

24-26th MAY 2024



PanSIG

FUKUI UNIVERSITY OF TECHNOLOGY



JALT

Japan Association for
Language Teaching

PanSIG is a conference organized by many of the Special Interest Groups (SIGs) of JALT.

Conference Handbook

Where?

Fukui University of Technology
福井工業大学

3-6-1, Gakuen, Fukui City, Fukui Pref. 910-8505
福井県福井市学園3丁目6番1号

When?

Friday - Sunday
May 24-26, 2024

BACK TO BASICS



PanSIG

24-26th MAY 2024

FUKUI UNIVERSITY OF TECHNOLOGY

Full
Schedule

PanSIG
2024
Website

Types of Tickets:

JALT Member
Student JALT Member
Non-JALT Member
Student Non-JALT Member

Registration

Pre: Collect your name card at the registration desk.

Onsite: Go to the treasurer's desk to purchase and register.

Logos by
James Dunn &
Tim Cleminson





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Conference Information – At a Glance



**PanSIG 2024
Conference
Website**
<https://pansig.org>

Conference Schedule

Saturday, May 25th	
Registration Desk Opens	8:30
Opening Ceremony	9:00 - 9:20
Presentations	9:30 - 10:20
	10:30 - 10:50
	11:00 - 11:20
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	215:00 - 215:20
	215:30 - 215:50



Conference Schedule Overview



[Full Schedule](#)

[Fukui Guide](#)

Saturday, May 25th

Registration Desk Opens, Materials Exhibition, Coffee Break	8:30~
Opening Ceremony & Hula Dancers	9:00 - 9:20
Plenary Speaker #1 : Daniel R. Isbell	9:35 - 10:35
Presentation Sessions 1-3	10:45 - 12:20
Lunch, Materials Exhibition, Taiko Drummers	12:30 - 13:30
SIG Forums (Saturday Sessions)	13:20 - 14:50
Poster Presentations, Materials Exhibition, Coffee Break	15:00 - 15:50
Presentation Sessions 4-6	16:00 - 17:35
Materials Exhibition, Coffee Break	17:45 ~
Buses	17:45 • 17:55 • 18:05 • 18:23
PanSIG 2024 Official Conference Dinner	18:30 - 20:30

Sunday, May 26th

Registration Desk Opens	9:00~
Presentation Sessions 7-8	9:00 - 10:00
SIG Forums (Sunday Sessions)	10:10 - 11:40
Lunch, Materials Exhibition	11:30 - 12:30
Plenary Speaker #2 : Yui Suzukida	12:30 - 13:30
Presentation Sessions 9-11	14:00 - 15:35
Closing Ceremony	15:50 - 16:00



Social Events Schedule

Friday, May 24th	
Fukui Prefectural Dinosaur Museum Trip	12:00 - 17:00
Mount Asuwa Photowalk	16:00 - 18:00
Saturday, May 25th	
Mount Asuwa Morning Jog	7:00 - 8:00
PanSIG 2024 Opening Ceremony & Hula Dancers	9:00 - 9:30
Lunch Taiko Drummers	12:30 - 13:30
Conference Dinner: Fukui Palace Hotel	18:30 - 20:30
Sunday, May 26th	
Whisky Tour and Tasting	12:30 - 14:00



Fukui Prefectural Dinosaur Museum Trip

When: Friday, May 24th, 12:00-17:00

A shuttle bus will depart from FUT Campus in front of FUT Tower entrance.

Fukui Prefecture is home to the largest dinosaur fossil quarry in Japan. The Fukui Prefectural Dinosaur Museum hosts a variety of dinosaur skeletons, fossils, and minerals arranged in a way which coincides with evolutionary time. In addition to the museum and its displays, other activities available are the Field Station Tour as well as the Fossil Research Experience. At the Field Station Tour, participants will be taken to the dinosaur fossil quarry for a tour and a chance to break rocks to find their own fossils. In the Fossil Research Experience, participants will be taken through the procedures in the processing and analyzing of fossils once brought in from the field into the laboratory. Please note that these two extra activities require an additional fee as well as a reservation. Each activity lasts around 2 hours. Multi-language voice tour guidance only available for the main museum.

Museum General Admission		Field Station Tour	Fossil Research Experience
Adult	1000円	1300円	2200円
HS / Uni Student	800円	1100円	1800円
Elem / JHS Student / + 70yo	500円	650円	1100円
Pre-school	Free	Free. *must be 4yo+	No admittance

Field Station Tour Participants are required to bring items such as gloves, water, etc. themselves. Please check the website (<https://www.dinosaur.pref.fukui.jp/visit/fieldstation>) for a detailed list of items needed.



Kunie Sakai Hula Studio



PanSIG 2024 Official Opening Ceremony

When: Saturday, May 25th, 9:00 - 9:30

During the opening ceremony, a local hula dance troupe will perform to welcome all of us to PanSIG 2024, and to introduce our first plenary speaker, Daniel R. Isbell from the University of Hawai'i.

PanSIG 2024 Official Conference Dinner

When: Saturday, May 25th, 18:30 - 20:30

Where: Fukui Palace Hotel

Cost: 5000円 (includes all-you-can-drink)

Socialize, network, and relax while enjoying Fukui cuisine including salmon, pork, venison, and beef, among other fine local dishes!



八ツ杉太鼓



PanSIG 2024 Taiko Drummers During Lunch

When: Saturday, May 25th, 12:30 - 13:30

Where: On Campus in the Japanese Garden

The WADAIKO performers, "The Drummers of YATSUSUGI", formed in 1976. Their roots are in Mt. Yatsusugi in Imadate, Fukui. They were Japan's #1 champions in 1995 and 1996.

Mount Asuwa Photowalk

When: Friday, May 24th, 16:00 - 18:00

Where: Meet in front of JR Fukui Station, approximately 100 m to the west (in front of the planetarium and the animatronic T-Rex).

Leisurely pace walk! Standing at only 116 meters, Mt. Asuwa is small in stature, but still a lovely place to visit. The mountain has a number of short hiking trails and walking courses, and the summit offers a beautiful view of Fukui City. It's an especially popular spot to visit during spring to view the cherry blossoms and early summer for hydrangeas, and the city nightscape is stunning all year round. Make sure to bring your camera!



Mount Asuwa Morning Jog

When: Saturday, May 25th, 7:00 - 8:00am

Where: Depart at 7am!! - Meet in front of JR Fukui Station, approximately 100 m to the west (in front of the planetarium and the animatronic T-Rex). Leave enough time for warming up - repeat, DEPARTING at 7am!!



Whisky Tour and Tasting

When: Sunday, May 26th, 12:30 - 14:00

Where: Irish Bar Shelbourne

Tickets: [Eventbrite Details & Ticket Reservation](#)



Access to the Conference Site

Fukui University of Technology 福井工業大学

3-6-1, Gakuen, Fukui City, Fukui Prefecture
910-8505
福井県福井市学園3丁目6番1号



Take a **JR Hokuriku Main Line train** 北陸本線 and get off at **Fukui Station** 福井駅.

Fukui station is located about 3 kilometers from Fukui University of Technology.



1. Take the West (西) exit.



2. Find Bus Stop No. 3.



3. Get on the bus.

Take the **No.12 bus (Gakuen line 学園線乗車)** & get off in front of Fukui University of Technology (about 10 minutes).



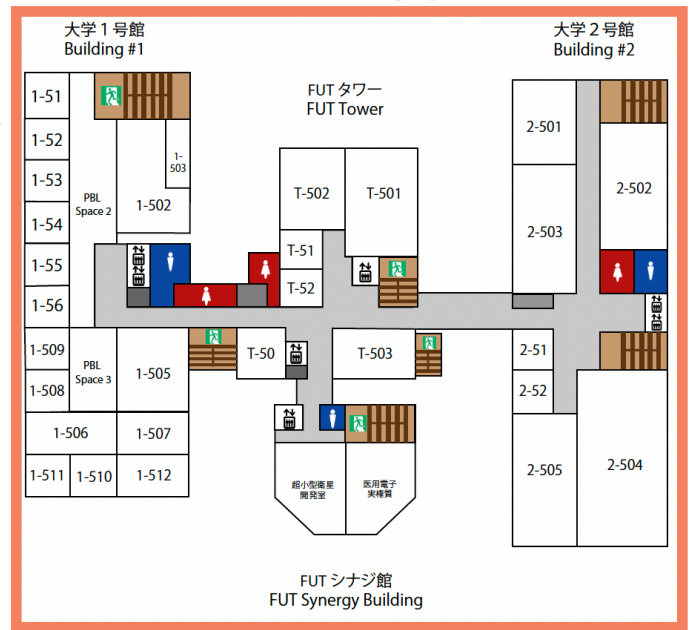


Conference Site Map

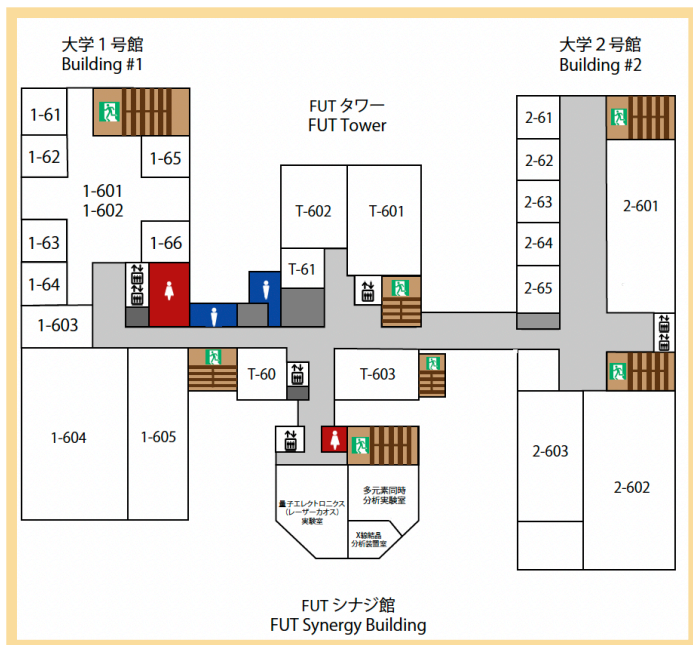


PanSIG 2024 will primarily be held on the **5th, 6th, and 7th floors** of Fukui University of Technology's **Building #1, FUT Synergy Building, and Building #2**, which are connected.

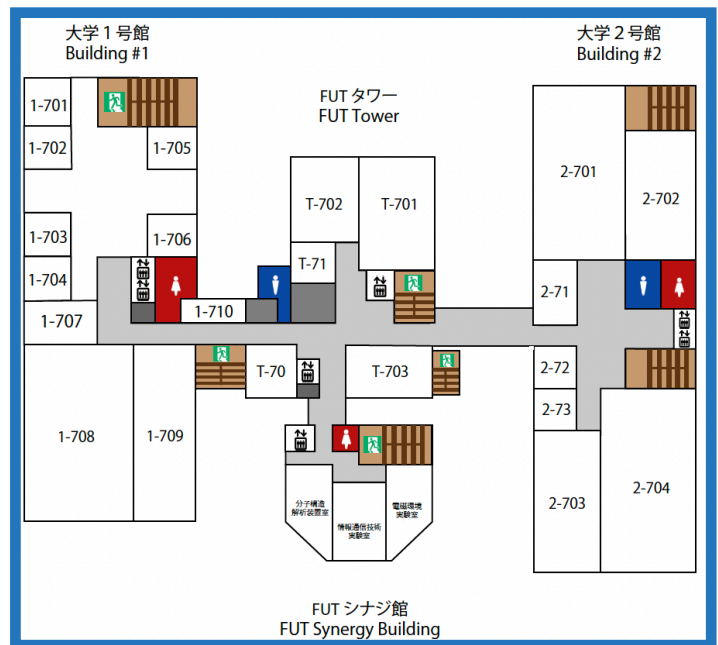
5th Floor



6th Floor



7th Floor



Message from the Conference Chair: Parvathy Ramachandran

Dear PanSIG attendees,

It is my great pleasure to welcome you to our conference, "Getting Back to Basics", to be held at Fukui University of Technology in the charming city of Fukui, Japan. As the conference chair, I am excited to welcome attendees not only from Japan, but from all around the world to engage in meaningful discussions centered on revisiting the fundamental principles and practices in our diverse fields of study.

The conference theme, "Getting Back to Basics", highlights the significance of re-evaluating the foundational elements that form the basis of our academic and professional pursuits. In a time marked by swift technological progress and increasing complexity, it is essential to contemplate on the fundamental principles shaping our research, teaching and professional endeavors.

Fukui, situated on the Sea of Japan coast and part of the historic Hokuriku region of Japan, offers a captivating blend of rich cultural heritage and breathtaking natural beauty. From its historic temples such as Eiheiji temple, a leading Zen temple in the region, the Fukui Dinosaur Museum, Japan's best museum of its kind, to its stunning coastline and scenic beaches, Fukui provides an inspiring backdrop for our academic pursuits.

As we gather to exchange ideas and insights during this conference, we also look to the future with optimism and enthusiasm. Plans are already underway for future conferences that will build upon the themes and discussions initiated here. Our vision is to establish a platform for ongoing dialogue and collaboration, ensuring the spirit of "Getting Back to Basics" continues to inform and inspire our work long after the conference concludes. We hope that you will delight in the conference taking place this weekend at this unique, picturesque venue.

The post-pandemic era of education has set in motion a series of innovations in higher education with the advent of content-generating tools like ChatGPT. However, no matter how sophisticated these technologies may be, the founding principles of a teacher giving a class to a group of students remain unchanged. The use of AI in education must remain human-centered keeping in mind the best interests of students. With this in mind, this year's plenary speakers will guide us through exciting advancements in technology and how to effectively integrate them into our classrooms. On Saturday, Dr. Daniel R. Isbell, a language assessment and testing expert, will delve into significant technological progress in language assessment, covering topics from automated speaking scoring to AI-assisted remote proctoring. He will also provide insights into what to expect from test developers and technology providers. On Sunday, Dr. Yui Suzukida will lead us in exploring the impact of cognitive and sociopsychological factors on second language speech learning. These two speakers are just a glimpse of the over 300 presenters who will share their expertise during the conference. The PanSIG team has organized plenty of coffee and snack breaks, networking opportunities, and social activities fostering connections and idea exchange. The conference prioritizes childcare services, and ample lunch options will be available at the campus cafeteria as well as convenience stores near the campus. Dr. Bradford Lee, our passionate site chair, has arranged various social events, including a tour of the Dinosaur Museum in Fukui, Mt. Asuwa photowalk, and morning jog sessions between presentations. And let's not forget the Conference Dinner on Saturday night, promising a wonderful setting, delicious food and engaging conversations. I would also take this opportunity to thank the PanSIG Committee, SIG volunteers, site volunteers, student volunteers, and Fukui University of Technology, for their gracious support and dedication in making this conference possible.

PanSIG 2025 is set to take place at Chiba University, under the leadership of the next Conference Chairs, Robert Dykes and Prateek Sharma, alongside the new Site Chair, Jennie Roloff Rothman. Their invaluable contributions to our team since last year has been instrumental, and they have exciting plans in the pipeline for PanSIG 2025! With their guidance, we anticipate yet another conference filled with enriching experiences and fruitful discussions.

As the PanSIG 2024 Conference Chair, I am pleased to pass the baton to this capable team. I am confident that under their stewardship, PanSIG 2025 will surpass expectations and provide attendees with unparalleled opportunities for professional growth and networking.



PanSIG 2024 Grant Winners

The PanSIG 2024 Committee has prepared two types of grants: **conference grants**, and **student 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.

Conference Grant Winners

Catherine Takasugi

Aoyama Gakuin University

Emily Choong

Utsunomiya University

Tosh Tachino

Riverdale

Richard Ingham

Nagoya University of Foreign Studies • British Council

Amy Braun

Seto Solan Primary School

Student Grant Winner

Nicholas Marx

Ritsumeikan University • University of Leicester



Conference Committee PanSIG 2024

Executive Team

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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.

Read the entire
JALT Code of Conduct



JALT Code of Conduct Ideas?

Submit your ideas for how to improve the Code and make JALT an even more inclusive organization at the Code of Conduct table throughout the conference.



PanSIG 2024 Proposal Readers

We thank everyone who volunteered to review proposals for the 2024 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 2024 conference proposal reading team.

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Jennie Roloff Rothman **Naheen-Madarbakus-Ring**

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PanSIG 2023 Journal – Article Review Volunteers

We thank everyone who volunteered to review articles for the 2023 JALT PanSIG journal. Reading, offering comments, and making suggestions for improving the articles helps support our community in various ways.

Dominique Vola Ambinintsoa	Kanda University of International Studies	Martyn McGettigan	Hiroshima City University
Craig Armstrong	Kumamoto Health Science University	Jason Moser	Kanto Gakuin University
Devon Arthurson	Hakuoh University	Emi Nagai	Temple University
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Jeffrey Charles Jr. Barnett	Shiga University of Medical Science	Mari Nakamura	Mari's English Language Education Port (MELEP)
Phillip A. Bennett	Kanda University of International Studies	Sachi Oshima	Chuo Gakuin University
Brian Birdsell	Hirosaki University	Andre Parsons	Hokkaido University of Education
Tina Brown	Kanda University of International Studies	Esther Ratcliff	Tokyo Woman's Christian University
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Leilani de Vera	Doshisha University	Aya Shiiba	University of Kitakyushu
Joseph Dias	Aoyama Gakuin University	David Shimamoto	National Institute of Technology, Niihama College
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Marina Goto	Marina English School	Cecilia Smith Fujishima	Shirayuri University
Mary Hillis	Ritsumeikan University	Gregory Strong	Aoyama Gakuin University
Jason Hobman	Saitama University	Mark Swanson	Yamaguchi Prefectural University
Duncan Iske	Yamagata University	Victoria Thomas	University of Shimane
Lasni Buddhhashika Jayasooriya	Kyushu University	Amy Toms	Fukuoka Women's University
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Bradford Lee	Fukui University of Technology	Yaya Yao	Kyushu University
Michael Yosef	Sophia University		





PanSIG 2024 Student Volunteers

We would like to thank everyone who volunteered to help us onsite this year at the JALT PanSIG 2024 conference. This is a very important part of the conference and enables us to run the sessions smoothly.

Student Volunteers

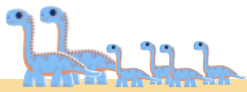
Roswell Engelbert	Wang Jia Xuan	Eitetsu Amaya	Youichiro Azuma
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Tseng Yi Lin	Yoshida Syo	Siti Aisyah Binti Jasmadi	Uddin Md Main
Xyrene Esparaguera	Haruna Osaka	Chan Hoi Shuen	Felix Wbw
Takamura Komei			

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 tireless support.



PanSIG



PanSIG 2024 Associate Members

We thank all Associate Members for supporting PanSIG 2024!

PanSIG is grateful for the support it receives from the sponsors of the PanSIG conference. In JALT, we call our sponsors "AMs", which stands for "Associate Members." AMs support JALT through their membership fees, advertisements, sponsored presentations at chapter, SIG and national events, exhibition space at the various JALT conferences across Japan, and many other ways.

The following companies are supporting the PanSIG 2024 Conference. Please be sure to thank them when you visit their booths in the educational materials exhibits. As more companies join, we'll be updating this list.

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PanSIG 2024 Plenary Speakers

Saturday, May 25th

Time: 9:35-10:35

Room #: 2-802

Daniel R. Isbell



Hype and High-Tech Language Tests: Staying Grounded with Language Assessment Fundamentals

AI, automated scoring, chatbots, computer adaptive test delivery, remote proctoring: Technology has transformed language testing, accelerated in recent years by both necessity and major advances in capabilities. While advanced technology is often associated with large-scale, high-stakes tests (e.g., Isbell & Kremmel, 2020), technology is also expanding possibilities for local testing programs (e.g., Green & Lung, 2021) and classroom-based, learning-oriented assessment (e.g., Jeon, 2023). Technology in assessment is exciting and comes with grand promises from developers, but it is also overwhelming - how can language professionals, most of whom are not programmers or machine learning engineers, keep up with every new development?

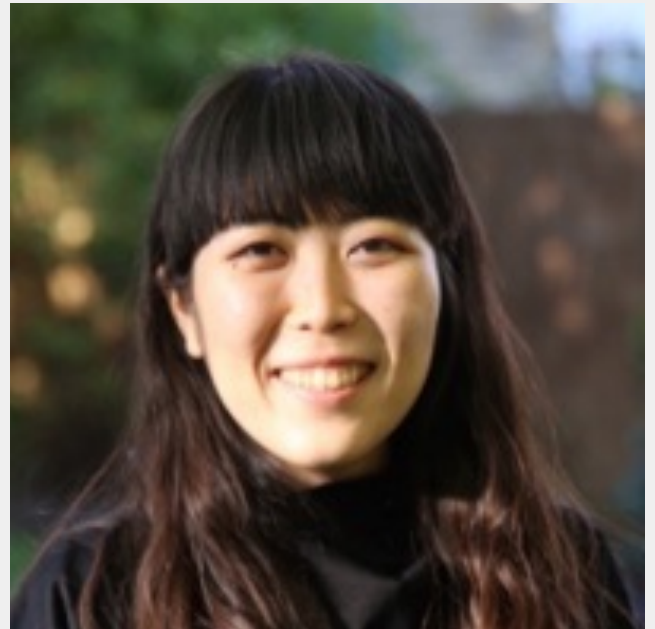
Fortunately, evaluating and responsibly using high-tech tests and other types of assessments does not require expertise in computer science. Rather, practitioners can draw on basic, fundamental concepts in assessment, including validity, fairness, practicality, and justice, to make informed decisions. In this talk, I will discuss major technological advances in language assessment, ranging from automated scoring for speaking to AI-assisted remote proctoring, and what information to look for and expect from test developers and technology providers. By reaffirming assessment fundamentals, teachers can cut through the hype and develop a grounded perspective on high-tech assessments.

Sunday, May 26th

Time: 12:50-13:50

Room #: 2-802

Yui Suzukida



Exploring the Influence of Cognitive and Sociopsychological Factors on Second Language Speech Learning

Ever wondered why some language learners effortlessly master a new language while others struggle? In this session, we are going to explore the various factors that are playing roles in learning to speak foreign languages to answer this question especially in terms of speaking foreign languages.

I'll start with an overview of past research, where experts have investigated the individual differences among language learners. From the impact of classroom instruction to learners' mind, we will explore the key factors that contribute to becoming better communicators and reducing foreign accents, from the impact of classroom instruction to the learners' mindset.

Then, I will also share my personal project regarding learners' individual differences and their profound impact on the development of second language speech. I'll also introduce the 'L2SpeechTools' repository, a useful resource developed by my team and me to aid language instructors and researchers in enhancing language learning, along with my other ongoing projects related to individual differences in learners' abilities to self-assess their performance.

Yui Suzukida, Assistant Professor in the Department of Medicine at Juntendo University in Tokyo, is an expert in L2 pronunciation and speech production and perception.



Grant Recipient Reports – PanSIG 2023

Last year's PanSIG 2023 conference took place at Kyoto Sanyo University on May 12th-14th. Several grant recipients attended and presented at the conference. Below are their reports.


Kemper Johanson

Affiliations:

- Kochi University of Technology
- Kochi University of Medicine

JALT groups:

- ER SIG Treasurer
- East Shikoku JALT member




This wasn't just my first PanSIG, this was my first conference ever. I really didn't know what to expect. I had to check with members of my SIG about the dress code. I was quite happy to learn I wasn't going to have to squeeze into an old suit. I think the teacher-casual dress code really fit the overall mood of the conference. There is a friendly, welcoming atmosphere that infuses the proceeding. There is never a moment of doubt that every member there is serious about advancing English education and

professional development, but this is balanced with a teacher's lounge vibe in the hallways between sessions. I long ago started to avoid ALT meet-ups, because in my experience these meetings just devolved into constant complaints about the students, schools, and Japan in general. The JALT community was completely different. Both the presentation and informal chats between teachers addressed difficult education situations with research, understanding, and optimism. It is easy to tell that the people who joined the conference love their work.

