a private Japanese university. It is hoped that this tool will help not only advisors and advisor mentors, but also educators to better understand and manage the impact of emotional labor on their well-being.

SIG: Teacher Development

Sat May 13 / Time: 2.50pm-3.30pm / Room: S201 ALL

BILEducating Teachers in Skills for Promoting Reflection Through Dialogue

Isra Wongsarnpigoon

The emphasis on lifelong and active learning in current MEXT guidelines underscore the increasing importance of reflective abilities for learners at all levels as we look forward. Dialogue, particularly when initiated and structured intentionally, can enhance such reflection (Brockbank & McGill, 2006; Kato, 2012) and, in turn, foster autonomous learners. Skills used in the field of Advising in Language Learning to promote reflective dialogue can also be employed by teachers to enhance their practices by facilitating students' reflection. This presentation addresses initiatives undertaken since 2018 to familiarize teachers in various contexts with the use of these skills, focusing specifically on courses conducted for teachers at two Japanese private high schools for multiple years. The course structure and objectives are introduced, along with some of the theoretical rationale. Results from post-course surveys are also shared; they illustrate how teachers might apply these skills in their own contexts and discover opportunities to further support their students' particular needs, along with how reflection can be promoted in secondary or other contexts. These implications can benefit teachers at all levels aiming to facilitate reflective practice and autonomy in their students and their workplaces (e.g., for professional development), along with those interested in advising.

SIG: Teacher Development

Sat May 13 / Time: 2.50pm-3.30pm / Room: S201 ALL Bil

Effective Whiteboard Strategies

Anthony Brian Gallagher

This poster will display ideas on how teachers can effectively improve their whiteboard usage in this age of blended learning. Design strategies will stir ideas in every teacher on how to consider their own current usage and be inspired to use their board more effectively, whether using the board exclusively or blending it with their digital materials. Some simple and effective back-to-basics usage, combined with directed information flow, to best convey information to students will be described. Whether you are a veteran teacher or new to teaching, this poster will hopefully help you to see how useful this asset can be in your classroom. Progressing from this, you may even alter your digital whiteboard usage and consider the serious issues that some students have with color and style from a seated position in your classroom. Think of the students who sit at the back of the class, those with low visual acuity, and those that simply lose track of where the lesson is going. Develop your design to the point where students are photographing your board before they leave the classroom because it is so useful and interesting.

SIG: Teacher Development.

Sat May 13 / Time: 2.50pm-3.30pm / Room: S201 ALL Bil

Factorial Differences Between Student Perceptions of Study Abroad Programs

Michael Kelland

In recent years, the Japanese government has developed large-scale subsidy projects for universities, focusing on human resource development at universities, international exchange and student career development, and promotion of academic language learning. On the other hand, according to an announcement by the Ministry of Education, Culture, Sports, Science and Technology (2015), the number of Japanese international students has been on the decline since 2004 despite the establishment of such a foundation for advanced human resource development. Ota (2011) explains that one of the factors was universities did not understand the purpose of those studying abroad. This presentation will show an exploratory factor analysis on individual survey items in 2020 and 2021. The results, compared within the last 2 years, will indicate that students' perception towards the reasons and the needs to participate in study abroad has been changing. The results, from a sociological perspective, will promote authentic, student-centered, and cost-effective program development policies that improve upon existing programs.

SIG: Study Abroad

Sat May 13 / Time: 2.50pm-3.30pm / Room: S202 PRAG SA

Virtual Internship in EFL: Insights from Students and Interns

Geoff Carr

Integrating L1 English-speaking online interns from other institutions into EFL curricula provides all involved with a wealth of learning opportunities. Some EFL students in Japan study at institutions or in programs in which they have few or no peers whose L1 is not Japanese. Moreover, students seeking internships in Japan

have found placement difficult to achieve due to the ongoing effects of the pandemic. Online internships can be a way forward. This presentation profiles English-speaking interns from an Australian university who provided journal writing support and assignment support for 1st year EFL classes, as well as intercultural perspectives and language scaffolding in CLIL format seminars at a Japanese university over the course of two semesters. The presentation will feature three case studies from the perspectives of the supervising professor, the online interns, and the students in classes that participated in the program. The presentation will provide educators with a detailed understanding of the program, including student surveys, intern surveys, material from intern reflective journals, and a program manual developed in cooperation with the interns. Educators interested in exploring how internship opportunities can incorporate cross-cultural exchange into their curricula will benefit from this presentation.

SIG: College and University Educators Sat May 13 / Time: 2.50pm-3.30pm / Room: S202 PRAG SA

Selecting Your Own Writing Project: Student Perceptions

Ayano Valvona

In order to increase student motivation and facilitate writing fluency, EFL college students were given an opportunity to choose their own writing class final writing project from three categories: song lyric writing, movie review, and Wikipedia entry. Prior to selecting the project format, students were given sample materials, instructions, and task sheets for all three possible tasks. After completing the project, all students' work was posted on Google Classroom for peer-review. A post-project survey revealed that having control over the writing format was viewed positively (100%) and it was the most popular assignment that semester. In addition, students reflected that they approached the final project differently from other essay writing assignments because they had control over the writing style and topic, and they felt a sense of accomplishment. Students also reported that completing the final project made them want to engage in expressing themselves in English. In open-ended feedback, students responded positively: "I felt a sense of accomplishment," "I liked how we could choose materials," and other similar comments. The presenter will explore future directions of the research and classroom implications for similar writing projects. Students' work will also be displayed.

SIG: College and University Educators. Sat May 13 / Time: 2.50pm-3.30pm / Room: S202 PRAG SA

Exploring International Dating Using the Contrast Culture Method

Daniel Lilley, Margaret Kim, Donna Fujimoto, Alexis Pusina

In Japan in 2015, 1 in every 30 marriages were international couples. Although the numbers have been decreasing, there are approximately 20,000 such intercultural marriages per year. When studying a foreign language, our students encounter people from all over the world, and it is reasonable that they may become interested in persons from other cultures. There are clearly different perceptions and social rules involved in befriending, dating, or marrying someone from a different culture. An effective way of exploring this complex area is to use the Contrast Culture Method (CCM). The CCM is an experiential approach that delves into previously unspoken beliefs and dearly held convictions about our lives. This poster session will explain the background of this method (developed in the 1960s), and outline how it has been used in Japanese classrooms, businesses, and at many conferences. The topic of international dating/marriage will be explored based on actual reactions of people in Japan in recent CCM workshops. At this session, we hope to engage with conference participants about this very interesting and challenging topic.

SIG: Intercultural Communication in Language Education

Sat May 13 / Time: 2.50pm-3.30pm / Room: S202 PRAG SA

Turn-Taking Practices During Peer-to-Peer Interactions in Speaking Tests

Tilabi Yibifu

In recent years, conversation analysis has emerged as a widely adopted approach for investigating the micro-level dynamics of learning and teaching in second language acquisition, particularly with respect to the interactions of ESL/EFL learners in classroom activities. Some scholars have also applied conversation analysis techniques to oral exam settings to explore turn-taking practices between examiners and test takers. However, it is also essential to investigate how EFL learners take turns in peer-to-peer interaction during

speaking tests. Therefore, in my presentation, I will share novice Japanese EFL learners' general peer interaction patterns in speaking tests at a technical school. Specifically, I will present how Japanese EFL learners allocate the next turn and the type of turn constructional units they utilize when they are motivated to receive a high grade on the oral exam. The video-recorded data analyzed in this study were selected at random from two terms of speaking tests and analyzed using conversation analysis methodology. Through this research, we can better understand the turn-taking features that occur during peer-to-peer interaction in speaking tests and the struggles that EFL learners face in English communication. This knowledge can guide us in supporting students with effective strategies to enhance their English language proficiency.

SIG: College and University Educators. Sat May 13 / Time: 2.50pm-3.30pm / Room: S202 PRAG SA

Global Workforce: Perspectives of Japanese and Singaporean Businesspeople
Christopher Valvona, Mitaka Yoneda

The development of global workers continues to be an urgent need in both education and industry in Japan. The Ministry of Education, Culture, Sports, Science, and Technology (MEXT) defines the concept and criteria of "global workers" (essentially, people who can actively work in a global environment); However, it is not known if global workers have been fostered successfully, or even if these criteria are in reality required for those who work in genuinely international environments. Through the perspectives of Japanese and Singaporean businesspeople, this study attempted to identify what is believed to be required of global workers. Individual and group interviews were conducted with Japanese L1 speakers who learned English with a focus on business communication and Singaporeans whose majors varied but who had taken Japanese courses at university. They provided their views on each element of the MEXT-defined criteria and, based on their own professional experience, reported which elements they believe important for people in order to work well in the international arena. The presenters believe the findings of the study are useful for language education regarding the further fostering and further development of global workers, especially given the wider international perspective provided by the Singaporean participants.

SIG: Global Issues in Language Education Sat May 13 / Time: 2.50pm-3.30pm / Room: S203 LD MW ER

Book Talk Competition to Read and Connect in EFL Reading Class
Yuka Jibiki

Extensive Reading (ER) is one of the effective ways to improve learners' reading and language skills. To incorporate ER activities in a reading class, I share this gamified teaching approach inspired by the "Bibliobattle" book talk competition. It aims to increase students' interactions and to make students intentional readers. Bibliobattle is a social and cultural book review game developed by the Graduate School of Informatics at Kyoto University in Japan. Bibliobattle has specific rules to play. Each presenter talks about their favorite book to the audience, and the audience and presenters vote for the champion book of the day at the end of all presentations. The Bibliobattle has specific official rules to play; however, this book talk competition in this presentation modified the rule according to the class size and schedule. It is a capstone activity in the first-year mandatory English class in college under the campus-wide standardized syllabus. Even in a unique situation with limited time, it allows students to have a personalized, self-paced learning experience; they enjoy sharing stories with classmates as they gain confidence in their English reading skills.

SIG: Extensive Reading Sat May 13 / Time: 2.50pm-3.30pm / Room: S203 LD MW ER

Creating an EFL Speaking Self-Efficacy Scale to Assess Student Achievement
Dawn Kobayashi

Students' English foreign language speaking ability is usually assessed through formal speaking assessments. However, such high-stress situations often cause anxiety in students which can negatively affect motivation and attitudes towards language learning. It is therefore beneficial for teachers to have alternative methods to evaluate speaking ability. Bandura (1977) defines self-efficacy (SE), a core component of social cognitive theory, as the confidence a person feels in their ability to perform specific tasks. Self-efficacy level has been consistently found to be a powerful indicator of success in various domains and thus provides a useful lens to assess student learning progress. In this poster presentation, the presenter will report the results of the pilot stage of research to develop a SE scale for EFL speaking. A questionnaire of SE items adapted from

Common European Framework of Reference (CEFR) indicators was administered to Japanese university students and tested for effectiveness. Drawing from key research findings from self-efficacy in language learning, the presenter will discuss the key successes, challenges, and findings of the study so far.

SIG: Mind, Brain, and Education

Sat May 13 / Time: 2.50pm-3.30pm / Room: S203 LD MW ER

Measuring the Extent Elicited Imitation Aids Speaking Fluency in MALL

Bob Cvitkovic, Omar Massoud

The authors will discuss the results of an experiment that employed speech-to-text (STT) technology for gamified elicited imitation activities. The experiment consisted of short to moderate duration in-app elicited imitation treatments with non-digital control groups of similar time periods. The treatment was carried out on mobile phones in a customized English learning app. Data was collected on the number of pauses, number of syllables, utterance time, phonation time, and speech rate which allowed the calculation of the speed fluency and breakdown fluency. The STT technology gave learners customized feedback on each attempt promoting error correction and repetition. Immediate, granular, global tracking was employed so that users could monitor their progress. We approached our research question in two parts. Part one quantified the breakdown-fluency and speed fluency in low and intermediate-level speakers and characterized their speech patterns. Part two measured the effect of STT technology on speed-fluency and breakdown-fluency at 5 and 20 hours of treatment time against 2 control groups of the same time. This research can help further our understanding of the effects of advanced mobile features such as speech-to-text and voice recognition embedded in interactive English learning activities by quantifying its effectiveness on speaking fluency.

SIG: Testing and Evaluation

Sat May 13 / Time: 2.50pm-3.30pm / Room: S203 LD MW ER

Activating a Conscious Understanding of Peace Beyond the Classroom

Kirk Johnson

This poster session will highlight the unique features and outcomes of four variations of the Peace Wall project held at a university school festival. Each Peace Wall created an experiential learning space where student volunteers encouraged and developed critical understandings of peace with a larger community. The project originated within a language classroom with a task devised to allow students agency to collaboratively define, expand and negotiate understandings of various key terms in peace education. Reardon (2000) suggests that explicitly studying the fundamental concepts of peace is essential to understand and authenticate them. With this principle in mind, volunteer students helped to formulate new themes and activities for each project. This session hopes to show that projects like this add to the growing body of evidence calling for dynamic peace education which challenges students to reinterpret their understandings of the world along with developing skills for overcoming problems and achieving solutions peacefully. Furthermore, this research project posits that a second language learning environment can provide an adequate space to support explorations into the various connotations of peace studies. As always, the Peace Wall is an ongoing project, so visitors will have a chance to participate in its new construction.

SIG: Global Issues in Language Education Sat May 13 / Time: 2.50pm-3.30pm / Room: S203 LD MW ER

Why Not Start with Reading? Action Research at a Medical Vocational School

Jeffrey Barnett

A requirement of most Japanese tertiary institutions is a first-year English course that focuses on conversation. Notable improvements in the English abilities of first-year Japanese students are hard to find after a single semester of English education (Saito et al., 2017). Furthermore, Japanese EFL students were found to lose focus of their academic life at the beginning of the second semester of their first year at university (Kikuchi, 2017). Therefore, quantifiable improvements in the first semester are valuable for setting a student's trajectory in tertiary education. This research aimed to determine if the vocabulary knowledge of first-year, first-semester EFL students in two classes could be increased by emphasizing reading in first-year required English courses at a medical vocational school. The selected coursebook concentrates on short level-adjusted articles utilizing the Academic Word List about topics in popular culture and science. Using the updated Vocabulary Levels Test (Webb et al., 2017), students' knowledge of the 1000 most frequent word

families of English was tested once at the beginning of the semester and again at the end before the final assessment. In both cases, there was an average class improvement of 13.7% ($p < 0.02$) and 12.9% ($p < 0.003$), respectively.

SIG: Vocabulary

Sat May 13 / Time: 2.50pm-3.30pm / Room: S203 LD MW ER

English as a Resource for Immigrant Students in Japanese Public Schools

Ellen Motohashi

This presentation reports on findings from a two-part narrative inquiry into the schooling experiences of 16 1.5 generation Filipinos in Japan. The data is drawn from a qualitative questionnaire and four focus group interviews on the personal and educational backgrounds of the participants in both the Philippines and Japan. This presentation discusses the intangible resource of their English language skills, which the students brought with them to their new schooling experiences in Japan as an untapped linguistic fund of knowledge (Moll et al., 1992). Funds of knowledge are "the historically-accumulated and culturally-developed bodies of knowledge and skills essential for household or individual functioning and well-being" (Moll et al., 1992, p. 133). The Filipino participants in this study repeatedly spoke about their inability to utilize their English to gain access to knowledge on the workings of the school or to aid them in their studies before developing their Japanese skills. Had this untapped linguistic resource been recognized by their teachers the students might have been able to participate more fully earlier on in their schooling and learning, which was not possible until they mastered Japanese enough to do so.

SIG: Bilingualism

Sat May 13 / Time: 3.40pm-4.05pm / Room: S201 ALL BiL

One Gateway to Study Abroad Programs. Mistakes Made. Lessons Learned

Delano Cannegieter

Over the years, we have seen a gradual shift from textbook-centered classes to those that require logging into computers/smartphones to type reports, access audio/visual material, upload/download assignments and record presentations. The presenter's research examines the relationship between the cognitive skills promoted in traditional textbook-centered classes and the actual interactive linguistic competency skills required for meaningful email exchanges across borders and cultures. This presentation will focus solely on the International Virtual Exchange Project (IVE) which is a free, 8-week program that connects non-native English students in a variety of countries such as Poland, Korea and Colombia. The presenter will briefly describe objective assessment and evaluation strategies that may help others avoid certain pitfalls when setting up, administering, and collecting data for future research. Data from Japanese university students' presentations and exit surveys will be shared in order to highlight general patterns or common rules of engagement by students enrolled in the speaker's elective study abroad class. Educators who are involved with their school's study abroad program are especially welcome to see if a streamed, email exchange program could be used as an initial gateway to establishing and fostering relationships between students both here and abroad.

SIG: Study Abroad

Sat May 13 / Time: 3.40pm-4.05pm / Room: S202 PRAG SA

AM SPONSORED PRESENTATION: Xreading

What's New and What's Next

Paul Goldberg

Xreading is an online library that gives students access to thousands of graded readers and allows instructors to track their students' reading progress. Since its launch in 2014, the system has been continuously being updated and improved with new features and more books. In this presentation, the founder of Xreading will explain the new features and improvements and review what is planned for the future. Current users of the system are encouraged to provide feedback and suggestions based on their experience.

Associate Member / Extensive Reading

Sat May 13 / Time: 3.40pm-4.05pm / Room: S203 LD MW ER

Academic Writing Support Desk: First Year Reflections
Naheen Madarbakus-Ring, Faye Dorcas Yung Schwendeman

Established in April 2021, the Academic Writing Support Desk (AWSD) supports learners and researchers at a leading public research university by providing one-on-one support and resources for them to write, edit,

and revise their writing. In this presentation, we give an overview of the AWSD's first complete year and present an analysis of the tutor/tutee feedback received. First, we outline the creation and development of the AWSD. Learners attended sessions conducted in either Japanese or English, choosing from 10 tutors (graduate students and professors) to seek advice, feedback, and suggestions on their Japanese and English academic writing. Their writing included reports, paragraphs, and thesis writing. In AY2022, learners could reserve one of 33 weekly 30-minute writing desk sessions. All participants were asked to complete an AWSD evaluation form. The survey included five multiple-choice questions and six open-ended opinion questions to elicit more about the AWSD experience. This session reports back on the 72 tutees and 116 tutor evaluations received from 158 booked sessions. The results showed that the tutees tend to focus on similar writing aspects, including writing structure (introduction/body/conclusion), topic sentences, and developing examples in their writing. The tutors reported focusing on presenting strategies to learners, including using synonyms, citations, and examples for learners to improve their writing. The presentation concludes by suggesting how educators can implement writing desk approaches and provide useful strategy approaches for learners at their own institutions.

SIG: Learner Development

Sat May 13 / Time: 3.40pm-4.05pm / Room: S204 LD BizCom

Sketches vs. Photos: Which Improve Engagement and Vocabulary Retention More?

Craig Armstrong

How best to teach vocabulary has still not yet been definitively answered, but Mayer (2009) observed that students' retention of vocabulary is improved when they are presented with information in both visual and textual forms. When supplementing textual representations, the use of imagery, whether photographic, drawn, or computer generated, flattens hierarchies of association, creates a larger number of strong cognitive associations for a given concept, and increases student engagement. With a wide variety of imagery and multimedia available, it is appropriate to ask whether some forms are more effective than others in helping learners retain vocabulary and teachers retain students' attention. Given the superfluous detail that photos and polished artwork often contain, are simple illustrations better at encouraging the construction of meaning in learners' minds, thereby increasing engagement and retention? In the first paper (2022) in this study, retention of set phrases by learners was measured after lessons in which a supplementary humorous illustration was either present or absent. This second paper further explores the use of illustrations, teaches learners vocabulary using text accompanied by either photos or uncomplicated drawings, and compares the quality of the answers and questionnaire engagement by the two groups.

SIG: Mind, Brain, and Education

Sat May 13 / Time: 3.40pm-4.05pm / Room: S401 BRAIN ART

Exploring the Application of Narrative Theory to Language Course Design

Matthew Schaefer

Narratives have long been used in language education in a variety of ways, from stories as a means of language input and output to narrative inquiry as a methodology for language teaching-related research. However, this presentation explores the potential of viewing the university language course itself as a form of narrative. First, a working definition of narrative is synthesized from prominent academic literature in the field of narrative theory. Next, a definition of the university language course is given through description of typical course format and the roles played by teachers and students. Subsequently, these definitions are juxtaposed in order to explore areas in which they overlap and, therefore, the extent to which the language course can feasibly be considered a narrative. The presentation then considers some of the ways in which concepts within the field of narrative theory, such as authorship, motif, and seriality, may lead to a new perspective on the designing and teaching of language courses in higher education. Finally, further implications are explored in the form of potential research topics and development of a "narrative approach" to the practice of course design and delivery.

SIG: College and University Educators

Sat May 13 / Time: 3.40pm-4.05pm / Room: S402 CUE PIE

Teacher Pensions in Japan – Planning for the Unsustainable **Gregory Strong**

The economic sustainability of language teaching, particularly for retiring teachers is rarely broached at conferences. Annual pensions 厚生年金 (kosei nenkin) for full-time college teachers in Japan are modest, roughly 10% of a teacher's previous yearly earnings, compared to those in other G20 countries, 50% to 80% of an employee's earnings. Furthermore, as is the case worldwide, "part-time" or adjunct college teachers in Japan do more of the teaching, particularly language teaching than fulltime faculty, yet receive even smaller pensions. An OECD report (2019) noted that 40% of the academic positions among its 38 member countries were filled by adjuncts, with 50% in the US and 60% in Japan. These teachers, contributing to the government pension or 国民年金, (kokumin nenkin) with its modest monthly premiums of ¥16,610 (2021), will collect about ¥488,062 after 25 years of contributions and only ¥780,900 annually after 40 years (Japan Pension Service, 2021). The presenter, a retiree, who has published in *OnCUE* and *The Language Teacher* on this subject, is not selling any product or endorsing a service. He will describe the process of applying for pensions, then outline various resources and strategies including investments in NISA and iDeCo.

SIG: College and University Educators

Sat May 13 / Time: 3.40pm-4.05pm / Room: S403 CUE CEFR

The Propaedeutic (Preliminary Instruction) Value of Latin **Roger Ferrari**

With English likely to grow among learners of all ages in the future, teachers are looking for ways to help students learn better and give them a good first step into English. This presentation will look at the idea that a basic grounding in Latin can help the learner of English by giving them knowledge of much of the language that has a root in the ancient language. The speaker will use their background as a teacher of both English and Latin in Japan to highlight areas of Latin that teachers may find useful to introduce to their students to help them along with their English studies, including vocabulary lists and usage of Latin prepositions that have merged into English prefixes. The prospective teacher will not need any background in Latin to do this in their classroom. The presentation will show several practical Latin exercises and how they fit into a larger teaching framework. This presentation will be of use to teachers of lower level students of a wide variety of ages.

SIG: Other Language Educators.

Sat May 13 / Time: 3.40pm-4.05pm / Room: S404 CUE OLE

Listening Activities in Textbooks for Japanese Nursing Students **Mathew Porter**

Only a few semesters of English are typically required of nursing students at a majority of Japanese universities. When classes consist solely of nursing students, content can be focused on spoken nurse-patient spoken interaction, and in this case, role playing different hospital scenes is a common classroom activity. Although these role plays are an opportunity for students to listen, they are not enough to prepare students for interactions with actual patients, so supplemental listening practice is often provided by a textbook. A variety of both internationally and domestically produced textbooks intended for the nursing English classroom are available in Japan. The author conducted a comparative study of listening comprehension exercises in two nursing English textbooks produced domestically and two produced overseas. The author examined word and grammar levels using the English Profile from Cambridge University Press and word per minute. The author also examined which hospital situations were selected and who the interlocutors were. This presentation introduces the results, contextualizing them against the proficiency levels of the presenter's student and demographic data of foreign and immigrant patients in Japan.

SIG: Listening

Sat May 13 / Time 3:40pm-4.05pm / Room: S501 TD Lis

Global Education as a Catalyst for Collaboration in EFL Classrooms **Alexis Busso**

Global Education (GE) is a pedagogical approach (Fisher & Hicks, 1985) that offers students the opportunity to engage in meaningful discussions about relevant global issues and improve their English language skills

(Cates, 2002). One of the key benefits of GE is its emphasis on collaboration, both among students and between teachers. Student-to-student collaboration within a GE framework can foster intercultural communication (Díaz-Pérez, 2013), while teacher-to-teacher collaboration can help educators share resources and ideas, and improve their own teaching practices (Li & Goodson, 2014). Studies have shown that using global issues as content can increase multicultural awareness (Zhang et al., 2021), foster tolerance for diverse opinions (Díaz-Pérez, 2013), promote self-reflection (Hackman, 2005) and independent learning (Kurihara & Hisamura, 2017), and develop valuable skills such as problem-solving and critical thinking. In this workshop, presenters will explore the components of a GE framework and share sample activities and student reflections, discussing some of the challenges and limitations of this approach. The session will conclude with an opportunity for Q&A, focusing on how educators can effectively incorporate global issues into their EFL classrooms and how they can prepare students to deal with the challenges of living in the 21st century.

SIG: Global Issues in Language Education

Sat May 13 / Time: 3.40pm-4.05pm / Room: S502 GILE LLL

Classroom Ideas for Teaching Circumlocution to False Beginners

David Shimamoto

Circumlocution is a communication strategy in which a lack of linguistic knowledge is compensated for by giving descriptions and/or explanations of the desired target word(s). Overcoming communication problems in such a way allows learners to extend the conversation and, therefore, increase their opportunities for comprehensible input, forced output, and negotiation of meaning, all of which are central to language acquisition. At the false-beginner level, despite having basic grammatical and lexical competence to effectively circumlocute, learners too often abandon attempts at communicating when gaps in their linguistic knowledge arise. Although circumlocution may seem like an intuitive troubleshooting response for intermediate and advanced learners, this is less often the case when it comes to false beginners. This presentation will examine the importance of circumlocution in the communicative language classroom, and more importantly, will demonstrate specific classroom activities that can be used to increase learners' awareness of circumlocution and develop their fluency in using this strategy. Ultimately, these activities are designed to help students with limited oral communication experience become more comfortable and proficient using the target language despite deficiencies in their own perceived language abilities.

SIG: Learner Development

Sat May 13 / Time: 3.40pm-4.05pm / Room: S503 CT TBL

Automate Your Way to Better Teaching

Nathaniel Carney

The future of education is going to involve teachers adjusting to and taking advantage of technology in new ways. One current technological trend is automation; automating certain pedagogical tasks affords teachers more time for fostering connections with their students and focusing on their teaching. In this presentation, I introduce a number of ways teachers can automate common teaching processes such as creating quizzes, collecting student writing and responses, creating groups, and randomizing student participation. I show concrete examples of how teachers can create personalized vocabulary quizzes for students, how they can analyze and share student writing in flexible ways, how they can create reading assignments tailored to students' needs, and how they can randomize anything - all in seconds rather than hours - thanks to commonly available applications including Excel, Word, Google Sheets, and Python. In the presentation, I share code that any teacher with access to Excel, Word, Google Sheets, or Python can use to automate processes, and I explain how teachers with even minimal technical expertise can create and carry out automation tasks that will allow them to spend less time on their computer and more time on teaching and connecting with students.

SIG: Computer Assisted Language Learning

Sat May 13 / Time: 3.40pm-4.05pm / Room: S504 CALL ICL

The Role of Machine Translation in EFL: A Task-Based Study

Ivan Botev

With the rise of virtual assistants and the proliferation of digital translation software in the past 30 years, that speed up translators' work (i.e., Google Translate, Weblio), it is time to question what role, if any, machine translation (MT) services should have in foreign language classes. MT's accuracy has improved to such a degree that many EFL writing teachers can no longer tell whether their students have used it or not. In this presentation, the authors will describe a semester-long classroom research project involving computer-assisted translations of Wikipedia articles from Japanese into English. After introducing translation concepts and resources, our students were asked to select one untranslated Japanese Wikipedia article that highlights aspects of Japanese culture and then engage in a process of translating it into English. Subsequent feedback by all students via a questionnaire and in-depth interviews with a select number of them suggest that although many did learn new things about extended interlingual texts, problematic issues concerning group work distribution, text nuance, and translation fidelity remained. This project highlights some of the advantages and disadvantages of machine translation when working with interlingual texts in EFL contexts. The presentation will conclude with some practical advice for task-based translation activities.

SIG: Computer Assisted Language Learning

Sat May 13 / Time: 3.40pm-4.05pm / Room: S505 CALL MAVR

Classroom Practices for Engaging High School Students in Model UN

Edward Escobar

Model United Nations (MUN) is an opportunity for students to discuss and debate solutions to global issues. Within the last few years, a number of educators have presented on MUN activities in Japan for EFL learners in both secondary and higher education. Through a number of JALT conferences and online events (Escobar & McGregor, 2021; Thorpe, 2021; Tatsuki, 2022; Zenuk-Nishide, 2022; Escobar, 2022), they demonstrated the activity's significance in EFL education, allowing students an opportunity to utilize their developing L2 in an authentic, meaningful environment. However, despite the awareness raising of this activity, few examples or practices on how a MUN is utilized in a classroom have been introduced, especially for secondary learners. Looking forward from the PanSIG 2022 conference's presentation, "How to adapt a Model United Nations for secondary EFL learners of various levels" (Escobar, 2022), this presentation will take a more in-depth look into classroom practices for preparing and engaging with secondary learners who will participate in a MUN. Practices to discuss include the incorporation of position speeches from visual flow charts and the simple pattern of problem, cause, solution, and effect, as well as scaffolded debate activities that move students from simple close-ended questioning to open-ended information gathering.

SIG: Teaching Younger Learners Sat May 13 / Time: 3.40pm-4.05pm / Room: S506 TYL MAVR

Cultural-Familiarity and Literary Texts in the Japanese EFL Classroom

Joshua Lee Solomon

This paper introduces some of the results of a pilot study being conducted on the use of intralingual translation and culturally-familiar literature in the EFL classroom. In this paper, we focus on the confluence of three main topics: cultural familiarity, reader enjoyment, and recognition of humor and literary language. Participant interviews illuminated some of the motivational benefits of utilizing literary texts for EFL and liberal arts education; however, a more detailed examination of the data from written responses suggests a more complicated relationship between these three topics. The study was conducted with 24 upper-intermediate and advanced English users in a Japanese university. Over a series of weeks, participants read folktales and provided written and interview data on their experience of enjoyment, difficulty, perception of humor, morals, and literary language. Half of the participants read a Japanese folktale in English; the other half read a South African folktale. Half of the participants encountered a Simple English version, whereas the other only read literary, or Marked English. This produced data along several axis, including cultural familiarity, textual difficulty, and textual interest. Preliminary conclusions point to differing benefits to the inclusion of culturally familiar versus foreign literary texts.