PanSIG was a great opportunity for me to see how the ideas from a TESOL curriculum are actually being put into practice in a relatable context. While I am active in the ER SIG, I was so happy to be able to see what all the other SIGs were doing. All the options for presentations to attend is truly remarkable. The talk on 'Promoting Topic Expansion and Spontaneity in Peer-to-Peer Speaking Tasks' by Hamish Smith applied directly to teaching first-year Eikiawa classes. It was super interesting to see how he categorized parts of a conversation. Ideas like level-up agreement- (A: "It's so hot." B: "Yeah, it's boiling.")- was something that had never occurred to me to teach. 'Why teaching listening might be the most important thing you teach' distilled a whole course of listening theory into a 15-minute talk. I would have loved to get even more information on how Alastair Graham-Marr teaches listening. I'm still working out how to introduce my students to the idea that English is like an accordion. There were so many more great talks. I'd definitely encourage anyone who missed it to check out the video of the plenary on Sunday, 'Exploring the Potential of Metaverse and ChatGPT in ELT' by Yukie Saito. The ChatGPT portion was scary and inspiring at the same time.

My greedy reason for wanting to attend the conference was to see what sort of research gets presented. I really need to start publishing and presenting if I hope to advance in the university education field. The breadth of the presentations at the conference provided no easy answer to what I should research. This is for the best though, the research and ideas presented were not tailored for the conference, the conference was tailored to present ideas and findings the teachers are passionate about. I'm still amazed by all the great research and presentations I saw, I'm hopeful that I'll be able to join the conversation in the future.

When I first joined JALT I didn't really think much about the SIG I joined. I got the SIG journal and would flip through it to see if there were any ideas I could implement. I didn't actually realize how passionate and vibrant the communities around the SIGs could be. These are extremely welcoming communities that support their members and each other. However, you only get out what you put in. I think the PanSIG conference embodies this ideal. The attendees and presenters all put in an extraordinary amount of effort to grow professionally, and everyone benefits from it. I was told repeatedly throughout the conference that I chose the best first conference for a JALT member. I couldn't agree more.



Eliso Vargas Jr.

Affiliations:

- Hinode Gakuen Elementary School

It was a tiring day after teaching four hours of first grade elementary classes and an hour of club activity. Fridays has always been exhausting for me, but today, my heart was overtaken by excitement and my love for learning. I took the train to Tokyo Station and hopped on the shinkansen to Kyoto eager to listen to the presentations and learn more about teaching at JALT PANSIG 2023.

Saturday morning, I took the subway and the bus to the conference venue. Gentle rain showered the beautiful campus of Kyoto Sangyo University while I climb my way up to the main building of the conference. Good thing there were escalators and lots of trees, mountains and I took a wide bird's-eye view of the city on my phone. I have been to a couple of university campuses in Japan, and I could say it was one, if not the most beautiful. I think, there is no other campus where you can enjoy watching and listening to the rain as peacefully - yet fun. I worked on my presentation at the tables on the balcony of the top floor and the view and sound of the rain showering the trees was calming.

I work as a foreign language teacher in a primary school, so I tailored my seminar schedule to become more adept in teaching young learners. I was very happy and pleased with the presentations I listened to and the workshops I enjoyed so much. Although they were for teachers of young learners, they varied from foundational to current topics in language learning and teaching. Most of my students are Japanese L1 speakers, so learning about approaches to Phonics teaching from Kate Sato was very practical. Mari Nakamura's talk on the project that she did with her students where they collaborated with students from abroad through online communication tools to learn and use English to talk about their ideas and opinions came in handy when I also had to do a cultural exchange lesson with my 6th graders and elementary students in Australia who are learning Japanese.

I have learned how to use picture books in my lesson from Alison Hasegawa a few years ago and listening to her and Martin Sedaghat's presentation rekindled my love for storytelling. This time, it was not just the basics of reading with children, but also how we can use such technique to develop our learners' EQ and well-being. My most favorite talk was Laura Pratt's who works for the British Council. They collaborated with a municipality in Western Japan to improve their elementary school homeroom teachers' skills to teach English. In their professional development program, they devised a framework to assess teachers' success in teaching in terms of their language abilities, subject knowledge, teaching skills and experience and knowledge of elementary English teaching methodologies. I thought it was very relevant because I head the English department at my school, and I work with two other English teachers. I am excited to use their framework to reflect on mine and my co-teachers' practice, so we develop professionally.

I was glad to be able to socialize with new and familiar faces during the conference. I could catch up with my professor in graduate school, Prof. Sakamoto who gave a plenary talk. She also listened to my presentation and we both listened to a few others. I also enjoyed talking with the Young Learners SIG and learn about self-publishing.

After the conference, I hopped onto the shinkansen back to Tokyo eager to go back to the classroom the next day and use what I have learned. My heart was filled with gratitude towards the organizers who put in so much time and effort to make the conference successful. I was fortunate to be chosen as one of the grant recipients and be able to attend the 2022 JALT PanSIG Conference. Thank you very much and Mabuhay!



María Fernández

Attending the PanSig Conference 2023 that was held at Sangyo University in Kyoto last June was both a great personal and professional experience.

To begin with, getting to the site from Nagoya was much easier than I had anticipated as the directions we had been given were extremely accurate and helpful. The location of the university, overlooking the whole city and surrounded by abundant nature, was stunning. I just wish I had been able to visit the Koyama Astronomical Observatory with the Araki telescope, the largest telescope at a private university in Japan. Furthermore, the premises were in line with a 21st century university, with very spacious grounds, modern architecture, the latest technologies and impressive research centers.

I was welcome by the friendly volunteers and staff members who invited me to attend the plenary speech that was about to start. The conference was about exploring the potential of Metaverse and ChatGPT in ELT, which I found much more than fascinating. Up to that moment I used to conceive these technological innovations from the students' point of view. However, the speaker discussed not only how learners can use them to improve their language skills, but, what is more important, how teachers can benefit from it. The impact of the shared information was such, that my colleagues and I could not stop talking about it over lunch.

I also had the chance to attend other presentations related to my research interests. What I enjoyed about them the most was that they took place in small classrooms and the number of people that joined was small. This made it easier to create a warm atmosphere where we could share our ideas and projects. At this point, I would like to thank sincerely all the professors that listen to my presentation, which was about using nationality suffixes to introduce morphology at an early stage with Japanese students of Spanish. Even though half of them were teaching English, they acknowledged that Japanese students of English face the same problem and they could deal with it in the same way.

This amazing experience was only possible thanks to the grant that I obtained from JALT, so I can only express my gratitude to the committee that chooses the grant recipients and whole organization who every year make a titanic effort to organize the annual event. I hope to see you next year in Fukui.

Yanki Chung

I am truly grateful for being awarded the conference grant to attend the PanSIG 2023 conference this year. The grant helped cover my travel expenses between Kyoto and Tokyo, enabling me to participate in the conference, develop professionally and gain further personal growth. This

was my first-ever attendance and presentation at an in-person conference. I came with a sense of nervous anticipation, uncertain of what I could contribute to such a vibrant community of educators and researchers. But I was pleasantly surprised to find a warm and supportive community waiting for me. I soon found myself immersed in a wealth of knowledge and insights, having opportunities to build connections, and engaging in meaningful discussions. The conference furthered my passion for language teaching and I was struck by such a welcoming atmosphere within the JALT community. This report is only a small glimpse into the experiences, inspirations and takeaways that have enriched my teaching skills.

During the social hike to Mount Hiei, I had the chance to meet many former JET Programme ALTs who were once in a position similar to mine, a decade and a half ago. Walking alongside these educators teaching in universities, their stories of building careers out of teaching were truly inspiring and provided me with a clearer vision for my professional journey. We talked about building support networks, academic paper writing, and finding opportunities for presentations and publications. Patrick Conaway even introduced me to a wonderful podcast where researchers share their stories and the person they are behind the papers they write. Most of all, what mattered was that we had some great exercise and formed a sense of connection through the completion of a hike together. I was able to meet many of them again the next day at the conference presentations.

On the first day of the conference, Robert J. Lowe's presentation on language teacher identity construction resonated deeply with me. As an ALT who team-teaches with Japanese teachers of English in a public school, I found parallels in my own experience, where I initially held strong stereotypes about Japanese students and was influenced by dominant ideologies. However, I began to question and challenge these beliefs when confronted with contradictions. While my professional identity and teaching practices have further developed and changed, the lingering sense of having to deliver the communicative approach has somehow remained in me. This realization gave me a sense of urgency to further explore my own professional identity as a language teacher.

As for the plenary speaker on the same day, Mitsuyo Sakamoto provided insights into what Collaborative Online International Learning (COIL) is all about. She mentioned that asynchronous exchanges in COIL created a safe space for both sides of the student participants. Both English learners and their Japanese counterparts in the project could feel less embarrassed as they did not know each other in real life. They also knew that the English speakers were also learning Japanese from them, and vice versa. According to Sakamoto's study, the COIL project was a meaningful, mutual exchange where imperfections were celebrated by both sides of the students.



On the second day, I saw the wonderful potential of using generative AI for teaching practices and lesson preparations during Yukie Saito's plenary presentation. Her session, accessible even for a novice teacher like myself, offered practical insights that helped improve my prompts when using ChatGPT for teaching writing at school.

I had the opportunity to present on the second day and was delighted to see familiar faces from the social dinner attending the presentation. I am still very grateful to Tim Cleminson for his encouraging words in the morning, which shifted my focus from nervousness to the stories of my students during the presentation. I was able to focus on sharing the methods I used for a World Englishes board in the language learning space at my high school that worked or didn't work. Although many in the audience had a deeper understanding of the topic, I was honoured that they were here to listen and took an interest in my approach. Discussions in the hallway after the presentation also exposed me to other interesting perspectives that I had never considered. Paul Horness, for instance, shared the idea that there is research out there on whether recognizing or knowing more of a variety of English creates better communication. It reminded me that I could inform my practice better by delving further into relevant research and readings. I also connected with Risa Ikeda, and we exchanged email communications after the conference. I am grateful that she let me know how her class went after hearing the discussions and questions raised during my presentation slot.

During the poster session, I had the pleasure of meeting Katherine Thornton, the current president of JASAL, an academic association focused on self-access language learning based in Japan. At the time of the PanSIG conference, I was working on getting a paper published in the association's journal so I was excited to share this news with her. Katherine shared how her students volunteered and held mini-workshops at her university's self-access center. I, in turn, shared my challenges in motivating my high school students to volunteer for their own language learning space. I was encouraged to start by having some student role models so that others could see the volunteer work in action. She also mentioned how supporting students with their ideas and helping them know where to start was crucial. Following these insights, I was motivated and successfully recruited a few volunteers after the conference. These student volunteers attracted new faces to the language learning space. Additionally, I made worksheets to aid students in submitting their proposals and receiving feedback, giving them the practical tools to kickstart their work and access the necessary support in developing new content for the high school language learning space. This interaction was my first in-person connection with someone interested in the same field, and I cherished the opportunity to listen in and have a lengthy conversation with her.

Another conversation with Robert Moreau inspired me to get started with implementing project-based learning during the team teaching classes at my school. I was reminded that allowing students to choose their topic enhances learner autonomy and fosters interest in the classroom. As a result of the discussion with Moreau, my students are currently working on a travel plan project and preparing for their first-ever English poster session at the time of this writing.

This conference brought together individuals from all across Japan. I finally had the chance to chat in person and take photos with familiar faces whom I met at numerous online events before PanSIG, such as the student volunteer coordinator, Natsuho Mizoguchi, and the conference chair, Nicholas J. Wilson. I had the pleasure to have lunch with Professor Kip Cates, whom I met previously at Saitama JALT, watch his presentation on teaching about world fairs and receive some books that helped me raise awareness of global topics in my teaching practice. While online environments are convenient, they cannot replace the social events, the interactions along the hallways, the hugs, the conversations and the shared physical space that fosters connections and collaborations. The grant significantly lowered the barrier to attending this conference in person, and I am once again thankful for this opportunity.

As a relatively new ALT, I found PanSIG to be a very welcoming environment for sharing ideas and experiences with fellow educators and researchers. My initial fears proved to be unfounded. I was able to interact with many professionals and gather a variety of ideas and strategies to benefit my students and teaching. Although I initially felt overwhelmed by the wealth of information, it eventually began to sink in and make sense. Overall, it was an eye-opening experience to see such a variety of strategies and research in language education in and outside of Japan. Looking ahead, I hope to meet everyone again at future conferences and get more papers published. Looking back, I wholeheartedly recommend PanSIG or JALT conferences to other ALTs in similar situations. You will find yourself immersed in a warming and supportive language-teaching community with passionate educators and researchers. If you're hesitating or feeling nervous, I encourage you to give it a try, just as I once did.

Aya Shiiba

Affiliations:

- University of Kitakyushu (Ph.D. Student)

First and foremost, I extend my deepest gratitude for the generous travel grant that allowed me to attend the PanSIG 2023 conference in Kyoto. As a Ph.D. student deeply immersed in my studies and thesis work, I am profoundly grateful for any form of support that comes my way. In particular, as an individual with a physical disability and a wheelchair user, the grant played a crucial role in enabling me to take part in this important opportunity.

Also, I wanted to take a moment to acknowledge and commend your unwavering dedication and diligent efforts in organizing a conference that was both enlightening and motivating. The careful attention you paid to ensuring a well-rounded program that provided valuable information and inspiration was evident and deeply appreciated.

On a day characterized by heavy rain, I found myself faced with the challenge of attending a presentation with my wheelchair. The inclement weather made it particularly daunting to reach the venue on my own. Fortunately, the travel grant came to my rescue by providing me with the means to take a taxi, which proved to be immensely helpful under such circumstances.

In addition to the invaluable assistance provided by the grant, I would also like to express my sincere gratitude to Mr. Joseph Oliver, my co-presenter. Our first meeting took place at the JALT International Conference 2022 in Fukuoka, where we shared a memorable dinner of ramen together. Little did I know that our paths would intersect again, this time with a joint research project and presentation at PanSIG 2023. I am truly grateful for his unwavering support and selflessness throughout the entire event. His willingness to push my wheelchair and ensure my seamless participation made a world of difference. Thanks to his kindness and assistance, I was able to fully engage and present with confidence. Joseph's support was invaluable, and I cannot express enough how much it meant to me to have him by my side during the conference.

Furthermore, I would like to extend my sincere gratitude to Site Chair Amanda Gillis-Furutaka. Her guidance and assistance in navigating the venue were instrumental in creating an environment that catered to my accessibility needs. Amanda's unwavering commitment and efforts went above and beyond to ensure my inclusion and comfort throughout the conference. I am truly grateful for her exceptional dedication and genuine concern for making the event accessible to all participants.

I'm not an experienced presenter and English is not my native language. This time was my second presentation with a mix of nervousness and anticipation. However, I was pleasantly surprised by the warm reception and friendliness of the audience. Their support and encouragement created an atmosphere in which I could truly enjoy the presentation.

As I bid farewell to Kyoto Sangyo University, one question lingered in my mind: "Could I make a meaningful contribution to our field?" The answer became clear to me: Yes, I could. The experience of presenting and receiving positive feedback from the audience instilled a newfound sense of confidence within me. I now firmly believe that our work and efforts hold the potential to make a valuable impact in our field.



JALT PanSIG Special Interest Groups Showcase

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.

ALL SIG

ART SIG

CUE SIG

CT SIG

GILE SIG

GE SIG

LLL SIG

OLE SIG

TYL SIG

Prag SIG

GALE SIG

THT SIG

TD SIG

SA SIG

CEFR & LP SIG

PIE SIG

TEVAL SIG

ICLE SIG

BRAIN SIG

Listening SIG

Specially Invited Speaker: Yuichi Nakagaichi (中垣内 祐一)

English for Sports and International Communication

Yuichi Nakagaichi will join the **GILE SIG's forum** on Saturday, May 25th (13:10~14:40). He will talk about how English ability is an asset when performing sports at the international level.

Yuichi Nakagaichi played on the Japan National Men's Volleyball Team at the 1992 Summer Olympics in Barcelona, Spain, and was the head coach of the team from 2017 to 2021. Born in Fukui, he has returned to his hometown as a professor at Fukui University of Technology in the Department of Sports Health Sciences. [PanSIG 2024](#) welcomes Professor Nakagaichi as an invited speaker to our conference.



See Mr. Nakagaichi's full career highlights here!



Accessibility in Language Learning SIG

Basic Information

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 as 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.

Aim, Focus, and Research

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

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 & Contact

- **Facebook:** <https://www.facebook.com/groups/452497221874596/>
- **Website:** <https://sites.google.com/view/all-sig/home>
- **JALT Website:** <https://jalt.org/groups/sigs/accessibility-language-learning>
- **Email:** all@jalt.org



Art, Research, and Teaching SIG

Basic Information

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.

Aim, Focus, and Research

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.

Publications

ART Gallery: The Journal of Art, Research, and Teaching

Links & Contact

- **Facebook:** <https://www.facebook.com/groups/871985886684328>
- **Contact:** all@jalt.org



College and University Educators SIG

Basic Information	CUE is a Special Interest Group (SIG) of the Japan Association for Language Teaching (JALT). CUE stands for College and University Educators.
Aim, Focus, and Research	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	CUE publishes the OnCUE Journal , CUE Circular and OnCUE Journal Special Edition . Please check our homepage at https://jaltcue.org/ and click on the Publications tab for more information.
Events	We hold annual conferences and also an ESP Symposium every other year. This is a great chance to meet fellow educators and present your research!
Activities	CUE would like to collaborate with other SIGs, Chapters, and other organizations! If you would like to join us in any activities, please let us know!
Links & Contact	We are on Facebook (https://www.facebook.com/jaltcue/) and Twitter (https://twitter.com/jaltcue/). You can also check out our CUE Homepage at https://jaltcue.org/ for more information.



The Critical Thinking SIG

Basic Information	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.
Aim, Focus, and Research	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): <i>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.</i> The CT Scan SIG e-newsletter: <i>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.</i>
Links & Contact	<ul style="list-style-type: none">• Website: www.jaltcriticalthinking.org• Facebook: https://www.facebook.com/JALT-Critical-Thinking-SIG-105523216168130• Email: coordinator@jaltcriticalthinking.org



Global Issues in LANGUAGE EDUCATION

SPECIAL INTEREST GROUP

Global Issues in Language Education SIG

Aim, Focus, and Research	<p>The Global Issues in Language Education Special Interest Group (GILE SIG) of the Japan Association for Language Teaching (JALT) aims to:</p> <ul style="list-style-type: none">• 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. <p>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.</p> <p>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.</p>
Publications	<p>The GILE SIG Newsletter, sent out quarterly, to all members, either in digital or paper form. See our website for newsletter archives.</p> <p>One-year subscription (4 issues)</p> <ul style="list-style-type: none">• JALT Members = free (as 1st SIG), 2,000 yen (additional SIG)• non-JALT Members = 2,000 yen• overseas subscribers = US \$15 <p>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</p>
Events	<p>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.</p>
Activities	<p>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!</p>
Links & Contact	<ul style="list-style-type: none">• Website: www.gilesig.org• Facebook: https://www.facebook.com/groups/502815396792441/• Contact: gile@jalt.org






Gender Awareness in Language Education SIG


Basic Information	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.
Aim, Focus, and Research	The GALE SIG aims to foster awareness, research and activities in the pursuit of an educational and professional environment free from gender bias.
Publications	<p>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.</p> <p>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.</p>
Links & Contact	<ul style="list-style-type: none"> • Newsletter Subscription & other Information: coordinator@gale-sig.org • Facebook: https://www.facebook.com/groups/20467073385 • Website: https://gale-sig.org/



Teaching Younger Learners SIG

Basic Information	The Teaching Younger Learning Special Interest Group has over 100 members that are dedicated to teaching children ages zero to eighteen.
Aim, Focus, and Research	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. 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 & Contact	<ul style="list-style-type: none"> • Website: https://jalt-tyl.net/ • Facebook: https://m.facebook.com/jalitty/sig/ • Instagram: https://www.instagram.com/jalitty/ • Email: tyl@jalt.org

	<h1 style="text-align: right;">Global Englishes SIG</h1>
Basic Information	The Global Englishes SIG enables investigation of the meaning and pedagogical consequences of theorizations of English in a global context.
Aim, Focus, and Research	The SIG supports research into understanding the field of Global Englishes and supports its dissemination through conferences and a peer reviewed journal. The SIG's interests include, but are not limited to, World Englishes, English as a (Multi) Lingua Franca, and (Teaching) English as an International Language. SIG members consider both theoretical and pedagogical aspects of the field in their contributions to the SIG's activities.
Publications	The first edition of the Global Englishes SIG Journal will be published in 2024. It will offer a range of research and practice-focused papers. The journal is committed to investigating Global Englishes, encompassing diverse areas such as World Englishes, English as a lingua franca, English as an international language, the use of English in intercultural communication, language ideologies, and language policy and planning.
Events	After the success of the first Global Englishes Conference last December 9, 2023, the second Global Englishes Conference will take place online in December 2024. The conference will include a plenary speaker and presentation sessions which may be research-based, practice-oriented, theoretical interpretive, or a critical investigation in the Global Englishes fields. Presenters will be invited to publish their write-ups in the next Global Englishes SIG journal. Call for presentations will be posted on our websites so make sure to subscribe or follow!
Links & Contact	<ul style="list-style-type: none"> • Website https://jaltgesig.wordpress.com/ • Facebook https://www.facebook.com/profile.php?id=100090338269672 • Twitter / X: https://twitter.com/JALT_GE_SIG • Instagram: https://www.instagram.com/jaltgesig/ • Email: global-englishes@jalt.org

	<h1 style="text-align: right;">Pragmatics SIG</h1>
Basic Information	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.
Aim, Focus, and Research	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.
Activities	We have held weekly Zoom get-togethers/socials every Friday at 7:30-9:30 for the last three years. https://jaltpiesig.org/weekly-social/
Links & Contact	<ul style="list-style-type: none"> • Website: https://www.pragmsig.org/ • Facebook: https://www.facebook.com/groups/181884078615340/ • Contact: Donna Fujimoto (fujimotodonna@gmail.com)



Dedicated to the aid and assistance of fellow educators and students in and around Asia

Teachers Helping Teachers SIG

Basic Information

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..

Activities

Coffee online chats, Newsletter (<https://www.sa-sig.org/newsletter.html>)

Links & Contact

- **Website:** tht-japan.org
- **Email:** jalt.tht@gmail.com
- **Facebook:** www.facebook.com/groups/139191142792529



CEFR and Language Portfolio

CEFR & Language Portfolio SIG

Aim, Focus, and 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 on various topics,
- Joint events (Nagano, Akita etc.)
- Link: <https://cefrjapan.net/events>

Community & Other Activities

- *Kaken* research projects (collaborative) <https://cefrjapan.net/research>
- Joint publications (books, edited volumes (international), textbooks)

Links & Contact

- **Website:** <https://cefrjapan.net>
- **Facebook:** <https://www.facebook.com/groups/324684843340/>
- **Twitter / X:** <https://twitter.com/CefrLp>
- **JALT:** <https://jalt.org/groups/sigs/cefr-and-language-portfolio>
- **Contact:** cefrlp@jalt.org

Background

The name of our organization is "Shogai Gogaku Gakushu Kenkyubukai" in Japanese and "The Lifelong Language Learning Special Interest Group" (LLL SIG) in English. In early October of 2005 Tadashi Ishida, the previous and longest serving coordinator of the LLL SIG, and Curtis Kelly sat together in a coffee shop at the Grandship in Shizuoka City--where the JALT International Conference was being held that year--and discussed the creation of a JALT SIG for teaching older learners. Tadashi Ishida actually made it become a reality. The Lifelong Language Learning SIG was born later that year. The term lifelong learning, although meaning learning throughout life, was adopted by the SIG as a term referring to post-compulsory education. In Japan, a growing number of young, middle-aged, and older adults are eager to study a second language as an element of their lifelong learning path. This trend reflects the understanding that the learning of other languages helps lead to an enriched quality of life as students learn more about the world around them. As Japan's population ages an emphasis on lifelong learning has the potential to create a more enlightened and cosmopolitan citizenry. LLL SIG invites those teaching languages to young, middle-aged, and older adults to share information through our website and newsletter, at the annual PanSIG conference, at our mini-conferences (sometimes held in collaboration with other SIGs), and at the JALT (Japan Association of Language Teaching) National Conference.