SIG: Literature in Language Teaching

Sat May 13 / Time: 3.40pm-4.05pm / Room: S507 GALE LiLT ER

Cloze-Elide as a Formative Test of Shadowed Reading

Trevor Holster

Traditional reading tests require recall of information after reading, conflating comprehension with long-term memory. Process-oriented tests assess reading processes during decoding, rewarding automatization and working memory (Koda, 2004). The cloze-elide (CE) format, where students must elide redundant words added to a text, provides a process-oriented test of expeditious reading. Grammar translation is still heavily emphasized in Japanese classrooms (Maruo, 2012), resulting in extremely slow reading and lack of awareness of the importance of expeditious reading. Shadowing of reading texts, where students must listen to an audio recording of a written text, is one technique to encourage expeditious reading (Nakanishi & Ueda, 2011), but this raises the question of classroom assessment of shadowing and measurement of learning gains. This research investigated the suitability of cloze-elide as a process-oriented classroom assessment of shadowed reading. A machine-readable pencil-and-paper CE format was developed, making CE simple and practical to construct, administer, and score. Many-faceted Rasch analysis was conducted on pilot results from 111 students. As expected, shadowing was substantively easier than unshadowed reading, with a statistically significant difference of 0.78 logits. Person reliability from the 243 test items was .95, but unshadowed items were found to somewhat misfit compared to the shadowed items.

SIG: Testing and Evaluation.

Sat May 13 / Time: 3.40pm-4.05pm / Room: S508 Teval Vocab

SIG FORUMS

4.15pm-5.45pm

ALL SIG Forum: Accessibility in Practice

Catherine Takasugi, Tina Brown, Natsuki Suzuki, Yasushi Miyazaki, Adam Jenkins, Andrew Reimann

This roundtable discussion addresses key issues affecting accessibility in a variety of teaching contexts. Topics for consideration include supporting students with social and psychological difficulties at universities, implementing alternative evaluation at elementary schools, developing Universal Design fonts and support for various reading and visual abilities, building practical teacher training and support systems for managing diverse learning styles, applying LMS and Edtech tools to support accessibility in the post-pandemic classroom and understanding the needs of neurodivergent learners. Participants will engage in practical discussions led by experienced professionals in the field. The goal of this session is to raise awareness of accessibility issues, by sharing ideas, strategies, and experiences for the purpose of finding practical solutions to support a full range of teaching styles, learner needs, and diverse contexts.

SIG: Accessibility in Language Learning

Sat May 13 / Time: 4.15pm-5.45pm / Room: S201 ALL Bil

ICLE SIG Forum: Developing Intercultural Awareness in the Language Classroom- Practical Tips

James Venema, Elizabeth Dow, Stephen Ryan, Maria Gabriela Schmidt

James Venema: *Facilitating Online Intercultural Exchanges*: Advances in video conferencing software during the COVID-19 pandemic have led to opportunities to connect students from around the world. Limited opportunities to travel and study abroad have also contributed to a latent demand for cross-cultural exchange opportunities. This presentation will outline a series of online cultural exchange programs with students taking credit courses at Aichi University of Education (AUE) and students from universities in Singapore, Indonesia and Taiwan. This presentation will cover the theoretical and pedagogical orientation of the cultural exchanges as well as the practical considerations that needed to be addressed. Thoughts and comments from participating students at AUE will be shared in the form of post-exchange summary assignments. The presentation will conclude with some suggestions for teachers who are interested in incorporating similar cultural exchange programs in courses here in Japan.

Elizabeth Dow: *Utilizing Critical Incidents for the Development of Intercultural Communication Competency*: Critical incidents have been widely used in the field of intercultural communication training in the development of cultural awareness and in turn, intercultural communication competency. In the context of the Japanese EFL classroom, how can we as educators best utilize such an approach? To frame student needs, the presenter will first briefly share the outcomes of her study of student-reported critical incidents from summer study abroad programs in 2018. She will then share how she crafts and utilizes critical incidents in the university classroom with the hope that students will not only learn the language embedded in the incident, but also use the "experiential" episode to develop awareness leading to increased cognitive complexity and intercultural communication competency.

Stephen M. Ryan: *Holding a Mirror to Your Culture*: Students investigate a cultural phenomenon (e.g., a Disney theme park, weddings, the higher education system) in another country (e.g., France, Senegal, Peru) and compare it with a similar cultural phenomenon in their own country. Their goal? To learn as much as they can about their own culture. They then present their research to classmates and others in the form of posters displayed at the school festival. Each poster has a "Conclusion" section: What I learned about my own culture. What does this achieve? 1) it discourages students from thinking of foreign lands as weird; 2) it provides them with a model for learning by observing cultural difference; 3) it expands their horizons beyond the usual Japan/US duality. In the presentation, I will tell you what I did and how I did it, and encourage you to think about how to achieve similar goals in your own learning/teaching context.

SIG: Intercultural Communication in Language Education

Sat May 13 / Time: 4.15pm-5.45pm / Room: S202 PRAG SA

ER & MW SIGs: Getting Involved with the Showcase, PresentERs, and GRAPE
Paul Mathieson, Stephen Bridge, Sandra Yamane, Gregg McNabb, Marcos Benevides, John Carle,
Patrick Conaway

Getting involved with your SIG is one of the best ways to take advantage of your membership. In this forum, the Materials Writers (MW) SIG and Extensive Reading (ER) SIG will introduce several events from both an organizer and participant perspective. The Materials Writers SIG will introduce its Materials Showcase, and the Extensive Reading SIG will introduce its monthly event, PresentERs. We will also share about our ongoing joint project, the Graded Reader Authorship and Publication Experience (GRAPE). If you're looking to get more out of your membership, come by. Getting involved with your SIG is the best way to do it.

SIG: Materials Writers

Sat May 13 / Time: 4.15pm-5.45pm / Room: S203 LD MW ER

LD SIG Forum: Learner Involvement in Developing Learner-Centred Pedagogies and Practice

Emily Choong, Jon Rowberry, Ivan Lombardi, Stacey Vye, Ellen Head, Jennifer Morgan,
Robert Moreau, Katherine Thornton, Mizuka Tsukamoto, Amelia Yarwood

This poster-presentation based forum will explore the potential benefits of learner involvement in the development of learner-centred pedagogies and practices. Presenters will explore different practical, innovative and collaborative approaches to all areas of the teaching and learning experience, taking into account the voices of learners and their capacity to craft their own future.

- *Learner-Generated Materials for English Communication* - Ivan Lombardi, University of Fukui
- *Instructor's Involvement or Interference in a Learner-Centred Practice* - Mizuka Tsukamoto, Ritsumeikan University
- *Applying Learner-Centred Pedagogies to Bring DEI Content and Issues of Ethical Travel into an "English for Tourism" Course* - Jennifer (Jenny) Morgan, Sophia University, CLER
- *Preparing for PBL in a First-Year University Classroom*, Robert Moreau, Meiji University
- *Co-Constructing Academic Literacy with Multimodal Conversations* - Ellen Head, Miyazaki International College
- *Creative Online Elements for Learner Ownership are Encouraged During Face-to-Face Learning* - Stacey Vye, Saitama University
- *Understanding Students' English Speaking Anxiety in Face-to-Face and Online Contexts* - Emily Choong, Utsunomiya University
- *Supporting Student-Run SALC Workshop* -, Katherine Thornton, Otemon Gakuin University
- *Learning from the Learners: Keeping up-to-date with Emerging Resources for Language Learning Beyond the Classroom* - Jon Rowberry, Soju University

SIG: Learner Development

Sat May 13 / Time: 4.15pm-5.45pm / Room: S204 LD BizCom

PIE SIG Forum: Evaluating Performance: Performance in Education SIG Forum

David Kluge, Yaya Yao, Chhayankdhar Singh Rathore, Marcus Theobald, Elisabeth Fernandes, George MacLean

The Performance in Education (PIE) SIG forum will be held in collaboration with the Testing & Evaluation SIG. There will be lightning presentations in which presenters will share how they evaluate various Performance in Education assignments in their classes followed by a panel. There will be conversations on evaluating debates, performance poetry, presentations, drama, etc. Audience members are welcome to pose questions or share their ideas on the topic in the panel discussion component of the forum.

SIG: Performance in Education

Sat May 13 / Time: 4.15pm-5.45pm / Room: S402 CUE PIE

OLE SIG Forum: Challenges and Chances in a Multilingual Stage

Pornsri Wright, Cecilia Silva, Martina Gunske von Kölln, Margit Krause-Ono

Presenter A will show the outcome of an ongoing international online exchange in German between students in Chile and Japan, in which on-time and off-time methods are used. Presenters B and C will report about students' first face to face exchange after COVID-19 in countries speaking the language they learn (e.g.,

Spanish and Thai). The presentations will be in English or the original language with information in English or Japanese given either on the slides or in a verbal summary.

Facilitator: Margit Krause-Ono, Muroran Institute of Technology

Presenter A: Martina Gunske von Kölln, Fukushima University

Presenter B: Cecilia Silva, Tohoku University

Presenter C: Pornsri Wright, Kanda University of International Studies

SIG: Other Language Educators

Sat May 13 / Time: 4.15pm-5.45pm / Room: S404 CUE OLE

Listening SIG Forum: Overview of Shadowing: Theory and Practice

Marc Jones, Naheen Madarbakus-Ring, Yo Hamada

This year's Listening Showcase will host our invited speaker Dr Yo Hamada from Akita University. He will present his ongoing work on the links between shadowing and present approaches towards EFL teaching techniques for L2 listening comprehension. In this presentation, a teaching and learning technique called shadowing is going to be reviewed and a practical demonstration on how to use it in the classroom will be given. The second part showcases our Listening SIG. We will present the Listening SIG developments in 2023 and outline our plans for the rest of the year. This will include outlining our communication, events, and publication initiatives. We will end with an open forum where current and potential members can ask questions and network during this Listening SIG Showcase.

SIG: Listening

Sat May 13 / Time: 4.15pm-5.45pm / Room: S501 TD List

LLL SIG Forum: Lifelong Playfulness: Creative Uses of Language In and Out of the Classroom

Michiyo Okawa, Miki Tanaka, Gregory Strong, Joseph Dias

This forum will show the value of role-playing and performance for English L2 development inside and outside the classroom from the perspective of students and teachers. A professor of performance studies will demonstrate how students can perform plays created from their original scripts or adapted from published screenplays to enhance communicative competence as well as creative skills. Another will explore how teachers in a university intensive English program can prepare their students to get the most out of plays performed by community theater groups either on campus or in local theaters. A third will demonstrate how teachers can use their classroom experiences, as lifelong learners, to produce and direct their own work. And, finally, a former student of the other presenters, who is now an English teacher herself, will discuss the benefits and limitations of role-play and performance, not only for college students but also for adult learners. [Refer to this page for details about the topics that each of the speakers will cover: <https://living4now.org/lifelong-playfulness-creative-uses-of-language-in-and-out-of-the-classroom/> .]

SIG: Lifelong Language Learning

Sat May 13 / Time: 4.15pm-5.45pm / Room: S502 GILE LLL

TBL SIG Forum: Exploring Under-Researched Areas: TBLT in Non-University Settings

Chie Ogawa, Matthew Chudleigh, Martin Spivey

Workshop 1. In this workshop, Chie Ogawa will provide an overview of Task-based Language Teaching (TBLT) and its theoretical framework (e.g., Ellis & Shintani, 2013; Willis, 1996), with a focus on its potential application to teaching practicum in junior/high school settings. Participants will then explore the possible ways to incorporate TBLT into their teaching through discussions on how to design, implement, and evaluate TBLT-based lessons in these educational settings. The workshop is designed for language teachers and pre-service teachers interested in enhancing their teaching skills and knowledge of TBLT in junior/high school contexts.

Workshop 2. It is not unusual for teachers to become dissatisfied with teaching materials and methods in their own teaching contexts and turn to their own creative devices in an attempt to develop more effective lesson plans as a result (e.g., Shintani, 2016). Pedagogical tasks are one tool that teachers may turn to as they seek to meet the needs of learners in the classroom (Samuda, 2015). In this workshop, Matthew Chudleigh will describe how, using clipart pictures and an online digital tool, he designed simple information gap tasks

for pairs of upper-elementary school learners that encouraged spoken communication. Workshop participants will have a chance to experience a simple task and see several others used with small groups of young learners. The presenter will describe the basic principles followed while designing them, where things clearly went wrong in the design and students struggled, and some observations about learner engagement during the tasks.

SIG: Task-Based Learning

Sat May 13 / Time: 4.15pm-5.45pm / Room: S503 CT TBL

JALT CALL SIG Forum 2023

Brian Teaman, Hanaa Khamis, Alexandra Burke, Louise Ohashi, Anthony Brian Gallagher

This forum will be open-discussion style with a panel of CALL and education specialists, who will talk with you about the topics most discussed in social media these days. Topics will include AI chatbots, student problems with online work, ways to enhance learning opportunities with CALL, and any ideas audience members bring to the floor. Concepts under discussion will also include the learning experience (user experience) with:

- Devices and access
- Formatting (size/shape/colours/contrast) and design
- Platforms
- Expectations, goals, and outcomes
- Willingness to communicate and willingness to engage with content
- Assessment

If you would like to hear people talk about these topics in person then please join us at the JALTCALLSIG Forum 2023. FORUM speakers this year:

Brian Gallagher (Quality Assurance / The User Experience)

Alex Burke (Best of JALTx3 winner)

Louise Ohashi (CALL/MALL/AI (ChatGPT))

Brian Teaman (Professor at Osaka Jogakuin University)

Hanaa Khamis (Online Moderator)

SIG: Computer Assisted Language Learning

Sat May 13 / Time: 4.15pm-5.45pm / Room: S504 CALL ICL

MAVR SIG Forum: Introduction to Unity

Adam Stone, Eric Hawkinson

This 90-minute introductory session aims to introduce participants to Unity, a free game engine that can be used to create Augmented and Virtual Reality applications. The workshop will provide a hands-on experience, with the goal of publishing a small app by the end of the session. The objectives of this session are to gain an understanding of what Unity is and how it can be used to create AR/VR applications, learn how to install Unity and Visual Studio on a computer, learn the basics of creating a simple AR/VR application, and understand the process of publishing an AR/VR application. The workshop will include an introduction to Unity and AR/VR applications, followed by a tutorial on how to install Unity and Visual Studio. Participants will then learn how to create a simple AR/VR application and how to publish it. The session will conclude with next steps for participants. Participants will need access to a computer with Unity and Visual Studio installed, as well as headphones. Handouts with workshop content will also be provided. The session is designed to be a 90-minute introductory session, providing a brief but comprehensive introduction to Unity.

SIG: Mixed, Augmented, and Virtual Realities

Sat May 13 / Time: 4.15pm-5.45pm / Room: S505 CALL MAVR

TYL SIG Forum: Self-Publishing Original Ideas for Younger Learners

Mari Nakamura, Dr. Grant Osterman, Martin Sedaghat, Erin Noxon Rob Olson

Creating an authentic need for practice and revision is essential in fostering a strong foundation for any aspiring writer. Self-publishing not only addresses these challenges but also offers a platform for individuals to present their work to a wider audience beyond the confines of a classroom. Through self-publishing, authors and potential authors are encouraged to polish their writing, refine their ideas, and engage with

readers from diverse backgrounds. TYL SIG warmly invites you to participate in our informative forum, which delves into the world of self-publishing and highlights the journeys of Teaching Younger Learners authors who have ventured into this exciting realm. By sharing their experiences, they will provide invaluable insights into the advantages and drawbacks of self-publishing, as well as juxtapose it with the more traditional publishing approach. Our engaging discussion will explore aspects that drive individuals to pursue self-publishing and the practical steps needed to transform budding writers and their students into published authors. We will examine various self-publishing avenues, offering our understandings of the opportunities available to aspiring writers. So, don't miss this opportunity to delve deeper into the self-publishing industry, learn from the experiences of others, and uncover the tools necessary to empower yourself and your students in their journey towards becoming published authors. This forum promises to be an enriching and inspiring experience for all who attend, providing a unique perspective on the ever-evolving landscape of publishing in today's digital age.

SIG: Teaching Younger Learners

Sat May 13 / Time: 4.15pm-5.45pm / Room: S506 TYL MAVR

Reading the Readers: Peer Support Readers' Reflections on Feedback

Geoff Carr, Bethany Lacy, Kinsella Valies

The Writers' Peer Support Group (PSG) is a committee that provides constructive feedback on manuscripts submitted by JALT Writers. The goal of this project is (1) to refine the existing induction and training process in order to establish a practical and user-friendly program for PSG Readers (PSRs) and (2) to simplify the process for Writers in terms of the feedback content and framing. A 5-point Likert scale survey was given to all PSRs. The survey covered academic critiquing experience, feelings regarding PSG's review process, and opinions on how it may be improved. During survey analysis, the research team identified recurring themes and evaluated the types of feedback represented in the PSRs' responses. Based on the results of the survey, a feedback tool will be developed for a new training program for PSRs. The project's overarching aim is to nurture an active, productive, and capable body of volunteer PSRs able to support greater academic research and writing within JALT. This presentation will benefit JALT members who intend to publish or desire to develop their editorial skills. The presentation will include a hands-on workshop in which one PSG volunteer will show audience members an example of the feedback-giving process.

SIG: Workshops

Sat May 13 / Time: 4.15pm-5.45pm / Room: S403 CUE CEFR

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Come say hello when you have time.

SUNDAY MAY 14TH, 2023

MORNING SESSIONS

9.00am-9.25am

Elusive Bilingualism: Why my Children Don't Speak English

Mark Rebuck

It is often assumed that a bilingual child will somehow naturally emerge from a mixed-marriage household. The presenter, a native English speaker married to a Japanese woman, has on many occasions needed to disabuse people of this assumption. His two sons (aged 10 and 16), born and raised in Japan, speak only rudimentary English. The focus of this presentation is on the possible reasons one father's aspirations of having bilingual children have not been realized. Is the children's lack of English proficiency related to family dynamics, particularly the dysfunctional power relationship between the father (the presenter) and his wife, the belief by the presenter's wife that priority should be given to the L1, or the presenter's proficiency in Japanese? Could the problem lie with the Japanese school system or the influence of online games? As well as exploring these and other reasons, the presenter will frame the discussion by summarizing the various definitions of bilingualism and the principal theories on its development in children. The presenter will also discuss how his own experience of failing to raise bilingual children has influenced his approach to teaching English in the classroom.

SIG: Bilingualism

Sun May 14 / Time: 9.00am-9.25am / Room: S201 ALL Bil

Exploiting Textbook Conversations for Pragmatic Lesson Resources

John Campbell-Larsen

Many teachers find themselves having to supplement textbooks for additional lesson content. In most textbooks conversations are generally used to illustrate a lexical or grammatical point and the pragmatic aspects are often sidelined. The conversations may not accurately reflect the actual way English is used. In addition, students may be habituated to approaching textbook conversations from a lexical and grammatical perspective and may not think about the pragmatic aspects of the conversations. In this presentation I will present examples of conversations from widely used English language textbooks. I will highlight some ways in which teachers can exploit textbook conversations to support teaching of pragmatic points of language use. I will refer to such items as turn-taking, repair, backchannel, self-disclosure, maintaining progressivity and speech acts, among others. This will be of assistance to teachers who are looking for additional ideas to expand lesson content and help raise awareness of some of the pragmatic aspects of spoken language. In addition to extracting teaching points from textbook conversations, attendees will also be able to apply the procedures to producing their own conversation materials that help students to better understand the nature of spoken interactions.

SIG: Pragmatics

Sun May 14 / Time: 9.00am-9.25am / Room: S202 PRAG SA

Promoting Student Self-Efficacy by HRTs in Elementary School EFL Lessons

Michael Kuziw

Homeroom teachers (HRTs) are a vital part of the classroom learning in elementary schools. Their expertise in the ability to achieve student self-efficacy should not go unnoticed, despite the 2020 MEXT reform of English as a foreign language (EFL) as a subject, which has taken much of the onus away from HRTs and in the hands of subject-specific instructors, *senmonka*. It is important to gain a full understanding of the impact that HRTs have on elementary school students, as they begin learning English from the third grade, and what role these teachers can play in the future of EFL education at the elementary school level. To investigate the impact that HRTs play in elementary school students' self-efficacy in EFL, a research investigation was proposed in 2022.

Based on the results of a recent questionnaire distributed throughout elementary schools in a semi-urban city in western Japan, this presentation hopes to facilitate scholarly discussion regarding the impact on student self-efficacy in the EFL classroom by the HRTs. Those interested in supporting and promoting the benefits of HRTs teaching English to their students and discussing the future generation of language speakers will take a keen interest in this presentation.

SIG: Learner Development

Sun May 14 / Time: 9.00am-9.25am / Room: S203 LD MW ER

Peer Evaluation as a Tool for Measuring Individual Participation

Sean Yamada

Peer feedback is a valuable tool in the language classroom as it has been shown promote learner autonomy, enhance interaction among students, and motivate students to perform better. In addition, peer feedback can also help to build a sense of community and collaboration among the students and may improve student engagement and motivation in the language classroom. This presentation will provide an overview of the effectiveness of peer evaluation as a tool for measuring individual participation in the English language classroom. The presentation will cover the creation of a participation rubric and how to help students use it to evaluate each other. Results from an exploratory study will be shared to validate the use of peer evaluation as an indicator and measurement of individual participation. Attendees will gain insight into the use of peer evaluations as a viable and sustainable practice for assessing student participation, engaging their students, and practical steps that can be taken to ensure successful implementation.

SIG: Learner Development

Sun May 14 / Time: 9.00am-9.25am / Room: S204 LD BizCom

Sleep: Essential for Learning (just not during class)

Julia Daley

Students sleeping during class can be quite the annoyance in classrooms in any country, but especially here in Japan, as it often ranks among the most sleep-deprived societies in the world. School schedules, after-school activities, commuting times, homework, and screen time can all contribute towards students' lack of sleep. Combine those external pressure with the changing of their circadian rhythms, which makes adolescents unable to fall asleep until later at night and unable to wake up until later in the morning, and then it's little wonder that so many students are sleep deprived. However, research shows that good sleep is not only essential for memory function during the day, but that the brain actually continues learning during sleep. Good sleep, then, can be the ultimate study tool. This presentation aims to serve as a brief introduction to the neuroscience behind sleep—what happens during sleep, how much sleep is necessary, the consequences of sleep deprivation, and how sleep quality and duration can be improved—with a focus on the peculiarities of the adolescent brain (from approximately ages 10 to 24). Participants will then discuss what role teachers can have in encouraging better sleep in their students.

SIG: Mind, Brain, and Education

Sun May 14 / Time: 9.00am-9.25am / Room: S401 BRAIN ART

Ethical and Practical Use of AI-generative Tools in the Classroom

Sunao Fukunaga

The release of neural machine translation (NMT) in 2016 and ChatGPT, an Open AI language model in November 2022, has begged a critical question: how shall we language teachers cohabitate with technology in the language classroom? AI technology is about to surpass the human capacity to learn, and discussing how to apply these technologies to education has never been more critical. However, previous research has found that teachers lack instruction and guidance for using technology in the classroom (Oda, 2021). Such unguided use of technology negatively impacts students' language learning and academic integrity. In contrast, technology can help English language learners' (ELL) knowledge construction in diverse disciplines if used ethically and appropriately. Therefore, it is urgent to discuss classroom policy for AI generative tools and develop hands-on instructional tasks for the ethical and practical use of NMT and Open AI applications in the language classroom. This qualitative study examines English teachers' and ELLs' perceptions and use of

AI-generative tools in Japanese and American higher education. Through the interview analysis and survey results, the study also aims to propose critical inquiry about the ethical and effective use of such technology in language classrooms. A qualitative data set collected from 2022 through 2023, including semi-structured teacher interviews and student surveys, were analyzed and thematically coded. Our analysis of the data shows that the focal English teachers are underprepared and uninformed about such state-of-the-art technology, while students are already exposed to such technology on a daily basis. Finally, the presenter will showcase sequential hands-on writing tasks that help language teachers and students cohabitate with technology in the language classroom.

SIG: College and University Educators.

Sun May 14 / Time: 9.00am-9.25am / Room: S402 CUE PIE

A Thematic Analysis of Who are the Foreign Faculty at Japanese Universities

Thomas T. Nishikawa Ed.D.

The case study investigated the lived experiences of foreign faculty who teach in Japanese universities using English as the medium of instruction. The research philosophy underpinning this study draws on pragmatism and constructivism, allowing a critical stance that gave a voice to participants that effectively empowered those that were not asked their opinion about an issue that affected them because of the decisions of others at Japanese universities. Data were gathered using a questionnaire and semi-structured interviews with non-Japanese, tenured and non-tenured foreign faculty members. The data sets were analysed using thematic analysis (TA) following Braun and Clarke's (2006) six-stage method. The study focused on foreign faculty integration in Japanese universities. The purpose of the study was to determine the extent to which foreign faculty were integrated into the Japanese university system. This study also examined a group of foreign faculty members, both tenured and non-tenured, to determine how they fit into their university environment. Recommendations are made based on the analysis as to how institutional policies could assist the foreign faculty community's integration into Japan's higher education system.

SIG: College and University Educators

Sun May 14 / Time: 9.00am-9.25am / Room: S403 CUE CEFR

Reading Circles: A Primer

John Nevara

This presentation is intended for conference attendees with limited experience in utilizing reading circles in their EFL classes. Reading circles can be briefly defined as groups of interested people meeting to discuss written material, although the term can be slightly more nuanced in the EFL literature. The presenter has significant experience in the use of reading circles, having published a handful of research papers on the theme. This presentation is meant as an introduction to the topic, hopefully providing participants with a solid base of information from which to conduct their own classes using reading circles. Also, it is hoped that some of the participants may even be spurred to conduct research on this topic, as solid research-based academic writing on the efficacy of reading circles is still lacking. The structure of the presentation will be as follows: 1) provision of a short explanation about what constitutes reading circles, 2) examination of the theoretical pedagogy behind reading circles, 3) an overview of the existing research that supports their implementation, and finally, 4) discussion of the more practical considerations involved in conducting classes based on reading circles, including topics such as material selection and student preparation and participation.

SIG: College and University Educators

Sun May 14 / Time: 9.00am-9.25am / Room: S404 CUE OLE

Navigating the Challenges of being an Introverted Teacher

John Rucynski

Being a teacher is challenging enough for anyone, but introverted teachers face additional obstacles. English language teachers need to stand up in front of groups of students, lead activities, and be engaging throughout the day. This can be a daunting and exhausting prospect for introverts, as they tend to be reflective and reserved. The presenter will share his journey as an introverted teacher, beginning with early

damaging criticisms of his reserved character during teacher training and concluding with his eventual acceptance of being an introvert. In addition to his dedication to being an effective teacher, this acceptance was made possible through positive student comments, high student evaluations, and a deeper understanding of introversion. While one cannot simply transform from an introvert to an extrovert, introverts can make peace with their disposition by accentuating the positive and accepting the negative. For example, positive traits of introverts include being deep thinkers with strong listening and concentration skills (Granneman, 2017). In the classroom, this can translate to providing a calming presence and creative, engaging lessons. Whether introverts or extroverts, participants will be encouraged to embrace being themselves as the best path towards effective teaching.

SIG: Teacher Development

Sun May 14 / Time: 9.00am-9.25am / Room: S501 TD List

AM SPONSORED PRESENTATION: Abax

Global Issues through Extended Graded Readers

Alastair Graham-Marr

This presentation introduces a new Graded Reader Series called Global Issues Narratives. These stories not only help students learn vocabulary, grammar, and overall develop their language skills, they also provide opportunities to learn about important global issues. This presentation will focus in on HOW these graded readers were put together: from start to finish, and look at some of the choices that are made and tools used to create global narratives with precise headword counts.

Associate Member / Extensive Reading

Sun May 14 / Time: 9.00am-9.25am / Room: S502 GILE LLL

AM SPONSORED PRESENTATION: Kinseido Publishing

Building 21st Century Competencies with Pioneer

Alastair Lamond

Numerous changes in recent years have shown us that AI will affect how people work in the future, which was reinforced by the impact of the pandemic. In this workshop, participants will explore how to use a coursebook to help students develop a range of skills that will enable them to cope with the challenges of the 21st century and to achieve social and professional success.

Associate Member / Critical Thinking

Sun May 14 / Time: 9.00am-9.25am / Room: S503 CT TBL

Data-Driven Learning: Using Corpus-based Activities with EFL Young Learners

Martin Spivey

Research into data-driven learning (DDL) as a pedagogical approach in language teaching is becoming increasingly widespread (Boulton & Vyatkina, 2021). Despite this, at present the vast majority of published studies investigate students of university age (Pérez-Paredes, 2022) and there is little research into the use of corpora with children and adolescents (Crosthwaite, 2020). Japanese 5th and 6th grade elementary school students have been learning English as a compulsory subject since 2020 and English activities are becoming more prevalent in lower grades (Goto Butler, 2021), therefore it is imperative that we gain a greater understanding of what constitutes effective pedagogy in the young learner EFL classroom. This presentation outlines some of the research done to date investigating the use of corpus-based activities with young learners of elementary school and junior high school age in an East Asian context, with a particular focus on the types of activities involved in each study. The presenter also explains his own research findings and discusses the key obstacles that need to be overcome if DDL is to be successfully implemented with young learners.

SIG: Computer Assisted Language Learning

Sun May 14 / Time: 9.00am-9.25am / Room: S504 CALL ICL

Flipped Content-based Instruction: Implementation and Student Feedback

Betsy Lavolette, Mayumi Asaba

The COVID-19 pandemic forced many educators to teach asynchronously. The researchers took this as an opportunity to create materials that they later converted to flipped instruction because this teaching style has been shown to have advantages over traditional lectures (e.g., Bener, 2021). The presentation begins with design principles for creating videos and quizzes based on previous research (e.g., Guo et al., 2014) and second language acquisition theory. Then, the researchers report on a study of students' perceptions of two flipped-delivery English-medium content-based courses developed based on the design principles, at a Japanese university during the fall semester of 2022. The research questions include how students perceived the videos, quizzes, in-class elements, and learning outcomes. Based on student focus groups and questionnaires given to approximately 40 students at three stages, the researchers found that the implementation of the design principles was positively perceived by students and assisted comprehension of the content. Additionally, students' reflections about learning outcomes showed that their engagement with the materials and interactions with peers gradually became deeper and more meaningful as the semester proceeded. The presentation concludes with pedagogical implications for implementing flipped learning in L2 classrooms.

SIG: Computer Assisted Language Learning

Sun May 14 / Time: 9.00am-9.25am / Room: S505 CALL MAVR

Language Passport and Portfolio for Fostering Self-regulated Young Learners

Eliseo Vargas Jr.

The presenter shares how to integrate the teaching of metacognitive strategies to young learners (4th to 6th graders) with project-based learning using their language passport. The process begins before the students work on their projects. The class spends time thinking aloud together to create goals related to the project and the students individually write their goals on their passport. Students work individually with their goals in mind. After working on their projects, they are asked to write their reflection on whether they achieved their goals, what they learned and how they could approach similar projects in the future. Both processes are done in Japanese to reflect the students' genuine thoughts. They receive written feedback from the teacher to improve the quality of their goals and reflections. After constantly engaging in the process, the students show some qualities of self-regulated learners. During the workshop, the presenter shares samples of students' reflections and projects for the attendees to see their growth. Attendees will also try a few thinking aloud activities that they can use in class.

SIG: Teaching Younger Learners

Sun May 14 / Time: 9.00am-9.25am / Room: S506 TYL MAVR

Diversity in Language Textbooks: Issues in Coding Race and Gender

Hannah Rose Kunert

In ESL classrooms, textbooks provide authoritative representations of both the English-speaking world, and the learner's place within it. Pictures and illustrations, it is argued, serve as one of the more salient features of such representations, as they are accessible even to complete beginners who may have limited understanding of the accompanying written or aural materials. It is therefore vital that such illustrations represent diversity in terms of both race and gender. This presentation reports on a pilot of a new instrument for quantifying representations of race and gender in language textbooks. LaBelle's (2010) coding instrument was used as a base and expanded to include gender as well as race. Furthermore, modifications were made to the way salient traits were coded, being tagged as actions (e.g., speaking, exercising) rather than adjectives (e.g., dependent, cooperative) in order to give a more objective picture of how individuals were depicted. This presentation will describe the difficulties of quantifying the non-binary categories of race and gender, while arguing that by better understanding such representations, teachers can select textbooks which depict a diverse range of users of English and look forward to a more inclusive classroom experience for both students and teachers alike.

SIG: Gender Awareness in Language Education

Sun May 14 / Time: 9.00am-9.25am / Room: S507 GALE LiLT ER

Online Dictionary Definitions and Learners' Perceptions of Difficulty

Paul Horness, Robert Dilenschneider

Although online learner dictionaries can be useful, they may be challenging for some ESL learners to fully comprehend due to both the readability of how their definitions are written and the level of words they incorporate. To understand how definitions among online learner dictionaries may differ, this study had two parts. The first part quantitatively examined how online dictionary definitions differed regarding word frequency levels (Nation, 2014, Schmitt & Schmitt, 2012,; West, 1953) and readability, as measured from the Coleman Liau Index formula (Coleman, Meri, and Liau, 1975). The results indicated that there was a difference in difficulty among the seven online dictionary definitions. The second part qualitatively examined EFL learners' preferences of the seven online dictionaries. The results indicated that learners' preferences echoed the quantitative findings. Last, with the factors of word frequency, readability, and learner preferences in mind, this presentation will explain why it might be important for ESL instructors to consider certain online learner dictionary definitions when adapting reading passages or preparing learning materials for their students. (Hu & Nation, 2000, Laufer & Ravenhorst-Kalvoski, 2010; Prichard & Matsumoto, 2011).

SIG: Vocabulary

Sun May 14 / Time: 9.00am-9.25am / Room: S508 Teval Vocab

Language Practices of Brazilian Junior High School Students in Japan**Niko Catharine Watanabe Schultz**

As the school-age population in Japan becomes increasingly diverse, it is crucial for teachers and researchers to understand the linguistic backgrounds and day-to-day language practices of language minority students. The complementarity principle posits that multilinguals acquire and use their languages differently in different contexts, and that their language proficiency is thus domain-specific (Grosjean & Li, 2013). This presentation will explain part of the findings from a master's study that examined the cases of two Brazilian junior high school students in Japan. Private English lessons were taught by the researcher to the students one-on-one via Zoom for a period of two months, and one brief structured interview was conducted with each participant during their respective lessons. One student was born and raised in Japan and had never been to Brazil, while the other was born in Brazil and immigrated to Japan at the age of 13. While the two participants were found to be similar in terms of how they used language to interact with their parents, they differed in how they had acquired their languages and how they used language to interact with their siblings, fellow Brazilian students, and the Portuguese-Japanese bilingual math teacher at the tutoring service.

SIG: Bilingualism**Sun May 14 / Time: 9.35am-10.00am / Room: S201 ALL Bil****Exploring the Effects of Reformulation on EFL Learners' Email Pragmatic Competency****Yuan-Shan Chen, Hui-Ju Wu**

Previous research has demonstrated that email requests to authority figures in the L2 context often involve a variety of pragmatic infelicities (cf. Economidou-Kogetsidis, 2018). This study investigates the effectiveness of reformulation to understand the extent to which such a form of corrective feedback benefits L2 learners' email literacy. In this study, four pairs of EFL learners at high and low proficiency levels participated in a multi-stage task in which the learners composed an email collaboratively (pretest), compared the draft with its reformulated version and a native speaker model (noticing), and rewrote the draft individually (immediate and delayed post-tests). After the task, interviews were conducted to probe how these learners perceived each stage in the task. The findings showed that reformulation is an effective feedback strategy to improve the learners' email literacy since more than half of the revisions by the learners on the immediate and delayed post-tests were better and acceptable changes. The interview protocols also showed that the learners held positive attitudes towards this feedback strategy. The study closes by providing pedagogical implications for language teachers and suggestions for further research.

SIG: Pragmatics**Sun May 14 / Time: 9.35am-10.00am / Room: S202 PRAG SA****Learner-Generated Videos to Support Self-Directed Language Learning****Jon Rowberry**

In self-directed language learning contexts one of the biggest challenges for learners is finding and evaluating resources which meet their learning goals, preferences, and proficiency levels. Moreover, it can be difficult for instructors to provide adequate support because they may themselves struggle to keep up with the rapid emergence of new learning content, tools, and technologies. The presentation will highlight how this issue was addressed in a university course targeting self-directed language learning. During the course, students create short slideshow videos in which they introduce a learning resource they found useful and explain why and how they used it. The videos are shared and discussed with peers who may choose to incorporate the resources into their subsequent learning plans. In addition, each year some of the videos are selected which, with the creators' consent, are made available to the next cohort of learners. As well as involving learners directly in materials development, this approach has proved more sustainable than previous teacher-led approaches, such as introducing specific resources in class, providing links via the university LMS, or maintaining dedicated webpages. The presentation will provide insights, examples, and practical advice for nurturing the creation of effective learner-generated materials to support self-directed learning.

SIG: Learner Development**Sun May 14 / Time: 9.35am-10.00am / Room: S203 LD MW ER**

Online Goal Setting and Self-Evaluation: Guiding EFL Students to Reflect

Nicolas Emerson

In a rapidly changing world, young people increasingly need to be autonomous learners, capable of setting goals, devising learning strategies, and reflecting on their performance. The challenge faced by educators is to find the time and means to support their learners to develop these capabilities within the context of compulsory EFL education. This presentation examines the results of a research project into goal setting and self-evaluation using a custom-made web application designed to function within Moodle. The participants in the study were first- and second-year students enrolled in compulsory EFL courses at a Japanese university. Data were collected via student surveys, practitioner reflection, and web application data analysis. Key findings indicate that online goal setting and self-evaluation promote learner reflection, whilst also improving engagement and motivation. The presentation begins with a summary of the theoretical underpinnings of the study, focusing on goal-setting theory, self-regulated learning, and how these constructs relate to EFL. The presenter then describes the context of the study and the situational factors that impacted its design. The web application's functionality is explained and demonstrated via the use of examples from learners' usage. Finally, the research findings are shared, and implications for both theory and practice are explored.

SIG: Learner Development.

Sun May 14 / Time: 9.35am-10.00am / Room: S204 LD BizCom

Unlocking the Power of the CASEL Framework with Language Activities

Glenn Magee

Socio-emotional learning (SEL) plays a crucial role in the development of students. It enables them to learn practical communication skills in a social setting, helps them develop a positive self-image and better understand themselves. SEL also positively impacts language learners' prosocial behaviors and helps create a stronger sense of belonging in school. This presentation aims to introduce the fundamentals of socio-emotional learning using the Collaborative for Academic, Social, and Emotional Learning (CASEL) framework, which organizes SEL into five distinct categories: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. The presenter will first introduce the model and then give ideas about how each of these areas can assist in rebuilding students' sense of belonging in school after experiencing both disconnection and social isolation stemming from COVID-19. The pandemic has caused disruptions to students' social connections and interactions, leading to feelings of isolation and disconnection. By understanding and implementing SEL, teachers can provide a supportive environment for students to reconnect with their peers and teachers. Activities that support helping young adolescents connect with their teachers and peers will be introduced as ideas teachers can take away and implement in their classrooms. These activities aim to enhance the dimensions of the CASEL framework.

SIG: Mind, Brain, and Education

Sun May 14 / Time: 9.35am-10.00am / Room: S401 BRAIN ART

Perspectives as an EFL, EAP and EMI Teacher: Insights into EMI programs

Andrea Tan Geok Poh

Recent literature has examined the perceived roles of language teachers (English as a Foreign Language (EFL), English for Academic Purposes (EAP)) and content subject teachers who use English as a Medium of Instruction (EMI). For instance, Dearden (2014) points out that many EMI teachers do not think it is their job to support students who are weak in language. In spite of this, Brown (2017) notes that teachers in EMI programs at several Japanese universities recognize that it is difficult to have a clear delineation between language and content teaching. The presenter reflects on these issues based on first-hand experience of working as an EFL, EAP, and EMI teacher at three Japanese universities that offered different types of EMI classes or programs. Issues relevant to EMI programs will be discussed, such as negotiation of cultural differences in classroom practice and development of content pedagogy which takes into consideration students' language needs. The presentation concludes by inviting the audience to share related experiences or ask questions. It hopes to stimulate discussion among attendees who might be looking to design or improve their EMI classes as well as EFL/EAP teachers who are working closely with affiliated EMI programs.

SIG: College and University Educators.

Sun May 14 / Time: 9.35am-10.00am / Room: S402 CUE PIE

Creative, Engaged Pedagogy

David Shea

One of the challenges of JALT is to imagine the future of language education, but as Claire Kramsch once said, for language teachers to think about the future, we must look at how we are culturally rooted in the past as we act in the present. Perhaps an example of this is Aaron Miller's recent reflections on A.S. Neil's view of education at Summerhill. Simply put, Miller said was that through play, children learn what they need to know. Miller also contrasted the concept of play to the typical approach to teaching that he saw in high schools in Japan. Miller's point is stimulating, and I thought about how I myself came to teaching as an expression of creativity and freedom. However, I feel that Miller's point about play is simply the first step in a creative approach to English language teaching. To support my analysis, I look at an anonymous survey of approximately 45 students in two of my first-year university oral English classes, and I discuss the results in terms of a shift in student identity, and development of and engaged orientation to teaching in the FL classroom.

SIG: College and University Educators

Sun May 14 / Time: 9.35am-10.00am / Room: S403 CUE CEFR

Conference Proposal Writing and Reviewing: Constructive Feedback

Mark Brierley

Presenting ideas to fellow teachers and researchers is an essential part of professional development. Concisely describing a presentation in one or two hundred words of text is a challenge. Conference organizers must also put together teams of reviewers to assess the quality of each submission, and ideally write feedback that will be useful for authors to revise their submissions, whether to raise the standards of the current conference or to help authors when they apply to a later conference. This session is intended for anyone thinking about writing a presentation abstract, joining a reviewing team for a conference, or continuing to review and give feedback on submissions. This presentation will first consider the essential form and component of a presentation submission: who it relates to, what it is about, when and where it takes place, and why it is important. Then we will look at how reviewers can write feedback in a tone that is helpful without being patronizing, and critical without being offensive. What are the rules concerning abstract writing and when do rules become guidelines? Do abstracts need references (Gough & Taylor, 2018)? Should abstracts include questions? (194 words including these ones!)

SIG: Workshops

Sun May 14 / Time: 9.35am-10.00am / Room: S404 CUE OLE

Not Necessarily a 'Deficit': Language Teachers with ADHD Can and Do Excel

Marc Jones, Gretchen Clark

Research into language teacher self-efficacy is essential in order to understand how teachers view their role in educational systems and then how these beliefs affect learning outcomes for students. While this phenomenon has been studied across several teaching populations including that of EFL instructors, the perspective of the language instructor who has Attention-Deficit/ Hyperactivity Disorder (ADHD) remains underrepresented. In order to provide some insight into the experience of these teachers, an anonymous questionnaire consisting of both Likert-scale and open-ended items was devised. The instrument sought to measure the degree and in what ways ADHD might affect teaching practice, relationships with students and colleagues, and finally beliefs about self-efficacy. Data were coded thematically and then analysed using the frame analysis method. In this presentation, qualitative results will be presented and discussed. The findings show that ADHD can either be a challenge or asset for individual educators depending on the situation and task, so awareness of these tendencies can be important in the creation of smooth workplace interactions both in and outside the classroom. Nevertheless, it is important to understand that while widely considered a 'deficit', in fact, ADHD in many cases makes us exceptional instructors.

SIG: Teacher Development

Sun May 14 / Time: 9.35am-10.00am / Room: S501 TD List

English as a Lingua Franca in Model United Nations Simulations

Donna Tatsuki, Lori Zenuk-Nishide

This presentation will introduce insights drawn from research on ELF (English as a Lingua Franca) in MUN (Model United Nations) simulations and will summarize some of the best practices in MUN events and delegate preparation. This includes the MUNCE (Model United Nations Spoken Corpus of English), a specialized corpus currently being compiled at Kobe City University of Foreign Studies in Japan. It will be shown how MUN simulations are uniquely positioned to help students develop their language ability and their global competencies, as well as being ideal opportunities for participants to experience ELF in an intensely communicative context. One of the most important 21st century skills is the ability to negotiate constructive resolutions. Both MUN and ELF can be seen as communities of practice both involving mutual engagement in a negotiated joint enterprise using a shared repertoire (Wenger, 1998). The corpus offers glimpses into MUN community of practice. It also allows researchers to go beyond the analysis of linguistic and descriptive features of MUN situated simulation ELF to the critical identification and description of breakdowns in communication in terms of type and cause, as well as the identification and description of communicative strategies.

SIG: Global Issues in Language Education

Sun May 14 / Time: 9.35am-10.00am / Room: S502 GILE LLL

Looking Ahead Towards Integrating Critical Thinking into English Curriculum

James Dunn

Critical Thinking, as an avenue towards English mastery, has been gaining in both popularity and notoriety since MEXT introduced its new goals for English Language Learning in Japan. This presentation will cover a past example of university system-wide implementation of Critical Thinking into a first- and second-year reading and writing courses, as well as ongoing critical thinking curriculum design efforts in both first-year university Practical English courses and high-school level English courses. Finally, considerations for future curriculum design efforts will be presented and possible avenues of integrating Critical Thinking into curriculum presented for discussion. Participants will receive examples of printouts and syllabi that have been used to utilize critical thinking skills in courses across Japan in both University and High School EFL settings.

SIG: Critical Thinking

Sun May 14 / Time: 9.35am-10.00am / Room: S503 CT TBL

Utilizing Mentimeter in Japanese EFL classrooms

Mark Donnellan, Kym Jolley

Mentimeter is an interactive presentation platform that allows for engaging digital activities in EFL classrooms. It has a variety of affordances, including presentation tools and quiz activities. These affordances can enhance student engagement with classes, assist teachers with presenting content in an interesting way, and help with assessing student understanding. Tools such as Mentimeter are now particularly pertinent as classrooms in Japan return to their pre-pandemic formats. In some cases, this means that teachers and students who have studied and taught using digital platforms for varying lengths of time since April 2020 are now back in classrooms with little access to digital tools. This may occur despite new or increased enthusiasm towards the use of technology in the classroom. Mentimeter is an easy-to-use platform for both teachers and students in classrooms that are both equipped with computers and those that are not. This paper will reflect upon the benefits of using Mentimeter in English as a Foreign Language (EFL) classes in Japan and outline various ways it can be utilised in the classroom.

SIG: Computer Assisted Language Learning

Sun May 14 / Time: 9.35am-10.00am / Room: S504 CALL ICL

Examining Student Perspectives on Improving Online Self-Access Learning

Victoria Thomas

In the past few years, the shift towards online accessibility has rapidly accelerated. In addition to institutional trends towards open education resource (OER) curricula, research from a broad spectrum of disciplines has shown that students are increasingly seeking information online and that institutional self-access centers

need to undergo a paradigm shift to remain current. This presentation will introduce the website for a university language self-access center and present the results of a structured qualitative opinion survey distributed to the university's students about the website's contents. The bilingual English/Japanese survey gathered student opinions on the website's visual and linguistic accessibility, subject relevance, diversity of content and cultural/linguistic representation, and aesthetic appeal. The results of this qualitative survey will be the main focus of the presentation. The website itself will be referenced in order to (1) provide an example of a university self-access website and (2) contextualize the results of the survey, which was distributed using Google Forms at the end of the school year (late January to early February). Although survey results at one institution are not fully generalizable to a nationwide student population, attendees will be able to gather ideas for their own institutional and educational contexts.

SIG: Computer Assisted Language Learning

Sun May 14 / Time: 9.35am-10.00am / Room: S505 CALL MAVR

Overcoming Barriers in Foreign Language Teaching by Elementary School HRTs

Laura Pratt

Japanese elementary school homeroom teachers are being called upon to teach foreign languages to their classes in line with the Course of Study for Elementary schools (MEXT 2018). However, multiple practical difficulties have arisen from this plan, many stemming from lack of English skills, insufficient foreign language teaching training, quality of teaching materials and low teacher confidence. Many Boards of Education have relied on ALTs and English specialist teachers in response to these difficulties, which has led to homeroom teachers being unable to develop their skills. This presentation will propose an alternative - that the barriers be systematically removed for ES homeroom teachers. Based on the presenter's experience in teacher training, coaching and materials development for Japanese schools, she will address the most common barriers for homeroom teachers and suggest practical ways to overcome them.

SIG: Teaching Younger Learners

Sun May 14 / Time: 9.35am-10.00am / Room: S506 TYL MAVR

Shining a Light on Social Issues: Picturebooks as Social Learning Tools

Bethany Lacy

While picturebooks can be tools that teach emergent readers their ABCs, they can also be useful to teach adults about different social issues. This study featured five picturebooks chronicling various social topics (i.e., community involvement, police brutality, bullying, refugees, disability rights, and LGBTQ+ rights). A group of twenty-two first-year Japanese university students answered a pre-test survey in which they rated the level of severity for fifteen social issues in Japan and on a global scale. After reading each picturebook, the participants were assigned "Reading in Action" activities that connected the picturebooks with societal issues in Japan. The Reading in Action activities included tasks requiring the participants to take pictures, view Japanese non-profit organizations' websites, and write reflections about the issues in the picturebooks and similar matters in Japan. The participants' reflections provided insight into their background knowledge and revealed things they had learned about social issues in Japan through the activities. A post-test survey further showed changes in the participants' perspectives about social problems. Combining the picturebooks with active learning helped the students develop a deeper knowledge of societal topics in Japan and globally.

SIG: Literature in Language Teaching

Sun May 14 / Time: 9.35am-10.00am / Room: S507 GALE LiLT ER

Looking Forward with Vocabulary Notebooks

Esther Ratcliff

The rise in remote learning triggered by the pandemic forced teaching online. As a result, traditional teaching methods were cast aside. "Looking forward" can in fact be about 'looking backwards', backwards towards pen and paper methods of learning vocabulary, in the form of vocabulary notebooks. We need to "teach learners how to keep a neat and spacious vocabulary notebook" (Folse, 2017, p.102). Having learners keep vocabulary notebooks is only one vocabulary learning strategy (VLS). Folse argues that no one VLS will equip learners for

the huge task of acquiring L2 vocabulary. However, we must provide learners with a range of strategies, enabling individuals to choose appropriately for themselves. Drawing on research of second language vocabulary learning, this talk will present two approaches to learning vocabulary, word lists, and mind-mapping. It will look at how each approach can be employed in the classroom and will then consider efficacy for learning vocabulary at university level. It will be of interest to teachers of all age groups, particularly, high school and university students.

SIG: Vocabulary

Sun May 14 / Time: 9.35am-10.00am / Room: S508 Teval Vocab

PLENARY SPEAKER

Exploring the Potential of Metaverse and ChatGPT in ELT

Yukie Saito

10.10am-11.10am

Metaverse and ChatGPT are two popular technology-related keywords that have been widely discussed. Despite the potential negative aspects of these innovations, students currently learning English are expected to be proficient in the latest technology for their future careers. It will be valuable for students if we teach them English and help them become familiar with the latest technology and understand its benefits and limitations. I will discuss how Metaverse and ChatGPT can enhance and enrich English teaching and learning. In the first part of the talk, I will share my experience of using Virtual Reality (VR) as one example of Metaverse in several VR projects. By reflecting on the projects, the possibility of integrating VR into English teaching and learning will be discussed, considering the characteristics of VR, such as immersive, interactive, and cooperative language learning. In the latter part of the talk, I will provide some suggestions for using ChatGPT to teach English listening and speaking, such as creating pragmatically appropriate dialogues with ChatGPT. While concerns have been raised about ChatGPT potentially stifling students' critical thinking skills, the presentation will provide implications of how the latest technology can facilitate higher-order thinking skills aligned with Bloom's Taxonomy.

SIG: Mixed, Augmented, and Virtual Realities

Sun May 14 / Time: 10.10am-11.10am / Room: S301

POSTER SESSIONS

11.15am-11.55am

For Book Review Authors Looking Ahead: A Look Back on 10 Years of Editing

Greg Rouault

While early career researchers seek to find their academic voice, those job hunting in academia are in search of publications. Since the academic English required for publication is no one's first language (Hyland, 2016), new members to an academic community are left to not only negotiate linguistic resources but also the social, cultural, and historical aspects of their academic socialization (Kobayashi et al., 2017). Morita (2009) defines this process of academic socialization as, "learning how to participate in a competent and appropriate manner in the discursive practices of a given academic community" (p. 444). This poster presentation looks at the discourse of the review genre used in book reviews as a gateway publication into such communities of practice. The anecdotal content is based on 10 years of first-hand experience volunteering as the editor of book reviews for JALT Journal. While drawn from reflections looking backward, the details chronicled include: an overview of the review genre, what makes for a quality = publishable review, and common pitfalls to avoid for those review authors looking forward. Further takeaways emphasized for observers in this interactive session will concentrate on getting started, targeting publication opportunities, and getting it published.

SIG: Teacher Development

Sun May 14 / Time: 11.15am-11.55am / Room: S201 ALL BIL

Towards Cultural Sustainability in EFL: What Role does Technology Play?

Satchie Haga

In sustainable development literature, culture is currently positioned as an aspect of social sustainability pillars. However, there is growing interest in developing a fourth pillar dedicated solely to culture due to its fundamental significance on the economic, social, and environmental pillars of sustainability. Cultural sustainability in education refers to practices, policies, and attitudes towards maintaining cultural beliefs, heritage, and particular ways of life amidst intensifying external forces such as globalisation, neoliberalism, and imperialism. Culturally responsive teaching is a culturally sustaining approach where teachers respond to and proactively integrate students' customs, characteristics, life experiences, and ways to learn in their pedagogy to improve learning and student empowerment. This is increasingly important in EFL education heavily influenced by western-dominated ideologies and practices. But how do teachers become culturally responsive and what role does technology and the material play? Drawing upon transformative learning theory and adopting a socio-material approach. This presentation provides an overview of the design and emergent findings of a qualitative multiple case study that used observations and phenomenological methods to examine the lived experiences of expatriate EFL teachers towards becoming culturally responsive in the Japanese higher education context and the role of the material in that transformation.

SIG: Computer Assisted Language Learning. Sun May 14 / Time: 11.15am-11.55am / Room: S201 ALL BIL

SDGs as a Framework to Address Global Issues

Gareth Humphreys, Rob Hirschel

Current crises including the ongoing pandemic, climate change, and various societal struggles and disharmony are revealing the fragility of our world. Language teachers are increasingly encouraged to address global issues that necessarily require international cooperation and communication. Students, too, are often concerned and have a vested interest in the future of their planet, including making it much more cooperative and harmonious. Sustainable Development Goals (SDGs) adopted unanimously by the 193 members of the United Nations have worldwide currency and are important to incorporate within education. This poster session describes a small-scale educational innovation to promote engagement with SDGs among university students, from individual, local, national, and international perspectives. Students investigate and critically reflect on an Self Directed Learning SDL goal of personal importance and make online entries in which they consider their selected goal from different community perspectives. Students

also conduct research on their future careers by investigating SDG initiatives among prospective employers. Finally, students develop posters of their work that are collated in a booklet and feature as a self-access centre learning resource. This poster session explains the steps of the project, displays examples of student work, discusses outcomes, and examines opportunities and challenges.

SIG: Global Issues in Language Education

Sun May 14 / Time: 11.15am-11.55am / Room: S201 ALL BIL

Sustainable Wellness and Accessibility: Finding your Red Balloon

Natsuki Suzuki, Andrew Reimann

Looking forward, the maxim, if you don't make time for your wellness, you will be forced to take time for your illness, is both apt, relevant and essential to the future sustainability of language learning. The integration of wellness and accessibility can greatly impact the success and enjoyment of language learners. Wellness, in this context, refers to the physical, mental, and emotional well-being of both learners and teachers. This includes providing a safe and healthy learning environment, promoting a balance of work and rest, and addressing issues such as stress and burnout. Accessibility, refers to the ability for all learners to access and participate in language learning, regardless of their background or abilities. This includes providing accommodations and support for learners with disabilities or differences, as well as ensuring that materials and resources are available through multiple styles, methods and formats. What can teachers bring to the classroom to facilitate optimal conditions? This presentation explores how teachers can apply their own 'wellness strategies' and ideas to the classroom to support learners' well-being and create an active and accessible environment. Overall, we will introduce activities that motivate, inspire, reduce stress and anxiety while accommodating diversity to sustain a well-balanced, comfortable and inclusive learning environment.

SIG: Accessibility in Language Learning Sun May 14 / Time: 11.15am-11.55am / Room: S201 ALL Bil

Writing Assessment Suggestions for the New World of AI Writing Software

Cathrine-Mette Mork

In the early summer of 2020, OpenAI released its Generative Pre-trained Transformer 3 (GPT-3), an autoregressive language model that uses deep learning to produce human-like text. With this advance in machine learning, AI authoring tools using GPT-3 are also capable of paraphrasing, summarizing, and changing the style and tone of any text fed into them, increasing productivity and efficiency in enterprises of all kinds. They come with more than a small handful of potential dangers as well, however, one being the increased temptation to plagiarize accompanied by the increased difficulties in detecting it. Advances in AI writing technology will continue to improve, and educators must adapt. This poster presentation shows three possible response routes educators can take in this changing landscape: 1) Be more vigilant with increased use of (AI) plagiarism checkers and hope for the best, 2) Circumvent student use of AI authoring tools through assigning in-class writing, alternatives to writing, and other strategies, and 3) embrace AI by, for example, assigning work that requires learners to analyze, review, revise, or refine AI-produced texts. The author feels that in the long term, major shifts in approaches to writing assessment are more likely than minor ones.

SIG: College and University Educators Sun May 14 / Time: 11.15am-11.55am / Room: S202 PRAG SA

"Thanks for the Feedback!" – A Comparative Study: Peer vs Teacher

Peter Chu

Every teacher has spent countless hours guiding students in developing presentation scripts and materials before the presentation date as well as on assessment and critiques on delivery afterwards. Teachers may also employ the presenters' peers as a resource for feedback. However, a common observation made is that despite repeated iterations, much of the feedback given seems to go unheeded. This raises the question: Do students even appreciate feedback? Are they more receptive to peer feedback than teacher feedback? For this research, three weeks were devoted to activities meant to enhance the reception of feedback. After the first week of instruction, students practiced their presentations in groups, giving each other practical advice. Additionally, a digital platform and app allowed the teacher to give extensive individual feedback. Finally, students convened once more to deliver their improved presentations and were evaluated by their peers. The

survey that followed forms the basis of this presentation. The surveys and action research examining students' attitudes regarding feedback from the instructor and from peers, as well as the process of giving feedback, show that students find peer feedback to be both more helpful and more desirable than teacher feedback, to varying extents. Most students came to see the value in both receiving and giving feedback, which suggests that teachers should allow time for the exchange of such feedback during their classes.