Links & Contact

- **Website** <https://living4now.org/> .
- **Publications** <https://hosted.jalt.org/lifelong/publications.html> [LLL SIG Bi-Annual Journal]
- **Facebook** <https://www.facebook.com/jaltLLL/>



Teacher Development SIG

Aim, Focus, and Research

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 & Contact

- **Website:** <https://td.jalt.org/>
- **Facebook:** <https://www.facebook.com/TeacherDevelopmentSIG>
- **Twitter:** https://twitter.com/JALT_TD_SIG
- **YouTube:** <https://www.youtube.com/channel/UCyh0CMnZrzBI-iePXQeRxfA>
- **Contact:** jalt.td.sig@gmail.com



Other Language Educators
英語以外の外国語研究会

Other Language Educators SIG

Basic Information	The O ther L anguage E ducators Special Interest Group has 27 members, including teachers of German, French, Spanish, Thai, Hungarian, Japanese, and so forth.
Aim, Focus, and Research	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 <i>lingua francas</i> , in the second part we divide into groups of languages and continue the discussion of the topic in the chosen language.
Links & Contact	<ul style="list-style-type: none"> • Website: https://sites.google.com/view/jalt-olesig/ • Contact: ole@jalt.org



JALT
STUDY ABROAD SIG

Study Abroad SIG

Basic Information	The Study Abroad SIG is dedicated to fostering a comprehensive network of faculty, staff, and students engaged in international education. Our group focuses on the exchange of ideas and best practices for planning, implementing, and evaluating various study abroad programs.
Aim, Focus, and Research	<p>Our activities span a wide range of study abroad experiences, including inbound and outbound programs, one-way study experiences, exchanges, internships, and cultural immersion initiatives. The Study Abroad SIG serves as a resource for those in the academic community seeking to deepen their understanding and enhance their practice in the field of international education.</p> <p>Within our network, members engage in a dynamic exchange of both practical information and research related to study abroad. This collaborative environment not only supports the development and dissemination of academic papers and presentations but also facilitates the sharing of real-world insights and strategies for enhancing study abroad programs. Our focus is on practical application as much as it is on theoretical exploration, ensuring that our community remains at the forefront of best practices in international education.</p>
Publications	The Journal of Worldwide Education (https://www.sa-sig.org/jowe)
Events	Annual Conference (https://www.sa-sig.org/conference.html)
Activities	Coffee online chats, Newsletter (https://www.sa-sig.org/newsletter.html)
Links & Contact	<ul style="list-style-type: none"> • Website (https://www.sa-sig.org/) • Discord (https://discord.gg/Fc2ffQMpyr) • Facebook (https://www.facebook.com/groups/874744595974613/)

Performance in Education SIG

<p>Basic Information</p>	<p>The mission of the Performance In Education SIG (formerly the Speech, Drama, and Debate SIG) is to provide a forum for teachers and academics to discuss, research, and implement oral interpretation, speech, debate, drama and other forms of performance in language education. https://jaltpiesig.org/about/</p>
<p>Aim, Focus, and Research</p>	<p>The main activities are the publication of a newsletter and the Mask & Gavel journal, as well as sponsoring conferences and workshops. including conferences in Okinawa and Sapporo. Other activities have included supporting chapter events and running local, regional, and national speech contests. https://jaltpiesig.org/about/</p>
<p>Publications</p>	<p>The PIE SIG publishes two main journals:</p> <ol style="list-style-type: none"> 1. Mask & Gavel is our official peer-reviewed journal and the PIE SIG Classroom Resources Journal which is a collection of My Share-type articles. Article submissions are accepted year-round, will be published online as they are finalized (with page numbers and DOIs for citation), and will be collected into full volumes that will be published as PDFs once we accumulate a sufficient number of articles. 2. A new publication, Performance in Education Review, is composed of selected articles based on selected presentations at PIE SIG conferences and events over the year. https://jaltpiesig.org/publications/
<p>Events</p>	<p>In addition to forums at the PanSIG and JALT International conferences, the PIE SIG holds at least three conferences a year. Starting in 2023, those three conferences are:</p> <ol style="list-style-type: none"> 1. a FREE Zoom Conference called Recipes for PIE which is a collection of My Share-like presentations 2. Annual PIE on Lake Nojiri Conference (Lake Nojiri, Nagano) 3. Annual PIE in Nagoya conference. <p>In the past, we have had annual Okinawa and Sapporo (during the Snow Festival) conferences but have had to take a one-year hiatus but plans are to continue them in 2024 or 2025. We have also had events with other SIGs and Chapters. We have sponsored speech contests (f2f and online) and have plans to sponsor online debates and lightning presentation festivals in the future. At our events we have showcased Rod Ellis, Carolyn Graham, Ken Wilson, and a whole cast of other stars. https://jaltpiesig.org/conferences-events/</p>
<p>Activities</p>	<p>We have held weekly Zoom get-togethers/socials every Friday at 7:30-9:30 for the last three years. https://jaltpiesig.org/weekly-social/</p>
<p>Links & Contact</p>	<ul style="list-style-type: none"> • Email jaltpiesig@gmail.com • Website https://jaltpiesig.org/ • Facebook https://www.facebook.com/JALTPIESIG/ • Twitter/X https://twitter.com/jalt_pie • YouTube https://www.youtube.com/channel/UCp56gGQkoV6aVQRwgnH4dNQ • All contact information can be found at the bottom of https://jaltpiesig.org/



Testing and Evaluation SIG

Basic Information	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 and support their students. Our activities aim to explore and share these ideas and techniques.
Aim, Focus, and 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 is sponsoring Dr. Daniel Isbell of the University of Hawaii as one of the plenary speakers at the upcoming PanSIG Conference on Saturday May 25, titled "Hype and High-Tech Language Tests: Staying Grounded with Language Assessment Fundamentals". Our forum is titled "Assessment Issues in the Classroom: A Conversation with Dr. Daniel Isbell", and will be held on Sunday May 26.
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 & Contact	<ul style="list-style-type: none">• Website https://jalt.org/groups/sigs/testing-and-evaluation• Facebook https://www.facebook.com/groups/886605991499948• Contact teval@jalt.org



Intercultural Communication in Education SIG

<p>Aim, Focus, and Research</p>	<p>Who are we? We...</p> <ul style="list-style-type: none"> • are an international community of educators in Japan. • teach students of various ages. • recognize the importance of culture in language education.
<p>Publications</p>	<ul style="list-style-type: none"> ☆ ICLE Conference Proceedings ☆ ICLE SIG's Activity Initiative: Activity ideas for teaching intercultural communication.
<p>Events</p>	<p>☆ 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 was '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 was May 19th, 2023.</p> <p>☆ ICLE Forum at the PanSIG 2023 conference: The main theme of this forum was 'Developing Intercultural Awareness in the Language Classroom- Practical Tips'. Speakers - James Venema, Elizabeth Dow, Stephen Ryan, Maria Gabriela Schmidt - promoted 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.</p> <p>☆ ICLE Forum at the JALT conference At this forum, two educators Maria Gabriela Schmidt and Prateek Sharma introduced their respective countries (Germany and India respectively) and their culture to students in Japan. This was an excellent opportunity for fellow educators or interculturalists to ask questions and adapt some of the activities in their contexts. The yearly AGM meeting followed the two presentations. The turnout was around 30 participants, with 10-15 being present at all times.</p> <p>☆ Online Joint event with the OLE SIG: Nov 30. Languaculture Approach 'Beyond Textbooks: Unveiling the Potential of Open Educational Resources in Language Instruction' conducted by Dr. Adriana Raquel Diaz</p> <p>☆ Online symposium: Feb 10. The main theme of this event was 'The Development of Intercultural Education in a Changing Global Era'. Speakers J.M. Dewaele and H. R'boul contributed to highlighting some pressing issues for the intercultural community of educators and practitioners worldwide.</p>
<p>Activities</p>	<ul style="list-style-type: none"> ☆ Members Forum ☆ Research Group: ICLE activity initiative
<p>Links & Contact</p>	<ul style="list-style-type: none"> • Website https://jalticle.org/ • Facebook https://www.facebook.com/groups/1925615070835509



Mind, Brain, & Education SIG

<p>Membership</p>	<p>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 100 active members in Japan, over 2,100 subscribers, and contributors from over 70 countries to our monthly Think Tank magazines. Our members teach all age groups, and our research interests span the many branches of psychology and neuroscience.</p>
<p>Aim, Focus, and Research</p>	<p>We founded the SIG in 2014, when almost no neuroscience was included in teacher training programs, and important discoveries were made every week. We aim 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 conferences in Japan and other countries (see our speaker database). We also produce a scholarly journal, but our most effective outreach activity is the monthly publication of our online Think Tank magazines.</p>
<p>Publications</p>	<p><u>MindBrainEd Journal</u>—We welcome contributions to this peer-reviewed publication, which focuses on original research on applying brain research to language teaching. Please consider writing a research paper or book review.</p> <p><u>MindBrainEd Think Tank magazines</u> - 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 collaborate with other SIGs to explain brain science and support their research and practices. The magazines contain links to talks, podcasts, and 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.</p>
<p>Other Activities</p>	<p>Since the coronavirus pandemic, we have seen the value of using SIG funds to bring guest teachers worldwide to JALT online conferences. We also encourage new members to present at meetings to build their confidence by giving a short book talk at our forums and meeting online to practice their presentation before the conference. It is our mission to learn from each other.</p>
<p>Links & Contact</p>	<ul style="list-style-type: none"> • Website https://www.mindbrained.org/ • The Brain in Simplified English Series https://www.mindbrained.org/the-brain-in-simplified-english/ • Facebook https://www.facebook.com/groups/1074713895973941/ • Speaker Database https://www.mindbrained.org/the-brain-sig/the-speaker-database/ • Twitter / X https://twitter.com/JaltBrain • Contact https://www.mindbrained.org/contact/



The Listening SIG

Basic	The Listening Special Interest Group (Listening SIG) provides a forum for focused listening research and discussion in specific regard to teaching and learning.
Aim, Focus, and Research	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	<p>The Listening Post The second issue of our peer-reviewed journal <i>The Listening Post</i> will be out by Summer 2024. In this issue, the journal features articles on listening research, book reviews, and practical activity ideas for teachers to bring into the classroom.</p> <p>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.</p>
Events	<p>The Listening Conference The third Listening SIG conference will take place in Kyoto on 13th July 2024. The conference will include speakers and presentation sessions focusing on research, classroom practice, teaching, and learning. Subscribe to our newsletter to find out more.</p>
Activities	<p>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 to share your idea with us.</p> <p>LS369 LS369 takes place every third, sixth, and ninth month of the year. Each session takes place online to give our members a chance to meet, chat, and network about different listening topics, issues, and discussion points. Join a session for five minutes or the whole hour to talk about listening. Email us with your LS369 idea for this year.</p>
Links & Contact	<ul style="list-style-type: none"> • Website https://jaltlistening.wordpress.com/ • Facebook https://www.facebook.com/groups/489940378896137 • Email/Newsletter: listening@jalt.org



JALT

Listening SIG

email: listening@jalt.org

Dr. Yui Suzukida

Round Table Discussion

The PanSIG plenary speaker will be joining us to discuss her work on L2 pronunciation, the perception of L2 speech, and learners' individual differences when approaching listening.

Saturday 25th May
1.10pm-2.40pm





JALT

Listening SIG

email: listening@jalt.org



PanSIG 2024 Sessions

Listed Chronologically. Jump to a date by pushing the buttons below.

Saturday, May 25th

Sunday, May 26th

Saturday, May 25th

10:45 – 11:10

2-503	Barrie Matte, Philip Head, Kaori Hakone, Tamara Swenson, Aeric Wong, Aaron C. Sponseller, Hiroyo Nakagawa	<i>A Longitudinal Survey of LMS Preference: Google Classroom vs Moodle</i>	Computer Assisted Language Learning
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This presentation will discuss the results of two surveys of student technological literacy (July 2022 n=174; July 2023 n=120) conducted at a small private women's university in Western Japan. One aim of the survey was to determine students' learning management system (LMS) preferences as both the Moodle and Google Classroom LMS were being employed at the institution at the time. Prior to the COVID-19 Pandemic, Moodle was the "official" LMS, though only half of the courses used the LMS. During the pandemic, all teachers were encouraged to use Google Classroom, particularly those who had not employed the LMS previously. Therefore, students used both. The survey results indicated that students overwhelmingly preferred Google Classroom (85.06% in 2022; 97.50% in 2023). However, there was variation in response by year in school, with more third- and fourth-year students preferring Moodle. Comments about the two LMSs on the survey were translated and coded by two of the researchers. The presenters will discuss the LMS use preferences of students based on the results of the survey, including reasons for student preferences and issues for teachers to be aware of when setting up their LMS shell.

T-602	Lynn Huynh	<i>Academic Writing for Low-Level English Learners</i>	Task-Based Learning
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Many students going through public schools in Hong Kong, often go through a 'spoon-fed' education. This system encourages students to copy and paste their work and does not allow the students to fully understand nor meet the use of academic language, structure, and organization for university essay writing requirements. Nor do they have an example of an authentic piece of writing. For two semesters a writing task-based approach was used with 57 students majoring in three different engineering disciplines at the university. In this approach, the students wrote a short 250 academic essay (problem solution) without, any teacher input. The teacher then quickly looked at the students' short writing and helped the students to first learn the academic style and language needed, by underlining their mistakes. Students were then asked to correct the mistakes that their teacher had underlined. As each week proceeds, students learn a different aspect of academic writing and continue to revise writing. Evidence shows this repetitive approach makes writing and learning more authentic and individualized. It also allows students to understand their strengths and weaknesses. Also, students' first graded academic essays showed improvement in academic style, tone, structure, and organization.

10:45 – 11:10

T-701 **Greg Rouault**

***Adding Writing to Curriculum Development:
What Works from Visible Learning***

**Mind, Brain, and
Education**

A language conference theme with a call "back to basics" necessitates a look at how theory and research can inform practice and develop into learning principles for effective learning. In introducing approaches to teaching and researching writing, Hyland (2016) presents theories that: view writing products as text, focus on the process writers use to create, and emphasize engagement with the reader. More concrete examples from course curricula present writing as problem-solving, where the development of skills in pre-writing, revisions, and peer feedback are seen as generative, recursive, and collaborative, respectively (Hyland, 2016, p. 169). Case studies, on foreign language writers specifically, have shown that common and distinct factors co-exist and influence the textual, process, and social aspects in writing. Writer identity affects these writing processes and text construction (Kobayashi & Rinnert, 2013). Hattie (2023) examined 16 meta-analyses covering over 800 studies on writing to identify the significance of educational interventions. This teaching practice session introduces 11 strategies for teaching writing (Graham & Perrin, 2007, as cited in Hattie, 2023) and their effect sizes for visible learning. Following an introduction on how these are being trialed by the presenter in writing tasks for curriculum redevelopment, participants will share and discuss.

2-701 **Simon Humphries**

***Beyond English: A Dual-Language Study
Abroad Program's Impact***

Study Abroad

Japanese education and research tend to focus on L2 English study, and a pattern often emerges of silent and undermotivated students (Kikuchi, 2009; King, 2013). However, a different picture may arise among Japanese learners of languages other than English (LOTE). Unlike "Global English," which can be considered a fundamental skill (Graddol, 2006), LOTE-learning may have personal motivations tied to specific communities that own the language (Dörnyei and Al-Hoorie 2017). This study explored patterns and factors influencing Japanese English majors' perceived capacity to speak (CTS) in L2 English and L3 LOTE before and during a dual-language study abroad (SA) program in France and Germany. Five female Japanese undergraduates wrote monthly reflective journals and sketched retrospective timeline graphs. Unlike many studies in Europe, where English has dominated, and despite setbacks and fluctuations, the participants did not seem defeated in their LOTE progress. The presenter will outline the main psychological and situational factors that influenced CTS. Based on the results from this uniquely challenging but enriching dual-language program, he will discuss the implications for SA planners.

2-501 **Jeanette Dennisson
Gary Ross**

***Building Speaking and Listening Tasks in
ChatGPT with Effective Prompts***

**Computer Assisted
Language Learning**

Everyone can access ChatGPT on their phones and speak with this tool using speech recognition technology. Thus, ESL students should be encouraged to use this tool and could benefit greatly from it by independently practicing speaking tasks for preparation in their ESL classrooms. The key to help students use ChatGPT for these tasks is prompt engineering. With one thoroughly developed prompt, every student can directly interact with ChatGPT and start practicing speaking and listening for any task. In this mini-workshop the presenters would like to share methods of creating speaking task prompts for ChatGPT which can be used immediately in the classrooms with their students. To get the most out of this workshop, participants should download the official ChatGPT app to their phones. Creation of different types of speaking and listening task prompts will be demonstrated for the phone and the computer. Parameters to personalize the task based on theme, English level, and teaching outcome will be discussed. This workshop is appropriate for all levels of ChatGPT users from advanced to beginners. There will also be an opportunity to share your ChatGPT experiences with speaking tasks.

10:45 – 11:10

2-704 Hennessy Emi

Developing an International Day Camp for Children in Rural Japan

Global Issues in Language Education

"International Day Camp in Katsuyama" is a bilingual, intercultural communication event for families with young children (age 4-9) using English as a lingua franca and Japanese as the support language. It's been held seasonally in Katsuyama City since April 2022 for 98 attendee families (including repeaters). The volunteer group enfriends (managed by the presenter) organizes each event with support from local foreign residents. By providing opportunities to communicate and interact with people from different cultural backgrounds and introducing various cultures through song and dance, storytelling, craft-making, interviewing, and games, the project aims to develop a global attitude and mindset among participants, which is an important basis for multicultural and harmonious community development recently actively promoted by the Japanese government at local and national levels (ex. the Ministry of Internal Affairs and Communication's Chiikiniokeru Tabunkakyousei Suishin Plan). This presentation first overviews the various events held so far before discussing feedback from an open-ended questionnaire collected from guardians at each event. Questionnaire items were evaluative and centered around participants' experiences at the event to understand expectations and perceived gains through event attendance. Finally, the presenter will share future development pathways and important takeaways of the enfriends project.

T-603 Paul Raine

Eigo.AI - The World's First Fully AI-Powered 4-Skills Platform for English



The age of AI is finally with us, and brings with it far-reaching implications for language teachers and learners around the world. But how do we utilize the affordances of *Large Language Models* (LLMs) and other AI-powered technologies for the best learning outcomes? While the technology may have changed, in many respects the pedagogy remains the same. Students still need exposure to comprehensible written and spoken forms of the target language, and they still need to be given the chance to produce written and spoken forms of the language and receive feedback on their language use. It's still a challenge for students to find the opportunity to use the language productively, and it's still a challenge for teachers to give personalized feedback to every student in large speaking and writing classes. In the context of English language learning in Japan, many students still fall way below the recommended 2500+ hours of engagement with English by the time they graduate from college. Eigo.AI is the world's first fully AI-powered 4-skills platform for English language learners (that we know of!). It offers a library of lessons on a wide range of topics, from historical events and figures, to important scientific discoveries, and much more. GPT4 is leveraged to provide quality materials in a range of levels, from beginner to advanced. All materials are, of course, also proof-read and checked by humans. Students can benefit from AI-powered feedback on both their speaking and writing skills, and everything can be easily tracked and monitored by teachers. For teachers looking to give their students that all-important extra exposure to English, and solve some of those age-old pedagogical problems with the latest advances in AI, why not try out Eigo.AI in some of your classes next semester? Act quickly before Universal Translation devices make language learning obsolete!

T-702 Fang-I Chu
Joey Andrew Lucido Santos

Exploring Students' Perceptions and Experiences from an EMI Context in Taiwan

Bilingualism

Driven by internationalization, bilingualism has been a widely discussed phenomenon in the context of education. Higher education institutions (HEIs), particularly, have been proactively instituting various programs to mold competitive bilinguals through English Medium Instruction (EMI). In Taiwan, HEIs are generously supported by the Ministry of Education (MOE) to implement its Bilingual 2030 Policy, aiming to increase learners' overall English ability. Previous literature investigated its impact on policy and teachers' training programs, but less is done on students' perceptions. Thus, this paper examines university students' perceptions towards EMI. Employing quantitative and qualitative methods, the present study involves 150 students from different disciplines. The quantitative method makes use of survey questionnaires to examine students' perceptions. The qualitative aspect utilizes interviews to obtain students' experiences. Findings reveal that students hold a neutral perception towards EMI. Experienced EMI learners find less difficulties in their EMI classes than those less experienced ones. However, the former considers EMI as less beneficial while the latter view it as helpful in their overall learning. Interview data indicate that teachers' inability to explain concepts clearer becomes a roadblock in students' learning. Implications in aiding students to improve their English ability through EMI are offered.

2-602 **Daniel Cook**
Bradford J. Lee *Exploring the Potential of AI for Pragmatics Instruction* **Pragmatics**

Pragmatics has been defined as, "the study of how-to-say-what-to-whom-when" (Bardovi-Harling, 2013, p. 68). Despite its core function in communicative competence, classroom pragmatic instruction is typically extremely limited, and textbooks have been shown to contain very little metapragmatic information. Generative AI large language models have the potential to fill this gap as discourse-completion tasks (DCT) (scenarios which train learners in the use of pragmatic strategies) can be performed outside of the classroom. To ascertain the viability of ChatGPT as a tool for pragmatic instruction, we asked it to respond to 72 DCTs in order to assess its mastery of the speech acts of requests, apologies, and refusals at various levels of imposition, social, and power distance. We analyzed the length of responses and number of strategies employed, while a panel of 13 judges rated their appropriateness, politeness, and language use. Results indicated that ChatGPT produced generally suitable responses, though significant differences appeared depending on speech act and degree of power distance. Our presentation will conclude with a discussion of common pitfalls to avoid in prompt composition and provide participants with specific items and guidelines to get the most accurate and useful responses from ChatGPT as a pragmatic instruction tool.

2-601 **Yanki Chung** *Learner Development and World Awareness through Travel Plan Poster Sessions* **Learner Development**

With the pandemic travel restrictions lifted, the news shows that travel has once again gained traction among various countries. Aimed at inspiring students to think of the world outside of their own country and to practice presenting with less pressure, a foreign country travel planning project that results in conference-like poster sessions was created. As young global citizens living in Japan, the high school students described in this presentation gain world awareness and speaking confidence by presenting their itinerary multiple times to different peers. Although their English proficiency is below the CEFR A2 level, they had the freedom to choose their travel destinations, tourist attractions, and restaurants and plan their routes for their trips with some guidance and support. The presenter will discuss the observations and struggles of this project-based format with limited classroom time and resources, along with the student transformations, peer-to-peer support, and merits of having poster sessions with beginner-level students in a team-teaching high school setting. The audience will be given the opportunity to revisit the basics of teaching presentation classes with effective poster sessions and have a chance to exchange their insights with the presenter and others in the presentation room.

2-504	Lan Mu, Rian Achmad Wildan Anisanto, Nozomi Hagihara, Fan Yang, David Dalsky	<i>Technology-Powered Intercultural Exchange: Implications in Language Learning</i>	Computer Assisted Language Learning
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Technology has become prevalent in language education, making it now more relevant than ever to consider its integration with principles of learning. In this presentation, the authors describe a practitioner research project, which involved the principles of Exploratory Practice (EP; Allwright & Hanks, 2009) and integrated several online tools and applications in an intercultural understanding pedagogy methodology (see Dalsky et al., 2022) through a 14-week intercultural exchange project at Kyoto University. We positioned ourselves as intercultural inclusive practitioner-researchers (see Allwright & Hanks, 2009) and attempted to mutually understand the meanings and usage of cultural concepts (Wierzbicka, 1997) in Mandarin Chinese and Japanese using English as a lingua franca. We used Google Docs for collaborating synchronously, ChatGPT for seeking information and language assistance, and Vyond for making animations about Japanese emic concepts (i.e., emoi, itadakimasu, and otsukaresamadeshita), which were posted on an Instagram account (@intercultural_word_sensei). Semi-structured interviews with four practitioners (one Chinese and three Japanese) were conducted and analyzed following Byram's (2000) assessment guidelines. Results demonstrated how technology assisted intercultural communication and enhanced our intercultural and linguistic competencies. We elaborate on the implications of applying technologies in EP-based language classrooms.

T-702	Barry Kavanagh	<i>The Role of Textual Enhancement in Collocation Recognition and Retention</i>	Vocabulary
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Awareness of collocations is an essential part of vocabulary learning, and finding the best methodology to teach them has become a focal point for researchers. This study examined how textual enhancement and visual aids can promote incidental learning of collocations from reading while viewing whiteboard animated videos. In this study, 169 university students were randomly divided into four groups. Over five weeks, the four groups were presented with ten short stories, each containing five collocations in different formats. Group 1 read the stories, Group 2 listened to them, and Group 3 watched a whiteboard animated video of the stories that included the story's text with the five collocations bolded. Group 4 watched the same video as Group 3, but the story was narrated, and the collocations were not bolded. Students were given a collocations test after each story. Results showed that Group 3, who watched the whiteboard videos with bolded collocations, produced significantly better test scores than the reading and listening groups. These results suggest that adding textual enhancement by bolding the collocations can substantially enhance students' ability to recognize and retain collocations compared to traditional listening and reading approaches.