SIG: College and University Educators. Sun May 14 / Time: 11.15am-11.55am / Room: S202 PRAG SA

Social Anxiety: Limiting its Impact on Pair and Groupwork

Brendan R.B. Plummer, Michael Rupp, Larry Xethakis

Working in small groups, learners often encounter ambiguous situations or are forced to work with unfamiliar classmates. Such situations can be difficult for learners to deal with, causing discomfort, or even distress. These feelings may be amplified when using a second language, given the increased cognitive and psychological demands involved. Up to now, the primary concern with regards to anxiety in language teaching has been the anxiety associated with communicating in a foreign language, or foreign language classroom anxiety (Horowitz, et al., 1986). However, there is evidence that anxiety is also an influential factor in students' attitudes towards group-work (e.g., Zhou, 2015). Considering the central role that group-based learning presently plays in both face-to-face and online language learning, and looking towards the future, attention needs to be given to the impact that anxiety has on students' willingness to engage in group-based activities. In this presentation, we consider the relationship between anxiety, students' willingness to work in groups, and the effective functioning of groups. We also discuss recommendations from the literature and the presenters' professional experience to help overcome the influence of anxiety, such as building rapport between group members and using structured activities to encourage interaction.

SIG: College and University Educators Sun May 14 / Time: 11.15am-11.55am / Room: S202 PRAG SA

Teacher and Student Perceptions of Online Language Learning

Ferg Hann

The COVID19 pandemic has affected the way students and teachers approach language learning. Both students and teachers view the effectiveness of online and face-to-face classroom language learning in different ways. In this poster presentation, the preliminary results of a mixed-methods study are reported and discussed. In the quantitative section of the study, 400 students and 30 teachers at a private university in Japan completed a 20-item questionnaire on the effectiveness of their online language learning experience. The responses were analyzed in terms of the students' age, the duration of the students' online experience, and proficiency in English. In the qualitative half of the study, 10 students and 5 teachers were asked to expand on their answers to the questionnaire and answer follow-up questions in 10-minute interviews. The results revealed differences between students, based on the duration of online experience, specific language skills, and proficiency. The results also illustrated the differences between student and teacher perceptions about students' online learning experience. The differences between the groups illuminate several areas that could be explored in the future classroom, in terms of educational direction, mixing elements of online and face-to-face learning, and students' self-monitoring of their own language learning experience.

SIG: College and University Educators. Sun May 14 / Time: 11.15am-11.55am / Room: S202 PRAG SA

The Student Conference: An Example of a Gold Standard Project

Gretchen Clark

Project-based language learning (PBLL) is a powerful vehicle for the development of 21st century skills such as creativity, critical thinking, communication, and collaboration. During PBLL, students use the target language to engage with a real-world problem, challenge, or inquiry by working with peers to execute authentic tasks that culminate in a public product (The Buck Institute for Education, n.d.). This poster showcases a tertiary level, 15-week course in which five students (average TOEIC 782) planned a student conference. As part of a course on business correspondence, students carried out every element of the preparation process including deciding the theme, designing the publicity materials, making the schedule, and communicating with attendees. The language foci included: writing business emails, delivering persuasive business pitches, leading and participating in discussions, and creating project reports. The

students also practiced problem-solving by predicting possible complications and offering solutions. This poster will introduce the project, demonstrate the degree to which the project fulfills the benchmarks of a 'gold standard' project as defined by the Buck Institute for Education, suggest improvements for future courses, and share student reflections. This presentation will be of interest to educators who are interested in the possibilities PBL can bring to their classrooms.

SIG: Learner Development

Sun May 14 / Time: 11.15am-11.55am / Room: S203 LD MW ER

Intercultural Friendships: Exploring Contextualized Interactions

Anita Aden

Cultural markers of university students' norms and values become evident when they share daily life with international students studying on U.S. campuses. When intercultural interactions occur in on-campus housing, American students experience sociocultural awareness as they build friendships with international students. This presentation focuses on the narrative accounts of ten American college students' language negotiations, intercultural understanding, and friendship formation with international students in their dormitories. The presenter will share her qualitative research findings of the college students' contextualized interactions, intercultural navigation, and relational connectedness with the international students. The presentation may be of interest to study abroad program and intercultural curriculum coordinators regarding students' intercultural connectedness in a local-global context.

SIG: Learner Development.

Sun May 14 / Time: 11.15am-11.55am / Room: S203 LD MW ER

Going Beyond Creating Just a Textbook: The Digital Tools You'll Need

John Carle

Independently writing and publishing a textbook can be a daunting task. These days, it is not enough to just write the content, design the layout, and print a book. Independent publishers and writers must go beyond traditional physical textbooks to connect fully with students. Modern textbooks have evolved to include interactive websites, digital workbooks, and gamified content. Though large international publishers have a great deal of online content, independent publishers can use a variety of tools to put their products on par, or even surpass in some ways, their more established counterparts. This poster will highlight many of the tools that can be harnessed to leverage the immense capabilities of technology to create high-quality, engaging educational materials. Participants will see real-world applications of how technology can be used in the creative process of writing textbooks and also how high-tech can bring content to students in a variety of ways. The digital poster will showcase the following: AI-generated text, AI-generated art, text profilers, website creation tools, text-to-speech voice readers, audio editors, image editors/creation tools, vector graphic tools, tools to gamify content, and digital workbook creation tools.

SIG: Materials Writers.

Sun May 14 / Time: 11.15am-11.55am / Room: S203 LD MW ER

Creating Animated Material for the ESL Classroom.

Rob Olson

"Digital natives," people born and raised with technology, appear to learn best when the information is deemed necessary, delivered quickly and directly, and also contains graphics and audio (Van Slyke, 2003). One method that is showing signs of success is the creation and use of animated videos to teach specific types of vocabulary as well as model conversations. These videos can be simple GIFs that last a few seconds or more complex illustrated stories. The challenge for most teachers, however, lies not in the use of these digital assets but in their creation. This presentation seeks to bridge this gap. The purpose of this presentation is to share the processes that one teacher uses to design animated learning materials that contain spoken messages and/or dialogues. This presentation will include information regarding both open-source and commercial software as well as step-by-step methods on how to create an illustrated GIF and one-minute animated cartoons. Created digital resources will also be shared with participants.

SIG: Materials Writers

Sun May 14 / Time: 11.15am-11.55am / Room: S203 LD MW ER

Designing and Evaluating a Flipped Online Course on Academic Skills**Mehrassa Alizadeh**

Regardless of their major, university students should develop a set of core skills that enable them to engage in academic activities using English. These skills could be roughly divided into reading, writing and presentation, which comprise the foundation of most schoolwork. This presentation focuses on the design, teaching and evaluation of a flipped online course on academic skills targeting Japanese students at a university in western Japan. The course was designed not only to improve students' academic skills but also to foster communication, collaboration and digital literacy skills. It was hosted on a 2D virtual platform called Gather with spatial audio/video chat and group work functionalities that encourage student communication. The course was implemented in AY 2022-23 and evaluated by the students using a retrospective self-report survey. As the final assignment, students were required to submit reflective reports on how the course potentially helped them develop academic, collaboration and digital literacy skills. The instructor analyzed the survey responses and conducted content analysis on reflective reports to shed light on students' learning experience and perceptions. This presentation will be a report on the course design and implementation as well as findings from the survey study and content analysis of reflective reports. This research is funded by the Japan Society for the Promotion of Science Grants-in-Aid for Scientific Research (Project Number: 22K13756).

SIG: Learner Development**Sun May 14 / Time: 11.30am-11.55am / Room: S204 LD BizCom****A Painting is Worth Ten Thousand Words: Teaching Critical Thinking with Art****Mark Swanson**

This study examines the development of critical thinking skills through the study of artworks in a first year EFL class. Art is under-utilized in the foreign language classroom (Grundy et al., 2011). It has the power to elicit deep thought and encourages the types of thinking that are essential for critical thinking, such as asking thoughtful questions, exploring new perspectives, and making connections (Tishman & Palmer, 2006). For this study, a three-step task was created in which students: 1) observe: describe the details that they notice; 2) investigate: formulate questions about aspects of the artwork that they wonder the meaning about; and 3) interpret: form an opinion about the meaning or message of the artwork. For cultural reasons, some Japanese students may feel reluctant to think for themselves and express their opinions in class (Okada, 2017). This activity aims to encourage students to think independently and to share their original ideas and opinions with classmates. The results from two surveys that collected quantitative and qualitative data from 68 students will be presented.

SIG: Art, Research, and Teaching**Sun May 14 / Time: 11.30am-11.55am / Room: S401 BRAIN ART****Effectiveness of 4/3/2 Speaking Activities: Impacts on Student Learning****Lydia Eberly, Michael Wilkins, Michael Delve, Rian Davis, Thomas Stringer**

Developing speaking fluency is a challenging goal for learners of English. Tasks have been designed to promote fluency, including the well-known "4/3/2" activity. Learners prepare a talk and speak for progressively shorter times. Repetition and time pressure are the proposed mechanisms of change. However, learners in contexts where English is a foreign language may initially struggle with this length of speaking. Adapted task designs such as a 2/3/4 pattern may be more appropriate. This presentation examines a quasi-experimental research study. The study investigated three questions: Did fluency training have an impact on ratings of fluency, was one task design more effective at promoting fluency, and what change did learners evaluate in their fluency? 70 undergraduate learners in English language courses in higher education in Japan participated. Pre- and post-tests were used as part of a multi-stage, mixed-methods design. The presenters will introduce the rationales, details, and rating method of the adapted tasks. Details of significant changes in fluency will be revealed. The presentation also describes how quantitative data informed later qualitative

coding and analysis, uncovering learners' perceptions of the different task patterns. Finally, the presenters discuss both pedagogical and research implications.

SIG: College and University Educators

Sun May 14 / Time: 11.30am-11.55am / Room: S402 CUE PIE

Learning Derivational Morphology at an Early Stage Using Demonyms in Spanish

Maria Fernandez

Los estudiantes japoneses de español, especialmente en los niveles iniciales, suelen confundir a menudo el nombre de los países y sus gentilicios así como el sufijo derivativo correcto para formar el gentilicio. En esta comunicación se discutirán las posibles causas de estos errores siguiendo los postulados de Laufer (1997) para analizar los factores intraléxicos que influyen en el aprendizaje de una palabra en relación con los adjetivos deonomásticos de lugar y se presentará una secuencia didáctica que se diseñó para corregirlos y que fue llevada al aula. Finalmente se expondrán los datos estadísticos obtenidos de una prueba que se realizó al finalizar dicha secuencia y que podrían revelar la importancia de una enseñanza explícita de la morfología en la clase de español como lengua extranjera para aprender este tipo de adjetivos y sus bases toponímicas.

SIG: Other Language Educators

Sun May 14 / Time: 11.30am-11.55am / Room: S404 CUE OLE

Likert Scale Survey of EFL Team Teaching Communication Challenges in Japan

Aquanna Ishii, Terry Tuttle

There are multiple barriers to communication between Japanese Teachers of English (JTEs) and Assistant Language Teachers (ALTs) who are team teaching (TT) in Japan (Hiratsuka, 2022). We surveyed 47 EFL teachers who are currently team teaching in Japan (26 JTEs and 21 ALTs) using a 44-item Likert scale survey inquiring about three different categories of potential difficulties that might contribute to willingness to communicate (McIntyre et al., 1998) between TTs. The categories we selected were language proficiency (LP), interpersonal and intercultural differences (II), and workplace logistics considerations (WL). We also asked participants to identify which category of communication barrier they perceive as the most challenging. We compared the selected areas of greatest perceived difficulty to the average Likert scale scores for each category to identify common tendencies within and across each group of survey participants. In this presentation, we introduce the rationale behind our survey, present its results, as well as analyze the survey itself for reliability. We conclude by outlining some potential implications of our results for possible successful TT communication strategies.

SIG: Teacher Development

Sun May 14 / Time: 11.30am-11.55am / Room: S501 TD List

Developing Global Leadership Through Intercultural Collaborative Workshops

Ally MacKenzie

The internationalization of higher education has become an important strategic priority for universities in the past few decades with the increase of mobility of students and researchers across the globe. An international exchange between faculty members from Japan and Mexico began in 2017 with researchers/educators visiting and collaborating in person. As a result of the global pandemic, face-to-face collaboration was unfortunately shut down in 2020. In order to maintain collaboration between the two institutions, a virtual global exchange was started early in 2021 and continues now through virtual student workshops. Our hope is to promote cultural awareness and the development of language skills through the exchange between students and faculty members. Workshops take place two or three times per semester where students and faculty members discuss topics connected to culture shock, challenges of doing business abroad, impacts on business due to the global pandemic, and Japanese Foreign Direct Investment in Mexico, among others. This presentation will describe ways the ongoing collaboration has helped students to expand their knowledge of global business, culture, and cross-cultural communication using English as a lingua franca through the discussion of survey results as well as through anecdotal evidence gleaned via student interviews.

SIG: Global Issues in Language Education

Sun May 14 / Time: 11.30am-11.55am / Room: S502 GILE LLL

Making Monsters: Applying Creativity Theories to Creative Classroom Tasks

Cameron Smith

Creative tasks provide an open-ended opportunity for students to use a wider variety of language, as well as produce output that can please and surprise them, their classmates, and their teacher. Moreover, educational institutions and governments now aim to encourage creativity as a key "21st century skill". How should teachers go about setting up and supporting creative tasks? Is the common conception of creativity as the work of a lone convention-breaking artist helpful or appropriate in the language classroom? In this presentation, I will introduce developments in creativity research from the past ten years, in particular the sociocultural approach of Glaveanu, that can help us to understand how creativity can be taught and supported, and how people can be creative together. They present a view of creativity that is more appropriate in both language learning where students acquire a skill, and the real world, where people at work typically need to be creative in teams. An example is given from my own teaching where students are tasked with designing new "yokai", a kind of mythical Japanese spirit.

SIG: Task-Based Learning

Sun May 14 / Time: 11.30am-11.55am / Room: S503 CT TBL

When World Englishes Awareness Meets QR Codes

Yanki Chung

World Englishes is typically introduced in classes by teachers at the post-secondary level. This presentation shows that raising awareness of this topic can be done at all levels outside the classroom. The presenter created an English board on World Englishes in an open language learning space (LLS) at a public high school in Tokyo. The board has QR codes that link to generalized audio samples of different varieties of English. It is one of the English boards of an ongoing initiative to create a better English-learning atmosphere in the school. QR codes bridge the gap between the online and offline world and add to the self-accessibility of learning resources in LLSs for students. Such a format caters to typical 21st-century learners with advanced usage of phones and tablets in their learning environment. The presenter will discuss the observations and insights gained from using this format, along with various reactions from the teaching staff and students of the school.

SIG: Computer Assisted Language Learning Sun May 14 / Time: 11.30am-11.55am / Room: S504 CALL ICL

PechaKucha Presentations in an EFL Classroom: Help or Hindrance

Kuei-Ju Tsai

Oral presentation skills are widely accepted as key to academic and professional success. Despite the general consensus, in Taiwan very little has been done to develop students' oral presentation skills in school curriculum throughout formal education. It is not uncommon to see Taiwanese undergraduates give unsatisfactory oral presentations; the plight is even worse if done in English. The reasons for such poor presentation performance may be partly attributed to students' lower English-speaking proficiency, but also due to the lack of proper training. This paper reports on a study looking into the effects of overt instruction of oral presentation skills on Taiwanese EFL undergraduate students' 1) English presentation performance and 2) overall English-speaking proficiency. In the study, two groups of students (N=42) received the same overt instruction of oral presentation skills (guided by the principles by van Ginkel, 2015), but they were required to present with varying formats. The treatment group presented with the PechaKucha format (20 slides, each 20 seconds), while the control group was only given a general time limit (400 seconds). Measurements were taken before and after the pedagogical intervention, including a pre- and post-treatment presentation and a speaking pre- and post-test. In general, findings showed that the overt instruction did enhance students' overall presentation performance, regardless of the format. While the two groups did not differ significantly on overall presentation performance, they exhibited differences in certain criteria including content, organization, and body language. The PechaKucha group outperformed their counterpart on the organization of their speech, but scored significantly lower on the content information. A closer look into the presentations of the PK group revealed that some students may have resorted to a circumvention strategy to work around the PechaKucha constraints on the number of slides and time limit.

SIG: Computer Assisted Language Learning

Sun May 14 / Time: 11.30am-11.55am / Room: S505 CALL MAVR

Literary Texts and Writers: Gender and Representation in Textbook Analysis

Leilani de Vera

Gender representation in popular culture and in educational/learning materials have been closely scrutinized since the end of the twentieth century until today. Visibility of women and the way they are represented are investigated in many studies exposing an imbalance in gender representation. As a result, popular culture and educational materials are being created now in a more mindful way. However, in school textbooks where literary texts used are a smorgasbord of written works from different times and different genres, the attention to the ratio of men and women writers has not been well explored yet. Since looking forward entails a more equitable representation of genders in the educational system, an examination of this difference would be helpful. Using the public-school Filipino textbooks for Grade 7 used in secondary schools in the Philippines as the research subject, this study will examine the difference in the number of men and women writers featured in books and how this difference might have implications in the way genders are represented.

SIG: Gender Awareness in Language Education

Sun May 14 / Time: 11.30am-11.55am / Room: S507 GALE LiLT ER

The Effects of Sentence Writing During Learning English Vocabulary

Hiroshi Mikami

This study conducts the experiment of learning English vocabulary for Japanese university students and investigates how sentence writing affects learning vocabulary. Especially, the following two things are investigated: what learners think during the sentence writing task, and what factors of sentence writing promotes the performance of retaining vocabulary. The main study conducts as the following steps. Participants take pre-test, vocabulary instruction, proficiency test, two types of questionnaires, and delayed post-test. In the vocabulary instruction, they learn new words and verbalize their thoughts by think-aloud method while making their original sentences. The results indicates that when the sentence writing tasks are given, participants use memory strategies, activation strategies, and new vocabulary learning strategies (VLS) particular to Japanese L2 learners. Further, the preference and frequency of using the above VLSs differ depending on participants' vocabulary size (learners with 3,000 words and learners with less than 2,400 words) and the influence of individual study of English.

The pedagogical implication tells that it is important for English teachers to instruct VLS that is appropriate to learners, so that they can use various VLS. Also, learning vocabulary throughout sentence writing task and deep level of processing broadens the range of VLS.

SIG: Vocabulary

Sun May 14 / Time: 11.30am-11.55am / Room: S508 Teval Vocab

The Bilingual Reality of Japanese EFL Classrooms

Blake Turnbull

The widely-held perception of Japan as a monolingual society largely ignores the underlying reality of Japanese EFL language classrooms. That is, the emergent bilingual status of Japanese EFL learners is often overlooked. Not only is this a violation of students' social justice, but it is a missed opportunity for developing holistic speakers of both languages. In this presentation I question the necessity and plausibility of an English-Only learning environment in Japan and examine the bilingual reality of Japanese EFL classrooms with a particular focus on the tertiary level. I discuss the psycholinguistic reality of language, justify students' status as emergent bilinguals, and examine the way in which students' languages interact to create a multilingual environment in the EFL classroom. The importance of acknowledging this reality is also highlighted, and suggestions for how teachers can capitalise on this fact to promote translanguaging are provided. In short, this presentation works to promote the EFL classroom as a multilingual microenvironment with the potential to positively effect students' overall linguistic competence.

SIG: Bilingualism

Sun May 14 / Time: 12.05pm-12.30pm / Room: S201 ALL Bil

Do Textbook Dialogues Represent Pragmatically Appropriate Language Use?

Chie Kawashima

Japanese educational ministry has promoted developing high school students' English communication skills. However, most of Japanese high school EFL textbooks typically present mechanical exercises to practise grammatical structures with limited pragmatic information. Pragmatic competence appears in theoretical models of communicative competence (Taguchi, 2012). A textbook is a primary source of input and practice language use especially for learners of English as a foreign language. This study explores the most recently published ministry approved EFL textbooks used in Japanese high schools in order to determine to what extent the model conversations used in these textbooks represent pragmatically appropriate language use. The investigation into these model conversations focuses on the sequential structure of dialogues along with contextual factors including the setting and speaker-hearer relations as well as the related information about language use. The outcome of the study reveals both potentials and weaknesses of these model conversations in providing students with the opportunities to practise pragmatically appropriate language use alongside the differences across these textbooks. In the end, some practical suggestions are made as to how teachers should make the most of these potentials and supplement these materials to adapt them for classroom instruction.

SIG: Pragmatics

Sun May 14 / Time: 12.05pm-12.30pm / Room: S202 PRAG SA

Observations from a Year-Long Self-Access Centre Trial

Richard Hill, Naoya Shibata, Jessica Zoni Upton

This presentation reports on findings and observations from trialling a self-access learning centre (SALC) twice a week in a classroom during lunchtime at a university in central Japan. This year-long trial targeted first- and second-year students majoring in English language and cultures. Collected data highlighted three main codes: participant motivation, use of the space, and management and design of the space. The presentation will explore findings from learning advisors' observation notes and from student surveys to explore the reasons behind students joining the trial SALC, to show how students utilised the space, as well as to discuss what was successful and unsuccessful in the management of the trial. Based on these findings, the presenters will consider future steps necessary for a more effective implementation of a self-access centre. Through this presentation, authors seek to share the practicalities of creating a space that can fully support learners' autonomous development with limited financial and practical support from the institution, while acknowledging the feasibility and positive outcomes that can derive from it.

SIG: Learner Development

Sun May 14 / Time: 12.05pm-12.30pm / Room: S203 LD MW ER

SMART Check Tables: Oral English Self-Scoring in Large Mixed-Level Classes

Stephen Harris, Robert Stroud

Giving constant and detailed feedback about English speaking skills to large classes of mixed-level students is time consuming and often not even possible. A potential solution for teachers is the integration of self-regulated performance scoring systems which allow students to test and track their own improvements across time (Sitzmann & Ely, 2011; Zimmerman & Schunk, 2011). The use of such autonomous scoring systems has been shown to improve student engagement and their performance from one class to the next without the need for constant support from a teacher (Stroud, 2017). But how would this work with English speaking skills? And how would students react to it? The presenters will demonstrate this by introducing a unique and simple English checkbox-style performance scoring system designed by teachers for autonomous use by students. The system requires minimal training and better engages students in classroom-based tasks by utilizing the positive effects discussed above for both formative assessment and self-regulated learning. Example classroom-based uses of the system and detailed open-ended survey feedback from Japanese university students will be analyzed and discussed. Participants will then be shown how to apply this system to their own English courses to improve student engagement and learning.

SIG: Learner Development.

Sun May 14 / Time: 12.05pm-12.30pm / Room: S204 LD BizCom

Semantic Knowledge and Embodiment: Implications for Language Teaching

Brian J Birdsell

One of the more debated and uncertain parts of language acquisition is how we store and retrieve the rich array of semantic knowledge we have acquired. Research from the Cognitive Neuroscience of Language over the last couple decades has furthered our understanding of this process, but there remains some contention. For example, strong embodied theories argue that the representation of concepts is grounded in the sensorimotor and emotional systems. This includes abstract language, which is grounded by way of metaphor. In contrast, hybrid theories contend that abstract concepts (e.g., freedom, democracy) are processed in an amodal “hub” or special language center in the brain. In this presentation, I first describe an early approach to semantic representation (e.g., a disembodied view of language) that still persists in foreign language education and how embodied cognition challenged this view. Then I present two competing theories of embodiment (strong and hybrid) and how they are similar, but also differ. Finally, I consider why this is important for foreign language education, particularly the importance of using embodied teaching methods like gesture, enactment, and creating a rich or “in the wild” learning environment.

SIG: Mind, Brain, and Education

Sun May 14 / Time: 12.05pm-12.30pm / Room: S401 BRAIN ART

Classroom Observations and Collaboration between Instructors and Observers

Manami Sato

When it comes to classroom observations, the instructors are usually reluctant to take it, and the observers are often unwanted visitors to the class; however, by building a trusting relationship between the instructors and the observers and offering supportive class management systems from the administration, the class itself can make dynamic changes throughout the courses. The author regarded the classes as living things and divided them into five stages: 1) developing rapport between students and instructors; 2) examining students’ assertiveness and effectiveness of instructors’ approach; 3) improvement of academic performance; 4) ups and downs in motivation; and 5) accomplishment through the semester. In order to make students motivated and well-engaged in class work, the collaboration between instructors and observers is indispensable. As an administrator of an English program in an engineering department, where the students’ English proficiency varies from the beginner to the advanced level, the author demonstrates the importance of classroom observations and proposes its effectiveness by offering guidance and support to the instructors in each of the five stages.

SIG: College and University Educators

Sun May 14 / Time: 12.05pm-12.30pm / Room: S402 CUE PIE

Creating the Reading Anxiety Questionnaire for Japanese College Students

Sachi Oshima

To measure foreign language learners' reading anxiety, many previous researchers have employed the Foreign Language Reading Anxiety Scales (FLRAS) (Saito et al., 1999). However, FLRAS seems to have two issues to be addressed when administered to Japanese EFL college students, especially those at the beginner level. First, to assess anxiety, the 20-item FLRAS includes many adjectives, such as "upset," "confused," "intimidated," and "nervous." These different adjectives can confuse students, which should be avoided to ensure the reliability of their responses. Second, the FLRAS is measured by a five-point Likert scale: (1) Strongly agree, (2) Agree, (3) Neither agree nor disagree, (4) Disagree, and (5) Strongly disagree. The midpoint (3) can be controversial because previous researchers have pointed out that students would easily choose it, which interferes with accurate data collection. To address these two issues, I aimed to develop a reading anxiety questionnaire suitable for Japanese EFL college students. I adapted and modified Kimura's (2011) listening anxiety questionnaire and piloted the modified version to examine whether the items function properly. In this presentation, I will explain how I adapted and modified the questionnaire, how I assessed the validity of the questionnaire items, and whether these items were evaluated as appropriate.

SIG: College and University Educators

Sun May 14 / Time: 12.05pm-12.30pm / Room: S403 CUE CEFR

Preparing Students for EMI Courses: Notetaking in Academic Lectures

James Broadbridge, Yoko Kusumoto

The recent growth in EMI courses allows a wider range of students to gain access to courses that in many ways mirror the study abroad experience. Entry to these courses brings the difficulty of university life without the support usually found in the EFL classroom, especially when students find themselves thrown into the challenging environment of the academic lecture. Success in these courses can often depend upon learners' ability to both comprehend and take notes. Taking notes is a complex process in which learners must listen, filter, and record information under real-time constraints, it is clear that for language learners studying in their L2, this represents a great challenge. This presentation reports on action research in the Japanese EFL context that looks to replicate the studies of Siegel (2018). Attendees at this session will get an overview of the multiple iterations of this study, and an introduction to the methods used to teach notetaking to learners preparing for entry into EMI/CLIL courses. The presentation will also introduce the most recent results from the study that suggest that the addition of free-writing and discussion can lead to statistically significant increases in comprehension of lectures and improvements in notetaking ability.

SIG: College and University Educators

Sun May 14 / Time: 12.05pm-12.30pm / Room: S404 CUE OLE

Self-Stimulated Recall for Continuing Professional Development in Advising

Andre Parsons

Advising in language learning has grown in recent years as one of the ways to assist learners in becoming more autonomous learners. At some institutions where there are advising programs employing full-time language learning advisors, advisors receive initial training, opportunities for continuing professional development (CPD) via activities such as observations and group discussions (Inoue, 2017; Kato, 2012), and they are often encouraged to join an onsite network for sharing experiences and improving their practice (Kodate & Foale, 2012). However, at other institutions where a teacher may begin to offer such a service on their own, beyond initial training programs available online, they may not have the onsite follow-up support or peer network for CPD. In such a context, therefore, reflective practice (See Farrell, 2019; Gibbs, 1998; Schön, 1991) becomes key to one's CPD. One such tool for doing this is self-stimulated recall (See McCarthy, 2012 for a description of stimulated recall). This presentation will first introduce the author's advising program followed by a description of what is involved in the process of self-stimulated recall. The presentation will then end with a discussion of the challenges and benefits of using such a tool for reflection for one's CPD in advising.

SIG: Learner Development

Sun May 14 / Time: 12.05pm-12.30pm / Room: S501 TD List

Preparing for Expo 2025! Creative Ways to Teach about World's Fairs

Kip Cates

Mega-events such as the Olympics and World Cup provide content-based teachers with a wealth of topics, issues and ideas that can energize their classrooms, foster language learning and promote global awareness. One special mega-event that can stimulate students' interest in people overseas is the World's Fair. World's Fairs (Expos) are global exhibitions that address important themes, highlight new technology and showcase foreign cultures. In two short years, Japan will hold Expo 2025 in Osaka featuring national pavilions from 150 countries. This upcoming event provides teachers with a unique opportunity to practice students' language skills while promoting international understanding. This session will introduce a university EFL teaching unit on "World's Fairs" that has been developed over the past 15 years. This thematic unit comprises content-based activities, tasks and projects that engage students in discussing, researching and presenting on a variety of topics. These range from the history, aims and types of Expos to case studies of particular World's Fairs (Paris 1889, Chicago 1993, Montreal 1967, Osaka 1970, Aichi 2005). Participants will be given an overview of the unit, discuss how the activities could be adapted, and take home a handout listing on-line and print resources for teaching about World's Fairs.

SIG: Global Issues in Language Education

Sun May 14 / Time: 12.05pm-12.30pm / Room: S502 GILE LLL

Evaluation of English Language Textbooks from TBLT Perspectives

Yuka Yasumura

Task-based language teaching (TBLT) has been gaining attention as a significant approach to teaching a second language, especially for its meaning-focused approach to promote language learning. Since textbooks influence the way language is taught in classrooms, examining the extent to which they incorporate aspects of TBLT carries significance. This study qualitatively evaluated the extent to which activities from some samples of lower-secondary English language textbooks approved by the Japanese Government's Ministry of Education, Culture, Sports, Science, and Technology (MEXT) and globally published textbooks (Global TBs) realize criteria of a 'task' defined in TBLT. The research involved developing a checklist based on criteria of a task and micro-evaluation of a task examining in detail how the activities met or did not meet each criterion. The results indicated that Global TBs do not necessarily realize TBLT despite claiming their communicative contents. On the other hand, the results suggested that MEXT textbooks fulfilled aspects of a task to a considerable extent, but also revealed excessive use of Japanese language in the textbooks, indicating insufficiency of input in the target language. However, more samples of textbooks should be evaluated to avoid generalization, and enhance the study's objectivity.