T-601	Charles Browne	<i>Vocabulary, Gamification, Extensive Reading</i>	Vocabulary
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The New General Service List Project is an open-source collection of seven corpus-based lists of essential words for second language learners of English, each of which offers the highest coverage of any word list in that genre, as well as a large and growing range of free online tools for learning, teaching and creating graded learning materials that utilize these lists. Although there is research showing the effectiveness of online flashcard learning, such tools soon become boring and demotivating for many learners even after moderate use. Adding gamified elements to word learning can greatly enhance student's enjoyment and motivation and is an important principle guiding the development of many of our learning tools. This presentation will give a brief overview of the NGSL Project and then move on to introduce several of our many learning tools including a gamified flashcard app, our new Wordle tool, a brand-new AI-powered text profiling tool which helps teachers to generate and then simplify texts to the level of their students and our video concordancing tool which is based on the principle of data-driven learning.

10:45 – 11:10**2-703****Benjamin Flier
Niall Walsh*****What Goes on in There? An Observer's
Perspective on Classroom Observation*****Teacher
Development**

Despite the opportunities that modern technology can provide for teachers, traditional approaches to teacher development, such as classroom observations, still remain relevant in a rapidly evolving language-teaching landscape. Existing literature on observations (Farrell, 2018; O'Leary, 2020; Reed & Bergemann, 2001) can tend to focus on the observed's role, with less emphasis given to the experiences of the observer and their potential development opportunities. Counterbalancing this disparity, the current study examines the experiences of classroom observations from the observer's perspective. Fifty-four EFL teachers in Japanese universities responded to a survey about their engagement with classroom observations and their attitudes towards them. The results indicate that while more than half the respondents have observed another teacher's class at the university level, a substantial number have not. The data also offered interesting insights into their encounters with classroom observation and the perceived benefits from the observer's standpoint. The presenters will share and discuss the results while offering practical ideas for teachers on fully exploiting classroom observation as an observer.

2-505**David James Townsend*****What Implications do the MEXT Reforms Have
on University Writing Classes?*****College and
University Educators**

The Ministry of Education, Culture, Sports, Science and Technology (MEXT) has been pushing schools to improve the way English is taught in secondary schools through a series of reforms to the Course of Study (COS) guidelines. These reforms are designed to raise the communicative ability of Japanese students. However, the way these recommendations are interpreted by schools, and ultimately implemented into practice, can vary greatly from one school to the next. While the COS guidelines stipulate that all four language skills should be integrated for comprehensive learning, Yasuda (2014) notes that "communicative competence is by and large conceptualized as oral proficiency, and written communication abilities take a back seat to oral communication abilities" (p. 151-53). Furthermore, what little practice students get is usually limited to translation activities (Mulvey, 2016). This presentation will examine the findings of three years of survey data collected from students entering university. The survey measures both the quantity and quality of the English writing practice these students experienced in high school. If it is determined that English writing is improving in high schools as a result of these reforms, appropriate changes will be made to the university writing classes with more advanced activities being introduced earlier.

11:20 – 11:45**T-702****Mariia Melnikova
Tanya Kelly*****Classroom-based Activities to Support Effective
Use of Vocabulary Journals*****Vocabulary**

In order to become more autonomous vocabulary learners, students are often required to keep vocabulary journals. However, students may not get the full benefits of doing so without training in what types of items to record (Lewis 2008). Moreover, vocabulary journals on their own do not provide the students with an opportunity to review the target items without which they may not retain them long term (Altahab, 2018). The current action research project aims to address these issues by using classroom-based activities from Lewis's *Implementing the Lexical Approach* (2008) in conjunction with a vocabulary journal. Students choose and enter items each week into a vocabulary journal, which includes explaining their choice of item to develop metacognitive awareness. Afterwards, they participate in a range of classroom activities in order to review items and practise using them: (a) use items in conversation, (b) teach a classmate, (c) create sentence anagrams, and (d) create a collocation match. At the end of the academic year, students were surveyed regarding how helpful they perceived the vocabulary journal and activities to be. In this presentation we will demonstrate the materials and activities we used, and present the results of the student survey.

2-501

Jacob Petersen
Nadiia Zaitseva

Expanding EFL Learners' Conversations With a Familiar Audience

College and University Educators

Presenting ideas in front of an audience and afterwards engaging with the said audience in conversations about the ideas shared are essential skills desired in academia. In a Japanese university EFL classroom, it is not always clear who students envision their speech for when preparing and delivering their presentations. It is often even less obvious whether student presenters are crafting and delivering their presentations with the aim of having extended conversations following their speech. In order to investigate these issues, we used a questionnaire, experimental observations and semi-structured interviews. Introducing an ongoing research project, we will begin with its theoretical underpinnings grounded in Martin and White's appraisal framework. We will then demonstrate how first-year students at a Japanese university navigated the relationships with a familiar audience during their presentations and in subsequent conversations. Following this, we will highlight lexicogrammatical choices made by the students that allowed for open or restricted subsequent conversations. The presentation will conclude with implications that are useful for university EFL teachers in Japan whose students may struggle to expand conversations in English.

2-502

Neil Cowie
Mehrasa Alizadeh

Exploring Student Engagement: A Comparison of Video Conferencing and VR

Mixed, Augmented, and Virtual Realities

Student engagement is crucial for academic success, and emerging technologies like virtual reality (VR) have shown promise in enhancing it. Recent research indicates that VR can increase engagement levels by immersing students in diverse, interactive environments where they communicate as avatars, simulating real-life interactions. To validate this, a quasi-experimental comparative study was conducted with two cohorts of Japanese undergraduate students. Volunteer students from several universities were recruited to participate in a flipped online course on small talk skills. One group (N=31) utilized video conferencing on Zoom for eight weeks, while the other (N=27) used VR on Frame, a browser-based platform, for nine weeks, including one week for training. The study explored engagement through an online learning engagement survey adapted from the literature and focus group interviews, both conducted in Japanese to avoid any language barrier. In this presentation, the results of the survey study and focus group interviews are cross-compared using statistical and qualitative analysis methods to clarify the impact of video conferencing and VR on student engagement. Preliminary findings suggest that VR, with its unique immersive capabilities, holds promise for heightened engagement. Nonetheless, there remain some challenges related to student experience and platform stability yet to be resolved.

2-602

Vahid Rafieyan

Exploring the impact of acculturation attitude on pragmatic comprehension

Pragmatics

To understand the implied meanings of a language, known as pragmatic comprehension, one must possess knowledge of the cultural conventions embedded in the language (Rafieyan, 2013). Therefore, language learners need to have an interest in the culture of the language they are learning. To this end, a study was conducted on 80 Iranian undergraduate students who were studying in Australian universities. The purpose of the study was to determine whether the students' attitude toward the Australian culture, known as acculturation attitude, had any impact on their pragmatic comprehension ability. The researcher utilized a questionnaire comprising 29 questions and four subscales, namely assimilation attitude, integration attitude, separation attitude, and marginalization attitude, to measure the students' acculturation attitude. Moreover, a multiple-choice exam consisting of 24 questions on conversational implicatures was conducted to assess the students' pragmatic comprehension ability. The study found a strong positive relationship between students' acculturation attitude and their pragmatic comprehension ability. Students who were more immersed in the Australian culture were better able to understand Australian conversational implicatures. The findings suggest that language learners should interact more with members of the target language community to improve their pragmatic comprehension ability.

2-601 Haruka Ukubata
Allen Ying *Fostering Reflection: Students' Language Goals, Strategies, and Resources* Learner Development

Supporting learners to develop skills to manage their learning outside the classroom is not an easy task, and yet a crucial aspect of teaching. One way to promote these skills is through reflection activities designed to raise learners' awareness of themselves and their learning and help them identify how they can maximize their learning opportunities both in and outside the classroom. In this presentation, we report on a study conducted to explore what language learning areas Japanese university students prioritize and what they believe helps them to improve their chosen area. Examining 41 students' reflection entries elicited by a reflection tool called the Wheel of Language Learning (WLL) (Kato & Mynard, 2016) and follow-up reflective questions, we identified a variety of learning strategies and resources, as well as gaps in the students' awareness. The results are presented and discussed in relation to three most popular target areas: speaking, confidence, and vocabulary. Based on the findings, we provide suggestions for teachers interested in supporting learners with their self-directed learning through reflection activities.

T-701 John Duplice *Generation & L2 Reading Comprehension* Mind, Brain, and Education

The researcher will discuss a study exploring "generation" as a desirable difficulty in reading comprehension in a second language (L2) context, focusing on managing cognitive load. Generation is the producing of novel content (e.g., a novel answer) versus being presented with pre-determined answers (e.g., multiple choice) (Bjork, 1994). The study builds on existing research in both first language (L1) (e.g., Abel & Hanze) and L2 contexts (e.g., Barcroft 2009), acknowledging that findings in L1 may not always apply to L2 learners. It introduces a novel approach comparing generative tasks that vary in cognitive load levels, aiming to optimize the balance between promoting deeper learning and avoiding over-taxation of L2 learners' working memory. The research was conducted over a three-week period at a university in Tokyo among 44 English Language Learners ranging from B2 to C1 ability in the fall of 2022. It compared types of generation tasks, including descriptive explanations, summary recall, personalized descriptive connections, and opinion explanations. The findings did not show a statistical difference between the control and L1 generation use. However, L2 generation resulted in a cost in comprehension recall, suggesting a lack of benefit in using generation as a sole strategy in L2 reading comprehension.

2-503 Jeanette Dennisson,
Michael Barr, Daniel
Newbury

*Instructor and Student Perspectives of ChatGPT-
Assisted Writing Tasks*

ChatGPT - with its rapid text analysis capabilities - is ideal as a teaching tool for EFL writing classes. Studies of ChatGPT usage in the classroom are necessary to establish pedagogically sound practices and develop methods for integrating ChatGPT as an assistant to promote learning in writing courses. To this end, this multi-university study implemented a pilot ChatGPT-assisted writing task in EFL courses comprising students of varying English proficiency levels and majors. Participants in these courses were given the same writing prompts and asked to compose a response. Their writing output was then evaluated by ChatGPT, and with the ChatGPT prompt provided by the instructor, students were asked to improve their writing based on the advice received from ChatGPT. This study involved a before-and-after analysis of student writing samples. It also considered teacher and student feedback surveys on the feasibility and effectiveness of this ChatGPT-assisted task. The findings from these surveys across each university, including technical and implementation challenges from both teacher and student perspectives, will be presented and discussed.

T-601 Jeff Peterson
J Paul Warnick

*Language Proficiency Development Through
Three Modes of Extensive Reading*

Extensive Reading

Reading skills are of central importance in developing and maintaining language proficiency. Research studies on Extensive Reading (ER) focus almost exclusively on English language learners and tend to be limited by their lack of control over how the ER treatment is conducted and assessed. Recent research has found participants often falsify reading records when ER activities are self-reported and unmonitored (Mikami & Shiozawa, 2023). This introduces bias into studies which rely on unmonitored self-reported ER. Furthermore, studies that investigate the possible effects of different modes of ER, including Extensive Listening (EL) and Audio-assisted Extensive Reading (AER), are few. The goal of this study was to investigate the possible effects of monitored non-self-reported ER, EL, and AER on the general language proficiency development of learners of Japanese. First-year results of this three-year experimental study indicate that AER outperformed all other groups on the Japanese Computerized Adaptive Test (J-CAT). An analysis of the subsections of the J-CAT indicate AER outperformed ER and EL on each section of the test and that AER also outperformed the control group on the reading and listening sections. This presentation will show the multiple benefits that come from focusing on developing the building block of reading.

2-701 William Kuster

*Non-Native Japanese Speaking Teachers' Use of
Japanese*

College and
University Educators

While teachers using Japanese in the EFL classroom is still a hotly debated issue, recently there has been a wealth of research which shows Japanese can be a useful tool in Japanese university English classes (Bartlett, 2017; Joyce, 2021). However, non-native Japanese speaking teachers may find it difficult to reap the benefits of using Japanese due to a number of reasons such as insufficient language proficiency, low confidence, or the time commitment needed to prepare materials in Japanese. This presentation will explore some of the current research on teachers' Japanese use and describe how this research was implemented in EFL courses at a Japanese university. Also, suggestions for non-native Japanese speakers to incorporate Japanese into the classroom will be provided. The topic areas covered will include Japanese for classroom management, Japanese for email communications, Japanese for online learning platforms, Japanese for course content instruction, and the proper amount of Japanese to use in an English classroom. Common pitfalls teachers may encounter while trying to incorporate Japanese into the classroom will also be discussed.

11:20 – 11:45**T-603** **Gregory Birch**
Yubara Yukiko***Refining an Online Language and Culture Exchange between Japanese and Canadian University Students*****CEFR and Language Portfolio**

Collaborative-online-international-learning (COIL) projects can provide students from different institutions with unique learning opportunities to develop foreign language proficiency and intercultural competence. Not only can these exchanges enhance a foreign language curriculum and serve as excellent preparation for studying abroad, with today's technology, the projects can be cost-effective, highly-accessible and engaging. This presentation focuses on the third-year of an online language and culture exchange between Canadian university students studying Japanese and Japanese students majoring in English. The 2023 program centered around a one-day (in-person) sightseeing tour in Tokyo, preceded by four online sessions to build camaraderie and prepare for the tour, and followed by two online sessions where students shared their experiences in bilingual presentations and e-books. Program goals, defined using CEFR Can-Do descriptors, will be discussed in relation to the first two years of the program (as well as an ongoing COIL project with a Taiwanese university). Students' use of Padlet, ZOOM, Line, BookCreator, and shared Google documents will be introduced to illustrate program implementation. Last, program effectiveness is examined through surveys concerning International Posture (Yashima 2009), Language Anxiety (Yashima 2002), and students' impressions of the project.

T-602 **Adiene Roque de Hishiyama*****Storytelling Sobre Temas latinoamericanos en ELE y ODS 4 en Japón*****Other Language Educators**

Este trabajo trata sobre la inclusión de temas latinoamericanos usando Storytelling en ELE, y reflexiones basadas en las opiniones de los participantes. De acuerdo con la UNESCO el objetivo de desarrollo sostenible 4 persigue garantizar una educación inclusiva, equitativa, de calidad y promover oportunidades de aprendizaje durante toda la vida. Sobre esta base, profesores de ELE convocaron a estudiantes de ELE para escuchar una conferencia y reflexionar sobre temas latinoamericanos poco tratados en la clase de lenguas. El tema fue "El papel de América Latina en el mundo actual". La conferencia se realizó en japonés, el último día de clases y duró 45 minutos. Los objetivos institucionales perseguidos fueron: motivar a los estudiantes a estudiar español y a participar en el programa de becas para estudiar en países hispanohablantes. Por medio de una encuesta abierta se constató que la metodología storytelling tiene mucho potencial motivador porque se transmiten historias de la vida real. Esto nos invita a pensar en crear currículum que persigan objetivos más globales, como cultivar una conciencia global, valorar la diversidad cultural y cultivar la paz entre los pueblos. Finalmente, agradecemos la retroalimentación positiva sobre la inclusión de temas sociales en pro del logro del ODS 4.

2-704 **Louisa Yin Ting Poon*****Teaching Purposefulness of Grammar: Setting PBL Activities*****Teacher Development**

Emerged from the learning-by-doing method introduced by philosopher and educator John Dewey, project-based learning (PBL) encourages student-centred, inquiry-based learning, which has been widely adapted in STEM education for science, mathematics, engineering and technology (Johnson & Lamb, 2017), due to its interdisciplinary and real-life application nature. However, when adapted in subjects such as English teaching, concerns such as the projects not fitting into curriculum well (Blumfield & Krajcik, 2006) and results being less tangible to measure (Thomas, 2000) arose. For instance, in a grammar class, the skill students need to demonstrate and to be evaluated is the application of the language instead of subject knowledge, suggesting that language teachers should rethink the project design instead of using those “typical” STEM projects without differentiation. In this paper, two teaching models of how to set a major half-term project in cooperation with target grammar teaching in a high school setting are shared, to demonstrate how both teachers and students can be aware of how to use the target grammar in a purposeful way from the beginning of the course. The shared lesson design should be applicable to other grammar classes teaching other grammar points for lower-intermediate to higher-intermediate learners, when the same concept is applied.

2-504 **Doan Vo Tho, Thanh Nguyen Luan, Mau Nguyen Vu, Minh Ho Thang** *Tertiary CALL Teacher Trainers in Vietnam: A Policy-Practice Gap* **Computer Assisted Language Learning**

Computer Assisted Language Learning (CALL) teacher development has been the growing significant interests and critical discussion in the field. Little has been known about how CALL teacher trainers employed varied teaching strategies to prepare teachers with knowledge and professional competence in their practices. This presentation reports the result of an investigation into exploring CALL teacher trainers' perceived practices of professional development (PD) via the lens of policy in a Global South context. A qualitative research design was used through semi-structured interviews with five CALL teacher trainers in a Vietnamese university. Thematic analyses revealed CALL teacher trainers' mixed perspectives with key focus on the practices of CALL in language education and identified barriers regarding trainers' exposure to CALL, their technological competence and teaching strategies. The analysis further indicated that while trainers were well prepared for their continuing professional development (CPD) trajectory, existing discrepancies that were recognised between the official CALL policy across levels and trainers' practices profoundly impacted the development of their professional identity. The study provides insights into a comprehensive landscape of CALL teacher training policy in Vietnam. The results suggest that policy makers revisit the (mis)alignment of CALL policies with the practices of trainers and training associated with identified challenges.

2-702 **Ting Fang, Tzu-Ling Huang, Fang-I Chu** *The Effect of EMI Preparatory Programs* **Bilingualism**

11:20 – 11:45

English Medium Instruction (EMI) could enhance students' linguistic and professional knowledge (Huang, 2015), but it was also found that Japanese university students often encountered difficulties in EMI (Sayaka, 2020). Therefore, the present study aims to investigate how EMI preparatory programs help students overcome challenges by examining their effectiveness and explored students' perceived influence on content knowledge, academic English skills, motivation, grit, and willingness to communicate. Participants included 198 university freshmen attending an EMI preparatory intensive program that aims to promote students' English and content knowledge. Before the program, the students completed an academic achievement test to measure their learning outcomes and a questionnaire to explore their perceived content knowledge, academic English skills, motivation, grit, and willingness to communicate as the pretest. After the program, the students completed the same test and questionnaire as the posttest and were interviewed. The paired t-test results showed that the students' academic achievement posttest scores were significantly higher than their pretest scores, indicating the effectiveness of the preparatory program. Moreover, students' perceived content knowledge, academic English skills, and willingness to communicate also significantly improved in the posttest. These findings suggested that the preparatory program had the potential to help students overcome their difficulties in EMI.

11:55 – 12:20

2-505	Ashton Dawes Prateek Sharma	<i>A Survey to Understand Freshman Students' Expectations</i>	College and University Educators
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The purpose of this four-year longitudinal study is to investigate Freshman students' expectations of their English-language university teachers upon entering the university. The survey comprises five sections addressing the students' history of learning English, experiences with English teachers, and personal beliefs regarding an ideal English-language classroom. The results from the first year of collecting data in 2022 was presented at PanSIG 2023: students prefer teachers to act as facilitators, classroom environment is of more importance than classroom activities, and students do not consider that teachers' ethnicity, attire, or correct grammar usage are related to their English learning experience. Some of these students were administered a new survey with identical sections investigating into how their expectations changed over a year in 2023. Student responses and overall results will be presented. The same survey from the year 2022 was administered to incoming freshmen in 2023 as well and the researchers will report the similarities or discrepancies. Finally, a few challenges faced while gathering data will also be shared. It is hoped that this research raises English-language university teachers' awareness about their students' expectations and helps them ensure an improved learning experience

2-702	Tosh Tachino	<i>Academic Publication 101: Basics of Academic Writing for Publication</i>	College and University Educators
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This practical presentation teaches the basics of academic writing for publications, highlighting some of the most important differences between student papers and scholarly papers. Students, even at the graduate level, often write to their teachers to demonstrate their knowledge, and their readers (often professors) are often obligated to read something they already know to evaluate student performances. Writing for publication is fundamentally a different kind of activity (Giltrow, 2021). Writers write because they have something new and useful to share, and readers read because they want to learn something new, interesting, or relevant. Beginning writers for publications must learn to adjust for these differences. This presentation covers how these differences affect writing for publication with practical tips, such as how to emphasize news value, how to evaluate the knowledge status in the field, how to create a knowledge gap, and how to manage the relationship between the reader and the writer. Beginning writers for academic publications will come to appreciate why academic writing has certain textual features (e.g. citation, hedges, jargon) and learn to use them meaningfully.

2-703

Omar Massoud
Robert Cvitkovic

AI in Assessing Speaking Proficiency

Testing and
Evaluation

This presentation investigates the application of AI in evaluating speaking and pronunciation, focusing on their impact on comprehensibility and intelligibility. Pronunciation is a key factor affecting these essential communication skills; however it is often overlooked. Traditional assessments have been labor-intensive, involving human raters for comprehensibility and transcription for intelligibility, both time-consuming and impractical for educators with heavy workloads. We propose an AI-driven method to efficiently and accurately quantify these speaking metrics. AI technologies offer a novel opportunity for streamlined, accessible assessments in language learning. Our methodology includes elicited imitation, AI-generated rubrics, AI-assisted transcription, and other AI tools. These instruments aid in calculating intelligibility scores based on the percentage of words correctly pronounced according to a standard. Comprehensibility is evaluated using AI analyses of listener effort, in line with established scales. Participants will receive a detailed workflow for implementing AI-based speaking assessment techniques in their classrooms. This method marks a significant shift from traditional, subjective evaluations of speaking proficiency, allowing educators to quickly obtain objective, quantifiable metrics without relying on holistic scoring. The presentation, informed by previous workshops and studies, encourages educators and researchers to adopt advanced technologies for more effective language teaching and speaking performance evaluation.

T-602

Eric Fortin

*Blending Basic Teaching Approaches with AI
Capabilities in Teaching French*

Other Language
Educators

With the rapid development of AI technology, many language instructors appear to be looking for ways to implement this technology into their language teaching without first adopting a suitable teaching approach. This presentation will first briefly outline a few current language teaching methods. Although each approach has its adherents and detractors, they have been used, either alone or in combination, to great advantage by language teachers over the years. Then a brief overview of how chaos theory, or complex systems theory, has been used in language teaching will follow. This theory helps to understand the interrelationships of the various personal and environmental factors affecting students' learning, as well as the need for more individualized teaching/learning methods. The presenter will then propose ideas on how the various classic teaching approaches and methods of the past can serve to form a foundation upon which AI technology can be implemented to enhance the effectiveness of those teaching approaches. Although this method can be applied to the teaching of any language, the presenter will focus specifically on how it can be used in French language instruction in order to improve the results of students' acquisition of that language.

2-502

**Sanae Katagiri, Joshua Lee
Solomon, Reik Jagno**

***Collaborating on Original Materials for a Self-
Access Learning Center***

Materials Writers

One of the keys to making deep connections between students and their learning is to provide materials which are compelling and motivating. This is especially critical in the context of courses in a Self-Access Learning Center (SALC), in which students typically do not register for classes and have no obligation to continue returning week after week. This presentation therefore discusses the collaborative development of English-language teaching materials, a multimedia textbook-style resource called Get Ready to Study Abroad: Reading Training, US and Germany in Comparison, specifically for use in a university SALC. These materials have been utilized both in weekly 90-minute seminars for university students and in outreach programs for local high school students. The presentation will discuss the motivations, inspirations, and process undertaken for producing the different forms of material. It will focus on the practical reasons behind decisions, including copyediting, linguistic difficulty, considerations regarding writing style, topics covered and practical application of the material. It then reflects on some successes and some missteps in the actual deployment and reception of the materials in three very different teaching contexts: face-to-face and hybrid use in the SALC classroom, one live online outreach event, and one asynchronous online outreach event.

T-601

**Ruby Tso
Chihkai Lin**

***Enhancing English Pronunciation Learning:
DARLA for Taiwanese L2 Learners***

**CEFR and Language
Portfolio**

This paper investigates English vowels among Taiwanese L2 learners, employing DARLA (Dartmouth Linguistic Automation) –an online transcribing tool. In the era of computer-assisted learning, tools such as MyET and ELSA have shifted the paradigm from instructor-led to self-learning approaches. However, the prevailing focus of these tools on mapping assigned items and evaluating learner outputs often leaves learners unaware of how their outputs are technologically recognized. This paper introduces DARLA as an innovative computer-assisted learning approach and assesses its efficacy in the realm of English vowel pronunciation for Taiwanese L2 learners. The research methodology involves seven L2 Taiwanese learners of English, tasked with recording 11 minimal pair English words three times each. The outcomes elucidate a positive correlation between learners' proficiency levels and DARLA's accuracy. Furthermore, the analysis underscores a distinctive tendency among Taiwanese learners to have their back vowels identified as rhoticized vowels. The findings affirm DARLA's role as a useful tool for instructors to pinpoint and address learners' pronunciation errors. This paper provides practical implications for refining pronunciation instruction and advocates for the integration of DARLA in future language analyses.

2-503

Lee Sohyeon

***Enhancing L2 English Writing: The Role of
ChatGPT in Revision Processes***

**Computer Assisted
Language Learning**

This presentation investigates the role of ChatGPT in refining the academic writing skills of multilingual university students during the revision process, with an emphasis on its critical and ethical use. A 75-minute workshop was developed and conducted for multilingual writers enrolled in an Academic English Writing course at the University of Hawaii at Manoa, tailored to enhance students' understanding of the ethical considerations and the practical strengths and weaknesses of using ChatGPT for writing revisions. The study engages 45 students through pre- and post-workshop questionnaires to delve into their specific challenges with the revision process, the type of assistance they seek, their usage patterns of ChatGPT, and their overall satisfaction with the AI-generated feedback. It also assesses shifts in their perceptions of ChatGPT's utility in academic writing. The outcomes of this research aim to equip educators with practical methods for incorporating AI tools into educational contexts, thus promoting academic integrity and maximizing pedagogical benefits.

2-601 Emi Nagai

***Implementing AIEVM in a Classroom
Environment: Setbacks and Recommendations*****Learner
Development**

The Autobiography of Intercultural Encounters through Visual Media (AIEVM) is a project-based pedagogical learning material introduced by the Educational Department of the Council of Europe (Barrett et al., 2013a) that encourages self-reflection and promotes critical thinking skills. This assignment challenges students to think about and critically evaluate their experiences with culture and language while interacting with diverse media sources to enhance their visual literacy (Lindner & Méndez Garcia, 2014). This presentation introduces a case study where an AIEVM activity was implemented with adult Japanese EFL learners attending a technical school in western Japan. The 28 participants were second-year technical school students in the General English department. The study was conducted over a period of 9 weeks, where students were challenged to explore their thoughts and expectations of others, including how they are similar and different, using media they have encountered. This presentation focuses on an overview of how the project was conducted, as well as evaluating the students' reflections on the process. Instructor observations on the process and setbacks, as well as ways in which the AIEVM assignment can be adjusted to better suit a classroom learning environment will be suggested.

T-701 Glenn Magee

***Neuroscience, Relationships, and Language
Learning*****Mind, Brain, and
Education**

Focusing solely on academic achievements or language proficiency while teaching can sometimes cause educators to overlook emotional and relational factors that significantly impact the learning process. These factors are always present in the classroom and can significantly affect the student's progress. Teachers' engagement with their students can impact the neurological and human connections that influence teaching. Engagement is crucial as it can either facilitate or impede language learning. The objective of this presentation is to highlight the role of the autonomic nervous system and neuroception to help educators better understand their students' language learning experiences. Understanding these systems helps educators create supportive learning environments, assist learners with emotional regulation, optimize instructional strategies, and foster positive social connections. Attention to these points makes it possible to create more productive and meaningful learning environments that foster positive relationships between teachers and students. The ultimate goal is to introduce the idea that investing in our students can lead to the best possible learning outcomes regarding academic achievement, language proficiency, and overall growth and development.

2-701 Alastair Graham-Marr

***Overcoming Phonological Thwarting
Mechanisms to SLA and Motivation***

Focusing solely on academic achievements or language proficiency while teaching can sometimes cause educators to overlook emotional and relational factors that significantly impact the learning process. These factors are always present in the classroom and can significantly affect the student's progress. Teachers' engagement with their students can impact the neurological and human connections that influence teaching. Engagement is crucial as it can either facilitate or impede language learning. The objective of this presentation is to highlight the role of the autonomic nervous system and neuroception to help educators better understand their students' language learning experiences. Understanding these systems helps educators create supportive learning environments, assist learners with emotional regulation, optimize instructional strategies, and foster positive social connections. Attention to these points makes it possible to create more productive and meaningful learning environments that foster positive relationships between teachers and students. The ultimate goal is to introduce the idea that investing in our students can lead to the best possible learning outcomes regarding academic achievement, language proficiency, and overall growth and development.

T-702 Edwin Hart***Pitch Frequency's Impact on L2 Listening Comprehension*****Listening**

While volume and pronunciation are often considered when discussing listening comprehension, vocal pitch frequency is a salient and often overlooked factor. Especially in schools where second language (L2) learners consist of students from different cultures with different native frequency pitches, vocal pitch frequency on the part of the instructor and the materials used may play a key part in the ease or difficulty with which students will have with comprehending material (Novia et al., 2018). Participants in this study were asked to listen to two speeches of approximately equal English level (CEFR B1), followed by a short comprehension test. The first speech was recorded and shifted to a lower pitch (118 Hz), while the second speech was recorded and shifted to a higher pitch (149.2 Hz). A pilot test was run with the same speaker with no pitch shift (139.8 Hz). Test results demonstrated a significant difference in performance depending on the frequency of the speaker. Implications to language instruction to internationally diverse L2 learners will be discussed.

T-702 Mariana Oana Senda***Task-Based Learning for Holistic Student Well-Being in Tertiary Education*****Lifelong Language Learning**

Integrating Task-Based Learning (TBL) with health and well-being education is paramount in tertiary settings to ensure holistic student development. The evidence-based application of TBL significantly improves student engagement and learning outcomes through practical tasks (Ellis & Shintani, 2014). Additionally, the COVID-19 pandemic has highlighted the critical need to incorporate health and well-being into academic curricula, profoundly affecting students' health habits and academic performance (Pratiwi, Claramita, & Emilia, 2020). The presenter, possessing a background in medicine and a master's in education, brings extensive experience in Task-Based Learning (TBL), health education, and an understanding of the impacts of pandemics on learning environments. With over two decades dedicated to developing and implementing health-focused educational strategies within tertiary education settings, their expertise significantly enhances the integration of well-being and academic achievement. In this session, it will be shared strategies for integrating well-being into teaching, supported by case study analysis. This method not only explores the link between academic success and health habits but also promotes learning environments that prioritize student well-being. The goal is to provide educators with practical, actionable models to enhance educational practices, underscoring the importance of balancing students' academic achievements with their personal well-being.

2-504 Kasumi Arciaga, Burri Michael, Joel Neff***Teacher and Student Perceptions of the Ethical Use of A.I. Tools*****Computer Assisted Language Learning**

Generative A.I. tools are a subject of much debate and concern; yet, the use and integration of these new tools into current teaching paradigms continues to be difficult for both practitioners and students. Plata et al.'s (2023) research suggests that employing these tools in an academic setting is generally supported. In order to begin the integration process, current practices must be assessed: what general knowledge and experience do teachers and students have with said tools, and what constitutes ethical use of A.I. in an academic setting. The aim of the research presented in this session was to survey a group of 543 first-year students and 16 university English teachers and have them rate six hypothetical scenarios on a scale of 1, completely unethical, to 4, completely ethical. The responses were then analyzed for both quantitative and qualitative data in order to explore similarities and/or disparities between the teachers and the students regarding what constitutes ethical use of A.I. tools. The presentation concludes with a discussion about the research's important contribution in understanding and developing teaching practices and student guidelines for universities as new tools debut.

2-704

Belinda Kennett
Lachlan Jackson*The Basics of Critical Language Pedagogy in EFL:
A University Case Study*Global Issues in
Language Education

Critical Language Pedagogy (CLP) is a progressive, exploratory approach to language teaching and learning that aims to raise students' critical consciousness regarding issues of social (in)justice. Yet CLP involves more than simply "arranging the chairs in a circle and discussing social issues" (Pennycook, 1999, p. 338). It is underpinned by several fundamental principles including democratic assessment, student-centeredness, and action-orientation (Crookes, 2013; Crookes & Abednia, 2022). The purpose of this presentation is to first outline six basic principles of CLP. We then introduce our ongoing research project into the teaching practices of 20 self-identifying critical pedagogues teaching English in Japanese universities. Data were collected using online, semi-structured interviews. Drawing on a single case, we demonstrate how the unique circumstances of teachers shape pedagogical choices and priorities in relation to the implementation of these six CLP principles. Finally, we show how a sound understanding of these principles can enhance the likelihood that CLP can be successfully implemented in Japanese classrooms.

2-602

John Campbell-Larsen

Topic Management in L2 Speaking

Pragmatics

Language learning is more than acquiring sufficient lexis and grammar to express intended meaning. Learners must also develop a wide range of other skills that fall under the heading of 'Interactional competence' (IC). One key IC skill is topic management. Many Japanese students have underdeveloped L2 topic management skills. Student talk is often characterized by reliance on proffering being carried out with minimized direct questions, topics are often abandoned after a few turns, topic disjuncts are common, and some students even struggle to engage in L2 speaking at all unless a topic is presented by the teacher or textbook. In this presentation I will show video data collected in classroom speaking activities that illustrates these phenomena and suggest ways in which teachers can address the issues. I will demonstrate how to do topic proffering with extended questions or self-disclosure statements, suggest ways to expand on a topic, and I will explain the mechanisms of stepwise transition. I will conclude by suggesting that topic management skills can be developed by a combination of both explicit instruction and ample opportunity for students to engage in free-conversation, where the participants (and not the teacher) take joint and shared responsibility for topic management.

2-501

Brent Kelsen

*Unveiling Connections Between Personality and
EFL Public Speaking Anxiety*College and
University Educators

Personality plays a significant role in an individual's regulation of emotions such as anxiety. Foreign language anxiety (FLA) – the feeling of apprehension when using or learning a foreign language – is an influential affective variable in foreign language learning and has attracted substantial attention from educators and researchers (Dewaele, 2017; MacIntyre & Gardner, 1994). Moreover, speaking a foreign language is thought to be a particularly anxiety-inducing experience (Woodrow, 2006). However, relatively few studies investigate connections between personality and FLA while delivering presentations. This presentation reports on the associations between personality traits – measured via the Big Five Inventory (BFI; John et al., 2008) – and perceived anxiety related to delivering presentations – assessed by the Personal Report on Public Speaking Anxiety (PRPSA; McCroskey, 1997). It identifies four public speaking anxiety factors: Positive Mindset, Physical Symptoms, Preparation Anxiety and Performance Anxiety. Multiple regression equations with the public speaking anxiety factors as dependent variables and personality traits as explanatory variables found Extraversion, Neuroticism, Conscientiousness and Openness to Experience as significant predictors of the public speaking anxiety factors. Avenues through which this research advances our understanding of FLA with respect to delivering presentations will be considered as well as ideas for a short interactive survey to gauge personality traits and foreign language public speaking anxiety.

T-702

**Kaoru Igarashi, Saeko Ujie,
Ichiro Araki**

***JALT Business Communication Forum:
English–The Language of Global Business?***

**Business
Communication**

The SIG began the study of Impact of AI-based services on English business communication in Japan. AI-based services for English communication are growing in popularity in Japan. English's significance as a lingua franca is widely acknowledged in Japan. However, English and Japanese exhibit unique differences in grammatical structures, vocabulary, and other key aspects. When examining language distance as a measure of language acquisition difficulties, English and Japanese have a significantly greater distance compared to other languages. Recently, it has been noted that there is a division forming between two groups: one that regularly uses English in international diplomacy, commerce, and academia, and another group mostly located in Japan that uses English and other foreign languages less frequently. Smartphone and app usage for communication is becoming more widespread, particularly among individuals who use English and other foreign languages infrequently. Moreover, the utilization of AI in English literacy is increasingly prevalent in the corporate and academic sectors. This study divides English users into two groups and examines the current utilization of AI through qualitative research methods. It attempts to investigate the effects of AI on cross-cultural communication in corporate and academic settings by examining questions such as: 1. How has AI impacted the "English" used by Japanese business professionals and academics? 2. Has AI changed the attitudes or perceptions of Japanese business professionals and academics toward using English as a lingua franca? 3. How pervasive is the general usage of AI-powered smartphone translation applications in Japan? 4. What are the future trends in English usage and learning in Japan? This research is still in its early stages, and we hope to enhance it further by sharing the findings and inviting insightful input at the ELF Conference.

2-505

**Maria Gabriela Schmidt,
Noriko Nagai, Gregory Birch,
Jack Bower, Engel Villareal,
Adiene Roque de
Hishiyama, Colin Rundle,
Bryan Buschner, Forrest
Nelson, Eucharia Donnery**

***JALT CEFR Forum: Initiating Action Research:
Transforming Current Practices with CEFR
KeyConcepts***

**CEFR and Language
Portfolio**

This forum seeks to cultivate a discourse among novice and experienced practitioner-researchers concerning the implementation of the CEFR within diverse local contexts. The forum begins with a concise exposition of the fundamental philosophical underpinnings of the CEFR, exerting a pervasive influence on all facets of language pedagogy. Emphasis is placed on the conceptualization of the learner as a social agent and the adoption of an action-oriented approach. Then, the forum attempts to elucidate three case studies (developing pre-A1 and A1 writing, aesthetic language use in classroom, learners view on the portfolio) wherein the CEFR has been tailored to accommodate distinct domains of language instruction within various local contexts. This exploration is intended to provide participants with practical insights into the versatile application of the CEFR across different educational settings. Finally, the forum engages in an in-depth examination of the challenges associated with the implementation of the CEFR by novice practitioner-researchers in their pedagogical endeavors. Deliberations encompass potential difficulties and issues that may arise during the adaptation of the CEFR into teaching practices. Furthermore, the forum offers discerning perspectives on overcoming these challenges, offering essential guidance to facilitate the seamless integration of the CEFR within varied educational environments.

13:20 – 14:50

2-503 James D. Dunn, John McCarthy, Dennis Koyama, Jennifer Green, Todd Hooper, Sanae Fujisaki, David A. Gann
JALT Critical Thinking Forum
Critical Thinking

The Critical Thinking SIG Forum will feature presentations that promote the use and development of critical thinking in language courses. Among the topics to be discussed are EMI courses, curriculum development, game-based reasoning activities, and academic writing. Join us for a lively discussion of these topics as they relate to critical thinking. Additionally, future opportunities for participating, presenting, publishing in the SIG will be discussed.

2-501 Marc Doyle, Tim Saito, Fred Bacala, Ellen Head
JALT CUE Forum: (Re-)learning to Face Our Students Again
College and University Educators

After years of remote and hybrid learning, colleges and universities are now mostly back to the basics of face-to-face teaching. However, our experience during the pandemic years forced us to reflect on this basic practice, and we are re-discovering what it means to teach face-to-face. This year's CUE forum presents three speakers who address different aspects of this experience. Tim Saito will discuss gains in our Information and Communication Technology proficiency during the pandemic years to argue that we need to continue this trend even after the pandemic through microcredentials. Ellen Head will explore "talking to write" as a literacy-building practice for academic writing, and she will present findings from her interview research to examine the relationship between speaking and writing proficiencies. Marc Doyle will take the vulnerability many of us felt during the pandemic years and use it as a pedagogical tool for implementing art-based education. The forum will consist of presentations of 20 minutes each, followed by 30 minutes of discussions. The CUE President Fred Bacala will moderate the session and invite the audience to share their experiences of what they learned through this pandemic and what they are discovering now as they face their students again.

2-704 Jennie Roloff Rothman, Kip Cates, Mary Virgil-Uchida, Michael Savage, Philip Cardiff, Yuichi Nakagaichi
JALT GILE Forum: English for Sports and International Communication
Global Issues in Language Education

This year's GILE SIG forum will showcase how international sports and language learning can come together to create global citizens. Three experienced educators will share their ideas for teaching about 1) baseball and global issues, 2) sports diplomacy, 3) the Olympics and Paralympics before a short talk from a former national athlete and coach for Japan's volleyball team on what role English has played in his career and why is English important for Japanese athletes in a world of global sports. Time for questions and audience discussion will be available at the end.

T-602 Megumi Tada, Miyuki Izuo, Chris Hastings
JALT ICLE Forum: Back to Basics': Intercultural Activities in the Foreign Language Classroom
Intercultural Communication in Language Education

13:20 – 14:50

Embracing this year's conference theme, the JALT ICLE SIG forum invited submissions on different approaches to teaching intercultural aspects in a foreign language classroom. Our first presenter will demonstrate how teachers can implement Collaborative Online International Learning (COIL) while pointing out how the effective use of asynchronous aspects of COIL can significantly contribute to engaging students more in intercultural communication and English learning. Our second presenter will discuss two language experiments aimed at enhancing non-English native learners' learning experience through their own culturally-familiar materials. And our third presenter will introduce the use of underrepresented Okinawan literature in English translation within a university course aimed at promoting intercultural engagement. Come join our forum and learn more about how to connect theory to practice, while encouraging students to engage in intercultural communication!

2-601 **Anita Aden, Robert Moreau,
Mike Nix, Tomoko
Hashimoto** *JALTD Forum: Stories of Learning, Learning
from Stories* **Learner
Development**

This forum will explore the power of stories in language learning and learner development. Presenters will explore different stories that we (learners and teachers!) tell about learning and learner development from a wide range of individual, local, national, and global perspectives. Contributors will consider how stories of learning are (co-)constructed, understood, and shared and how these stories influence learner development.

2-701 **Suzanne Kamata, John
Maune, Susan Laura
Sullivan, Anna Shershnova,
Camilo Villanueva** *JALT LiLT Forum* **Literature in
Language Teaching**

This year's conference theme is "Getting Back to Basics". However, there are no basics for how literature is used in language teaching. Even "using" literature is not basic. LiLT is also concerned with student production of literature as in composition or creative writing courses: students author, not use, their own literature. The LiLT forum celebrates such diversity of literature as input or output and the creative teaching methods employed. Such diversity is reflected in this year's presentations. There will be four forum speakers who will discuss how they use literature in their classrooms for creative writing, English haiku, reciting poetry, and students teaching writing to other students. The presentations will be fairly short: about ten minutes. This will leave ample time for audience participation which is integral to the forum's success. Questions and insights will be solicited and greatly appreciated. Non-members and LiLT members alike are encouraged to attend and enrich our friendly and inclusive forum.

2-702 **Marc Jones, Gretchen Clark,
Yui Susukida** *JALT Listening Forum: SIG Showcase* **Listening**

13:20 – 14:50

In this year's Listening Showcase, we are proud to host the PanSIG 2024 plenary speaker, Dr Yui Suzukida, for a special Round Table discussion. She will be joining us to discuss her work on L2 pronunciation, the perception of L2 speech, and learners' individual differences when approaching listening. This is an excellent opportunity for SIG members (and interested prospective members) to find out more about her work and ask related questions. We invite attendees to also suggest other listening related topics which they can also lead in this discussion. After Dr Suzukida's portion of the Showcase, we will also present the Listening SIG developments in 2024 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. For more information on Dr Suzukida's work, visit our website <https://jaltlistening.wordpress.com/2024/02/21/jalt-pansig-2024/> You can leave your questions using the online google link or email us at listening@jalt.org.

2-502	Josh Brunotte, Lexter Mangubat, Mehrasa Alizadeh, Eric Hawkinson, Roberto Figueroa	<i>JALT MAVR Forum: Immersive Learning Showcase 2024</i>	Mixed, Augmented, and Virtual Realities
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The MAVR Immersive Learning Showcase at PANSIG 2024, hosted at Fukui University of Technology from May 24th to 26th, presents a pivotal convergence of insights and innovations at the forefront of mixed, augmented, and virtual realities in language learning. This session encapsulates the MAVR Special Interest Group's dedication to pioneering educational technologies, highlighting recent advancements and strategic directions for integrating immersive experiences into language education. Talks Include: (1) State of MAVR Address by Eric Hawkinson. "Immersive Metaversal Quests: Creating an Easter Egg Hunt Type Exhibit in the Metaverse" by Lexter Mangubat (2) "The Role of Virtual Reality in Language Acquisition: A Comparative Analysis of Small Talk Learning Outcomes via Zoom and Frame" by Mehrasa Alizadeh. A roundtable follows the presentations to further enrich this dialogue, inviting all participants to contribute to a collective vision for future research and application in the field. This event stands as a testament to MAVR's commitment to enhancing educational practices through technological innovation, fostering a community of collaboration and inquiry.

T-701	Dawn Kobayashi, Philip Head, Darren Kinsman, David Kluge, Elisabeth Fernandes, Anthony Brian Gallagher, Gordon Rees, George Maclean, Zach Strickland	<i>JALT PIE Forum: Potpourri for the Mind and the Classroom</i>	Performance in Education
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13:20 – 14:50

Join us for a Performance in Education (PIE) potpourri forum. Potpourri adds a pleasant fragrance to a room; it is appealing to the eye, an attractive touch of aesthetic beauty that promotes a pleasant mood to the environment. Each of the many presenters will introduce one ingredient, such as debate, drama, presentation, music, film, etc. in a series of PechaKucha-style 7-minute presentations that will be the constituents of this potpourri. Each short presentation will highlight the 5 Ws+H (who, what, when where, why, and how) of the activity and will describe the keynotes of perfumes spices, and essential oils that the activity brings to the classroom. Then a discussion panel of all the presenters will mix these ingredients to create a pleasant fragrance of aesthetic beauty promoting a pleasant mood to PanSIG2024. There will be time for question-and-answers and interaction with the audience. Each participant will be able to bring home with them a metaphorical bowl to change the mood of their classrooms. And more importantly, in addition to the bowl, they will take home with them the recipe of how to create their own PIE potpourri.

2-602 **Noriko Ishihara, Jim Ronald,
Todd Allen, John Campbell-
Larsen, Akiko Chiba** *JALT Pragmatics Forum: AI, Pragmatics, and the
Language Classroom* **Pragmatics**

At first glance, generative AI seems to be the answer to the prayers of L2 pragmatics practitioners. The gaps we have identified in language textbooks can now be filled so easily. "You want a conversation that includes compliments/irony/humor? You want a situation where someone makes/accepts/refuses an invitation? Sure - here you are!" But then questions follow. Is this language real, typical, appropriate? And now we have this language, what can teachers and students do with it? In this forum, presenters will share ideas and experiences of using AI-generated language, or prompts to obtain this language, in the following ways: as raw, imperfect material to work on; as a focus for reflection towards greater cultural awareness; for comparison with human-generated dialogues; and in pragmatics-focused teacher education. The presenters will also bring questions; we want to learn and don't claim to have all the answers. In this forum, participants will learn about how pragmatics-oriented language teachers are responding to the opportunities and challenges offered by generative AI. Presenters will also introduce specific activities and tips for using ChatGPT and other AI platforms with language learners. Finally, there will be time for questions and discussion, both with individual presenters and in a final panel session.

2-504 **Phil Nguyen
Natsuho Mizoguchi** *JALT SPIN Committee Forum* **Student Peer
Interaction Network
Committee**

In this forum, the Student Peer Interaction Network Committee (SPIN) invites Phil Nguyen, who is the Senior Chief ICT Analyst of JALT as well as our SPIN member, to talk about his experience in applying for and taking job interviews at universities in Japan. Seeking a university teaching position can look complex for people who are just starting their university career, as each institution has its own process and culture. Also, some people may find it stressful when they do not know how to strengthen their CV and make strong impressions at interviews. Based on his experience, this session aims to offer the audience some insights and tips for early career educators. We welcome both F2F & online attendees to ask questions in either Japanese or English.

13:20 – 14:50

2-602	Nicholas Bovee, Delano Cannegieter, Akiko Chochol, Robert Dilenschneider, Scott Roy Douglas, David Eckford, Jeffrey Fryckman, Nick Hallsworth, Paul Horness, Thomas Legge, Morgen Livingstone, Patricia McGahan, Andras Molnar, Stephen M. Ryan, Michael Sharpe, Tony Walsh, Yoshiko Yamamoto	<i>JALT Study Abroad Forum: Workshop and Poster Session - SA Lessons and Activities</i>	Study Abroad
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This session will be an 80-minute combined workshop and poster session about creating pre, post and during-study abroad lessons and activities. It will be an opportunity to share ideas, ask questions and be inspired! The workshop part of the session will be led by our very own Paul Horness. Study Abroad SIG members have been invited to put forward proposals /submissions to present a poster about a study abroad lesson or activity during the session. The lesson or activity can be anything study abroad related and can be for pre, post or during-study abroad. Come and take a look if you are interested in learning more about the Study Abroad SIG or being inspired by some wonderful lessons presented by our members!