SIG: Task-Based Learning

Sun May 14 / Time: 12.05pm-12.30pm / Room: S503 CT TBL

"Real People, Real Videos": Intercultural Competence on Social Media

Samuel Godin, Kevin Garvey

Calls for 'global citizenship' in higher education programs have led to an increased emphasis in language learning programs for skills related to intercultural competence (ICC). While legacy media and textbooks offer valuable classroom resources for instructors to draw on, a major existent sector of ICC is overlooked: learners' consumption of culturally mixed social media content. A significant portion of learners' exposure to and interpretation of other cultures now takes place entirely online on multiple platforms (e.g., music on Tiktok, fashion on Instagram, politics on Twitter). Since platform tools and affordances inevitably shape these online interactions, effective 'global' citizenship has to be practiced alongside positive 'digital' citizenship. ICC models of cultural sensitivity and adaptation can offer effective start points to discuss how (and whether) intercultural competence has shifted in the digital era. These discussions can center rather than sideline learners' exposure to other cultures online. This presentation will share example course materials that use social media as a tool for approaching and re-interpreting "intercultural competence".

SIG: Intercultural Communication in Language Education

Sun May 14 / Time: 12.05pm-12.30pm / Room: S504 CALL ICL

Learner Instagram Campaigns to Encourage Community Engagement

Aaron P Campbell

Fostering meaningful engagement between learners and communities outside the classroom should be an integral part of education for a sustainable future. Also essential is understanding social media and how to use it to bring people and ideas together. In this session, the presenter will share an elective course conducted in 2022 that had university students in Japan identify a community need connected to their personal or academic interests and use social media to fill that need through promotion, connection, and sharing. This necessitated getting out of the classroom and into the local community with their smartphones and cameras to research the topic in the field, conduct interviews, document their findings, and share them on Instagram and the simple websites they created. Along the way, they learned social media promotional techniques, the basics of web publishing - including copyright and ethics - and the importance and challenges of connecting their learning with the issues and needs of relevant communities, either local or abroad. After presenting the structure and outcomes of the course, the presenter will leave ample time to discuss ways of using tools like Instagram to encourage students to engage with the world outside of the classroom.

SIG: Computer Assisted Language Learning

Sun May 14 / Time: 12.05pm-12.30pm / Room: S505 CALL MAVR

In-class Activities to Prepare Students for Presentation and Interaction

Kosuke Hagihara

This practice-based presentation will explore how to design junior high school English lessons that focus on presentation and interaction. From the current course of study for junior high school (2017), the speaking section is divided into two parts; presentation and interaction. Therefore, junior high school English teachers need to teach these two sections separately. However, when teaching speaking to junior high school students, especially those with low proficiency, teachers encounter many problems. For example, it takes a huge amount of time for the students to write a script for a presentation, and it is quite difficult for them to ask questions and continue a conversation in English. To solve these problems, the presenter introduced paraphrasing strategies that encourage students to say (write) what they want to say and several activities that provided them with many opportunities to ask questions and interact in English. After these activities, the students were actively engaged in the final presentation session, which consisted of a presentation part and the following question and answer part. In this presentation, the presenter will share the actual activities used, the students' performances, and their reactions after the lessons.

SIG: Teaching Younger Learners

Sun May 14 / Time: 12.05pm-12.30pm / Room: S506 TYL MAVR

Pairing Contemporary Issues and Poetry

Mary Hillis

This presentation describes the development of a university level course designed to engage students with social issues through the lens of poetry. Course objectives included reading and analyzing texts, as well as developing overall English communication skills. Thematic units were curated to address current issues, including immigration, urban development, and environmental concerns. By pairing academic and journalistic articles with poetry by contemporary authors, students had access to a range of information. Many of the poems utilized were written for digital spaces or shared on social media sites (e.g., Instagram, Twitter, or YouTube), reflecting trends of 21st century writers and readers. Texts were also chosen to showcase voices from writers around the world. Then by writing their own poem, students had the opportunity to convey their own thoughts and experiences related to current events, such as the pandemic. Teacher and student reflections suggest that engaging with different forms of expression can provide learners with multiple entry points to complex social issues. Examples of readings and classroom activities will be provided.

SIG: Literature in Language Teaching

Sun May 14 / Time: 12.05pm-12.30pm / Room: S507 GALE LiLT ER

How to Write Useful Reading Tests for Intermediate Level Learners

Ian Munby

If we teach reading skills, we may need to test them. Fortunately, there is an abundance of reading comprehension tests for language learners available both in bookstores and online. Indeed, most publishers of ELT reading textbooks for classroom use provide photocopiable tests in their supporting materials. However, these tests may be unsuitable for our students because of content issues, difficulty level, length, and question type. In this presentation, drawing from the research literature and personal test writing experience, the presenter describes how teachers can write their own tests. The presentation begins with some recommendations for selecting topics and crafting useful reading passages for effective tests. Next, using clear-cut specifications inspired by the IELTS reading module, he offers guidance on how to write test items. For example, to promote understanding of the rhetorical organization of the text, he explains how to write paragraph headings to match with paragraphs. For testing inferencing skills and comprehension of content and the author's purpose, he introduces winning formulas for creating true or false statements and multiple-choice items. He also explains the art of testing reading strategies such as understanding referent and signal words and guessing the meaning of unknown words through multiple choice.

SIG: Testing and Evaluation

Sun May 14 / Time: 12.05pm-12.30pm / Room: S508 Teval Vocab

SUNDAY MAY 14TH, 2023

AFTERNOON SESSIONS

1.30pm-1.55pm

Translanguaging on Japanese University Students' Oral Presentations

Ma Wilma Capati

Despite the controversial use of L1 in English classes, various studies show how the presence of L1 has been inevitable in EFL classrooms (Bartlett, 2018). A translanguaging approach may be considered an unfamiliar approach in EFL learning in Japan (Aoyama, 2020), however, the mixed opinions on its effectiveness prove that language teachers are beginning to gain interest in translanguaging. This presentation aims to provide techniques on how the translanguaging approach may help Japanese university students improve their skills in their English presentations. This presentation will introduce translanguaging as an approach, how it compares to the current language education policies in Japan, and the perceptions of teachers and students in Japan. In the next part, the presenter will provide examples of flexible activities related to individual and group presentations that have applied the translanguaging approach. These activities are flexible in terms of student levels and logistically - online, hybrid, or face-to-face classes. The presenter will explore effective translanguaging techniques for giving self-, peer, and teacher feedback on oral presentations. This presentation will conclude with improving the activities involving oral presentations for teachers and students.

SIG: Bilingualism

Sun May 14 / Time: 1.30pm-1.55pm / Room: S201 ALL Bil

Effect of Cultural Distance as Predictor of Pragmatic Competence on Writing

Vahid Rafieyan

Writers who come from a culture that is closer to the cultural values of the target language community are considered more equipped with the pragmatic features of the target language than those who come from a more distant culture. Consequently, they can present their target language writings more comprehensibly to target language readers. To this end, this study examined the influence of cultural distance from the target language community as a predictor of target language pragmatic competence on target language writing proficiency. Participants of the study consisted of a group of German undergraduate students perceived as culturally close to Britons as the target language community and a group of South Korean undergraduate students perceived as culturally distant from Britons. The study compared the ability of the two groups of participants in using proper target language politeness strategies in writing letters of application. The findings of the study revealed that less cultural distance from the cultural values of the target language community leads to the more appropriate use of target language pragmatic features in target language writing. The pedagogical implications of the findings suggest providing opportunities for language learners to be exposed to target language pragmatic features through pragmatic instruction.

SIG: Pragmatics

Sun May 14 / Time: 1.30pm-1.55pm / Room: S202 PRAG SA

Fuan vs. Iwakan: Japanese students' English-Speaking Anxiety in Post-Covid

Anna Bordilovskaya

The problem of students' language classroom anxiety has been addressed by numerous previous studies. FLCAS (Foreign Language Classroom Anxiety Scale) created by Horwitz et al. (1986) is one of the widespread approaches for investigating this issue that was applied to studying Japanese students' foreign language anxiety (Cook, 2006; Nagahashi, 2007; Ostman & Xethakis, 2021;). The term 'anxiety' is commonly translated as *fuan* in Japanese. However, the Japanese educational system and society demonstrate several anxiety-related phenomena which are partially socially and culturally specific e.g., *futōkō* 'school refusal', hikikomori

'social recluse'. In a previous study (Schaefer, Reid & Bordilovskaya, 2022) exploring students' feedback on English discussion classes, students frequently used the word *iwakan* sense of discomfort to refer to their uncomfortable feeling about speaking English. Japanese students returning to the classrooms after several years of online and hybrid classes face even stronger speaking anxiety. The present research investigates Japanese students' language anxiety in post-Covid-19 classes and introduces the results of a pilot study investigating students' perception of the two terms: *iwakan* and *fuan* in the relation to their English classes and the use of English-speaking skills to determine a more appropriate and culturally-specific terminology for describing this phenomenon.

SIG: Learner Development

Sun May 14 /Time: 1.30pm-1.55pm / Room: S203 LD MW ER

Silence and Emotion: An Autoethnographic Event-based Sampling Study

Jonathan Shachter

High levels of stress and burnout are leading factors as to why teacher dropout rates have increased in recent years (Mercer, 2020). Correlating with this trend, "teacher wellbeing" investigations have also increased. Using Lazarus's Transactional Model of Stress and Coping (1991) as a theoretical framework, Spilt et al. (2011) argue that emotional representations attached to interactions can be a powerful force in determining a teacher's wellbeing. While there has been some discussion highlighting the negative impact of student silence on teacher emotion (Smith & King, 2018), it has been difficult to find studies that explored silence as an interactional, emotional trigger. In response to this, I conducted an autoethnographic, event-based sampling study over the course of a university term in 2022, whereby I kept a journal of event-based samples when experiencing emotional responses to silence. In accordance with event-based sampling methodology (Silvia & Cotter, 2021, p. 19-22), I indicated where I was, what I was doing, what happened, and how I was feeling in the moment. In this presentation, I will discuss the findings from this study, which have been broken into three main themes. I will close the presentation with pedagogical implications, and suggestions for future research.

SIG: Mind, Brain, and Education

Sun May 14 / Time: 1.30pm-1.55pm / Room: S401 BRAIN ART

The Traffic Light Trainer: Say Goodbye to Silent Classes

Robert Stroud, Stephen Harris

Student confidence when speaking in English in front of classmates can often be an issue in communication courses. Students may be unmotivated and hesitant to talk due to feeling under-prepared and anxious about sharing their thoughts with others. However, studies show that if students can plan their speech during pre-task, in-task and post-task stages they will feel better prepared and supported to speak, and demonstrate improved fluency. Furthermore, research indicates that students will participate more if they are allowed to repeat tasks within the same class. The presenters will discuss how combining such findings can be used to get students speaking more and with greater fluency (face-to-face or online) using a system called the Traffic Light Trainer. Across three rounds of speaking, students learn how to plan their speech better, depend less on their notes over time and speak with increasing fluency. A demonstration will be given of how the system works and recent classroom data with Japanese university classes will be shown. Teachers will also see how to apply The Traffic Light Trainer to their own English communication courses.

SIG: Performance in Education

Sun May 14 / Time: 1.30pm-1.55pm / Room: S402 CUE PIE

Which CEFR-level Checking Tools are the Best?

Stephen Bridge

When EFL reading comprehension teachers and materials writers are searching for or creating readings aligned with textbook unit themes, and with consistent grammar and vocabulary levels to their existing textbook and student reading comprehension levels, it is important to check the CEFR level compatibility of those readings. To assist in this process, a number of applications exist, but vetting these systems can involve a lot of trial and error to settle on the one that gives the best results. This presentation is intended to help

EFL reading teachers and materials writers determine the CEFR level of reading texts that they have found online or written themselves. Let's say you are teaching a class that includes students from the CEFR A2 to B1 level, and you want to verify whether a reading passage contains consistently level-appropriate vocabulary and grammar. Which is the most accurate and user-friendly CEFR-check application to use? The presenter will describe the features, functionality, and advantages and disadvantages of a number of CEFR-checking systems, including the Pearson GSE Teacher Toolkit Text Analyzer, Text Inspector, Vocab Kitchen, Cathoven, and CVLA, and make recommendations on the most effective.

SIG: CEFR and Language Portfolio

Sun May 14 / Time: 1.30pm-1.55pm / Room: S403 CUE CEFR

Looking Forward: The Case for Adopting CLIL Curricula in Japanese Higher Education

Paul Wadden, JP Mudryj, Emiko Matsumoto, Chris Hale, Robert Dilenschneider

How will universities across Japan meet the future challenge of raising students' English academic skills to achieve MEXT goals, prepare students for study abroad and EMI courses at home, and generally raise Japan's overall international English-language competitiveness? One answer is to transition to comprehensive CLIL-based curricula. This presentation, based upon a large multi-year MEXT grant to researchers at five major universities, describes the reform of a first-year English program. Now in its critical third year, the researchers/curriculum designers examine the background for the reform, innovative steps taken so far, difficulties encountered (some of them significant), initial results, and challenges that remain. In brief, students engage in 4-class-a-week coordinated study. Rather than using commercial communicative textbooks, they build their academic reading and listening skills through focused content study of traditional fields of the liberal arts including sociology, economics, earth science, biology, natural history and health. Preliminary results indicate strong positive outcomes. In addition to qualitative evaluation by students, TOEFL ITP gain for students using the CLIL-based approach was 140 percent higher than for students in the pre-existing traditional curriculum. The researcher-practitioners believe that such CLIL-based study at the university level offers a promising path for the future.

SIG: College and University Educators

Sun May 14 / Time: 1.30pm-1.55pm / Room: S404 CUE OLE

Japanese Teachers of English and their Ecological Perceptions of Wellbeing

Bao Nguyen

While research into wellbeing has made great contributions to the literature, the wellbeing of teachers still needs more attention in language teaching and education, particularly language teachers who encounter various difficulties on a daily basis (Mercer, 2021; Mercer & Kostoulas, 2018). Focusing on Japanese teachers of English at the university level, this study set out to understand the extent to which they perceive wellbeing and the mindsets helping them sustain their wellbeing both physically and mentally. The ecosystems theory (Bronfenbrenner, 1981) was used to study language teachers on both individual and community levels. Semi-constructed interviews in Japanese and English were conducted, and qualitative analysis was performed using the grounded theory approach (Charmaz, 2014). Color coding and memoing were also incorporated during the analysis. Results suggest three prominent concerns related to humans, self, and environment that Japanese teachers have in terms of their wellbeing. Factors related to those concerns were also found to have influenced each other, and hence, contributed both positively and negatively to the attainment of sustainable wellbeing. "Looking forward", the study hopes to provide institutions with insights into training programs that aim to improve the wellbeing of teachers and help them develop further in their career pursuits.

SIG: Teacher Development

Sun May 14 / Time: 1.30pm-1.55pm / Room: S501 TD List

Developing Student Research Skills through Model United Nations

Michael Hollenback

Model United Nations conferences present a unique opportunity for students to develop their presentation, discussion, debate and negotiation skills during conference preparation and participation. However, in addition to the development of these language skills, students must spend time preparing for the conference

through extensive research to adequately represent the interests of their assigned UN member state. This includes the need to understand the general historical, economic, political, and cultural environment of the country, as well as the country's involvement and record with UN documents and activities. To reach these goals, students must develop their research skills, including information and media literacy, summarizing and paraphrasing, avoiding plagiarism, information synthesis, and critical thinking, among others. This presentation presents the research training and procedure that is utilized during a Model United Nations preparatory course and how it impacts upon the development of student research skills. Emphasis will be placed on assignment scaffolding and progression through various stages of research, and how students are supported both inside and outside the classroom to complete various tasks.

SIG: Global Issues in Language Education

Sun May 14 / Time: 1.30pm-1.55pm / Room: S502 GILE LLL

An Original Interpretation of an English Song

Emi Nagai

In this presentation I introduce an activity using Western music lyrics. The goal of this activity is for students to understand the meaning of the lyrics written in English and rewrite them in their own words. Through this activity, students start with understanding the literal meaning of the lyrics and then interpret them into language that involves a personal interpretation. They write their personalized lyrics using their interpretation of the general meaning of the song and present them to their classmates. Because there is no one correct way to interpret the lyrics, different students produce different interpretations based on their experiences, ideas, and feelings. At times, research into the background of the song might be helpful or required. This activity engages students with ideas in Western music in an enjoyable way while they autonomously learn about the use of L1 and L2 vocabulary.

SIG: Task-Based Learning / Learner Development

Sun May 14 / Time: 1.30pm-1.55pm / Room: S503 CT TBL

Enhancing IELTS Prep with Phrasal Verb Analysis: A Corpus-based Study

Aya Shiiba, Joseph Oliver

IELTS is widely taken as a measure of proficiency for work and study in countries like Australia, Canada, and New Zealand; according to the British Council, 3.5 million people took the test in 2018. Despite the reliance on it to ascertain foreign language competence, corpus analyses of its content are sparse. Software called AntConc (Anthony, 2022) was used to identify collocates of adverbial particles, such as "on" and "up", after which unambiguous phrasal verbs (PVs) were selected. By querying these items in the British National Corpus, we were able to ascertain how frequently they appear in everyday use. Following that, comparison of the frequency of located PVs with items from the New Academic Word List (NAWL) and the New General Service List (NGSL) (up to 3000) was undertaken. Findings of this study suggest that PVs are highly frequent in the IELTS exams and thus should receive study focus equal to that of NGSL, and, arguably, more focus than that placed on NAWL lexis. Finally, study decks on Anki and Memrise for the vocabulary were created and will be shared with attendees of the presentation.

SIG: Computer Assisted Language Learning

Sun May 14 / Time: 1.30pm-1.55pm / Room: S504 CALL ICL

Google Docs as a Means to Provide In-class Feedback in CLIL Writing Courses

Miguel Campos

Feedback is an essential factor in language learning, especially in writing. Traditionally, for centuries, the feedback provided by language instructors in writing courses has been provided on paper. In the recent technological era, it has partially migrated from paper to different types of software. However, students expect to receive this feedback post-assignment/assessment, and, regardless of the course theme, they are challenged in understanding by themselves what this feedback/comments mean. This paper aims to analyze how to provide feedback to students in-class using Google Docs as a means of communication between students and the instructor. The feedback was provided live, right after certain tasks were completed using a shared file in this platform. Students voluntarily submitted their writing samples into the file and received

feedback based on a 7-correction-point rubric, which was used to mark the writing pieces during 14 weeks. Subsequently, a survey was conducted analyzing the impact of this method on students' writing, in terms of utility, understandability and efficacy. The results of the survey were tabulated and analyzed. Overall, the data showed that immediate feedback through Google Docs has a significant impact on students' writing skills and improves their final writing assignments.

SIG: Computer Assisted Language Learning

Sun May 14 / Time: 1.30pm-1.55pm / Room: S505 CALL MAVR

Student Engagement in Global Project-based Learning

Mari Nakamura

The majority of EFL learners in Japan have very little contact with the English language outside their classrooms. Lack of perceived urgency and relevancy among students in such an environment can pose recurring challenges to students in engaging in learning fully and sustaining their motivation at a high level. As a way to overcome this obstacle and make my students' learning experience engaging, I have been implementing online global PBL projects at my private language school for several years. In these projects, they learn about the world around them with their counterparts in other non-English speaking countries through synchronous and asynchronous interaction conducted on virtual platforms. In this talk, I will illustrate one of such projects between Japanese and Moldovan high school students and will discuss how it has affected the Japanese students' engagement focusing on real life relevance, communicative success, and near-peer role models. To achieve an in-depth discussion, data collected through multiple means including in-class observation records, students' artifacts, anonymous student survey questionnaires and interviews were used in this case study. The talk will conclude with some suggestions for improvements in task designs.

SIG: Teaching Younger Learners

Sun May 14 / Time: 1.30pm-1.55pm / Room: S506 TYL MAVR

Narratives and Reflections on Advocacy in Action from Macro to Micro

May Kyaw Oo, Yaya Yao, Kathleen Brown

Who we are in the world as educators and individuals is intrinsically linked to positionality: how our context informs our identity, which in turn impacts our perceptions of and interactions with the world around us (Pollock, 2021). In this session, presenters will share narratives of their struggles and victories in relation to positionality from the micro- to the macro-level. One presenter will focus on an instructional micro moment to illustrate the ways in which the "discretionary spaces" available to practitioners hold the potential to confront or uphold the status quo (Ball, 2018). The second presenter will focus on addressing and countering implicit biases and micro-aggressions in everyday life through a conscious effort of exercising autonomy and recognising privilege, while advocating for themselves and others. The third speaker will introduce vignettes from a macro perspective, illustrating the agency of gatekeepers in personnel committees and how this role is crucial to the deepening of equity and diversity in our hiring practices. In offering diverse narratives on actions taken as agents and benefactors of advocacy, the presenters aim to engage participants in examining their own positionalities in relation to social privilege and marginalization and the possibilities for advocacy in action that lie within.

SIG: Gender Awareness in Language Education / Global Issues in Language Education

Sun May 14 / Time: 1.30pm-1.55pm / Room: S507 GALE LiLT ER

Estudio del Inventario Léxico del PCIC Mediante Análisis de Corpus

Alicia San-Mateo-Valdehita

El objetivo de este trabajo es analizar las «Nociones específicas» del «Plan curricular del Instituto Cervantes» (PCIC) (2006), que es el inventario léxico de referencia en la enseñanza de español como L2. Para ello el equipo de investigación INVOLEX ha realizado el análisis de las unidades léxicas del inventario en una serie de corpus, especialmente, en el Corpus del Español del Siglo XXI (CORPES XXI), de la Real Academia Española. Puesto que la variedad de la lengua declarada empleada en el PCIC es el español peninsular central-septentrional y en las «Nociones específicas» no hay indicaciones geolectales, nuestro fin último ha sido detectar si se optaba sistemáticamente por léxico exclusivo del español europeo. La conclusión es que

aproximadamente el 70 % de las unidades léxicas recogidas en el inventario pertenecen al español general (son panhispanismos) y solo alrededor de un 2 % es léxico exclusivo de España; es decir, españolismos. Estos se encuentran, sobre todo, en los niveles C1-C2, unos pertenecen a sectores específicos y organismos españoles, p. ej., «la Agencia Tributaria»; y otros solo lo son cuando aluden a un significado concreto, como «aparcar en zona verde», «caserío» o «matanza», lo cual dificulta su delimitación.

SIG: Vocabulary

Sun May 14 / Time: 1.30pm-1.55pm / Room: S508 Teval Vocab

SIG FORUMS

2.05pm-3.35pm

Bilingualism SIG Forum: EMPLOYABILITY

Diane Obara

For the 2023 BSIG Forum, we'll be focusing on the theme of EMPLOYABILITY! We're reaching out to families and their children (now adults) who have contributed to our publications throughout the years to see where they are in the world and discuss how knowing two or more languages has shaped their lives in terms of employability. Our anticipated format is to show a series of pre-recorded interviews with people working in a variety of sectors, followed by a Q & A session. Please join us!

SIG: Bilingualism

Sun May 14 / Time: 2.05pm-3.35pm / Room: S201 ALL Bil

Pragmatics SIG Forum:

Where Pragmatics meets World Englishes, Business Communication, LD, & GILE

Reiko Fischer, Donna Fujimoto, Noriko Ishihara, Akiko Chiba, Jim Ronald

The Pragmatics SIG Forum will showcase the study and teaching of pragmatics from many areas of interest to JALT members. World Englishes: Crafting disagreement in ELF academic discussion, with a study of disagreement strategies employed by learners with different first languages and L1 cultures; Business Communication: Raising pragmatic awareness in a university EFL classroom, with the description of a speech act-focused business communication course for MBA students; Learner Development and CALL: A report of the independent identification and use of pragmatic resources in business letters by learners preparing for working life; and Global Issues in Language Education: How global issues come together with pragmatics, with a report of the introduction of the Language of Empathy to elementary school children.

SIG: Pragmatics

Sun May 14 / Time: 2.05pm-3.35pm / Room: S202 PRAG SA

BizCom SIG Forum: Corporate Monolingualism in Japan and Its Adverse Implications

Saeko Ujiie

Japan faces numerous unprecedented challenges, including a falling birthrate, an aging population, and the depopulation of local communities. In this context, the Japanese economy has been stagnant for several decades. Japan is said to be experiencing "Japanification" and "Galapagosization" symptoms. Japanification refers to the conditions Japan has been experiencing for decades, which are characterized by low growth, low inflation, and low interest rates and are primarily the result of a declining birthrate and an aging population (Baba, 2021; Davies & Hirtenstein, 2019). Galapagosization, also known as the Galápagos syndrome, refers to an isolated technological development that is unrelated to global trends and frequently results in the production of goods that are inapplicable outside of Japan (Miyazaki, 2008). In recent years, Japanese companies that once dominated the global electronics market have experienced a notable decline, which is one of the primary reasons for the low economic growth. Notable is the fact that Japanese companies are lagging behind in the global shift to "servitization" of the manufacturing industry, which requires an in-depth understanding of diverse cultures and shifting consumer preferences (Lusch & Vargo, 2006, 2014). As the market shrinks as a result of a low birthrate and an aging population, Japanese companies are seeking new opportunities in international markets and working to improve the language skills of their employees. Nonetheless, paradoxical phenomena surround "English" in Japan.

SIG: Business Communication

Sun May 14 / Time: 2.05pm-3.35pm / Room: S204 LD BizCom

BRAIN SIG Forum: How to Learn the Brain: Sharing Techniques and Resources

Jonathan Shachter, Phil Norton, Kate Piatkowski, Julia Daley

For those who are interested in learning more about psychology and the brain, but have been floundering about how to begin; for those who've already started their learning journey by reading publications like the

MindBrainEd ThinkTanks, but are looking to dive deeper into the intersection of neuroscience and education; and for those academic sorts who'd like to spend time discussing their favorite theories of the mind and brain - come and listen to speakers from the Mind, Brain, and Education SIG share their best tips and favorite books, podcasts, documentaries, and more that have personally helped them "learn the brain." The forum will be broken up into smaller simultaneous presentations and discussions, and participants can move and join the groups most interesting to them.

心理学や脳科学に興味はあっても、どこから手をつけたら良いのか分からず足踏みしてしまっている人がいたら、ぜひご参加ください。脳と心について知るための「推し」(リソース)を紹介します。

SIG: Mind, Brain, and Education

Sun May 14 / Time: 2.05pm-3.35pm / Room: S401 BRAIN ART

DEI: Understanding and Dealing with Microaggressions in Professional Spaces

May Kyaw Oo, Thomas Amundrud, Gerry Yokota, Shawna M. Carroll,

Gregory Paul Glasgow, Gretchen Clark

Regardless of our life circumstances, we all have some level of privilege which shapes our implicit biases. These implicit biases can sometimes transform into overt and insidious forms of microaggressions, making our workplaces uncomfortable and unpleasant for our colleagues. Ways to improve this situation include being mindful of our thoughts and intentions, and more importantly the impact of our actions. These self-reflective practices contribute to safe professional spaces which enable people to voice their ideas or concerns, thereby making the organization as a whole more welcoming. In this workshop, attendees will learn about microaggressions and how to be active allies for themselves and others in professional contexts. First, we will review the basic definition of microaggression and then explore its intricacies through discussions about various scenarios concerning race, gender, sexuality, ability, and other hierarchies. This is a workshop for all JALT members. We especially encourage all chapters and SIGs to send a representative to discuss what active allyship and DEI are, and what it means to promote equity within JALT. We will end the workshop by compiling a list of potential ways to address microaggressions so attendees can implement these in their own professional spaces.

SIG: Workshops

Sun May 14 / Time: 2.05pm-3.35pm / Room: S402 CUE PIE

CEFR & LP SIG Forum: Facilitating the Use of Action Research to Guide CEFR-focused Research

Maria Gabriela Schmidt, Gregory Birch, Noriko Nagai

The purpose of this forum is to report the results of a three-year Kaken research project entitled "Language Education reform using action research: Putting CEFR's educational principles into practice". A CEFR-focused Action Research Model (CARM) developed by the SIG officers (Birch, Nagai, Schmidt & Bower 2021) was used by eight SIG members to guide their individual projects. How AR contributed to the planning, implementation, and evaluation of these projects will be discussed based on commentary by leading experts; namely Brian North, David Little and Neus Figueras. Second, the effectiveness of CARM and SIG-sponsored workshops to promote collaboration and conduct research systematically and rigorously will be discussed using feedback from project participants. The forum will conclude with a group discussion of the strengths and weaknesses of the KAKEN Project and how the CEFR & LP SIG can continue to facilitate the use of AR to guide professional development. Forum participants will be encouraged to engage and reflect on their current practice and consider how the CEFR and Action Research might be utilized in their own contexts. The forum intends to foster sharing and peer-learning.

SIG: CEFR and Language Portfolio

Sun May 14 / Time: 2.05pm-3.35pm / Room: S403 CUE CEFR

TD SIG Forum: Grazing the Tertiary English Field: Pathways of Cross-Disciplined Educators

Devon Arthurson, Marc Waterfield, Jon Thomas

Many tertiary-level English teachers in Japan have educational backgrounds in fields other than TESOL, and transition to teaching subjects in a seemingly abated manner. Whether one comes from the social or "hard" sciences, math or technology, arts and humanities, or business and professional studies, the landscape of the education field continues to shift our pathways. Recent movement towards task-based language teaching,

EMI, and CLIL is becoming more commonplace, and English educators are tasked with teaching a vast range of special topics outside their original expertise. As a result, many teachers find themselves teaching in subject areas such as political science, sociology, global studies, journalism/news analysis, and more. As the contrasts between our educational roots and 'current' positions become remarkably plain to see, we ought to stop and reflect on the direction. This joint panel, put together by College and University Educators (CUE) and Teacher Development (TD), will introduce four experienced tertiary English teachers from various educational backgrounds who will discuss how they have met these challenges in their careers and provide a number of practical suggestions for teachers. Speakers will outline their teaching contexts and describe the challenges they face, particularly in terms of the transitions (i.e. related to new teaching approach, students, syllabi or curriculum adoption). They will then outline what they see as future directions in their post-secondary setting and make a number of practical suggestions for teachers who are, or are likely to be, faced with similar professional challenges. Their presentations will be followed by Q&A and two open-choice breakout group sessions between each of the panelists and the audience.