2-703	Edward Schaefer Isbell Daniel	<i>JALTEVAL Forum: Assessment Issues in the Classroom: A Conversation with Dr. Daniel Isbell</i>	Testing and Evaluation
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The forum session by TEVAL at PanSIG2024 features an in-person discussion with Professor Daniel Isbell of the University of Hawaii. He is also one of the keynote speakers at the conference. This TEVAL forum is a loosely structured and informal event in which Dr. Isbell answers questions from TEVAL members regarding language testing issues of a practical nature. Although he will also be taking questions from the audience at the forum, the main part of the forum will consist of him answering questions that we received in writing. The questions that we solicited from SIG members and colleagues have been grouped by a selection of themes mainly having to do with classroom testing and practical assessment issues for language teachers. We look forward to seeing you at the forum.

14:50 – 15:50

2-1F Lobby	Bill Bellowe	<i>A Practical Activity to Foster Form-Meaning Connections</i>	College and University Educators
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14:50 – 15:50

Some textbook grammar activities can be answered correctly by focusing on patterns while ignoring meaning. Students who have succeeded in manipulating the words to conform to the expected answers without considering meaning are often unable to use the form productively in their own communication, and some are unable to understand the form when encountered in context. Creative teachers (and some textbooks) find ways to foster stronger form-meaning connections through supplemental, alternative, or follow-up activities. In this poster session, the presenter demonstrates a "correct or incorrect" sentence activity developed for large classes of lower-level non-English majors which focuses on the meaning of the sentences rather than on their grammatical accuracy. For example, to better connect the "used to [verb]" form with its meaning, students are shown a photo of the past and one of the present, with a grammatically accurate sentence which may or may not accurately describe the relationship between these two. As a class, students judge if the sentence is factually correct or incorrect, and then discuss their answers in pairs. This practical activity is adaptable to a wide range of applications. The presenter's poster will include an illustrated timeline to explain the activity, and several form-meaning examples.

2-1F
Lobby

Ian Dagnall

***A Statistical Analysis of a Final Test for a
Listening and Speaking Course***

**Testing and
Evaluation**

The development of reliable tests is an important part of the development of language learning courses. As well as evaluating student performance in a course, testing is an integral part of curriculum development, however, course-level achievement tests are rarely analysed after administration. This study presents a statistical analysis of the first administration of a newly developed final test for a compulsory English language course at a Japanese university. Descriptive statistics, item statistics, and measures of consistency were calculated in Excel, and the test was analysed using both criterion-referenced and norm-referenced approaches. The analysis indicated that the test was consistent, and the psychometric properties of the test meant it would be suitable for use as a pre-test / post-test with future cohorts. Item statistics suggested that the questions would be suitable to add to an item bank for the development of future placement and achievement tests. The single post-test administrations provided limited insights about learning, but the analysis suggested that students had yet to master some of the course content. The study highlights the use of a criterion-referenced approach for the analysis of achievement tests and further underscores the importance of robust testing methodologies in language education.

2-1F
Lobby

Nami Takase
Kazane Arai

***Effect of Online Chat Feedback on Japanese EFL
Learners' Speaking Skills***

**Computer Assisted
Language Learning**

14:50 – 15:50

スピーキング練習における口頭でのフィードバックは重要な役割を果たすとされているが、その効果は一定ではない(小林, 2018)。音声は消えてなくなり、特に聞き取りが苦手な学習者にとっては難しい。そこで文字によるフィードバックに着目した。本研究では、日本人EFL環境での英語スピーキング活動において、チャットでのフィードバックの効果を検証した。CEFR A1-A2の初級学習者を対象に、4コマ漫画を使用し、内容を説明するスピーキングタスクを行った。実験参加者を3群に分け、フィードバックを口頭、チャット、与えない群に分け、各群のエラー内容を比較した。チャットを使用した意義はリアルタイムでのフィードバックを与えるためである。実験結果から、チャットは、動詞の欠落、動詞の選択ミス、語順などの文章の意味を伝達する上で重要なエラーを修正することに効果があった。チャットを利用したフィードバック効果について考察する。

Oral feedback in speaking practice is considered to play an important role, but its effectiveness is not consistent (Kobayashi, 2018). Therefore, we focused on written feedback. This study explored the effectiveness of using chat for oral speaking activity for English learners of Japanese. It is aimed at beginner learners of CEFR A1-A2. The purpose of using chat is to provide real-time feedback. The control group received no feedback. We counted errors that were corrected through feedback and errors that were not corrected. The results showed that the use of chat was effective in correcting errors in speaking. In the presentation, the effect of feedback using chat and the improvement in speaking ability will be discussed.

2-1F
Lobby

Thanh Thi Mai Do

EFL Student Engagement in Virtual Learning Environment - Untold Stories

Computer Assisted Language Learning

This research explores student engagement and collaboration within the Microsoft Teams platform, investigating how students utilise it for learning. Employing an explanatory sequential mixed-methods design, the study further focuses on peer cooperation and explores the advantages and challenges associated with Microsoft Teams features—an under-researched area in students' experiences in virtual teaching and learning environments. Quantitative and qualitative data were collected from 56 EFL students involved in a content-based course at a Vietnamese university to provide a comprehensive understanding of their experiences. Results reveal that EFL students employed coping strategies to foster effective peer collaboration, optimise the use of class resources, and respond to challenges identified during their learning process. The study contributes to the literature on students' experiences in virtual learning across multiple platforms, informing stakeholders such as teacher educators, institutional managers, and programme developers to tailor online learning environments to align with the evolving needs of students in the digital era and to maximise tools like Microsoft Teams for optimal learning experiences. The presentation aims to share the benefits and challenges in using Microsoft Teams in the context of language classes, as well as to provide practical tips for teaching and learning on the Microsoft Teams platform.

2-1F
Lobby

Kaori Takamine

Enhancing Intercultural Communicative Competence through Online Exchange

Intercultural Communication in Language Education

In today's globalized world with migration, developing intercultural communicative competence (ICC) is essential in foreign language education to promote cultural awareness, acceptance, and respect (Byram 1997, Kramsch 2009). Online intercultural exchange (OIE) has proven effective in advancing language learners' ICC (e.g., O'Dowd, 2016). However, most studies concentrate on English, emphasizing the need to explore the impact of OIE in other languages to formulate effective exchange models (Helm 2015). This case study examines foreign language learners' perspectives on OIE through an online project in two configurations: exchange between L1 Norwegian (N1) students and foreign students learning Norwegian (N2) in Norwegian and exchange between N1 and N2 primarily using English with some Norwegian. Conducted between students from different study programs at distant campuses of a Norwegian university, qualitative data from post-study questionnaires and semi-structured interviews highlight that in both OIE configurations, identifying similarities with partners and establishing closeness led to positive attitudes, successful teamwork, and perceived improvement in ICC. Conversely, failure to do so resulted in negative perceptions of the exchange, unsuccessful teamwork and no perceived improvement in ICC. Although the study's small scale restricts generalization, the results imply a positive impact of OIE on ICC within a Norwegian context.

**2-1F
Lobby**

Paul Horness

***Envisaging Short-Term Study Abroad Task
Difficulty***

Study Abroad

Short-term study abroad (STSA) programs offer students a way to experience language and culture different than long-term programs. One trend stemming from globalization in study abroad (SA) has been students participating in short-term programs. Previous SA research has focused on specific language tasks, but not on the relationships between the different tasks. Therefore, analyzing the different task activities students do during the SA experience will help in planning SA tasks. This interactive poster presentation is divided into two parts. One part will present preliminary analyses and results of a STSA English program in Manila. Over four years, more than 300 participants were asked to rank up to 50 possible tasks according to difficulty on a 6-point Likert scale. The tasks included language items such as expressing thank you, transactional items such as buying something, or cultural items such as cooking. The other part of the poster presentation will ask for feedback on SA tasks. I seek input on how SA participants may view task difficulty. An outcome of the poster presentation is that those involved in study abroad programs can better prepare student for different SA tasks. Additionally, I can get perspectives of different tasks from various programs throughout Japan.

**2-1F
Lobby**

Adam Radmall

***Getting it Off the Page: Turning Exercises into
Tasks***

**Task-Based
Language Learning**

Many contract and part-time teachers in Japan are required to use mandated teaching materials. This can render instructors over-reliant on textbooks and constrained by their use. In addition, although many commercial textbooks purport to be communicative in orientation, they are often devoid of relevant, real-world tasks. Drawing on one such textbook currently in use in a first year four-skills university class, the presenter will demonstrate how such material can be supplemented with engaging and practical tasks that align with some of the fundamental principles of Task-Based Language Teaching (TBLT): the prioritizing of meaning over form; the utilization and manipulation of students' existing linguistic resources, collaborative learning; and the completion of authentic (i.e. 'target') or simulated (i.e. 'pedagogical') tasks that students are likely to encounter outside the classroom. With reference to topics from the aforementioned textbook, the presenter will introduce three types of tasks (a decision-making task, a problem-solving task, and an information gap task) that could easily be utilized in parallel with the mandated textbook. In doing so, it will be shown how teachers are able to incorporate a TBLT approach that allows them to transform seemingly mundane materials into dynamic, real-world tasks.

14:50 – 15:50**2-1F
Lobby****John Spiri*****Interview Projects and Activities for Language Learning*****Intercultural
Communication in
Language Education**

Interviews have great value in language classes. Interviews have several advantages over discussion: they involve preparation; they have clearly defined objectives; participants have clearly defined roles; and they can be utilized as research. The example of "International Interviews," a class project that involves interviews with citizens of various countries, illustrates these advantages. Interview preparation involved the formulation of questions on the theme of the interview, global cultures. Having a set of standard questions (i.e. about cuisine, stereotypes, etc.) to be used for multiple interviews gives learner-interviewers the opportunity to repeatedly ask the same questions, handle responses, and ask follow-up questions. This experience helps learners gain confidence. In addition, the fact that an interview has clearly defined roles reduces or removes hesitation in learners, in particular Japanese learners, about who should talk and for how long. Finally, interviews can build knowledge, either informally by allowing interviewers to make culture observations and comparisons, or formally by being utilized as data for a graduation thesis about a culture-related theme. The presenter will mainly share the steps taken for the "international interviews" project, along with results and student feedback.

**2-1F
Lobby****Tina Brown*****Planning and Executing an LGBTQ+ Studies CLIL Course*****Accessibility in
Language Learning**

While many English courses recently have included more challenging material about real world problems, there remains a striking lack of representation of certain social issues. Some of these issues are ignored because they are deemed "sensitive" by those who create or approve courses. The presenter firmly believes it is a mistake to ignore important social issues, such as the rights of minoritized genders and sexualities. In this poster session, the presenter will introduce a one semester LGBTQ+ studies course. This poster contains a review of the process of making the course including deciding course objectives, selecting course materials, creating original materials, and discusses hurdles encountered along the way, and what the instructor would change were they to teach it again. The speaker will highlight mistakes to avoid as well as tips on what to incorporate. Examples of course materials such as the syllabus and selected documents will be displayed, and a handout with additional resources will be made available. In addition to how the course itself was planned and implemented, the poster will also touch on difficulties the presenter faced when teaching content that some might consider sensitive. The presenter's aim is that those contemplating teaching about LGBTQ+ issues will feel more confident and comfortable doing so after attending this poster session.

**2-1F
Lobby****Matthew Armstrong*****Promoting Dialogue as a Core Element in the Learning Process*****Literature in
Language Teaching**

14:50 – 15:50

This two-year collaborative research project aimed to understand the role of dialogue in the EFL classroom. The researchers teach at national universities with similar student populations, courses taught, and institutional expectations. During the pandemic, the researchers met online frequently to discuss effective teaching approaches and tools to deal with the quickly changing situation. After a tumultuous year, the researchers came to the realization that encouraging meaningful discourse had become the core element in the learning process whether in online, hybrid, or face-to-face contexts. The presenters will first introduce key elements that helped students give critical feedback on freshman academic writing and graduate scientific presentations, mainly questioning, peer discussion, and the importance of reciprocity. Secondly, data collected from surveys (n=190) shows students attitudes towards dialogic learning. Initial findings in both teaching contexts revealed students' preferences towards dialogic learning over independent study, or lecture-styled classes. An inductive analysis was further conducted on the data to find commonalities which explained the reasons for these preferences. Implications from this study address the need for continued communicative teaching approaches. Through collegial dialogues and self-reflection, the presenters hope to engage with conference attendees to expand current knowledge of dialogic teaching practices.

**2-1F
Lobby**

Kurt Ackermann

Read to Me and Broaden My World

Extensive Reading

Extensive reading (ER) programs can provide opportunities for second language learners to get exposure to information about social issues and also people who have influenced our world through activism, or just the stories of their lives. Many graded readers introduce these topics, but students may not choose these of their own accord. Hokusei Junior College's ER instructor will read aloud some short books to the students in class. Reading aloud to learners has benefits while also exposing the learners to various topics of the instructor's choosing. Justifying the choice of a topic to be introduced to the students can be challenging. Without a credible context, the issue may not resonate as effectively with the students, simply being something that the instructor wanted to talk about. Relating it to a special day close to the lesson day can imbue the topic with a sense of timeliness and hopefully engender more genuine interest. There is a wide variety of special days spread throughout each year, ranging from Earth Day, through World Bee Day, Malala Day celebrating a hero of girls' education, and even World Chocolate Day, with its ability to appeal to food fans and to raise awareness of the climate crisis.

**2-1F
Lobby**

Patrick Conaway

***Turn-Taking in Cooperative Board Games:
Speech Act Sequences***

Pragmatics

For language learners, turn-taking behavior is an important, yet often overlooked skill. Research has shown that Japanese participants in meetings can have difficulty in self-selecting for turns, talk for shorter times, and speak less often, which can result in their marginalization within the decision-making process (Williamson, 2022). Previous research (Conaway & Rouault, 2023) found significant overlap between multi-word clusters of business meetings, as described by Handford (2010), with those in a corpus of cooperative board game videos. In cooperative board games, players discuss and make decisions toward a common goal. While examining multi-word clusters may be useful for determining vocabulary targets, learners still need to know when they can take a turn to speak and which speech acts are appropriate. Awareness of different turn types and how they combine to form sequences may help language learners to interact more smoothly in the repetitive decision-making tasks of cooperative board games. In this poster presentation, we describe the processes of annotating our corpus of board game YouTube videos with speech act tags and extracting frequently occurring sequences of speech acts. We also explain how these sequences are employed during cooperative board game play and introduce participants to potential applications for classroom activities.

16:00 – 16:25

T-601 **Noriko Nagai**

A Comprehensive CEFR Guide for Transformative Teaching and Learning

CEFR and Language Portfolio

This presentation aims to show how the CEFR can be used to enhance current teaching practices by explaining its core concepts and demonstrating principled ways to adapt the CEFR to local contexts. While language educators are generally familiar with the proficiency levels of the CEFR (A1 to C2), many do not seem to have a deeper understanding of the key concepts of the CEFR and principled ways to adapt the illustrative descriptors to their local contexts, thus hindering transformative innovation in language teaching/learning (Little 2022, North 2020). This presentation will begin by exploring the core concept of the CEFR, the action-oriented approach, and distinguishing it from related approaches such as task-based language teaching and project-based language learning. It emphasizes that the action-oriented approach is not just a teaching methodology, but a fundamental philosophical concept that shapes the overall framework of language education. The presentation then offers a comprehensive guide to adapting illustrative descriptors to local contexts using several language activity descriptors. By clarifying key concepts and providing practical adaptation strategies, this presentation aims to empower language educators to integrate the CEFR effectively, thereby promoting transformative language teaching and learning.

2-504 **Ryan Richardson**

Basic Skills, Modern Tech: Making Listening Materials Using A.I Technology

Computer Assisted Language Learning

The pandemic and the responses schools in Japan took to it left teachers scrambling to learn new skills to teach a new that that they had been teaching for many years. During this period of disruption and change, new ways to provide some of the basic language practices, even those which have been challenging in the past, have emerged. One of these areas is providing meaningful and appropriate listening activities for students which has long been a problem (Ur, 1984; Goh & Vandergrift, 2022). This is especially useful where teachers have found available materials don't meet student language needs, abilities or interests (Ur, 1984; Goh & Vandergrift, 2022) or where teachers are otherwise developing their own materials. This talk will look at ways in which teachers and materials developers might use A.I. technologies to create listening materials at specific vocabulary or gramaticallevels or to target student linguistic development needs specifically. Practical applications of the platforms will be demonstrated and teachers will gain insight into how to use these tools to create and adjust listening materials to help their students further develop in this important area.

2-501 **Alexis Busso**

Encouraging Inquiry: A Semester-Long Project Using Science Buddies

College and University Educators

Project-based language learning (PBLL) is a valuable approach for developing a range of 21st-century skills while enhancing English language abilities. Unlike traditional approaches, PBLL utilizes themes and experiential pedagogy that foster learner autonomy and collaboration, combining content-based and task-based learning (TBLT) to achieve real-world outcomes (Petersen, 2008). This workshop will begin with a brief summary of the components of PBLL and introduce the Science Buddies website (<https://www.sciencebuddies.org/>) as a resource for teaching science to EFL university students. Subsequently, the presenter will provide an overview of a sample syllabus tailored for beginner-level students in their English Project Workshop class. Most of the session will explain various tasks and activities, including selecting a science experiment, drafting a project proposal, conducting research, writing observation reports, and culminating in a final report and presentation. These activities aim to develop students' reading comprehension, academic writing (formatting, abstracts, research reports, conclusions), and presentation skills. The workshop will conclude with a discussion on the challenges of implementing PBLL and using science as content. Educators eager to explore how PBLL and science experiments can transform their EFL classrooms are encouraged to attend.

2-505 Nathan Cohen***Expert Language Learning:
Lessons from Polyglots*****Learner
Development**

In this presentation, I will briefly review lessons for teachers which I have learned from a review of the literature on polyglots, i.e., adult learners who have mastered 6 or more languages. Although many people know or have heard of such expert language learners, they have only recently started to attract serious attention in the research literature on language acquisition. This is perhaps because these sorts of learners have long been viewed as outliers: as people who just have a “gift” for language learning, and who therefore have no useful lessons to impart to more ordinary language learners and teachers. Research on expert language learning suggests that although exceptional learners may have “gifts”, they nevertheless become exceptional by practicing intensively, purposefully, and with an aim towards engaging convivially with native speakers. In this presentation, we will attempt to see how these polyglot practices might be applied to everyday TESOL classroom pedagogy.

2-703 Aki Tsunemoto***Exploring Japanese Teachers' Beliefs About L2
Pronunciation Instruction*****Teacher
Development**

Whereas researchers have actively promoted intelligible and comprehensible speech as a preferred goal for second language (L2) learning and teaching (Levis, 2020), little is known about teachers' beliefs regarding pronunciation instruction in foreign-language contexts such as Japan, where a focus on attaining native-like, non-accented pronunciation may be prevalent. The goal of this study was, therefore, to examine Japanese teachers' beliefs about pronunciation instruction, focusing on the role of their experience as pre- and in-service teachers in shaping their beliefs. Fifty in-service and 50 pre-service Japanese teachers of English completed an online questionnaire targeting their beliefs about L2 pronunciation instruction and recorded their professional and personal experiences related to language teaching and learning. Additionally, they selected English varieties that they considered ideal models for the teaching of L2 pronunciation, while also indicating the degree to which they themselves wished to achieve native-like pronunciation and whether a native speaker was most suited for the teaching of L2 pronunciation. Results revealed significant differences between pre- and in-service teachers: overall, in-service teachers seemed to embrace intelligible pronunciation over natively-like pronunciation to a greater extent than pre-service teachers. Findings have implications for raising teachers' awareness towards intelligible pronunciation.

2-502 Eric Hawkinson***Insights from a Year of an Immersive Learning
Laboratory In Action*****Mixed, Augmented,
and Virtual Realities**

This presentation introduces a new laboratory designed to integrate immersive technology into educational settings called 'The Future Hub'. Immersive technology, encompassing virtual reality (VR) and augmented reality (AR), Spatial Computing, Metaverse, and more. These technologies enable learners to explore complex concepts and distant locations in a vivid, hands-on manner, significantly enhancing the educational experience. Despite its potential, incorporating immersive technology into learning presents challenges such as technical infrastructure, curriculum integration, and ensuring pedagogical effectiveness. Examples will be discussed from initiatives of the first year of use of the 'The Future Hub', such as the VR-based UN simulation for international relations studies, AR-enhanced language learning games, and virtual global tourism projects. These examples illustrate how immersive technology can be effectively integrated into different learning programs, making education more engaging and relevant. The presentation will also discuss strategies for overcoming common hurdles in adopting immersive technology, such as ensuring accessibility, aligning with curriculum goals, and training educators to effectively use these tools.

T-702

Peter Macdonald

Learning by Root: Teaching Vocabulary with Etymology

Vocabulary

It is difficult for learners of English to build their general and academic vocabulary to a proficient level, while it is also a challenge for teachers to make words memorable for students. One way of addressing both areas is by exploring the origins of words. This presentation will provide a rationale for teaching vocabulary using etymology, a technique often missed when it could be used (Wei and Nation, 2013). Drawing on examples from a self-designed one-semester class, I will argue that etymology is a valuable teaching aid to complement other forms of vocabulary instruction. Firstly, knowledge of word origins can help students make unexpected connections between seemingly disparate words. Secondly, exploring semantic change allows for richer descriptions and potentially more robust learning. Thirdly, word histories lead to learning about history in general, opening windows onto cultures and attitudes of the past (Burrige and Bergs, 2017). Combined, a course on etymology and semantic change would seem to have the benefits of providing teachers and students with memorable and engaging lessons, with a positive effect on vocabulary retention and motivation.

2-503

Hinako Nakamura, Akiko Okunuki, Yushi Kashimura

Motivation, Learning Styles, and Engagement in EFL Learning Using ChatGPT

Computer Assisted Language Learning

The rapid evolution of AI technology is significantly transforming educational practices. AI-driven tools can enhance English proficiency and offer emotional benefits, but they may not suit every learner's language acquisition process. This highlights the need for customized AI applications in education, a field with limited research on its teaching uses. This study investigates how individual differences in motivation and learning styles affect engagement in English learning using generative AI, like ChatGPT, and provides insights into AI's effective use in language education. Of 204 university students learning English, 103 with ChatGPT experience participated. An online questionnaire showed their mixed perceptions of ChatGPT. The study identified four groups based on motivation and learning styles. It found that learners with high extrinsic motivation, a visual learning preference, and a tendency for individual study were more engaged with ChatGPT. These findings highlight AI's potential in enhancing English learning, especially in personalizing learning experiences. However, the diverse perceptions and usage patterns among learner groups emphasize the need for a nuanced approach to integrating AI in education. This study offers valuable insights for educators to optimize AI tools for more effective and inclusive language learning environments.

T-701

Yushi Ito
Rory Banwell***Multimodal Pre-Reading Scaffolding: Efficacy and Student Perceptions***

Mind, Brain, and Education

The benefits of multimodal pedagogy is one aspect of classroom teaching that has been brought into focus recently (Peng, 2018; Qin & Wang, 2021). This ongoing research project focuses on multimodality in pre-reading activities at an English language program at a national university. The research aims to explore the impact of and learner perspectives on multimodality in pre-reading scaffolding stages. The study focuses on first-year university students and investigates two areas; first, quantitative data (e.g. results of vocabulary and reading comprehension tests) is used to assess the effects of multimodal pre-reading scaffolding on reading outcomes, and second, qualitative data (e.g. questionnaires and interviews) is used to examine students' perspectives on multimodality. The study employs an experimental research design, comparing classes using a strong multimodal pre-reading scaffolding approach with enhanced digital visuals and peer group work (experimental group) with classes using a weaker multimodal approach (control group). This presentation will explain and define the researchers' concept of multimodality, showcase the research methods, and finally describe the outcomes of the study, providing insights into the impact of multimodal pre-reading scaffolding activities on learner outcomes and perceptions. It will finish with a discussion of classroom implications and plans for future research.

2-601 **Nicholas Marx**

Observing Interactions and Anxiety in the Language Classroom

Learner Development

In teacher emotions literature, frameworks that establish both inter- and intrapersonal factors have been explored in language education contexts (King & Ng, 2018). However, research on student emotions has often been viewed through cognition and focused on individual members (MacIntyre, 2017). And though research has focused on members within the language classroom, few have looked at individual emotions of group members and the effects on overall group-level factors in language classroom environments. This presentation addresses the theoretical and practical underpinnings of emotions in the language classroom, in particular anxiety. In addition, preliminary results of an ongoing study on emotions in group work will be discussed using structured observational data related to group interactions involving language task factors, types of interaction in the language classrooms, and visual indications of anxiety. Similar to findings outside of language learning, though emotions can be seen through visual cues, they are not always acknowledged by group members. When emotions are observed by group members, this can lead to group members taking on different strategies to address their group members' emotions. The results will be presented with interpretations of how these findings can aid in creating a more cohesive classroom atmosphere.

2-602 **Chie Kawashima**

Politeness Strategy Addressed in English Grammar Books

Pragmatics

Developing learners' pragmatic competence stands as one of the foremost objectives in foreign language education. In Japanese high school EFL instruction, there is often undue emphasis on linguistic information despite the educational ministry's advocacy for developing learners' communication skills. Nevertheless, learners' grammatical knowledge assumes a pivotal role in supporting their pragmatic performance, particularly concerning different levels of politeness (Ishihara, 2022; Taguchi & Rover, 2017). This study explores the most recently published English grammar reference books focusing on politeness strategies in relation to grammar information. The examination initially identifies instances where politeness features are explicitly mentioned, and those without politeness features are excluded. Subsequently, the focus shifts to scrutinising the grammar information introduced through these politeness features. Simultaneously, the study qualitatively investigates how these identified politeness features are explained, such as speaker-hearer relations and when to use hedges. Furthermore, the study delves into how these politeness features are practically applied. The findings of the study underscore the significant role of grammar knowledge in shaping politeness strategy alongside identifying the paucity of communicative tasks for developing learners' pragmatic competence. Additionally, the study offers possible suggestions on how teachers can supplement the dearth of practical application using their pragmatic knowledge.

T-602 **Caroline Hutchinson**

Promoting Intercultural Competence through Culturally Familiar Content

Intercultural Communication in Language Education

The ability to interact across cultures is highly valued by modern education systems and employers. The focus of language education has shifted away from integration into a specified target culture to English as a vehicle for communication with interlocutors from varied cultural backgrounds. Intercultural competence has thus become more salient to the language classroom. It involves acquiring knowledge about unfamiliar cultures and values, but also understanding one's own (Byram, 1997). Based on such knowledge, teachers should aim to develop students' interactional skills, and nurture an attitude of openness and respect for difference. This presentation will focus on the ways in which teachers can use culturally familiar materials to develop students' language skills and intercultural competence. Familiar cultural artefacts give students a shared space in which to negotiate meaning in English while encouraging reflection on what these artefacts mean to each individual. I will introduce activities that sensitize students to cultural difference, help them identify their own values, and connect those values to cultural behaviour. I will also reflect on my positionality as a native speaker of English teaching a course on Japanese culture to (predominantly) Japanese students, and describe my students' stance towards 'Japanese culture' based on survey data.

2-704

Yuzu Fukui, Francesco Bolstad, Fuka Horie, Paul Mathieson

Student and Teacher Perspectives on CLIL Model United Nations Programmes

Global Issues in Language Education

Experiential learning is one of the most well accepted approaches to learning (Kolb, 2015) and the National Model United Nations (NMUN) is one of the oldest and most respected organisations for experiential learning in the world. Model UN programmes profess to "hone skills in diplomacy, negotiation, critical thinking, compromise, public speaking, writing, and research." (NMUN, 2024). However, as with all experiential learning initiatives, the nature and breadth of the programme can lead to students and teachers focusing on different aspects, challenges, and learning opportunities. This can be especially true of programmes which have been adapted to fulfill different goals for native and non-native English speaking participants. This presentation explores the different goals and outcomes that teachers and students perceive for the programme and how these can be negotiated and aligned to maximise both learning and sense of achievement.

16:00 – 16:25**2-701 Tomoko Satoh*****Visual and Musical Approach for Enhancing English Pronunciation*****Art, Research, and Teaching**

In this study, the speaker explored both segmental and supra-segmental approaches to improve English pronunciation for Japanese students at a university at the same time. The segmental approach introduced a pair of phonemes (e.g., "s" and "sh") using image icons, helping learners recognize English sounds. These icons represented the manner of articulation or sounds similar to the phonemes. As part of the supra-segmental approach, students engaged with songs and tongue twisters featuring the target phonemes, enhancing their ability to pronounce these sounds smoothly. Throughout the semester, university students practiced a pair of target phonemes each week as a warm-up during class sessions (from Week 1 to Week 15). By being mindful of each phoneme and practicing with various activities, students gained awareness of sound changes and the rhythm of English. At the end of the semester, students generally expressed positive attitudes toward English pronunciation, and most of them showed some understanding of the differences in pronunciation of English sounds. However, the assessment focused primarily on emotional aspects, and the actual sound changes were not thoroughly examined. Future research aims to compare students' pronunciation from the first week to the 15th week of class to assess overall improvement.

16:35 – 17:00**2-701 William Tiley*****Art and Mind - The Cognitive Argument for Art in the Language Classroom*****Art, Research, and Teaching**

The Four Cs Framework, consisting of Content, Communication, Culture and Cognition, is often used to develop Content and Language Integrated Learning (CLIL) curricula. Thus, when making the case for incorporating arts into the language classroom, it is important to address these main areas. While the link between some fields (for instance, culture and art) may be quite evident, the cognitive side of the framework has yet to be thoroughly explored in relation to art education for young-adult second language learners. Research in US schools has indicated that art-rich environments can help develop a range of cognitive skills, including analytical reasoning in university students (Wachter & Kirkwood-Mazik, 2015) and collaborative meaning-making in 4th-8th graders (Burton et al., 1999), yet research into the potential cognitive benefits of art-based second language education in higher education is currently lacking. This presentation aims to compare the cognitive benefits of art education with the cognitive requirements of CLIL, thus highlighting how an art-rich environment may be conducive to language acquisition. These arguments will be further supported by the presenter's experiences of running an art and art history-based CLIL elective course at a Japanese university to illustrate how this can be facilitated in practice.

2-505 Amanda Kira***Designing Social Media tasks for University CLIL Courses*****College and University Educators**

Creating language learning tasks using the format of social media posts is appealing as such tasks are relevant to students' daily lives and seem tailor-made to inspire motivation and class participation. However, organizing and evaluating such tasks is not straightforward. Foregrounding Poore's (2016) advice to keep students' focus directed toward a topic rather than the digital tools used in the task, this presentation is a reflection on four rounds of designing and refining social media-related tasks for a university CLIL course about Japanese manga and globalization. Combining original survey data and analysis of student projects, various gaps between the image of students as "digital natives" and expert users of social media and the spectrum of skills observed in the classes will be explored. Using examples from an action research project, this presentation highlights principles to apply when designing social media tasks. Tasks can be adapted for different levels as shown through insights gained from organizing and scaffolding various group projects. Tasks included creating brief, multimodal posts about language learning, recording YouTube-style videos for introducing student research about course content, and planning a podcast series/recording one episode for practicing interview techniques and discussion skills.

T-702 Ian Mumby

Exploring Knowledge of English Phrases among Japanese University Students

Vocabulary

There is broad agreement among SLA researchers and EFL practitioners that learning the meanings of the most frequent words should be the most important goal for learners in their study of English vocabulary. However, it has been suggested in the literature that a focus on the learning of individual word meanings in English high school education in Japan leaves learners deficient in other forms of lexical knowledge such as multi-word units and common collocations. In this talk, I will compare the performance of 135 Japanese university students ranging in CEFR levels from A2 to C1 on the VST (Vocabulary Size Test, Nation & Beglar, 2007) and the PVST (Phrasal Vocabulary Size Test, Martinez & Schmitt, 2012). Contrary to expectations raised by earlier studies, correlational analysis of scores on these tests indicates that knowledge of common phrases increases in line with gains in vocabulary size. This being said, closer analysis of the data reveals surprisingly limited knowledge of some frequently occurring phrases among the test-takers. I will close with reflections on the frequency model of vocabulary learning, the reliability of these tests, implications for the classroom, and future directions for research into learner knowledge of phrases.

2-703 Hitoshi Nishizawa

How Authentic are Academic Lecture Passages in TOEFL and IELTS

Testing and Evaluation

This study compares academic lecture listening passages in TOEFL iBT and IELTS to the Fluency Corpus of English Academic Lectures (FCEAL), which consists of publicly available academic lectures (e.g., YouTube) in terms of fluency features (e.g., speech rate, pausing, repetitions). The goal of this study is to examine the authenticity of these tests and propose thresholds of temporal fluency features in academic lecture passages. To do this, I coded 54 TOEFL iBT, 48 IELTS lecture passages, and 6-minute segments from 100 lecture videos in FCEAL (ten hours of data) for 14 fluency measures. Results indicated some similarities among them, while many dissimilarities were also found. Speed measures and end-clause silent pauses showed fair overlap. However, considerable differences were found in mid-clause pauses, repetitions, and repairs, which challenges the validity of academic lecture listening passages in TOEFL iBT and IELTS. As thresholds, I propose the 25–75th percentile in FCEAL as a tentative reasonable threshold of each temporal fluency measure. This means an articulation rate of 218–249 syllables per minute, 2–11 repetitions, and 4–17 mid-clause filled pauses in a 5-minute audio. I also present how many passages in each test are within the thresholds of each fluency measure.

T-602 John Rucynski
Peter Neff

Incorporating a Humor-Based Component into Task-Based Language Teaching

Task-Based Learning

Humor has great potential to provide insights into the target culture(s) and thus improve learners' intercultural communicative competence (Bell & Pomerantz, 2016). However, research has revealed that language learners struggle to engage in humor in the L2, leading to confusion or isolation (Shively, 2018). In considering the need to facilitate greater intercultural communicative competence among learners without sacrificing the core role that humor plays in its development, task-based language teaching (TBLT) provides a compatible approach for the language instructor to attain these goals. This is especially true in light of TBLT's core features, which include a focus on student-centered learning, "learning by doing," and use of authentic materials (Ellis et al, 2020). The presenters summarize their original Framework for Incorporating Humor into TBLT. In addition to the incorporation of humor, this framework allows for student-initiated humor, considers respective proficiency levels, maintains a connection with the curriculum, provides value beyond humor, and includes post-task peer review and teacher feedback. Each of these features will be explained in turn from a research-informed perspective, drawing from the areas of both TBLT and humor in language acquisition. Issues of practical implementation of the framework will also be explored.

2-504 **Eric Hadley, Adam Jenkins, Andrew Johnson, Matthew Cotter** *Incorporating Virtual Exchange into Language Education Using the IVEProject* **Computer Assisted Language Learning**

Virtual Exchange (VE) is an activity where students interact with international peers as part of their Foreign Language (FL) classes. One VE that has become mainstream in many FL classes is the International Virtual Exchange Project (IVEProject). It is maintained by a dedicated group of teachers from around the world. Since 2015 this free-of-charge project has had over 40,000 students from 22 countries interacting online, discovering each other's cultures and using English to participate in intercultural learning whilst completing a variety of collaborative tasks. Though a large number of students participate in each iteration, teachers and students have complete autonomy in how they use the project. This presentation will showcase the various aspects of the IVEProject, introduce some new tools such as the student dashboard, reactions, discussion metrics that measure the level of student engagement and a number of "side quests" that have been introduced to enhance student communication. Recent research carried out on the IVEProject will also be presented that suggests making VE an integral part of FL syllabi is extremely beneficial. A discussion on how the IVEProject can be incorporated into the FL curriculum will ensue.

2-602 **Aaron C. Sponseller** *Japanese Sojourners and Intercultural Effectiveness: A Mixed-Methods Study* **Study Abroad**

The increasing popularity of short-term study abroad programs has not been matched by comprehensive research on their impact on intercultural development. This research gap is particularly evident when examining the intersection of short-term study abroad experiences, intercultural competence, language proficiency in the host nation's language, and the role of individual personality traits. This presentation shares the results of a mixed-methods study investigating these variables among a cohort of 203 Japanese undergraduate students from two universities in Western Japan. The study first presents quantitative analyses that reveal differences in intercultural effectiveness between participants who have studied abroad and those who have not. These differences are then further dissected by examining the influence of the host country, types of interaction, and elements of program design that either facilitate or hinder sojourner interaction with host nationals while abroad. The quantitative findings are augmented by qualitative evaluations derived from reflective journals and interviews conducted after the students returned home. The session will culminate with a critical examination of the study's limitations, the theoretical implications of the findings, and suggestions for future inquiries in this field.

16:35 – 17:00

2-503 Hiroyuki Obari

Longitudinal Impact of ChatGPT on English Composition Skills

Computer Assisted Language Learning

This proposal presents a study focused on integrating ChatGPT, an advanced AI tool, into the English language learning process. Spanning 24 weeks, the study explores how interaction with ChatGPT can aid students in mastering English writing. The methodology entails students engaging in reading, summarizing, and refining numerous intriguing Ririro stories from online texts using ChatGPT, with 200 to 300 words every other week. Students are required to submit both original works and those revised by ChatGPT, along with the process of using ChatGPT and the reasons for mistakes. This involves practicing and composing summaries of short stories, with a particular focus on enhancing grammar, sentence structure, and vocabulary. The iterative process of drafting, receiving feedback from ChatGPT, and revising is expected to result in improved composition skills, a better understanding of English grammar and sentence structure, enriched vocabulary, and increased student engagement in AI-assisted learning. A concluding survey on their learning process indicate substantial enhancements across various dimensions: composition skills (64%), idea generation (72%), grammar and structure (68%), vocabulary enrichment (72%), overall satisfaction with the integration of ChatGPT in English instruction (76%), and the perceived value of feedback received (80%). This presentation aims to critically examine the effective deployment of ChatGPT.

2-501 Yoko Kita

Small Step English Instruction for Prospective Primary School Teachers

College and University Educators

The Practical Foreign Language Teaching Methods course taught at colleges and universities offers not just theoretical insights but also practical experience through simulated classes, aimed at equipping students with robust practical teaching skills in English. However, university students with lower confidence in their English abilities often feel apprehensive, especially about leading a 45-minute mock class in English. To address this, we have introduced measures to progressively improve the university students' basic English proficiency, aligning with the standards required for teaching foreign languages in primary schools. Our approach includes regular brief English-speaking exercises in each class, helping students grow more comfortable with using the language. Moreover, we initiate mock lessons with shorter segments, gradually building up to more extensive teaching practice. This method is intended to bolster students' confidence, particularly in conducting small talk activities—a key aspect of primary English lessons. The presentation will commence with findings from a pre-survey that evaluated students' initial understanding of small talk activities and their English proficiency. Subsequently, it will detail the use of supplementary materials in lectures and the development of student-centric small talk activity scenarios. Lastly, it will present insights from the students' small talk demonstrations and data from a follow-up questionnaire.

T-701 Dawn Kobayashi

Talking Minds: Self-Talk in Speech Tasks

Mind, Brain, and Education

This presentation explores the types of self-talk students experience during a speaking task. Research shows that self-talk, a person's internal dialogue, can mediate students' emotions and performance during tasks (Tod et al, 2011). Although making speeches is one of the leading causes of foreign language anxiety for language learners (Williams & Andrade, 2008), formative speaking tests are a common means of assessing student speaking ability. Consequently, understanding how self-talk influences task performance could assist educators in fostering improved student motivation and performance. In this qualitative study, 130 first-year university students in Japan retrospectively wrote examples of their self-talk pre-speech, during-speech, and post-speech to capture the nuances of their thoughts. The results were thematically analysed to explore which type of self-talk (positive, neutral, or negative) occurred during each stage of the speech task. The results indicate that frequent negative self-talk during the task suggests a negative impact on task performance. After presenting the results of the study, the presenter will share methods for fostering positive self-talk in speaking tasks and suggest areas for further study. Attendees are invited to bring their own ideas and share experiences of self-talk during the concluding Q&A session.

2-502 Calvin Vincent Benet ***The Effects of Translanguaging on Young Learners in Eikaiwa Classroom*** **Teaching Young Learners**
Vaivrand

Translanguaging can be defined as the sense of natural bilingual language use, such as the practice of shifting between languages (Cummins, 2021). Previous empirical studies on translanguaging in Japan show that using L1 within the L2 classroom on high school students foster students' positive attitudes and L2 learning experiences (Aoyama, 2020). However, how translanguaging as a pedagogical practice affects younger L2 learners in Japan is scarce. Considering the potential translanguaging possess on older learners and that English is now being taught in primary school from third grade, research into how translanguaging affects younger learners is necessary. Thus, the focus of the present study is to examine how translanguaging influences younger learners of English at an *eikaiwa* institution. The participants were 21 elementary school and three junior high school students who attended *eikaiwa*. With these participants, questionnaires and semi-structured interviews were conducted to examine the effects of translanguaging. Additionally, each class was recorded, and students completed reflection sheets after class to examine how translanguaging was conducted within the classroom. The results indicated that employing translanguaging over time revealed a more favorable impact on students in terms of students' comprehension of the content and a reduction in anxiety levels.

2-704 Kip Cates ***Thematic Teaching for Global Citizenship: Money Around the World*** **Global Issues in Language Education**

Teaching English for world citizenship can be a challenging task. This can involve designing content-based lessons on world regions such as Africa, on global issues such as the environment and on themes such as world religions. Designing thematic units on world topics can help students practice language skills while promoting global awareness and international understanding. To demonstrate this, the presenter will introduce a 90-minute lesson on "money around the world" taught as part of a university "Global Studies" course. This comprises content-based activities, tasks and projects that engage students with the history of money, overseas currencies and cultural images depicted on banknotes. This year presents a special chance to focus on "money" since Japan will change the design of its national currency. The new banknotes will feature three "global citizens" from the Meiji period – two men and one woman – who used their international experience to benefit society. Participants in the session will gain a basic knowledge of money in Japan and around the world. They will also learn how to design thematic units that practice language skills while promoting global awareness, cultural understanding and curiosity about the wider world. A full set of handouts and resources will be provided.

16:35 – 17:00

2-702 Myra Almodiel

Understanding Listening Engagements of Students in Online Discussion Forums

Listening

The growing interest in research studies on how interaction and learning take place has elevated among online learning advocates and practitioners. Although interactions are highlighted as an essential element in learning and knowledge construction, student participation is mostly associated only with the speaking patterns (contributing and replying to posts). Listening patterns (viewing or reading posts) are not very popular and oftentimes left less explored. "Invisible" interactions where learners viewed or 'listened' to other learners' posts were not considered as another form of learner-to-learner interaction and were oftentimes left unrecognized as part of learners' participation and learning and sometimes tagged as non-participation. Finding ways to capture these "invisible" interactions and learning how they relate to student participation, learning, and performance will enrich our understanding of how students can maximize their online learning experiences. This study aims to determine the listening patterns of students in the discussion forums by analyzing the transcripts of communication exchanges of online students in an Open University in the Philippines. By employing a Cluster Analysis, this study hopes to understand students' engagement dynamics by looking at the listening patterns of the students in an online graduate colloquium.

T-601 Alan Schwartz

Using GenAI Tutors to Improve Speaking Outcomes for Students



This presentation covers the technology and pedagogy behind MiMi, an AI-powered speaking assistant based on generative AI, speech recognition, and text-to-speech technologies. It will review the accuracy and efficacy of GenAI Assistants, including the pedagogy that underpins them, their impact on student motivation, and how they can be used to assess students' language ability. The presentation will also include a review of data from deployments of Englishcentral's MiMi AI Assistants in over 20 universities with over 700 students in Japan this past fall. This data will encompass information on student motivation and how students' results align with CEFR-based 'CAN-DO' metrics.

2-601 Michelle Jerrems

Utilizing Digital Vision Boards in Goal-Setting and Reflection

Learner Development

Goal-setting is a cornerstone of personal development and achievement, catalyzing self-improvement. This presentation explores the efficacy of digital vision boards and platforms like Canva as tools to enhance motivation, engagement, reflection, and goal attainment. The presentation will outline the use of vision boards as a goal-setting and reflective tool in a communicative Freshman English class. The presentation will describe the step-by-step process to help students create digital vision boards, stimulate goal-setting and reflective activities, and integrate the reflection into the class curriculum as well as students' personal English learning goals. Students had the chance to review their initial goals, reflect on their achievements or struggles in the semester, and set new goals for the following semester. At the end of the year, students looked at their first and second vision board and made a final vision board, summarizing their achievements and thinking about their goals for the next year. Examples of the vision boards created and an investigation of an end-of-year survey will highlight factors that may contribute to the efficient use of digital vision boards, useful ways to incorporate ongoing reflection, and ways to further improve the activities used in the past year. The presentation seeks to provide valuable insights that can inform the refinement and optimization of goal-setting tools, paving the way for more personalized and impactful approaches to student autonomy in and outside of the classroom.

17:10 – 17:35**T-702****John Bankier
Raymond Kai Yasuda*****A Credit-Bearing Research Project for the Study
Abroad Semester*****Study Abroad**

Universities in Japan have begun programs in which students are sent to study abroad (SA) for a semester. However, because students often take language courses rather than mainstream content classes while overseas, the credits earned are limited, requiring universities to create supplemental assignments to be completed during or after SA to fulfil graduation requirements. To address this need, this presentation describes a research project developed for students to earn non-language credits upon return from their SA semester. The project begins with a weekly preparation class in which students complete a practice mini-project on a Japanese city. They then select their research topic and plan for their second-year SA. During a four-month SA semester, students conduct their research and keep instructors updated through MS Teams assignments. On returning to Japan, students complete a written report and deliver a presentation to current first year students. The presentation will discuss how first-year English majors with no research experience were taught basic qualitative research skills in a limited time. The process of choosing appropriate topics that are both feasible and in accord with students' interests will also be described. Participants will be provided with sample teaching materials.

2-503**Nikan Sadehvandi
Isobel Hook*****ChatGPT and Academic Writing: A Study of EFL
Undergraduates*****Computer Assisted
Language Learning**

Recently, the advent of ChatGPT has raised concern about students overly depending on it for assignments at the expense of critical thinking and essential writing skills. This research presents findings from a survey of 117 EFL undergraduate students across three universities in Kansai. The objective was to assess students' ease of use, familiarity, and willingness to adopt AI translation tools (e.g. DeepL, Google translation, Line app translation) and writing generation tools (e.g. Grammarly and ChatGPT) in task completion and assignments. The survey findings indicated that while most respondents were already familiar with and have a favorable view of ChatGPT, its utilization in academic tasks is not as widespread as compared to translation tools. Gaining insights from the survey, we conducted a one-shot, three-week case study to train ten students on the correct use of ChatGPT to effectively enhance their writing skills. The results gleaned from a comparison of students' essays in pre-test and post-test phases provided evidence that ChatGPT was effective in improving students' essay quality. These findings contribute to the discussion regarding the evolving landscape of English learning, where technology can serve as a complementary tool to support learning outcomes, provided it is used judiciously and ethically.

2-505**Miyako Fujii
Josh Kidd*****Classroom to Community: Student Perceptions
of English Bulletin Boards*****College and
University Educators**

University bulletin boards (BBs) can serve as valuable information hubs, yet the extent to which students perceive them as informational sources remains unclear. To address this gap, the project assigned nineteen freshmen from diverse cultural backgrounds (TOEIC 750 and above) at a national university to small groups, tasking them with taking charge of specific BB areas. These students were responsible for determining the content and the modes in which to prioritize communicating this content to students, faculty, and the wider community. The objective of the project was to investigate how student perceptions of BBs changed before and after creating English-immersive BB content on campus. Data included pre-and post-activity surveys, Padlet (online collaborative platform) postings, proposal presentations outlining their BB plans, and the final products—BBs created by the students. Through these diverse data sources, the study uncovered positive student attitudes toward the collaboration process of constructing English BBs, revealing heightened awareness of the potential for sharing content, and an understanding of how this could be achieved through the integration of various modes. The pedagogical implications of the study illustrate the potential for involving students in collaborative BB projects that encourage community building and develop an awareness of multimodal content.

T-602 **Yosuke Ogawa**

***Cognitive Activeness in a Sentence; Nouny
Japanese and Verby English***

Pragmatics

It is often observed that L2 learners are influenced in their L2 output by features of their L1 such as syntax, lexis, pronunciation and even culture. Those L1 influences quite likely accentuate the user's non-nativeness and they can cause some kinds of failure in pragmatic nuances. However, those features are rarely instructed or often ignored in L2 classrooms because they do not impede information transmission in most cases. This presentation offers insights into the tendency of Japanese users to construct an English sentence with frequent uses of noun phrases and be-verb as a static description of a phenomenon, whereas English users construct rather dynamic descriptions. Furthermore, I will focus on Japanese tendencies in lexico-cognitive usage, and the word-class-shifting process will be analysed with a variety of examples of how Japanese L1 speakers nominalize verbs in their spoken output. The findings suggest that action verbs are also frequently replaced by attributive use of adjectives and not only by nouns. Moreover, the subject part of an utterance likely contains an excessive amount of information, and accordingly, the predicate part turns out to be far shorter than the subject part. Finally, some teaching tips will be discussed based on contrastive linguistic investigations.