Forum MCs will be CUE SIG Coordinator, Frederick Bacala, and TD SIG Coordinator, Jon Thomas. The four panelists are Devon Arthurson, Marc Waterfield, Parvathy Ramachandran, and Gavin O'Neill.

SIG: Teacher Development

Sun May 14 / Time: 2.05pm-3.35pm / Room: S501 TD List

**CUE SIG Forum: Grazing the Tertiary English Field - Pathways of Cross-Disciplined Educators
Parvathy Ramachandran, Gavin O'Neill, Frederick Bacala, Ed.D.**

Many tertiary-level English teachers in Japan have educational backgrounds in fields other than TESOL, and transition to teaching subjects in a seemingly abated manner. Whether one comes from the social or "hard" sciences, math or technology, arts and humanities, or business and professional studies, the landscape of the education field continues to shift our pathways. Recent movement towards task-based language teaching, EMI, and CLIL is becoming more commonplace, and English educators are tasked with teaching a vast range of special topics outside their original expertise. As a result, many teachers find themselves teaching in subject areas such as political science, sociology, global studies, journalism/news analysis, and more. As the contrasts between our educational roots and 'current' positions become remarkably plain to see, we ought to stop and reflect on the direction. This joint panel, put together by College and University Educators (CUE) and Teacher Development (TD), will introduce four experienced tertiary English teachers from various educational backgrounds who will discuss how they have met these challenges in their careers and provide a number of practical suggestions for teachers. Speakers will outline their teaching contexts and describe the challenges they face, particularly in terms of the transitions (i.e. related to new teaching approach, students, syllabi or curriculum adoption). They will then outline what they see as future directions in their post-secondary setting and make a number of practical suggestions for teachers who are, or are likely to be, faced with similar professional challenges. Their presentations will be followed by Q&A and two open-choice breakout group sessions between each of the panelists and the audience. Forum MC's will be CUE SIG Coordinator, Frederick Bacala, and TD SIG Coordinator, Jon Thomas.

The four panelists are: Devon Arthurson, Marc Waterfield, Parvathy Ramachandran, and Gavin O'Neill.

SIG: College and University Educators.

Sun May 14 / Time: 2.05pm-3.35pm / Room: S501 TD List

**GILE SIG Forum: Evaluating & Improving Sustainability Initiatives to Bring to the Classroom
Kate de Veas, Brent Simmonds, Heather Yoder, Jennie Roloff Rothman**

This is a joint forum co-sponsored by the GILE SIG & JALT Environmental Committee. This moderated panel will discuss various topics: how to calculate carbon footprint of your institution, teaching the environment vs. teaching environmental policy, how to make your event more carbon-neutral (esp. JALT and its efforts), how to find and connect to local sustainability efforts, what students think of environmentalism in English class, and other kinds of sustainability. Audience participation in the discussion is encouraged and all are welcome to join!

SIG: Global Issues in Language Education.

Sun May 14 / Time: 2.05pm-3.35pm / Room: S502 GILE LLL

Critical Thinking SIG Forum

Hirokazu Nukuto, Paul Nehls, Curtis Chu, James Dunn, Todd Hooper

This Critical Thinking SIG Forum brings together educators from across Japan to share their insights into the use of critical thinking in the classroom. Among the topics to be covered in this forum are gamification, online virtual exchanges, the perception of critical thinking among Japanese university students, and the integration of critical thinking into general education courses. Join us for a lively discussion that can help you make critical thinking a more integral part of your curriculum design. The following presentations will be given:

"Game-based Vocabulary Learning to Support Thinking Skills" (James D. Dunn, Meiji University)

"Facilitating Higher Order Thinking Skills in Virtual Exchange Activities" (Curtis Chu, Setsunan University)

"Integrating Critical Thinking Activities into University General Education Classes" (Paul Nehls, Yokohama City University)

"Interpretation of Critical Thinking: The Gap between Critical and Hihanteki" (Hirokazu Nukuto, Yokohama City University)

SIG: Critical Thinking

Sun May 14 / Time: 2.05pm-3.35pm / Room: S503 CT TBL

LiLT Forum: Looking Forward: Literature in Language Teaching

Luke Draper, Rebecca Clegg-Sasaki, Shannon Miyamoto,

Timothy Gutierrez, Camilo Villanueva, John Maune

This year's conference theme is "Looking forward". This brings to mind many possibilities, many of which are stated on the conference homepage, including looking forward to connections with people and being exposed to innovative teaching strategies: The forum format is well suited for both. Audience participation through questions and comments is as vital to a successful forum as are stimulating presentations. Indeed, about half of the forum's time is open for such interactive unscripted dialogue. Speakers will introduce a topic relating to research, theory, or practical aspects of literature in language teaching that can be presented in the allotted ten minutes. This is a good opportunity to make or renew connections and deepen your understanding of incorporating literature in the language classroom. Non-members and LiLT members alike are encouraged to attend and enrich our friendly and inclusive forum.

SIG: Literature in Language Teaching

Sun May 14 / Time: 2.05pm-3.35pm / Room: S504 CALL ICL

TEVAL SIG Forum: Evaluation of Performance: Focus on Evaluation

Trevor Holster, Daniel Newbury, Jeffrey Martin

This forum will look at issues in the evaluation of performance. First, Trevor Holster will review historical developments in performance assessment, including the development of proficiency frameworks, Rasch analysis, test washback and consequential validity, peer-assessment, and discuss their relevance for classroom assessment of performance. Daniel Newbury will then discuss an exploratory study on measuring the feasibility of testing peer-to-peer speaking interactions online, in which he used an online version of a collaborative task previously used in a face-to-face context. This was followed by a questionnaire and interviews regarding student perceptions of both test modes. Finally, Jeffrey Martin will introduce a number of published studies that contrast performance data-driven approaches (i.e., scoring based on observed interactions in specific communicative contexts) with conventional measurement-driven approaches (i.e., scoring by a set of linearly scaled categories). The comparison will illustrate trade-offs that are intrinsic to the choices teachers make when assessing student performance, particularly in terms of feasibility of rating performance and specificity of interactional genre. The presentation of theory and examples in this forum is aimed at fostering discussion about how teachers can conceptualize their own decision-making when creating speaking tests.

SIG: Testing and Evaluation

Sun May 14 / Time: 2.05pm-3.35pm / Room: S505 CALL MAVR

TYL SIG Forum: Teaching Tools and Professional Development for Elementary School Teachers

Claire Lee

The Online Professional English Network (OPEN) program, sponsored by the U.S. Department of State, offers multiple virtual learning opportunities to English language educators, professionals, and learners worldwide. OPEN provides free access to teaching and learning materials that can be reused, modified, and shared. This workshop shows you where to find these resources, allows you to interact with the resources in small groups, and suggests ways the materials can be incorporated into your own elementary classroom. Come learn about the different professional development opportunities and resources you can access for free.

SIG: Teaching Younger Learners

Sun May 14 / Time: 2.05pm-3.35pm / Room: S506 TYL MAVR

GALE SIG Forum: Gender-friendly Practices in Language Classrooms

Elisabeth Williams, Amy Toms, Chelanna White

This is the Forum of the Gender Awareness in Language Education (GALE) SIG. GALE's mission is to research gender and its implications for language learning, teaching, and training; to improve pedagogical practices, develop language teaching material; to raise awareness of workplace and human rights issues related to gender for language professionals; and to increase networking opportunities among language professionals interested in teaching, researching, and/or discussing issues related to gender and language education. In this forum, our presenters will be sharing their experiences as well as showcasing activities and resources they have used to address gender-related topics in their classes. Amy Toms will introduce "Assembly," a Malala Fund publication (<https://assembly.malala.org/>), a monthly digital newsletter and publication with articles written by young people around the world, focusing upon the themes of gender equality, women's education and activism. Chelanna White will present on a high-level discussion class centered around student-generated topics, during which LGBTQ+ issues, women's rights, and men's rights were three topics selected for class discussions. Elisabeth Ann Williams will share materials, experiences, and reflections on classes in a small undergraduate seminar examining "hegemonic masculinity" as a theoretical concept before exploring the diversity of masculinity across communities and cultural contexts.

SIG: Gender Awareness in Language Education

Sun May 14 / Time: 2.05pm-3.35pm / Room: S507 GALE LiLT ER

Vocabulary SIG Forum: A Workable L2 English Academic Word Difficulty Model

Dr. Joseph P. Vitta, Mark Howarth

Hashimoto and Egbert (2019) demonstrated that lexical sophistication variables predicted word difficulty better than frequency alone. Their 'more than frequency' conclusion contributed to the ongoing debate regarding the extent to which frequency should be considered "the single most important characteristic of lexis" (Schmitt, 2010, p. 63). This current study conceptually replicated Hashimoto and Egbert with data from three Asian University EAP sites. This conceptual replication featured two main departures from the original study's methodology. First, the target words came from Coxhead's Academic Word List (2000). Second, an alternative testing approach was undertaken featuring a theory-driven selection of predictors and the avoidance of stepwise regression, which applied statistics literature has challenged (Smith, 2018). Like the original study, the replication indicated that word difficulty was 'more than frequency' and the model featured three somewhat co-equal predictors: frequency, age of acquisition, and word naming reaction time. Our study's main implications are that multivariate lexical sophistication models appear ideal for predicting word difficulty across functional domains. Finally, the presentation will be interactive so that attendees have the opportunity to reflect on their experiences against the study's findings and conclusions while also leaving with fresh ideas about word difficulty to use in their contexts.

SIG: Vocabulary

Sun May 14 / Time: 2.05pm-3.35pm / Room: S508 Teval Vocab

Closing Ceremony and PanSIG2024 Introduction

PanSIG 2024 Introduction Meeting

Parvathy Ramachandran / Bradford Lee / Grant Osterman /

Nicholas J Wilson / Amanda Gillis-Furutaka

Join us for our closing ceremony to reflect on this year's conference. You can also find out what to look forward to at PanSIG 2024. Meet the incoming conference team and find out how you can get involved next year.

PanSIG 2024 Committee

Sun May 14 / Time: 3.50pm-4.00pm / Room: S301

PanSIG 2023 Post-conference Event (Online)

Nicholas J Wilson / Amanda Gillis-Furutaka

This will be our PanSIG 2023 post-conference event, where we will be talking about what we have learned but also have breakout rooms for online pre-recorded presenters to engage with the audience for quick Q&A sessions.

PanSIG Executive Committee

Sat June 10 / Time 2.00pm (online – please check <https://pansig.org/> for information)

ONLINE VIDEO SESSIONS

Access our video sessions anytime online.

EduTour: Significant Learning of English via International Student Mobility

Souba Rethinasamy, Zulaica Wee

This paper provides an illustration of an international student mobility program called the EduTour which was offered physically and virtually over six consecutive years. The program was created based on Fink's Significant Learning Principles and was aimed to enhance the learning experiences of Malaysian and Japanese undergraduates. It includes English lessons, introduction to the universities, as well as exchange of culture and cuisines. The English classes are taught by experienced instructors while the UNIMAS undergraduates act as buddies and provide peer support throughout the program. The case study data collected through closed and open-ended items show that the Japanese participants find the buddy system helped reduce their anxiety, boosted their confidence, acted as a catalyst in developing a positive attitude, and enhanced their motivation to learn English. It also offered them an enriching cultural experience. In addition, the UNIMAS undergraduates expressed that their roles as buddies provided a platform for them to apply the knowledge learned in their courses, collaborate with international peers, as well as foster friendship and personal growth. This paper concludes that the EduTour is a sustainable student mobility program that enables the participants to have a significant learning experience in a new context beyond the classroom.

SIG: Study Abroad

Online Video Session

Making Meanings in the EFL Debate Class

Michelle Bautista

In today's world, the aim of multiliteracies is to design learning experiences that develop learners' strategies for making sense of new and unfamiliar meanings in any mode they show themselves (Kalantzis & Cope, 2009). In the context of EFL debate class where teachers of English are faced with the challenges of improving students' motivation and also their debating competence, translating multimodality and multiliteracies into classroom practices is empowering to both teachers and learners. Creating a learning environment in which EFL students are allowed to engage with multimodal materials such as visual, auditory, textual, gestural, and graphical forms can lead to more meaning-making in the debate class. In this presentation, I will briefly define the principles of multiliteracies and multimodality and show how these principles guided my classroom practices. Then, I will share the activities and tasks that I use in my EFL debate class to help my students build their confidence and develop their debating skills.

SIG: Critical Thinking

Online Video Session

Reflective Practice: How Learner Reflections Facilitate Teacher Development

Joan M. Kuroda

This presentation aims to demonstrate how reflective practice, developed from the philosophy of John Dewey (1933) and made popular by Donald Schön (1983), can enhance the decision-making process essential to the professional development of teachers. These decisions are directly related to the success of courses since a variety of factors such as teaching methods, materials, and student engagement must be managed. Though there are many ways teaching skills can be evaluated, these methods tend to focus on the outcomes of the course and the "effectiveness" of teaching. Incorporating student reflections that focus on their learning experiences in the classroom allows teachers to conduct formative evaluations which can contribute to favorable outcomes. In addition, when teachers view their classes from the perspective of their students, they can see how their actions are being interpreted, gain insight into learning processes, and make informed decisions to meet the needs of their students. This session will introduce the background and conceptual framework of reflective practice as a form of professional development and as a method of inquiry for practitioner-based research. It will conclude by discussing the implications of the reflective approach and presenting additional resources for further information about how reflection enhances teacher development.

SIG: Teacher Development

Online Video Session

Incorporating Speech Technologies in an EFL Classroom

William Zullo

With the proliferation of digital technologies and the ubiquitous nature of mobile phones in classrooms, the incorporation of technology in L2 teaching has never been more possible and/or accessible. Technology-enhanced classrooms have been shown to be especially useful in foreign language learning environments where access to native speakers of the target language is limited (Krashen, 1985; Lightbown, 2000). This paper aims to examine how speech technologies, such as Text-To-Speech (TTS) synthesizers like Google Translate and Intelligent Personal Assistants (IPAs) like Amazon's Alexa and Apple's Siri can be used by English Foreign Language (EFL) learners to enhance acquisition of target vocabulary and their variable pronunciation. There are many potential advantages of incorporating TTS and IPAs into a traditional classroom environment, which can include receiving greater and more personalized linguistic input, providing more opportunities to produce speech without the stress of speaking in front of teachers and/or peers, and promoting learner autonomy and motivation to learn (Moussalli & Cardoso, 2019). This presentation will provide a review of the literature and practical applications by which IPAs could be incorporated into an EFL classroom.

SIG: Computer Assisted Language Learning

Online Video Session

Facilitating Student-Generated Materials with Flippity

Gutkovskii Aleksandr

Multiple studies have shown that allowing students to come up with their own materials positively affects motivation and fosters ownership of learning. Student-led material development allows for a more interactive classroom environment by allowing students to create tasks for their classmates. However, delegating material development to students might be a challenging task, even more so in an online environment. This presentation will demonstrate how to facilitate the creation of students-generated materials using a service called Flippity. Flippity is a free web-based learning tool that can be used to generate quiz shows, board games, and vocabulary games. The presentation will show how to use this tool in both a face-to-face classroom and an online environment. We will discuss how to organize scaffolding, facilitate the activity-creation process, and encourage students to share activities with each other. The presenter will also demonstrate several simple activities made by his students. Finally, the possible drawbacks and limitations will be addressed.

SIG: Learner Development

Online Video Session

Tech-Integrated Collaborative Writing

Daniel George Dusza, Marina Goto

Communication and social interaction are effective in creating long-lasting memories of language learning. However, teachers are yet to find a simple, clearly definable framework that works for collaborative learning in online, hybrid, face-to-face, and other modes of learning. This presentation discusses an integrated technology, pedagogy, and content knowledge approach that incorporates collaborative learning into two graduate-level EFL academic writing activities. The activities were a first-year introductory research proposal and a second-year integrated writing debate for health issues comparing Japanese and Western attitudes, ethics, and morals. This research presentation first introduces the framework for integrating technology with collaborative learning, followed by the procedure for conducting each academic writing activity, student results, and writing samples. The framework discussion includes how to set up activities and technology that automatically and covertly facilitate instantaneous monitoring for providing formative feedback. The presentation also discusses the rationale for using various forms of peer and instructional feedback through technology and face-to-face. Participants should leave with a convincing understanding of how to implement a tech-integrated CLT lesson, which includes setting up and using apps, Google Documents, and Google Classroom.

SIG: Computer Assisted Language Learning

Online Video Session

Enabling Empathic Connection – Some Strategies.

Lynne Murphy

The skill of empathy, described as one of the most valuable skills to develop moving forward, is of particular value when communicating in an intercultural environment. Without a normal standard of empathic

engagement, we are susceptible to miscommunication and relationship breakdown. Given the correlation between L2 acquisition and empathy, those of us who speak Japanese as English natives, and vice versa, are predisposed to having a higher capacity for empathy than monolingual speakers. If we strengthen this capacity and work from the foundation of being aware of our culturally-based proclivities and evolving communicative trends, our communication can improve to the point of enabling a more empathic connection. We can begin by endeavoring to initiate conversations with a strategy for questioning that invites an expansive response or a strategy of statement that contains an element of empowerment. The presenter introduces examples of these strategies to help you to elevate your intercultural communicative experience by enabling empathic engagement.

SIG: Intercultural Communication in Language Education

Online Video Session

Making Sense of English: University Students' Language Learning Careers

Pharo Sok

As we look to the future and imagine ways to improve our classrooms, it is important to seriously consider the voices of students and better understand how they make sense of their English education experiences. Drawing on quantitative and qualitative data collected from over 150 questionnaires completed by students attending a private Japanese university, this paper delves into students' language learning careers with a focus on fleshing out their English study trajectories, examining which experiences they liked and disliked, and probing what meanings they have ascribed to their English education. Grounded in scholarship on language learning careers and narrative inquiry, this project showcases students' constructions of language learning careers which reveal not only what types of English study participants have undertaken, but also how they have made sense of those experiences within the broader context of their English education. For educators, this study can aid in reinforcing the foundations of student-centered classrooms. Through understanding students' (lack of) motivations, aspirations, and confidence, we can become sensitive to the histories and meanings of English education that students bring into our classrooms as we make a more supportive educational environment.

SIG: College and University Educators

Online Video Session

How to Memorize Words Using Anki

Mamoru Takahashi

The presenter will share ideas for memorizing words by using the Anki Flashcard app. The Anki Flashcard app (<https://apps.ankiweb.net>) is one of the most popular digital memorization tools available, but the interface is such that users will need to familiarize themselves with it before they can take full advantage of the app. Once they get used to the interface, they can modify the preferences and, through regular use, start learning new words. Students can access a number of free card decks, and/or they can convert their own custom decks from Quizlet and use them with Anki. It is well-known that the form-meaning relationship of a word cannot be memorized in a single session, but learning new vocabulary requires spaced repetition. The words have to be revisited after a delay of not only a few days, but also a few weeks and even a few months. Anki automatizes this complex revisiting process. Even though Anki can be an invaluable resource, learners still need the self-discipline to use it regularly for it to have the proper effect. Information about the students' reactions to using study supplements such as flashcard apps, paper flashcards, and vocabulary notebooks was obtained through a questionnaire, and the results of this action research will be shared at the end of the presentation.

SIG: Computer Assisted Language Learning

Online Video Session

Error Analysis in Japanese EFL Expository Writing: The Case of 11th Grade

Michael Yosef, Matsuo Satoko

This presentation provides an account of the grammatical errors Japanese EFL senior high school learners make in expository writing. The study adopts the Error Analysis (EA) approach and is based on the Surface Structure Taxonomies of errors. The research examined errors in a corpus of 392 compositions (100 words) from 280 students in an urban second-tier metropolitan senior high school (N=392). The data were collected and analyzed using WordSmith Tools Version 7.0. Errors were identified and classified into categories and

content analysis was adopted to analyze the data from a qualitative perspective. The findings revealed the common types of grammatical error committed by participants and the frequency of their occurrence in learners' compositions. The misuse or omission of prepositions was a common error that was found. Other significant errors were subject-verb agreement, missing articles, third-person pronouns, auxiliaries and misordering. Pedagogical implications for teaching are discussed in terms of providing remedial action to ensure effective teaching of these grammar components in high school EFL writing classrooms.

SIG: Learner Development

Online Video Session

Learner Beliefs of Japanese Exchange Students Learning English in Finland

Yuri Imamura, Riitta Kelly

The number of students studying abroad has been increasing in Japanese higher education. These learners use English to survive and thrive, and they encounter other English users in authentic situations while studying abroad in countries such as Finland. Personal narratives of Japanese university students studying English have been explored (e.g., Sakui & Cowie, 2008), and both Ryan (2009) and Yashima (2009) have examined the L2 self and motivation of learners of English in Japan. However, more research on Japanese students' narratives and language learning motivation while studying abroad in non-English speaking countries is needed. This qualitative case study focuses on the learner beliefs of four Japanese exchange students at a university in Finland. The data consist of the students' language portraits, drawings, and interviews carried out in Japanese. We use Busch's (2017) method of gathering data with language portraits, where learners draw themselves or visualise the languages they use. Key issues discussed include the students' linguistic backgrounds, how they saw themselves as learners of English, and their learning goals during their stay in Finland. This presentation shows how language portraits can be used to increase our understanding of students' learner development whilst studying abroad.

SIG: Learner Development

Online Video Session

Socio-pragmatic Awareness in Learners of Italian as a FL

Andrea Civile (アンドレア・チヴィーレ)

Each of us has a significant experience to report after the pandemic, but there is something we all have learned: we need other people and we need to communicate with each other effectively. This is particularly true when we need to use a foreign language. Still, the paradox is that, even if we have adapted to the "new normal" in the past two years, we have not changed so much the way we learn languages, continuing to insist, to some extent, with the deductive study of the grammar, leaving aside the sociopragmatic dimension. This presentation will try to outline insights from a Ph.D. research project on the development of sociopragmatic awareness in learners of Italian as a FL and, more specifically, on how to help them adapt to the Italian sociocultural context less traumatically. The target is a group of international students going to Italy for academic purposes: in the first phase, participants responded to an online questionnaire to report their perceptions about the appropriateness of some pragmatic acts in which they are likely to be involved; in the second phase, some of them participated in OER-based online classes designed to stimulate them to consider some in-context language uses.

SIG: Pragmatics

Online Video Session

A Longitudinal Study of Argumentative Writing Ability among English Majors

Daniel O. Jackson

This presentation will focus on the development of first-year English majors' argumentative writing abilities over one academic year. Argumentative writing involves supporting a claim with evidence. Such writing promotes students' critical thinking skills, as well as success when taking advanced coursework and standardized tests. Previous research has demonstrated growth in argumentative writing ability in EFL settings. The present study aimed to: (1) replicate these previous findings and (2) explore the advantages for instruction of using an analytic scoring rubric to assess student writers' arguments. Seventeen students from one class wrote three timed essays in response to counterbalanced prompts in April, December, and January. Their essays were scored using the Analytic Scoring Rubric for Argumentative Writing (Stapleton & Wu, 2015). Regarding writing development, a repeated-measures ANOVA with post-hoc tests showed a

significant gain from April to January, which indicates improvement in argumentative writing ability. Further analysis will focus on sub-scores over time for five elements (claim, evidence for the claim, counterclaim, evidence for the counterclaim, and rebuttal). This analysis seeks to reveal patterns that may inform classroom pedagogy in university settings. Study limitations and future classroom research plans will also be noted.

SIG: College and University Educators

Online Video Session

Collab with Vocab: Four Reflections on Collaborative Teacher Development

Mariko Yamada, Yuri Imamura, Kazunori Shishikura, Akiyuki Sakai,

It is indisputably important that educators collaborate with each other, sharing the same objective goals as a team. However, some educators (including us) encounter obstacles to collaborating with colleagues. In fact, lack of communication among colleagues could hinder further development of their teaching skills. It is said that teacher development will be enhanced when educators have a space to share their own success and failure in teaching (Stallings, 1989). In this experimental study, four English lecturers (two part-time and two full-time lecturers) collaborated to provide 15 TOEIC vocabulary sets (210 words in total) to 504 first-year and second-year students. The goal was to improve students' vocabulary knowledge and support their self-directed learning in common English classes. It also aimed to give lecturers an opportunity to learn different pedagogical approaches from each other, utilizing a digital tool (Quizlet) and an LMS (manaba). In this presentation, we will introduce how each of us used the vocabulary sets in our classes and present our reflections on how the study promoted teacher development. This presentation will be useful for educators who are interested in sustainable teacher development through fostering connections among peers inside and outside their institution.

SIG: College and University Educators

Online Video Session

Exploring and Teaching the Contested Language of Place Names.

John-Guy Perrem

The language surrounding place names that students encounter through maps, textbooks, listening materials or other media are rarely examined beyond being simple indicators of a particular location. This presentation delves beyond the locational into the social and political complexities which can surround place names. By doing so the aim is to deepen the potential for understanding in how the seemingly banal can be replete with sociopolitical complexity and simultaneously provide learning opportunities. Three strands will be presented within which the contested nature of place names is explored. Firstly, Hokkaido, Japan, and the replacement/disappearance of Ainu place names. Secondly, Northern Ireland and the struggles in both physical and cartographic terms regarding the naming of the city Derry/Londonderry. Thirdly, the presentation turns towards the southern USA and controversially named Confederate monuments. Relevant pedagogic activities are also presented that are connected to each strand for practical use in the CLIL/EFL classroom.

SIG: Global Issues in Language Education

Online Video Session

Promoting Research Skills In Graduation Seminar Classes

Kevin Bartlett

Many universities courses separate the study of content and foreign languages, without a lot of overlap between the two. Thus, we find students with an advanced level of knowledge within their majors, who have no issues discussing these in their L1 (Japanese) yet are unable to explain them in their L2 (English). What if we could combine the study of content and language in the classroom? In a 3rd and 4th year Japanese "Graduation Thesis" seminar, students (n=26) were taught a course designed with a CLIL and translanguageing pedagogy, in which students could support their research and language learning endeavours with L1 sources. The projects that students were working on were in the fields of Applied Linguistics, Socio-Cultural Anthropology, and EFL Education. During a 15-week semester that mobilized 'Blooms Revised Taxonomy 2001' as a learning progression guide, students were provided with opportunities to read, discuss, and present about topics related to their graduation thesis topics. This presentation will outline the seminar design, the benefits to students' comprehension of content and research development, and the advantages

of including their L1 for research purposes. Post-course surveys found increased levels of motivation and communicative output, alongside developing their research and presentations skills.

SIG: College and University Educators

Online Video Session

Rationale for and Student Evaluation of Live Cultural-Themed Lectures

Graham Robson

To promote autonomy, interest in foreign culture and to improve the academic skills of its first-year students, one faculty at a mid-level university in Tokyo devised an event based around live lectures on the topic of the English language (e.g., differences between American and British English, World Englishes, ESP). These lectures were around 30-40 minutes long and delivered in English. Students were encouraged to take notes, and later summarize, write opinions on, as well as find out new information about the topics. Attendance was not compulsory, but students who did attend could get extra credit. The set of four lectures were delivered during lunchtimes in the Spring 2022 semester via the live Webex/YouTube live platforms. This study sets out to address the attitudes and approaches of students towards these lectures, and to find out how students tackle the difficult academic tasks of note-taking and general topic understanding / engagement. Data was collected by a survey from participants (n=126) who attended the live version of at least two of these lectures as well as from analysis of the reports written as extra credit (n=18). The results show that these lectures led to enjoyment and instances of learner autonomy, including a desire to seek more information on a topic. It was also found that participants were able to successfully reflect on their own level of learning. Further, teachers play an important role in dissemination and promotion of such events. The author finishes with recommendations on how to improve this event for future iterations. This presentation may be useful to those teachers planning extra contact with the English language for their students.

SIG: Learner Development

Online Video Session

AI Opening: The Rise of the Machines in Class

Guy Fayter

I will show how I am currently used ChatGpt and AI in the ESL classroom. We will see and hear the reactions from students and professionals, as well as look at some implications for teachers and some rules needed. This will take the form of a genially presentation, with some weblinks provided. This was carried out in December 2022 and January 2023 over 4 classes, age range 14-18, and level range B2-C2 (CEFR).

SIG: Computer Assisted Language Learning

Room: Video Sessions

Grant Recipient Reports – PanSIG 2022

Last year's PanSIG 2022 conference took place at Miwa Campus, University of Nagano between July 8th and July 10th. Three grant recipients attended and presented at the conference. Here are their grant recipient reports.

Grant Recipient: Emily Choong

Affiliation: Niigata City Board of Education

JALT groups: JALT Membership Liaison, Niigata Membership Chair, and LD SIG member

The last face-to-face conference I attended was the 2019 JALT international conference in Nagoya. Back then, I was a fresh-out-of-the-oven Assistant Language Teacher (ALT), a new JALT member, and had little knowledge of what to expect. It was a terrifying experience walking into a building of mainly tertiary educators who had postgraduate degrees and years of experience in their fields. The opportunities were endless! Since the pandemic began, I have had the pleasure of volunteering for JALT's major conferences online—something I am grateful for. Even though I was volunteering, it was eye-opening to watch plenary sessions and do room hosting for presenters.

In 2022, I attended my first face-to-face PanSIG conference. I usually leave conferences extremely motivated, ready to take on the next day, and with an unexplored world of knowledge in English education. However, this pandemic was different for my role. While institutions have rapidly switched to online learning, the schools in my city were struggling to find face-to-face solutions. Not long after, the early launch of the Global Innovation and Gateway for All (GIGA) school project¹ in 2020 happened, Professionals were trying to squeeze time in already-busy teachers' schedules for training, and students were missing classes as a result of the virus. It was a challenge to apply the many things I learned from JALT conferences to my face-to-face environment as there were more online solutions. I would say that everyone was trying to come up with their own solutions. There were more questions than answers, which give even more reasons why attending conferences like PanSIG is necessary for any teacher whether new or experienced.

"English is the language that I have been using my entire life. I should be able to teach it. How hard could it be, right?" I thought when I first arrived in Japan in 2018. I wish I could tell myself back then how wrong I was.

The lingering question in my mind after leaving the University of Nagano was, "How to identify myself as a teacher?" This is not a new question to many. Having grown up in an English-speaking environment in a country where English is considered an ESL, it is an everyday challenge to position yourself as an English teacher in a classroom where you are seen as the model example of the English language. Attending this year's PanSIG was a reminder that we are not alone. We are not alone in this journey of trying to find ourselves as educators—having the duty to our learners' future and also the duty to ourselves.

The world is constantly changing and so are we. Ann Mayeda's plenary session entitled "(Re)framing Mindsets: Attitudes to English Use in Japan" supported the idea that it is a

continuous work in progress to identify your position in the classroom. It is not about where you stand with your identity and approach to language education, but rather how you do so. This view was then challenged by Mehrasa Alizadeh's plenary, "Reimagining Technology Enhanced Language Learning: Looking Back, Moving Forward", where our attitude now includes how we move forward with technology as we approach a post-pandemic era. It is interesting how both these plenaries highlighted reimagining education in their perspectives and what is existing in current literature. The truth is, technologies like Augmented Reality (AR), Virtual Reality (VR) and Artificial Intelligence (AI) are not new players in our lives. However, how we approach these methods and bring them into the classroom, our willingness to try, and keeping up to date with what is available and accessible are some of the few mentalities that we should also adopt as language teachers. The sessions by these two speakers struck a chord with me as (1) a female living in Japan; (2) an English teacher from an ESL country; and (3) a millennial who has witnessed the rise of technology and how it has been impacting the education sector.

Other than the plenary sessions, I attended the Learner Development SIG forum. I was excited to hear about how the students of the presenters were so motivated to learn and use English, and share their experiences learning it. The interactiveness of the forum is what I miss most about being in a space full of wonderful discussions. Being able to get bite-sized versions of ideas through forums like these is something we should have more.

Another session I was inspired by was Janice Sestan and Rachelle Meilleur's presentation on setting up a successful Collaborative Online International Learning (COIL). It was eye-opening to see how their institutions worked together to allow students to connect with others in another country as this is something of the norm these days. Mainly because I did not know the many formalities needed to be undertaken in order to include such online experiences as a part of the curriculum in Japan, and how it is not something that you can simply set up an online meeting for. It takes experience, patience, and trial and errors for it to happen. Even so, it does not mean that it is a complete success, and the theme of reimagining education rings true in terms of the continuous process of development. The limitations of their project resonated with my students where there is a digital divide. They highlighted how instructors need to be ready to support students throughout the project. This adds to the teacher identity and the role we play not just in the classroom, but also across different cultures.

One of the most fulfilling parts of PanSIG 2022 was being able to put actual faces to the virtual videos that I have been seeing. It was lovely to meet the people whom I have been working with virtually and to spend some time with them without being interrupted with bad connections or muffled audio. While I have not been in face-to-face language teaching for as long as my JALT colleagues have, I must say that the few years of connecting online and finally having conversations in person made the wait worthwhile.

To conclude, I believe that the team behind this year's conference have paved a way for hybrid experiences to cater to a wider audience of participants—whether they are tuning in from the comfort of their own homes or travelling to the conference. Thank you to the PanSIG 2022 committee and volunteers (go blue shirts!) for making this conference possible. I am Looking Forward to what is to come in 2023.

Grant Recipient: Catherine Takasugi

Affiliation: Aoyama Gakuin University- Instructor / University of Calgary- Ed.D student

First, thank you for the travel grant. As a full-time student and part-time instructor any support financial or otherwise is greatly appreciated. Second, your dedication and hard work in providing a well-balanced, informative, and inspiring conference was evident and appreciated.

This document will briefly relate my experience in relation to five elements of the conference:

- A) theory and practice takeaways
- B) furthering my research
- C) networking
- D) venue appreciation
- E) social events

The Theory and Practice of Teaching:

As David Beglar stated in the plenary session on Saturday morning, our students (and ourselves) have precious funds of knowledge or “gems” hidden within which can be most effectively tapped with positive affect. As educators, it is especially important to view ourselves as the advanced student (not the all-knowing expert), to foster creativity, and to ask ourselves how we can encourage a spirit of service, truthfulness, and justice in our students. Nena Nikolic-Hosonaka passionately reminds us that our fundamental goal as educators is to “teach life” and she showed us how this can be done while also covering language objectives such as reading, writing, and listening. The work of Kip Cates (Tottori University) and how he attempts to broaden perspectives with religious understanding, Jenny Morgan (Sophia University) and her work around identity and community, Merissa Brazza Ocampo (Fukushima Gakuin College) who uses laughter for language learning enhancement and improved immunity, and the use of reflection as a tool in global education by Kate de Veas (Kanda University of International Studies), were all impressive presenters. Each described or modeled practical classroom activities that I am already imagining and adapting to meet the needs of my own seminar on diversity and identity.

Research:

The conference allowed me to gain confidence in explaining my research interests and objectives. As a student at the University of Calgary in Canada doing research in Japan, I often sense a cultural disconnect with my Canadian academic cohort and colleagues. The lived reality of the Japanese education system often needs much prefacing before even arriving at the heart of my topic. However, at the PanSIG conference I was overwhelmed with the immediate understanding of why my research topic is meaningful and worth dedicating my time and effort to. Consequently, my motivation is renewed at this pivotal time and the encroaching burnout has been staved off. Jean-Pierre your words “Keep it simple” keep echoing through my mind so just know that you have been heard.

Networking:

Due to the pandemic, the online conferences of the past couple of years were unable to adequately provide opportunities for networking. This conference made it possible for me to connect with dozens of educators, ask my questions, see their perspectives, and add to the

dialogue. Putting names to faces for the first time, enjoying the positive energy of participants, recognizing the deep passion of others, and simply having the time and space to discuss educational, research, and personal issues was invaluable for me. I was also able to spend time with my own Aoyama colleagues (photo below) and get to know them differently than what is generally possible on campus.

Venue and Volunteers:

The University of Nagano (Miwa Campus) was ideal. Beautiful, clean, and inspiring. I suspect a number of attendees paused and wondered if there were any job opportunities opening in the near future. The presentation rooms were well-equipped and comfortable. I used the Quiet/Mediation Room a few times and was so grateful that such a space had been created. The limited Wi-Fi was the only element that caused some challenges especially when a presentation was of a hybrid nature. The student volunteers were well-prepared and eager to answer any questions. While perhaps touching on two smaller details, the large water coolers and shuttle buses were welcome services. An impressive well-organized conference overall.

Social Events:

I rode the beer train on Friday evening and felt thoroughly welcomed. It was a unique and enjoyable way to get to know the event organizers and to get a taste of Nagano. The beer was great and the sembei were a nice touch too. The Saturday night dinner was a very relaxed social event. There was more than enough to eat and drink and satisfy all. Both events were easy to access, were well-attended, and definitely social.

Gratitude:

Finally, I will conclude with a short reflection piece which captures that conference moment of flow and inspiration that ignites when we connect deeply with those whose passions align with our own. This is what I wrote Saturday mid-day from the Quiet Room: PanSIG 2022- Remembering why we teach and reigniting our passions. After too long in relatively isolated situations we have come together as educators, thinkers, and researchers. It is like a firework of faces, ideas, and feelings in a room not nearly large enough to contain it. Having come through very different and yet also very similar challenges since the onset of the pandemic, we all have stories to tell, sadness to share, and educational strategies to demonstrate. We are ready, eyes wide open. We are here, ready to (re)imagine. The campus, a beauty to behold, the volunteers, trained and eager to serve. The sessions awaken my senses, alert me to what I know and what I have neglected. After only two sessions I am overwhelmed and full, I am grateful for the quiet room to rest my mind. Haven't we all been reminded that our mental health is a precious element to protect? And so, I sit, alone, just out of reach of the noise and reflect with gratitude at what is being offered here. A generous sharing of approaches, thoughts, problem solving strategies, policy analysis, and sheer enthusiasm. Once again, thank you for the transportation grant. The PanSIG conference was a powerful reminder of how face to conferences can impact us as educators. Now, to reflect on the learnings and apply them in my practice.

In gratitude,
Catherine Takasugi

Grant recipient: Martyn McGettigan

Affiliation: Hiroshima City University / Hiroshima Shudo University

As the train pulled into Nagano station, I realised that the six hour journey from Hiroshima had been far more bearable than I had imagined it would. Perhaps it was the relative novelty of the experience? I had barely left my home city for close to three years, largely for reasons that I am sure I do not have to explain. Yet this was not only my first trip to another part of Japan in a very long time, it was also to be my first ever face-to-face JALT conference. I had finally got around to joining JALT during the pandemic, and had attended various online conferences and similar events. However, PanSIG 2022 would be my first opportunity to attend in person, as well as my first ever opportunity to present at a conference. I had had the honour of having my proposal to present on corrective feedback accepted by the Teacher Development SIG. As such it was with a mixture of excitement and nervousness that I made my way from my hotel to the University of Nagano.

Upon arriving, I was immediately impressed with the venue. We were principally based in what appeared to be a new building, one that was bright and spacious. Even though the conference was well attended, owing to the space available it never felt crowded and this was particularly welcome in the context of a pandemic that was still far from over. Friendly and helpful student volunteers were on hand to help us find the presentations and workshops we wanted to attend. Each SIG had its own classroom or small lecture theatre in which every presentation, workshop, and forum related to that SIG was held. I hadn't given a great deal of thought to SIG membership when joining JALT, so this was a great opportunity for me to get an idea of what each SIG was about. The Teacher Development and Learner Development SIGs in particular had a lot of content that I found to be insightful and very useful. The new Mind, Brain, and Education SIG also had a lot of fascinating talks, as did the Pragmatics SIG. Rather than choosing one SIG that fitted me best, I ended up resolving to join many!

As expected when so many teachers and researchers get together, there were also many opportunities for networking. Giving a presentation also helped with this, as I was able to make the acquaintance of someone who is doing similar research to me and I hope to stay in touch with him. The social events would also doubtless have been great opportunities for this sort of thing, but unfortunately I made the mistake of leaving it too late to book tickets for them. Nonetheless, this also proved to be a networking opportunity of sorts, since I soon found myself socialising with others who were in the same boat. In particular, I fell in with some larger-than-life characters from the Performance in Education SIG – another area which I would not have considered suitable for me but, after fascinating discussions with those SIG members, I now find myself convinced. I will certainly be incorporating some of their great ideas into my teaching, and I hope to get involved in that SIG more in the future, too.

In terms of other takeaways, there are too many to list them all. To mention a few: Pat Conaway's work on using board games to improve turn taking was something I'd certainly like to try. John Duplice's work on students' sleep habits was very insightful, and raised issues I shall certainly keep in mind going forward. Craig Armstrong's presentation on the use of blackboard illustrations was both hilarious and highly motivating – giving me something I can easily incorporate into my teaching (even as a non-artist!). Finally, Michael Hofmeyr's insights into student attitudes to the use of games in class was very interesting and encouraging.

Due to the length of my return journey, I sadly had to leave a little early on the last day and couldn't take part in the closing ceremony. Nonetheless, I think my first in-person JALT conference was a great success. I came away with lots of great ideas, lots of contacts that I hope to keep in touch with, and my first ever experience of presenting. I gained a great deal from PanSIG 2022, am very grateful for the grant JALT gave me to make my attendance possible, and can't wait for the next conference!

Handbook Special Theme – PanSIG Showcase Pages

JALT has numerous Special Interest Groups (SIGs). These groups are made of JALT members who share a professional interest. Our SIGs publish books, journals, newsletters, and maintain informative mailing lists. SIGs also hold conferences and seminars, and work with JALT Chapters and other groups to put on events throughout Japan.

JALT SIG GROUPS

[Accessibility in Language Learning](#)

[Art, Research, and Teaching](#)

[Bilingualism](#)

[Business Communication](#)

[CEFR and Language Portfolio](#)

[College and University Educators](#)

[Computer Assisted Language Learning](#)

[Critical Thinking](#)

[Extensive Reading](#)

[Gender Awareness in Language Education](#)

[Global Englishes](#)

[Global Issues in Language Education](#)

[Intercultural Communication in Language Education](#)

[Japanese as a Second Language](#)

[Learner Development](#)

[Lifelong Language Learning](#)

[Listening](#)

[Literature in Language Teaching](#)

[Materials Writers](#)

[Mind, Brain, and Education](#)

[Mixed, Augmented, and Virtual Realities](#)

[Other Language Educators](#)

[Performance in Education](#)

[Pragmatics](#)

[School Owners](#)

[Study Abroad](#)

[Task-Based Learning](#)

[Teacher Development](#)

[Teachers Helping Teachers](#)

[Teaching Younger Learners](#)

[Testing and Evaluation](#)

[Vocabulary](#)



Accessibility in Language Learning SIG

Name of SIG – Accessibility in Language Learning SIG

The Accessibility in Language Learning SIG is a new SIG formed in February 2021. The mission of the ALL SIG is to provide a forum for current and potential members to collaborate, share experiences, practices, and strategies, as well consider how to comply with the EDPD Act (The Act for Eliminating Discrimination against Persons with Disabilities), 2016. The goal is to increase awareness of key developments in accessible learning among teachers and administrators. We therefore welcome anyone with an interest in accessibility and improving language teaching and learning across differences. By working together, we can establish an accessible language learning environment for all levels of education.

Areas of Interest

We welcome any members who are interested in improving accessibility in language learning. As a diverse field, accessibility touches all aspects of language teaching. In this way, we can all contribute by sharing professional insights and experiences. Some examples of current research interests are as follows:

Special needs; Learner diversity; Universal Design; Disability studies in education; Alternative schools; Color-blindness; Accessible pedagogies for primary, secondary, higher education; Early childhood education; Social psychological differences.

Publications – Accessible Language Learning Reviews

The official newsletters sent to SIG members once every three months. The newsletter features articles about accessible language learning, website suggestions for inclusive practices, and information about future events.

Links:

Facebook Page - <https://www.facebook.com/groups/452497221874596/>

Website - <https://sites.google.com/view/all-sig/home?fbclid=IwAR3vLzUMTEwnFVkpVOMkYsb-HnFWHqJN7cmaY13KR-8PzJ-r0xSQJmuQp8>

JALT Website - <https://jalt.org/groups/sigs/accessibility-language-learning>



Contact: Email – all@jalt.org



Art, Research, and Teaching

Name of SIG and number/type of members:

ART is for artists, researchers, and teachers who are interested in the many roles for visual art in the classroom. We believe art has the potential to enrich the learning experience. The ART sig is a forum to share resources, network with others, and discuss new ideas about visual artworks in the language-learning classroom.

Our aim:

We hope ART will appeal to a wide range of JALT members: artists who teach and teachers who make art; language teachers at art schools; art teachers in CLIL programs; creative teachers engaged in action research; and all language teachers who use art (or want to use art) to bring color into their classrooms.

ART SIG shares a common belief in these recognized roles and diverse benefits of visual artworks in the language-learning classroom. We are now connecting artists, researchers, and teachers to share their ideas in online and in-person presentations, write articles for our ART Gallery journal, and support each other with teaching ideas and resources.

We see the power of visual art to revitalize language-learning and we hope you'll join us!

Publications:

ART Gallery: The Journal of Art, Research, and Teaching

Links:

ART on Facebook: <https://www.facebook.com/groups/871985886684328>

Contact: art@jealt.org / brennan.conaway@temple.edu





Business Communication SIG

The SIG will focus on all aspects of business communication, such as business composition and technical writing, information systems, international business communication, management communication, organizational and corporate communication, and so on.

The SIG members are professors, scholars, and professionals focused on or interested in language and communication issues in the world of business and organizations. The SIG brings together academics from various fields, including linguistics, communications, and management sciences, as well as consultants, trainers, and managers working in multilingual contexts as an interdisciplinary endeavor. It aims to strengthen the connections between research, education, and the professional world in a way that informs management education in today's academic institutions.

The core membership consists of JALT members, but non-JALT members are welcome to join, as well as non-JALT SIG members comprised of academic and professional practitioners and student members who are undergraduate or graduate students.

Publications:

The SIG will publish a working paper bulletin annually or biannually. The first working paper bulletin will be published in January 2023. Also, the members will be allowed to publish advanced online versions before compiling the annual or biannual bulletin. There will be a special website where members can upload their manuscripts to solicit discussion and feedback from members and non-members.

Events: PanSIG 2023

SIG activities have been slow due in part to COVID, but we are determined to resume vigorous activities. For this year's PanSIG Forum, following the keynote presentation, we plan to discuss how we will conduct our activities in the future.

Keynote Presentation:

English as a business lingua franca: A Cases in Japan
by Saeko O. Ujiie, Managing Director, SBF Consulting

Website: <https://www.globalcareerw.com/home-2>

Contact: bizcom@jalt.org



CEFR & LP SIG

CEFR, CEFR/CV, Language Portfolio

Name of SIG

CEFR & Language Portfolio SIG (54 members, April 2023)

Our aim/focus/research:

JALT CEFR & LP SIG was formed in November 2008 as the JALT Framework and Language Portfolio SIG (FLP SIG) before being renamed JALT CEFR & LP SIG in November 2017. This SIG gathers individuals interested in the CEFR, CEFR/CV, and the Language Portfolio to garner ideas, discuss developments, and coordinate efforts from practitioners and researchers. These efforts will aid practitioners and researchers seeking to share and exchange results on the CEFR, CEFR/CV, the Language Portfolio related tools and measure the huge impact of such tools on foreign language teaching worldwide.

Publications:

CEFR & LP SIG Newsletter (3~4 per year)

CEFR Journal - Research and Practice (international, peer reviewed, DOI)

Events:

SIG Forum at PanSIG and at JALT International Conference

Workshops

My CEFR share - CEFR tool box

joint events (Nagano, Nara etc.)

Community/other activities:

Kaken research projects (collaborative) <https://cefrjapan.net/research>

joint publications (books, textbooks) <https://cefrjapan.net/publications/books/68-books-overview>

Links:

HP <https://cefrjapan.net>

<https://cefrjapan.net/journal>

<https://jalt.org/groups/sigs/cefr-and-language-portfolio>

Contact: cefrlp@jalt.org



College and University Educators

Name of SIG and number/type of members:

College and University Educators (CUE), ~400 members in the tertiary education field. Established 1993.

Our aim/focus/research (add/delete as appropriate):

CUE is a Special Interest Group (SIG) of the Japan Association for Language Teaching (JALT). CUE stands for College and University Educators, therefore CUE's goal is to provide a forum for the presentation and discussion of educational activities, ideas and research of broad interest to college and university educators in Japan. If you are involved in tertiary education and are committed to professional development, you are CUE, too.

Publications:

OnCUE Journal (OCJ) – the main journal of the College and University Educators. It is fully refereed and is published once or twice annually. The aim of OCJ is to provide a forum for the presentation and discussion of research ideas and curriculum activities of broad interest to college and university language educators. Contributors to the journal do not have to be members of the CUE SIG.

CUE Circular - a newsletter/magazine-style publication, aims to publish concise (1,000-word) articles of practical and professional interest to English language teachers in Japan's tertiary sector. What's happening in your classrooms, from the teacher's or students' point of view?

OnCUE Journal Special Issue (OCJSI) - collection of presentation reports from conferences sponsored by the College and University Educators SIG. It is fully refereed and is published once annually.

Events:

CUE Conference/CUE ESP Symposium – Conferences will include plenary speakers, presentations focusing on tertiary-related matters, and with ESP, it will include English language teaching focused on needs-based, field-, or occupation-specific pedagogy.

JALT conference/PanSIG forum – CUE usually hosts or co-hosts a forum of several professionals every year.

✂ **CUE and TD SIGs will co-host a PanSIG forum on Sunday, May 14, 2023 (at 14:05) on the theme “Grazing the Tertiary English Field: Pathways of Cross-Disciplined Educators”.**

✂ **CUE’s 30th anniversary conference will be held on September 16-17, 2023 at the University of Toyama, Gofuku campus.**

Community/other activities:

CUE Grants – Research and Member Support Conference Grants to eligible members.

Helping other SIGs/chapters – Financial assistance and/or co-hosting provided.

Links:

Website: <https://jaltcue.org/>

Public Facebook page: <https://www.facebook.com/jaltcue>

Private Facebook group (CUE members only): <https://www.facebook.com/>

Twitter: <https://mobile.twitter.com/jaltcue>

Contact: cue@jalt.org





Name of SIG and number/type of members: Computer Assisted Language Learning SIG

JALTCALL is a Special Interest Group (SIG) of **JALT** (Japan Association for Language Teaching) for educators and researchers who share an interest in digital technology and language learning. We hold a major conference every year in May or June plus webinars through out the year. We also publish refereed journal articles through the **JALTCALL Journal**. Membership information is [here](#). Follow us on [Twitter](#), our [Facebook Group](#), or [LinkedIn](#) for other information.

***Publications:* JALT CALL JOURNAL**

The **JALT CALL Journal** (ISSN 1832-4215) is an international refereed journal published from April, 2005, and is committed to excellence in research in all areas within the field of Computer Assisted Language Learning.

Events: JALTCALL 2023 Conference

When: June 2–4, 2023

Where: Kumamoto-Jo Hall, in downtown Kumamoto

Format: Face-to-face with fully online and hybrid attendance options

Theme: CALLing the Future

Keynote Speakers: Dr. Keiko Ikeda (Kansai University) and Giles Goddard (Chuhai Labs)

Community/other activities: **FACEBOOK**  Join/view our **Facebook Group**

TWITTER  Follow us [@jaltcall](#)

Links: <https://jaltcall.org/>

Contact: Membership information is [here](#).





The Critical Thinking SIG

Name of SIG – *The Critical Thinking SIG*

The Critical Thinking Special Interest Group (CT SIG) provides a forum for critical thinking research, methodology, and discussion in specific regard to teaching and learning.

Our aim:

This group offers both teachers and researchers a place to connect, collaborate and share practice and research regarding how teachers teach critical thinking to their learners, how learners improve their critical thinking skills and logical thinking skills, and finally how theoretical aspects of critical thinking and its various aspects connect to classroom practice. The Critical Thinking SIG aims to be a force for learning and promotion of research in the field of how valuable critical thinking can be for learning a language and for the betterment of a student's future in an increasingly global context.

Publications:

- Critical Thinking in Language Learning (CTLL)

Our peer-reviewed journal *Critical Thinking in Language Learning* is published yearly in November. The journal features articles on critical thinking research, opinions, and practical activity ideas for teachers to bring into the classroom.

- The CT Scan SIG e-newsletter

The official newsletter of the CT SIG is sent to members and subscribers quarterly. The newsletter features information on upcoming events, shorter edited articles/reports regarding critical thinking in education, and calls for submissions and information about future events.

Links:

Website – www.jaltcriticalthinking.org

Facebook Page – <https://www.facebook.com/JALT-Critical-Thinking-SIG-105523216168130>

Contact: Email – coordinator@jaltcriticalthinking.org



Extensive Reading SIG

Name of SIG and number/type of members:

Extensive Reading SIG / approximately 150 members

Our aim/focus/research:

The JALT ER SIG exists to help promote Extensive Reading (ER) in Japan. Via our website, our newsletter, the ERJ Journal, and presentations throughout Japan, we aim to help teachers set up and make the most of their ER programs.

全国語学教育学会多読分野別研究部会「JALT ER

SIG」は、講師達が ER プログラムをスムーズに始められるよう、またそれを有効的に利用できることを目的に活動しています。またこの概念を元に、私達のウェブサイト、会報、ERJ 雑誌、プレゼンテーションなどを通じ ER の促進を促しています。

Publications:

The Extensive Reading SIG has 3 publications.

1. Extensive Reading in Japan (ERJ) - a biannual subscription-based journal mostly aimed at our members in Japan.
2. The Journal of Extensive Reading (JER) - the peer-reviewed online journal.
3. The ER SIG e-Newsletter – our monthly communication.

Events:

The ER SIG holds several events throughout the year. In addition to forums held at the PanSIG and JALT International conferences, we also participate in conferences organized by the Extensive Reading Foundation (ERF) such as the Extensive Reading World Congress (ERWC). In years when ERF does not hold a conference, the ER SIG also holds our ER Seminar. The ER SIG also holds a monthly online meeting called PresentERs for teachers to share ideas about reading, books, ER research, and catch up with each other. Meetings are held on the last Sunday of each month and start at 19:00.

Links:

ER SIG website <https://hosted.jalt.org/er/>

Facebook page <https://www.facebook.com/groups/ersig/>

Twitter @ERSigJALT

Extensive Reading Foundation website <https://erfoundation.org/wordpress/>

Contact: ER SIG Coordinator - er@jalt.org





The GALE SIG

Name of SIG – The GALE SIG

The GALE (Gender Awareness in Language Education) SIG works towards building a supportive community of educators and researchers interested in raising awareness and researching the ways in which gender plays a role in language education and professional interaction.

Our Aim:

The GALE SIG aims to foster awareness, research and activities in the pursuit of an educational and professional environment free from gender bias.

Publications: - GALE Journal

The *Journal and Proceedings of the Gender Awareness in Language Education (GALE Journal)* is a peer-reviewed yearly publication that has been running since 2008, featuring research articles, conference proceedings, interviews, classroom curriculum and perspectives on gender in the field of language learning and teaching.

- The GALE Newsletter is published at semi-regular intervals up to several times per year, and shares a wide range of literary contributions with other members and the world at large. Submissions are welcome on an ongoing basis for consideration in future issues.

Recent Events: – Active Allyship in ELT

On April 17th, GALE sponsored this event, a one-day workshop in which presenters shared strategies on how to be an effective ally to both students and colleagues, with the support of the Accessibility and Language Learning (ALL) SIG and the Kyoto and Yokohama JALT chapters.

Contact Links:

Newsletter (subscription) – newsletter@gale-sig.org

Website - <https://gale-sig.org/>

Facebook Page – <https://www.facebook.com/groups/20467073385>

Email – website@gale-sig.org

Recent events:

MATSUYAMA JALT AND THE GALE SIG PRESENT ONLINE:

PERIOD POVERTY PROJECT @ THE UNIVERSITY OF KITAKYUSHU

A research project designed to raise awareness of menstrual equity and period poverty. The period poverty project team has been collaborating with students to provide free products, sustainable options, and outreach programs. They aim to create a better future for women in their community by addressing this critical issue.

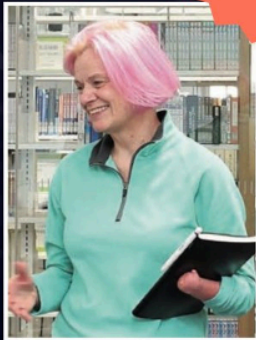
TIME 14:00 - 16:00 (OSAKA, SAPPORO, TOKYO) **DATE** Sunday, March 19, 2023

Cost: Free to JALT Members / Students
¥

PRESENTER
Fiona Creaser

Fiona Creaser is a full professor in the Department of English at the University of Kitakyushu. Her area of research is gender, mainly focusing on women's empowerment.

DESCRIPTION.



Contact Links:

Website



<https://gale-sig.org/>

Facebook Page

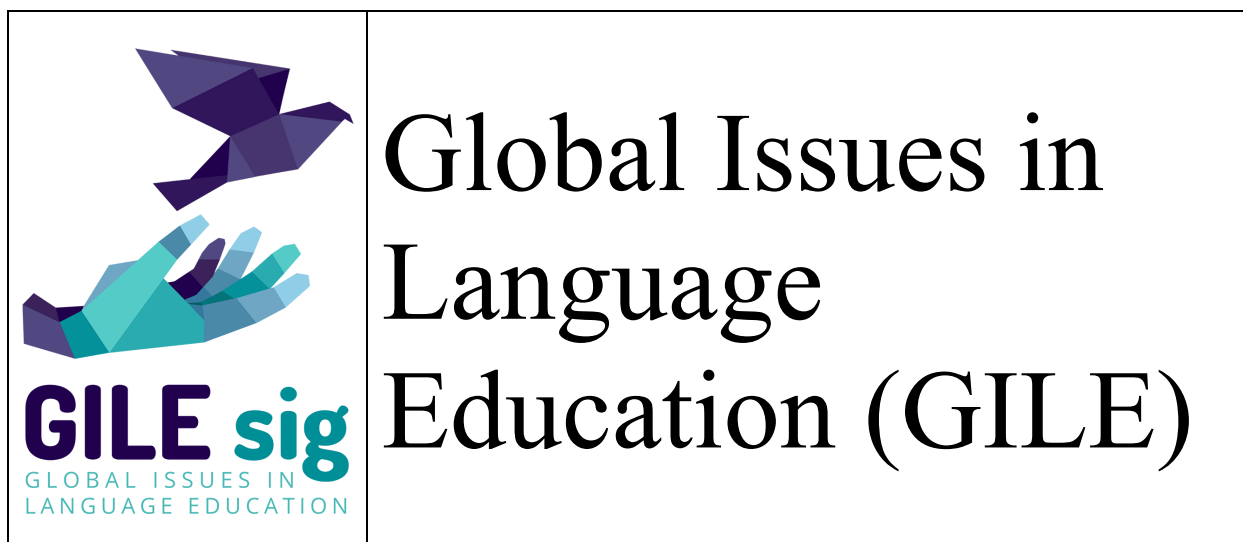


<https://www.facebook.com/groups/20467073385>

Email

coordinator@gale-sig.org





Name of SIG and number/type of members: GILE SIG

Our aim:

The Global Issues in Language Education Special Interest Group (GILE SIG) of the Japan Association for Language Teaching (JALT) aims to:

- promote the integration of global issues, global awareness, and social responsibility in language teaching
- foster networking and mutual support among language educators dealing with global issues
- promote awareness among language teachers of important developments in global education and the fields of environmental education, human rights education, peace education and development education.

What are global issues?

Global issues refer to world problems such as war, hunger, poverty, oppression, racism, sexism, environmental destruction and to concepts such as peace, justice, human rights, sustainable development, social responsibility, global citizenship, and international understanding.

What is global education?

Global education is an approach to language teaching which aims at enabling students to effectively acquire and use a foreign language while empowering them with the knowledge, skills, and commitment required by global citizens for the solution of world problems

Publications:

The GILE SIG Newsletter, sent out quarterly, to all members, either in digital or paper form. See our website for newsletter archives.

Subscriptions

One-year subscription (4 issues)

- JALT Members = free (as 1st SIG), 2,000 yen (additional SIG)
- non-JALT Members = 2,000 yen
- overseas subscribers = US \$15

For further information or a sample copy, contact:

Mr. Kip Cates, GILE Newsletter Editor

3 - 351 Kita, Koyama-cho, Tottori City 680-0941 JAPAN

E-mail: <kipcates24@gmail.com> Web: www.gilesig.org

Events:

Every year, GILE holds a SIG forum at PanSIG and the November international conference. We also regularly co-sponsor events with other JALT SIGs, chapters, and organizations outside of JALT. Recently we have begun holding online GILE Gab events which we hope will attract more membership.

Upcoming Events:

- ICLE & GILE SIG Collaborative Conference in September: “Intercultural Awareness and Addressing Global Issues: The Role of the Media in Conflict.” Call for proposals open until May 19, 2023, submit at the following link <https://forms.gle/XpZNnWfrycFzoSeP8>
- Joint event with LD SIG in October: “Learning for Change and Action, Making a Difference for the Future.” Details and call for proposals coming soon!

Community/other activities:

In the past we have worked closely with other organizations including Peace As a Global Language Japan and the Asian Youth Forum. We are always open to collaborating with global educators across Japan and around the world!

Links:

Website: www.gilesig.org

Facebook Group page: <https://www.facebook.com/groups/502815396792441/>

Contact: gile@jalt.org, but you can also contact via our website or sending a message on Facebook.

Message from the Coordinator:

Welcome global educators!

We hope the information above appeals to you and you consider attending one of our events or joining our SIG. GILE is one of the oldest and largest SIGs in JALT and we are always looking for more people to join the fold. Check out our website, newsletter archives, or Facebook group. In addition to the newsletter, GILE members also receive periodic email updates with event information and opportunities to present and share.

Looking forward to seeing you,
Jennie Roloff Rothman





Our aim/focus/research: Who are we? We...

- are an international community of educators in Japan.
- teach students of various ages.
- recognize the importance of culture in language education.

Publications:

- ☆ ICLE Conference Proceedings
- ☆ ICLE SIG's Activity Initiative: here we share activity ideas for teaching all things related to intercultural communication.
- ☆ ICLE Newsletter

Events:

☆ **ICLE Conference - ICLE Conference 2023: JOINT conference with GILE SIG on September 16th, 2023** at Kanda University of Foreign Studies (F2F and hybrid)
 The theme of our conference is '**Intercultural Awareness and Addressing Global Issues: The Role of the Media in Conflict**'. More than 110 armed conflicts are currently taking place worldwide, and the media's role in disseminating information is crucial. On a positive note, news, social, and web media can promote cultural appreciation, thereby curbing many existing and potential global issues. We are interested in submissions aimed at developing intercultural appreciation, addressing global issues and the role of media in promoting tolerance and acceptance. Through this conference, we hope to present some of the different practices educators use in order to foster empathetic future leaders.

The deadline for submitting an abstract is **May 19th, 2023**. We are looking forward to your contributions. Submit your abstract at: <https://forms.gle/5MbzyoyuBSvpNrdB7>
 Inquiry contact: iclesigprogramchair@gmail.com and gile@jalt.org

Community/other activities:

- ☆ Members Forum
- ☆ Research Group

Links: <https://jalticle.org/>





Our focus

We share a commitment to exploring autonomous learning through connections via

- our experiences as learners & our practices as teachers
- learners' experiences inside & outside the classroom

私たちは自律的学習について次の点から探究に取り組んでいます。

- 学習者としての経験と教師としての実践
- 学習者としての教室内外での経験

Community

1. Support and mentoring through collaborative events and publications
共同イベントと出版物などを通じたサポートとメンタリング
2. Frequent get-togethers - online and face-to-face
日本各地における地区別集会
3. Grants to support members' research projects and conference attendance
研究プロジェクトの支援や学会参加のための助成金支給
4. Links with international research groups specializing in autonomy
同様の研究をしている国際的なグループとの連携

Publications

1. *The Learning Development Journal* - once a year publication
学習者ディベロップメント研究部会誌
<https://ldjournalsite.wordpress.com/>
2. *Learning Learning* - twice a year newsletter
ニヶ国語ニュースレター「学習の学習」
<https://ld-sig.org/learning-learning/>

Events

1. 30th Anniversary Conference: "Learning for Change and Action, Making a Difference for the Future, October 21-22nd, Gakushuin University, Mejiro, Tokyo.
30 周年記念大会：「Learning for Change and Action, Making a Difference for the Future」10 月 21 日～22 日 学習院大学（東京・目白）。
2. Forums at PanSIG and JALT International with great parties
JALT の学会におけるフォーラム（そして大懇親会！）



The Listening SIG

Name of SIG – *The Listening SIG*

The Listening Special Interest Group (Listening SIG) provides a forum for focused listening research and discussion in specific regard to teaching and learning.

Our aim:

The group offers both teachers and researchers a place to connect, collaborate and share practice and research regarding how teachers teach listening and assess their learners, how learners improve their listening and use it to improve their knowledge, and finally how theoretical aspects connect to classroom practice. The Listening SIG aims to be a driving force for both current and future research in the field of how listening can be taught, learned, and tested in an increasingly global context.

Publications: - The Listening Post

The first issue of our peer-reviewed journal *The Listening Post* was released in March 2023. The journal features articles on listening research, book reviews, and practical activity ideas for teachers to bring into the classroom.

- The Listening SIG e-newsletter

The official newsletter is sent to members and subscribers bi-monthly. The newsletter features links to short articles/reports regarding listening theory, website suggestions for lesson ideas, call for submissions and information about future events.

Events: - The Listening Conference

The second *Listening SIG conference* will take place in Tokyo on 15th July 2023. The conference will include plenary speakers and presentation sessions focusing on research, classroom practice, teaching, and learning. Subscribe to our newsletter to find out more.

Community/other activities: - Hear Us out!

The SIG podcast *Hear Us Out!* chats to researchers and educators about their latest work in listening and shares teaching ideas, the latest research, and assessment tools. Get in touch if you would like share your idea with us.

Research Bites!

Research Bites is available in podcast and blog formats. The segment offers concise summaries of articles to offer teachers the main and practical points from the latest research.

Links:

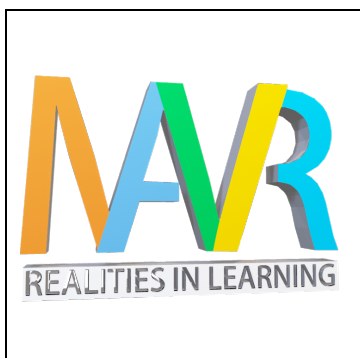
Newsletter (subscription) - listening@jalt.org

Website - <https://jaltlistening.wordpress.com/>

Facebook Page – <https://www.facebook.com/groups/489940378896137>

Twitter – <https://twitter.com/ListeningSig>

Contact: Email – listening@jalt.org



Mixed, Augmented, and Virtual Realities in Learning

The MAVR SIG is a group of researchers, educators, and students who are passionate about exploring and furthering research related to augmenting learning processes with emerging technology.

The MAVR SIG focuses on promoting research, conceptual, perspective, and practice-based articles related to language education and immersive learning. Our aim is to provide a platform for the MAVR community to disseminate their research and activities, and to facilitate discussion and collaboration among members. Our members are comfortable tinkering and experimenting with the latest emerging technologies in educational contexts.

Publications:

The MAVR Journal 'Realites in Learning' is an open-publishing journal focusing on articles related to language teaching and immersive learning. It is dedicated to providing a platform for the MAVR community for disseminating research, conceptual, perspective, and practice-based articles in the field of language education and immersive learning. We have an open call for contributions of many forms, from tech demos and reviews to full length research papers. Find submission guidelines and procedures on our website.

Events:

MAVR holds and contributes to several events per year.

World Learning Labs is a symposium that aims to explore post-pandemic learning environments and programs from various countries and contexts. It is co-sponsored by MAVR, and it will bring together professionals and academics, including leading experts from international universities. The symposium is currently accepting proposals for contributions in different formats, and refereed scholarly papers will be published in a special edition of the International Journal in Information Technology in Governance, Education, and Business. The event was held in January and planned again for next year.

Community/other activities:

The MAVR SIG is committed to creating a safe, respectful, inclusive, and aggression-free environment for all members. We also value diversity and celebrate it as one of our biggest strengths. Our community engages in various activities to promote collaboration and discussion among members.

Links: <https://mavr.site>



Mind, Brain, and Education (BRAIN) SIG

BRAIN SIG Membership

Mind, Brain, and Education (BRAIN) SIG members are teachers who want to learn about the latest findings in neuroscience and psychology and to implement them when teaching and learning languages. There are currently 115 active members in Japan and over 2,000 subscribers and contributors from over 70 countries to our monthly Think Tank magazines. Our members teach all age groups, and our research interests span across the many branches of psychology and neuroscience.

Our Aim

We founded the SIG in 2014 when there was almost no neuroscience included in teacher training programs, and important discoveries were being made every week. Our aim is to fill that gap by learning about brain research related to language teaching and sharing this with others by giving presentations to JALT chapters and at conferences in Japan and other countries (see our speaker database). We also produce a scholarly journal, but perhaps our most effective outreach activity is the monthly publication of our online Think Tank magazines.

Our Publications



MindBrainEd Journal – we welcome contributions to this peer-reviewed publication which focuses on original research in the application of brain research to language teaching. Please consider writing a research paper or book review.

MindBrainEd Think Tank magazines – teachers, neuroscience and psychology enthusiasts, and motivated students look at the best research done by others and translate it into something meaningful to language teachers. While requiring scientific backing, we allow our writers to speculate on the research, apply it to the classroom, and expand on it to make it engaging to all readers. We also team up with other SIGs to explain the brain science that supports their research and practices. The magazines contain links to talks and podcasts as well as many practical classroom activities. There is also a growing series of articles written in simple English that summarize the main ideas of some

of the key Think Tanks for use with students.

Other Activities

Since the coronavirus pandemic, we have seen the value of using SIG funds to bring guest teachers from around the world to JALT online conferences. We also encourage members who are new to presenting at conferences to build their confidence by giving a short book talk at our forums, and to meet online to practice their presentation before the conference. This is all in the spirit of our mission to learn from each other.



Useful Links



Our Website: www.mindbrained.org

[Speaker Database](#)

[Mind Brain Ed Journal](#)

[MindBrainEd Think Tank
Magazines](#)

[The Brain in Simplified
English Series](#)

Follow Us



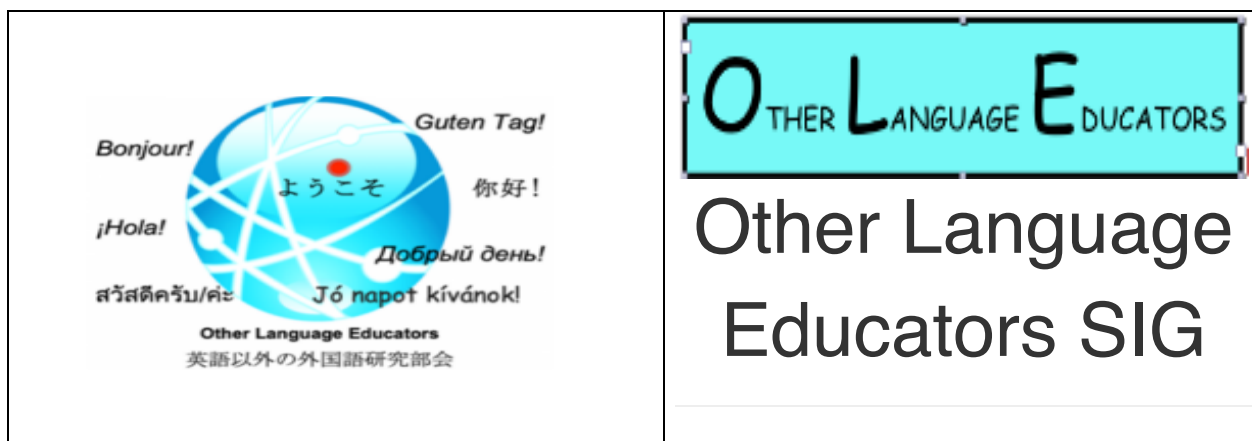
[Facebook](#)



[Twitter](#)

Contact Us

Please contact us at <https://www.mindbrained.org/contact/>



Name of SIG and number/type of members:

The Other Language Educators Special Interest Group has 34 members, including teachers of German, French, Spanish, Chinese, Thai, Hungarian, Russian, and so forth.

Our aim/focus:

The OLE SIG gathers teachers of languages other than English and Japanese. The OLE SIG is multilingual and has a highly multicultural context for discussing strategies specific to each language, exchanging resources, and reporting pedagogical practices of educators teaching languages other than Japanese and English. In the annual conference, the OLE SIG organizes workshops that so far include ones in German, French and Spanish, and which are held in the native language, with slides or brief explanations in one of the lingua francas, either English or Japanese, to ensure understanding.

Publications:

The OLE SIG produces a quarterly newsletter

Events:

The OLE SIG organizes a periodical encounter, the *Multilingual Café*, a space for sharing ideas and talking about a topic proposed by one or two main presenters. Although the main presentation is in one of the lingua francas, in the second part we divide into groups of languages and continue the discussion of the topic in the chosen language.

Website <https://sites.google.com/view/jalt-olesig/>

Contact: ole@jalt.org





Pragmatics SIG

Name of SIG and number/type of members:

The Pragmatics SIG began in 1999 and it has 100+ members. Our SIG welcomes both experienced researchers and teachers as well as those who are new to the field and wish to learn more about this area.

Our aim/focus/research (add/delete as appropriate):

Put very generally, pragmatics is about how we *use words in order to do things*. It involves social aspects of the use of language, for example, as in politeness and face, as well as discourse related features like how one sentence links to the next. Above all, we are interested in language as social actions.

Publications:

We publish our newsletter, Pragmatics Matters, two to three times a year. We also publish the Pragmatics Resources Series, which showcases pragmatics research as well as useful pedagogical books that make pragmatics accessible to classroom teachers. The books currently cover: a) pragmatics theory and practice; b) conversation analysis in second language contexts; c) practical activities for second language classrooms; and d) innovations in the field of pragmatics. They can all be ordered from our website.

Community/other activities:

Every year we offer zoom presentations about different aspects of pragmatics. These are free and are open to anyone who is interested. We participate every year in the PanSIG conference and the JALT annual conference where we organize a forum and many of our members make session and poster presentations.

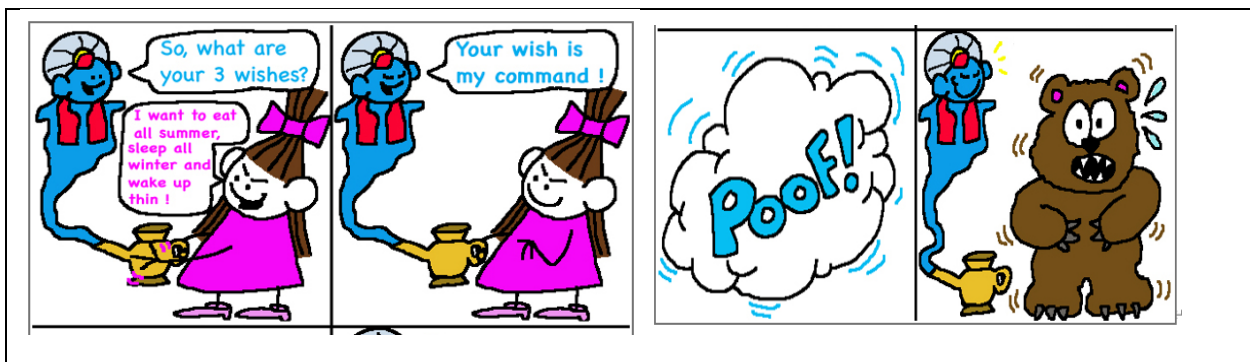
Links:

Our website: <https://www.pragsig.org/>

Facebook: <https://www.facebook.com/groups/181884078615340/>

Contact:

Coordinator: Donna Fujimoto (fujimotodonna@gmail.com)





Teacher Development SIG

Teacher Development Special Interest Group is comprised of a diverse membership of language educators from various disciplines and levels. For this reason, and for our large membership base, we hold various events both online and face-to-face on an array of topics. We aim to provide educators with theoretical and practical foundations that can help to expand awareness of research, pedagogical approach, and overall growth in and out of the classroom. Leading our members by way of TD publications, webinars, conferences, and cosponsored events, we ensure a plethora of chances for personal and professional development.

Publications:

Explorations in Teacher Development (ETD) is our SIG's journal of research and reflective practice. It offers a scholarly outlet for researchers and practitioners who undertake a close and careful investigation into aspects of the work, thought, and continuous education of teachers, even when these scholarly reports may not fit easily into pre-formed categories.

Events:

Our major event is our annual Teacher Journeys Conference. Presenters share personal narratives on their professional journeys as teachers related to themes such as teacher identity formation, career paths, and professional development. We also hold exciting forums at PanSIG and the JALT International Conference with roundtable speakers and workshops. Part of our mission is helping facilitate reflective practice meetings. We provide drinks and refreshments (or such funding) at meeting locations to support teachers getting together to share their work. If you become a member and want to get involved, we are open to hear your suggestions.

Community/other activities:

We regularly co-sponsor and sponsor events with other Special Interest Groups and JALT Chapters. Grants are available to our members who receive no or very limited institutional funding for attending events and conferences. Member inclusivity is one of our top priorities.

Links:


Website: <https://td.jalt.org/>

Facebook: <https://www.facebook.com/TeacherDevelopmentSIG>

Twitter: https://twitter.com/JALT_TD_SIG


YouTube: <https://www.youtube.com/channel/UCyh0CMnZrzBl-iePXQeRxfA>


Contact: jalt.td.sig@gmail.com

**Teacher Journeys**
JALT TD SIG

[HOME](#) [TEACHER JOURNEYS](#) [SUBMISSION GUIDELINES](#) [CONTACT US](#)

In language education in Japan and around the world, almost every teacher's career path takes the form of a unique and eventful journey. We often take this for granted, but it is exactly these journeys, these narratives of teacher identity formation, that enrich our profession and serve our students.





Since 2011, Teacher Journeys has been many things: from a face-to-face annual conference to a collection of curated videos online and to a synchronous online conference. One thing remained constant: it has been the best venue for teachers across Japan and beyond to share reflections on the circumstances of their situations.

[Call for Submissions is now open for our yearly Teacher Journeys Conference](#)



Dedicated to the aid and assistance of fellow educators and students in and around Asia

Teachers Helping Teachers

Name of SIG and number/type of members: *Teachers Helping Teachers (THT) SIG*

Teachers Helping Teachers (THT) is a grassroots dedicated to the aid and assistance of fellow educators and students in and around Asia. We fulfill this mission by providing teacher-training conferences, seminars, and workshops that exhibit practical, student, and teacher-friendly approaches to language education that are informed by current research in the field.

Since its inception, THT has continued to deliver well-received programs in Bangladesh, Vietnam, Laos, the Philippines, and Kyrgyzstan. Future plans include repeat visits to all of these countries and expansion to other areas where we are needed.

Publications: THT JOURNAL – THE JOURNAL OF TEACHERS HELPING TEACHERS

The Teachers Helping Teachers Journal, an anonymously peer-reviewed journal comprising research articles, reports and lesson plans, is now inviting submissions for its next issue.

Events: Our community includes delegates from Europe, North America, Australia, South America and Asia whose native languages have been English, German, Spanish and Japanese. Anyone interested in volunteering to present at our upcoming seminars is invited to submit proposals (usually 3 or more) on topics of interest to teachers in the host countries.

Delegates are expected to possess post-graduate degrees and have experience in giving presentations at academic conferences. Elementary, Junior High, High School, and University level teachers are encouraged to apply.

Links: *tht-japan.org*

Contact: *jalt.tht@gmail.com (Coordinator),
[pdougherty\[at\]aiu.ac.jp](mailto:pdougherty[at]aiu.ac.jp) and [thtjalt+journal\[at\]gmail.com](mailto:thtjalt+journal[at]gmail.com) (Editor, THT Journal).*



facebook.com/groups/139191142792529



Teaching Younger Learners SIG

Name of SIG and number/type of members:

The Teaching Younger Learning Special Interest Group has over 100 members that are dedicated to teaching children ages zero to eighteen.

Our aim/focus: Under our parent NPO JALT, the Teaching Younger Learners SIG is a nonprofit organization whose purposes are to foster research, hold periodic meetings and forums, issue publications, cooperate with interested professional organizations, including other JALT SIGS and Chapters, carry on other activities for those interested in the improvement of the language teaching and learning of young learners (0-12th grade), and contribute to the development of activities in language teaching and learning, social education, and international cooperation.

Publications: *The School House* is our double-blind peer review journal that is published three times a year. We accept many different types of articles from scholarly to lesson ideas related to teaching children ages 0-18. Please see this page for more details: <https://jalt-tyl.net/submission-guidelines/>

Events: Our main annual event is JALT Junior and is held along with the JALT International conference. We also have regular events and conferences throughout the year in collaboration with other JALT Chapters and Special Interest Groups.

Links:

Website - <https://jalt-tyl.net/>

Facebook - <https://m.facebook.com/jalttylsig/>

Twitter - <https://mobile.twitter.com/jalttylsig>

Email- tyl@jalt.org

Name of SIG and number/type of members:

TEVAL membership includes language educators with a variety of interests: not only researchers and assessment professionals, but also classroom teachers interested in the issue of how best to assess their students, who want to explore or share their ideas and techniques for optimal classroom assessment.

Our aim/focus/research:

In TEVAL, we believe that testing and evaluation involve more than just tests, item analysis, and statistics. The interests of the TEVAL SIG include all methods for assessing individual performance, group outcomes, and program impact. In considering what "testing and evaluation" means, we endeavor to keep in mind that tests and assessments serve many purposes. They can be used to clarify instructional aims to learners and curriculum designers. They can be used to provide feedback to learners, teachers, and other stakeholders about what was or was not achieved. Simple and informal evaluations can be employed on the fly to ascertain whether an instructional experiment is achieving its aims or not. And of course, tests and other observations can be used to construct reliable measures of constructs of interest for conducting research, or for making ethical and informed decisions that impact our students' lives.

Publications:

Our journal Shiken, published biannually, features research, practice, opinion, and instructional articles related to testing, assessment, statistics, and other topics.

Events:

TEVAL will hold a forum at the upcoming PanSIG Conference titled Evaluation of Performance: Focus on Evaluation, on Sunday 14:05-15:35. This will be related to the PIE SIG forum, which will be held on Saturday.

Community/other activities:

TEVAL SIG aims to provide avenues for research, information, and discussion related to foreign language testing and evaluation both from within JALT membership and with other professional organizations which have common interests and goals, such as the [Japan Language Testing Association](#) (JLTA).

Links:

Website: <https://hosted.jalt.org/teval/>

Facebook: <https://www.facebook.com/groups/886605991499948>

Contact:

teval@jalt.org



The Vocabulary SIG

Name of SIG and number/type of members:

The JALT Vocabulary SIG has more than 80 members interested in the teaching and learning of vocabulary for second language learners.

Our aim/focus/research:

The JALT Vocabulary SIG provides a venue for the discussion and research into second language vocabulary acquisition and assessment, particularly as they pertain to language education in Japan.

Publications:

The SIG produces three publications a year, a bi-annual bulletin, and a yearly symposium proceedings.

The symposium proceedings are available in the full article online journal *Vocabulary Learning and Instruction* (VLI) on the website: <http://vli-journal.org>.

Our bi-annual publication is called the *Vocabulary Education and Research Bulletin* (VERB) and can be downloaded below. VERB editors are Michael McGuire & Jenifer Larson-Hall.

Events:

The SIG's main event is our annual symposium, which is typically held soon after the JALT International Conference. You can see more information about our most recent symposium here: <https://jaltvocab.weebly.com/symposium.html>

Links:

- See our [Publications page](#) for the latest issue of VERB
- Visit our Facebook page at <http://www.facebook.com/groups/236623256372419/>



The 2023 PanSIG Journal - Call for Papers

All presenters for vetted presentations and SIG forums at PanSIG 2023 will be invited to submit a paper based on their presentation for publication in the *2023 PanSIG Journal*. All full article submissions should be made through the journal's submissions page or via the conference email address.

In the same way that the presentations were vetted prior to the conference, journal papers from the conference will also be subjected to peer review. From 2020, we have adopted the policy of peer review, where each submitting author will most likely review a maximum of up to two *2023 PanSIG Journal* submissions. Note that publishing in the *2023 PanSIG Journal* qualifies as a refereed publication. We would therefore like to encourage all presenters to submit a paper.

Important Dates

Submission Deadline (initial draft of full paper due):	August 31, 2023
Announcement of Review Decision:	November 30, 2023
Revised Paper Submission (final draft due):	February 15, 2024
Target Date of Publication:	May 15, 2024

General Guidelines

- Submissions should be no longer than 4,000 words, including references. Note that any papers of over 4,500 words will not be considered for publication and any papers of less than 2,500 words are unlikely to be selected for inclusion. Also, try to restrict any appendices to no more than three pages.
- Papers should be either research or practice oriented. Submissions should discuss the author's research or a teaching technique that is being used in the classroom. Please look at the previous years' journal articles for examples of these two types of papers on the PanSIG Journal website: <https://pansig.org/pansig-journal>
- Papers that consist of only extended literature reviews, or submissions that are limited to personal opinions without a connection to the wider language teaching field are unlikely to be selected for inclusion.
- Forum presenters can submit papers as a group or individually. If forum presenters are submitting individually, the topic of the individual papers must be different enough to warrant individual submissions. If forum presenters are submitting as a group, the paper must still meet the 4000-word limit to be accepted. Also, the submission should be one cohesive article rather than a collection of several short submissions. Please contact the journal editors if you have any questions.
- Papers submitted to the *2023 PanSIG Journal* must not have been previously published, nor should they be under consideration for publication elsewhere. All manuscripts are first reviewed by an editor to ensure they comply with JALT Guidelines. Those considered for publication will then be subjected to blind review by at least two readers.

Please refer to the *PanSIG Journal* website at <https://pansig.org/pansig-journal> for further details.

Questions about the journal may be sent to the Editor at: journal@pansig.org

TBD, Editor

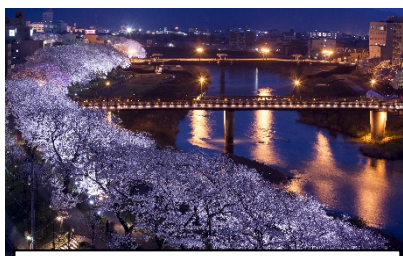
Duncan Iske, Associate Editor

See you again NEXT year at **PanSIG2024** in **Fukui!**

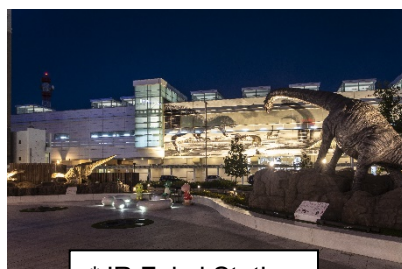
Friday, May 24, 2024 to Sunday, May 26, 2024 (tentatively)

Theme: Getting Back to Basics

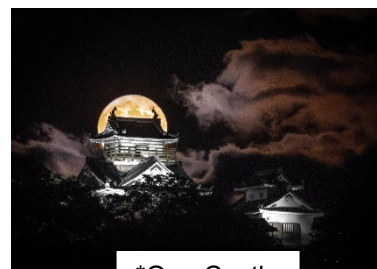
The theme for PanSIG 2024 is "**Getting Back to Basics**". The pandemic propelled us, virtually overnight, into a brave new world of online, hybrid environments, and we now have seen the dawn of A.I. and its instant proliferation around the globe. As many of us may be feeling overwhelmed, let us take this opportunity to gather our thoughts, reflect on what we have gained, what might have been lost, and try to connect theory to practice. By getting back to basics, we hope next year's conference will be a welcome forum for young teachers and researchers to join the JALT community and we wish to encourage newer speakers to participate actively. We aim to foster a comfortable environment where new research and practical workshops can be shared in an accessible manner which will bring people together and enable mentoring and nourishing of fresh talent. PanSIG 2024 will be held from Friday, May 24 to Sunday May 26, 2024 at Fukui University of Technology in Fukui. The campus is easily accessible by bus (approx. 10 mins.) from JR Fukui Station, where the Hokuriku Shinkansen will begin running from April 2024. The nearest airport is Komatsu Airport (Ishikawa). The Fukui Prefectural Dinosaur Museum and Daihonzan Eiheiiji Temple are major tourist destinations, and visitors can enjoy the majestic beauty of Fukui from the mountains of Katsuyama to the shores of Suishohama. The conference team will be planning recreational events in addition to the conference's academic itinerary. Our conference team is always looking for willing hands and new ideas! Come and join us!



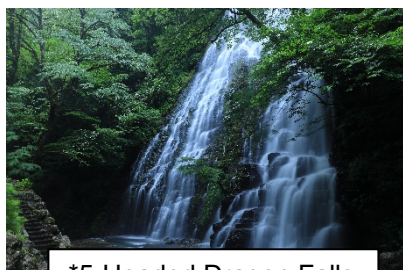
*Sakura along Asuwa River



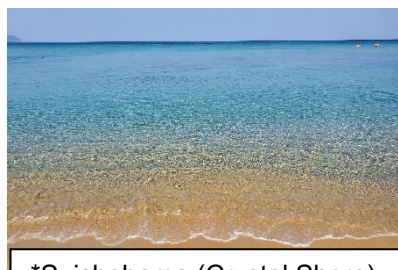
*JR Fukui Station



*Ono Castle



*5-Headed Dragon Falls



*Suishohama (Crystal Shore)

PanSIG 2024 Conference Chair: Parvathy Ramachandran

PanSIG 2024 Site Chair: Bradford Lee