T-701 **Kazunori Shishikura**

***Exploring Engaging Classroom Through Pair and
Group Activities***

**Mind, Brain, and
Education**

While recent technological progress shows the possibility to enrich learning in innovative manners, one of the most fundamental ways to facilitate students' active learning allegedly remains and will remain unchanged: to promote mutual support among peers in the classroom. Past research suggests that pair and group work can help learners to diminish their anxiety and increase active participation and engagement (e.g. Young, 1991; Harmer, 2007; Mercer, 2019). In 2022-2023, when a majority of university students had started coming back to in-person classes, the presenter taught three face-to-face liberal arts English courses (Listening, Grammar and Reading, and EAP) at different universities. While course objectives and teaching methodologies employed greatly varied in the above courses, interaction among students was highly valued and maximised at times, through various pair and group activities (e.g. reading aloud, comparing answers, memorizing vocabulary, making a mini speech). Sharing the results of the questionnaires and the reflection by the presenter himself, this practical research is aimed to explore the potential merit of student communication for a positive learning environment. The presentation could benefit anyone interested in increasing positive emotions and motivation in a learner-centred classroom.

17:10 – 17:35

2-602 Yumi Yamamoto

How Universities Motivate Students to Study Abroad

Study Abroad

This research examines the role Japanese universities take in motivating students to study abroad. The government emphasizes that study abroad experience is an advantage in job hunting. On the other hand, a MEXT (2023) survey of Japanese companies indicates that study abroad experience is not a major consideration when hiring. Considering this gap in perception on the importance of overseas study, universities are faced with a difficult task: as educational institutions, they should follow government directions and encourage students to study abroad, while at the same time efficiently prepare students for future employment. To tackle this issue, one important consideration would be to understand the situations of actual students. Since 2021 I have been collecting interviews of university English language learners. This presentation focuses on one student who was interviewed about her study abroad experience in the U.S. and how it related to her future career prospects. By analyzing her discourse, I could determine how her career perspectives made her study abroad seem relevant to her. Based on this analysis and on previous research, I will make suggestions on what measures universities can take to better align student study abroad goals with employment goals.

2-502 Alexandra Terashima

Laying the Foundation for Meaningful Research Collaboration

College and University Educators

For teachers working in higher education, research is essential for career advancement and, for many individuals, it is an enjoyable part of academic life. Setting up a successful research program as an individual can be daunting, especially in positions that do not require research as part of the job and where the teaching load is fairly heavy. In this presentation, we will talk about our experience as three instructors at the same institution with backgrounds in very different academic fields, who came together to develop a meaningful research project with the dual aims of advancing our research expertise in the field of second language acquisition as well as developing innovations in the curriculum of the classes we teach. Our presentation will touch on topics of time management, organization, collaboration, and communication as well as reflect on the progress of our project over the course of a year and a half of collaboration. We will also mention the difficulties and challenges we have experienced individually and as a research group in the course of our collaboration and how we navigated around them.

2-702 Thomas Legge

Online Study Abroad: Balancing Expectations of Students and Universities

Study Abroad

This presentation explores the experiences of Japanese university undergraduate students who have taken part in an online study abroad programme, delivered through the British Council. Students in this intensive programme are required to take over 100 separate 55-minute online classes during a 4 to 5-month period, studying with students from a wide range of countries. Originally trialled as an alternative to traditional forms of study abroad during the pandemic, the project is ongoing. Students are required to take a TOEIC Listening and Reading (LR) test before and after the period of study. They must also complete an online questionnaire, in which they are asked to reflect on their experiences, provide feedback on the course and self-assess improvements in English, confidence, and motivation. Data from the first cohorts has shown an average increase in TOEIC LR scores of around 100 points in total, with both the Listening and the Reading section seeing similar rises. Student feedback about the course has been very positive, with those who have completed it generally feeling that they have seen real improvement in their English. However, there remain some issues for students about scheduling, and some concern by the university about course dropout rates.

T-601 Romain Jourdan-Ôtsuka

Specific issues of Extensive Reading in Non-English languages

Extensive Reading

17:10 – 17:35

Extensive reading (ER) is not as popular in French as a second language (FSL) as it is in ESL, and because of that, many of the commodities available to ESL teachers, such as a large selection of graded readers, widely used scales (ERF scale, Yomiyasusa, etc.), and quizzes platforms (Xreading, Mreader) are non-existent. In Spring semester 2021, I began experimenting with ER in university classes of FSL (A2-B1 level). By trial and error, the program went from 28 participants reading on average 2,666 words the first semester to 74 participants reading on average 11,454 words during Fall semester 2023. In total, 198 students participated in this program over the past three years and read collectively close to 3.5 million words (8,170 books) in French. In this presentation, I would like to highlight the main issues I had to face while designing and managing this ER program (from selecting the books to assessing student participation) and how I tried to solve them, as I believe this will help teachers of other non-English languages implementing ER despite limited resources.

2-504

**Mark Donnellan
Sandra Healy**

***Teacher Leadership in Digital Versus Physical
Learning Contexts***

**Computer Assisted
Language Learning**

Teacher leadership, especially in digital learning environments, remains an under-explored aspect in higher education (Butler-Henderson & Crawford, 2020). Teacher leadership in the classroom involves teachers actively participating in shaping teaching methods, cultivating a supportive atmosphere for learning, and advancing student progress and success within their particular teaching contexts (Shulman, 2015). This presentation analyses student perceptions of teacher leadership across three iterations of a three-day intensive language course conducted with science majors to improve their English presentation skills in 2019, 2021, and 2022. The initial course took place while staying at a seminar house with 50 students in 2019, it moved to a fully online format with 52 students in 2021, and finally to an on-campus, face-to-face format with 35 students in 2022. A student feedback questionnaire was analysed and validated using JASP software. Statistical analysis found insignificant differences between the iterations concerning communication skills, cooperation, participation, perceived benefits, and overall satisfaction rates, however significant differences were found in students' perceptions of teacher leadership, teacher involvement, and course format. The findings suggest that the educational settings significantly influenced how students perceived teacher's leadership and course organisation. The presentation's objective is to enhance educators' capacity to effectively manage both face-to-face and online classes.

2-701

**Catherine Takasugi, Andrew
Reimann, Ryota Moriya**

The Future of Accessibility in Language Learning

**Accessibility in
Language Learning**

This roundtable discussion addresses key issues and developments affecting accessibility in a variety of teaching contexts. How can teachers with minimal training, reach, assist and enable learners with an ever increasing diversity of needs?. Topics for consideration include supporting students with social and psychological difficulties at universities, implementing alternative evaluation systems, raising awareness of various reading and visual abilities, building practical teacher training and support systems for managing diverse learning styles, building an upscaling and training program to help teachers to understand and support their students special needs and understanding the needs of both parents and students impacted by issues involved in school refusal. 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.

2-601

Eleanor Carson

***The Influence of Anxiety, Confidence, and
International Posture on WTC***

**Learner
Development**

In university EFL classes in Japan, students' free choice or willingness to communicate (WTC) when given the opportunity to do so (MacIntyre et al., 1998) is crucial to maximize their language learning. However, some students are unwilling to communicate, resulting in minimal learning gains. This problem may be related to high language performance anxiety and low self-efficacy or confidence. Furthermore, interest in the foreign cultures in which English is spoken, or international posture (IP), may be low, reducing students' motivation to learn the language at all (Yashima, 2012). Surveys were conducted to clarify changes in correlations between WTC, anxiety, confidence, and IP (Yashima, 2009) over time. Participants (n=167) were first- and second-year students from compulsory general English communication courses in a university in Western Japan. They were given online surveys at the beginning and end of a 15-week term. Initial analyses indicated a statistically significant change in attitudes between the beginning and end of EFL courses for confidence, IP, and WTC, but not for anxiety. All variables were found to be positively correlated with WTC except for anxiety, which was negatively correlated with WTC. Practical pedagogical implications, such as how improving IP relevance can impact WTC, will be discussed.

2-703 Michael Greisamer

Navigating Change: Task-Based Approaches to Boosting Self-Confidence

Teacher Development

The transition from online to face-to-face (F2F) classes post-pandemic presents challenges in fostering active participation and confidence among learners. This study investigates the impact of task-based approaches on English as a second language (ESL) oral communication classes, particularly focusing on presentations and group discussions. Implemented consecutively over two years, initially online and later in F2F settings, this task-based approach aimed to build self-confidence among learners. An end-of-year anonymous survey collected data, which underwent qualitative analysis. The primary goal was to examine how a structured class framework, explicit instructions, and task repetition facilitated self-correction and individual-paced engagement. Findings reveal that a well-structured framework, along with clear instructions and task repetition, significantly aided learners in self-correction and engagement. The presentation will discuss critical elements contributing to self-confidence in second language acquisition, with a focus on self-confidence and task-based language teaching, highlighting the significance of teacher feedback in facilitating self-correction and enhancing confidence. Additionally, comparisons between online and F2F classes will be made, incorporating numerical data to bolster findings. This research aims to offer practical strategies for enhancing ESL classes in the post-pandemic era, aiding educators in navigating the challenges of transitioning between online and in-person learning environments.

2-501 Anthony Brian Gallagher

University Artificial Intelligence Policies Across Japan in 2024

Computer Assisted Language Learning

Artificial Intelligence (AI) has now emerged as a transformative force in various sectors of our lives, including academia. Machine translation has developed to the point that few students now own an electronic dictionary in tertiary education, which propels the use of MT and AI tools from web-based tools and smartphone applications. This presentation will disclose the commonalities of multiple institutional policies, and summarize how they were created and rolled out by these tertiary institutions. Data was collected through interviews and questionnaires with course instructors. The analysis will show university data from each region of Japan (Hokkaido, Tohoku, Kanto, Chubu, Kinki, Chugoku, Shikoku, and Kyushu-Okinawa). Common goals were found of inhibiting AI misuse by students (in their submitted work), and proactively discouraging the submission of work that would be considered as not the students' own. Audience members can expect to develop a better sense of the national ethical approach to usage, some new ideas on both implementing policies and developing a robust student learning experience.

2-704 Miso Kim

*"Where did all the schoolgirls go?": English, Neoliberalism, and Gender*Gender Awareness
in Language
Education

"Where did all the schoolgirls go?" is a South Korean (henceforth, Korean) poem (Moon, 2003) that laments the reality of Korean women, who excelled in schools but later served subservient roles to their male partners. Although previous research has extensively analyzed the negative influences of neoliberalism on language learning, only a few studies have highlighted the disparity in economic return on language learning depending on learners' gender (Kobayashi, 2018; Kubota, 2011). Using intersectional analysis (Crenshaw, 1989), this study explores: (a) How do female Korean entry-level jobseekers negotiate the neoliberal ideology in the job market? (b) How does jobseekers' gender influence their learning of the English language in preparation for the job market? A qualitative thematic analysis of data collected in an eight-week English-speaking program revealed that two female participants had at first rejected learning English for jobs because they perceived Korean workplaces as hyper-competitive and gender-discriminatory. They lamented their (self-assessed) low proficiency in English, yet also perceived English as a liberating force that could enable them to move away from Korean society. Thus, neoliberalism at home intensified competition and gender discrimination for these women. However, it also lowered geographic walls, ultimately allowing them to move abroad relatively easily.

Sunday, May 26th

9:00 – 9:25

2-502 James D. Dunn

Critical Thinking in face-to-face and Online Classes: What, Why, and How

Critical Thinking

During the pandemic, many educators around the world were required to quickly improve, or adjust, their online teaching skills. Thankfully, the situation which made this sudden modification of teaching styles and skills a requirement has eased. Though, the lessons we learned as we adapted should not be forgotten. This presentation will share ideas on how to get students to think more critically and logically through face-to-face classes and online learning systems like an LMS or other school-centric learning application. The presenter will give examples of activities that require a textbook, as well as those that do not, as each educator's situation is different. Through this presentation, examples, and explanations of the application of critical thinking activities for online classes (Tan et al, 2023) will be given. The activities shared will include options for speaking and listening, as well as reading and writing with details of implementation and student feedback from class questionnaires. Participants will come away with concrete activities that can be used both for online learning spaces, as well as face to face.

2-504 Joseph Dias

Cultivating Long-term COIL Partnerships

Computer Assisted Language Learning

Educators who benefitted from the sharing of online teaching expertise and resources in preparation for emergency remote teaching during the pandemic are better equipped than ever to engage in what has been variably referred to as Collaborative Online International Learning (COIL), Online Intercultural Exchange (OIE), or Virtual Exchange (Guth, Helm, & O'Dowd, 2012; O'Dowd, 2018). These negotiated exchanges are generally arranged by like-minded teachers who bring their geographically distant classes together to enhance the language development and/or cultural awareness of learners.

2-602 Michael Sharpe

Developing a Synthesized Approach to Study Abroad Language Assessment

Study Abroad

There are many challenges and pitfalls to assessing the linguistic outcomes of overseas language study programs, which will be familiar to those involved in SA program planning and administration at Japanese schools. In the presenter's experience these include a lack of appropriate instruments able to capture the 'subtle' changes that occur during SA, the multiple learner variables that complicate L2 assessment in general, as well as numerous associated logistical and administrative challenges. These must be balanced against extrinsic demands from administrators at institutional and national level for tangible evidence of program outcomes. The presenter will discuss these issues with reference to personal context, and describe a synthesised approach to pre- and post study abroad second language proficiency assessment that is being developed in response. This approach utilises three assessment protocols to measure a) student's self-perception of their language proficiency b) their language knowledge c) their pragmatic (spoken) language skills. The approach has been trialled with two groups of students embarking on a short-term SA courses in Australia, Canada, Malaysia, New Zealand, the U.K, and U.S during the spring and summer recesses of 2023-2024. The results of these trials will be discussed.

2-505 TJ Boutorwick

Developing Reading Fluency Using a Device or Paper: Is There a Difference?

Extensive Reading

Fluency development is an important aspect of L2 vocabulary acquisition. One way to develop fluency is through speed reading, reading simplified material ideally without the presence of new language features. Traditionally, speed reading has been implemented using printed copies of stories, however it is now possible to use digital devices instead. This presentation reports on a study which examined the extent that medium of speed reading facilitates L2 reading speed development. The main research question was "Does medium of reading (paper / app) affect the degree that students improve their reading speed?" Seventy-nine university students enrolled in a private university in Japan participated in the study. Half of the students read short stories using ESL Speed Readings, the free mobile app, while the other half read paper copies of the same stories included in the app. After six weeks, the two groups switched mediums and read for six more weeks. Mixed effects modeling was used to analyze reading speed and comprehension. Results revealed that students read significantly faster using the app compared to the paper version. Results also revealed that the app lead to greater reading speed gains over time. Results and implications will be discussed.

2-501 Sachi Oshima

Effects of Visualizing Students' Performance in a Three-day Remedial Course

College and University Educators

Japanese students are generally given compulsory English education for ten years before entering a university. However, this ten-year education does not always ensure a high level of English competence, and many beginner-level college students tend to lack even basic English grammar (MEXT, 2023). To partially address this issue, the presenter held a 3-day trial remedial course (90 min. × 3 days) covering basic grammatical items for 13 students. An online multiple-choice test was administered as the pre-course and post-course tests. The test items were identical to facilitate direct comparison; however, the correct answers were not given after the pre-course test, nor were the test items introduced during the lessons. In other words, the students would only know the correct answers if they understood the course content. When the students finished answering each test, the presenter instantly visualized the result, using the bar chart, to show the distribution of the students' correct answer rates. All the participants substantially increased the correct answer rate in the post-course test, which was explicitly visualized. This visualization impacted the students, and they all voiced their excitement. The post-course anonymous questionnaire also showed a sense of fulfillment and a positive attitude toward future English study.

2-601 Rowena Marie R. Chua

English Language Learning Beliefs of Japanese University Students

Learner Development

Beliefs affect behavior towards learning a language. With a constantly evolving global English language learning paradigm and Japanese government initiatives, it is important that universities endeavor to understand students' beliefs about English language learning. This presentation discusses the initial findings of a longitudinal research project on the beliefs about English language learning of university students. The study was conducted in a university specializing in languages and international studies in Japan. A Likert-scale questionnaire created by Elaine Horwitz (1987) called Beliefs About Language Learning Inventory (BALLI) was adapted for the study. Results indicate that most respondents strongly believe that everyone can learn to speak English, but this belief does not fully translate into their belief in the Japanese people's ability to learn English. Survey results also show that most respondents agree that it is important to speak with an excellent accent when speaking English. Results of this study give deeper insight on the current beliefs of Japanese university students about English language learning. It can also contribute to creating better-informed classroom learning environments by taking into consideration students' beliefs on learning English.

T-702 Paul Nehls

Evaluating Professional Development Opportunities in Japanese Universities

College and University Educators

9:00 – 9:25

Professional development (PD) for language teachers in Japanese universities has long been seen as playing a crucial role in the improvement of language programs and success of language students. Support for the importance of PD in Japanese higher education has not only been borne out in numerous studies but is also among the stated aims for higher education made by Japan's Ministry of Education (MEXT). The current study shows whether or not Japanese universities are living up to these expectations by providing access to and/or funding for various forms of PD for language teachers. An online survey was conducted to determine a measurable and multifaceted picture of the kind of support teachers receive and/or fail to receive. Based on survey results, interviews were conducted with several of the participants to enhance this picture of available PD opportunities, and identify perceived gaps at Japanese institutes of higher education. This presentation will help attendees assess and compare the level of support they receive from their workplace, and aims to help them with ideas and suggestions on how to gain greater access to PD.

2-503 Linda Lin

Forming Partnerships between GenAI tools and EFL Doctoral Students

Computer Assisted Language Learning

This presentation reports on a study on EFL doctorate students' use of language tools powered by Generative Artificial Intelligence (GenAI). The higher education sector has witnessed a profound change after the whirlwind launch of ChatGPT. Words ranging from 'affect' (Bearman & Ajjawi, 2023, p. 1170), 'transform' (Chiu, 2024, p. 2), to 'revolutionize' (Chan & Hu, p. 9) have been used to describe the impact of such tools. This has prompted robust scholarship on the opportunities and challenges presented by GenAI tools for higher education. However, little research has fully explored the perspectives and practices of postgraduates who need to manage more complex writing tasks, such as writing journal articles, grant proposals, and theses. To bridge this gap, this study investigates the GenAI use by PhD students. Through eight focus-group interviews and a large-scale questionnaire survey involving 76 PhD students taking a course on thesis writing in a university in Hong Kong, the study revealed that most EFL doctorate students were able to effectively leverage GenAI tools such as ChatGPT as a writing assistant. This writing assistant and the students formed a partnership in academic writing. These findings have significant pedagogical implications, especially regarding the importance of students' AI literacy.

T-701 Bruno Vannieu

How to (Successfully) Teach Communication in the Japanese Cultural Context



When you think about it, it's little wonder that it's hard to teach L2 oral communication in Japan. Classroom dynamics are radically different from those that prevail in "the West". The collective pressure of the group makes it difficult for students to speak up in class, and this often leaves foreign teachers frustrated and exhausted. And that's not all. The way people speak and the forms that they use (i.e. the focus of learning in a speaking class) are also deeply influenced by culture. To be successful both in terms of our class management and our teaching outcomes, we need to take into account the realities of Japanese cultural habits. In this presentation, I will give practical tips on how this can be done, and provide participants with resources that can be immediately put to use in their classes.

2-702 Linda Vu, Steve Dooley, Ben Suzuki

Is the L1 a facilitation (or an interference) for learning English?

Bilingualism

9:00 – 9:25

While the monolingual approach to teaching and learning the target language has faced scrutiny from various researchers (Phillipson, 1992; Kubota, 2022; Noda & O'Regan, 2022), the concept of Translanguaging has gained attention within the ELT community (Turnbull, 2019). However, the research of Translanguaging in conversation lessons is less researched. The present study aims to explore how Translanguaging in oral practices is perceived by learners. A questionnaire examination in a Japanese national university was conducted in the fall of 2023. Participants consisted of first-year university students enrolling in mandatory EAP courses. 516 participants responded to the online questionnaire. The questionnaire comprised 1) Translanguaging for Learning, 2) Translanguaging for Thinking, and 3) Translanguaging and Affective Factors. These items include twenty-one closed-ended and three open-ended questions. This presentation primarily focuses on how Translanguaging facilitates language learning in conversation practices. The results show that participants believe incorporating Japanese features enhances learning. However, responses to the open-ended questions revealed conflicting sentiments regarding the use of Japanese with the English-speaking interlocutors. Drawing from these findings, this study argues the significance of raising Translanguaging practices to learn English.

2-701 Andrew Archer

Linguaskill: The Quick, Reliable and Fully Online Test from Cambridge



Introducing *Linguaskill*, the latest assessment in English combining the latest technology with the reliability and quality you expect from Cambridge. Powered by Artificial Intelligence (AI), this test has been trialled by speakers of over 40 languages from 50 countries and is based on extensive and ongoing research. This flexible, fully online test helps meet all your assessment needs for learners, teachers and non-academic staff in any institution. In this session, Andrew Archer, a Learning & Assessment Consultant from Cambridge University Press & Assessment, Japan, will provide an overview of the assessment itself, its key features, who uses and recognises it.

T-701 Michael Burri

Pronunciation Teaching, Meet Neuroscience!

Mind, Brain, and Education

Pronunciation teaching has gained enormous momentum in the last 30 years. This development has included several comprehensive textbooks (e.g., Celce-Murcia et al., 2010; Levis, 2018, McCrocklin, 2023; Pennington & Rogerson-Revell, 2019; Yoshida, 2016), the establishment of the Journal of Second Language Pronunciation, and regularly held pronunciation conferences and symposia, often with accompanying open-access conference proceedings. This growing interest in pronunciation has generated a substantial research base with a rapidly growing number of studies exploring a wide variety of issues relevant to second language (L2) teachers. Classroom-based research has, for example, clearly established that: (1) L2 teachers struggle with pronunciation teaching in contexts around the world (e.g., Baker, 2014; Couper, 2017), and (2) pronunciation training can enhance practices and teacher confidence (e.g., Burri & Baker, 2021; Kochem, 2022). However, an area that scholars are just beginning to explore is what neuroscience can tell us about the basis and potential of pronunciation teaching (Burri, 2023). Situated within the notion of evidence-based teaching (Tohuhama-Espinosa, 2018), the aim of this presentation is to discuss several neuroscience principles relevant to effective pronunciation teaching in the L2 classroom, including, but not limited to, the brain as a social organ, plasticity, stress/anxiety, brain-body connection, and memory storage/retention.

T-601 Julie Kimura

Rikejo and Extensive Reading: Putting the "A" (Arts) into STEAM

Extensive Reading

Worldwide, women make up 15% of enrolments in Science, Technology, Engineering, and Mathematics (STEM) in higher education (UNESCO, 2017) and this gender equity is a UN SDG. However, this gender gap may be bridged by the efforts of language teachers who take advantage of the wider movement in STEM fields to incorporate arts, especially research and communication skills in English. If we can train women to excel in language arts, the A in STEAM (STEM + Arts) may be the bridge that will help women to break the STEM barrier. The literature on second language acquisition indicates that women might have an advantage over men with regards to strategy use (Green & Oxford, 1995) and might also benefit more than men from extensive reading (Takase, 2011). However, despite the enduring popularity of extensive reading, we cannot be sure if female STEM majors enjoy an advantage with respect to extensive reading. In order to confirm this, I conducted surveys and interviews on female pharmaceutical science majors who spent a year learning English through extensive reading. In the presentation, I will show showing female pharmacy majors' experiences using an online ER platform and their attitudes towards ER in general.

2-703 Natsuki Ito

Teacher-Talk Strategies Using Nonverbal Cues for SHS English Teachers **Teacher Development**

This presentation focuses on the effects of practical methods in Teaching English in English (TEE) in senior high schools (SHS) to improve students' motivation for learning English. Although MEXT (2023) promotes a TEE policy in SHS to provide English learning experiences and foster learning motivation to communicate in English, the MEXT's (2023) survey shows only about 10 % of SHS teachers frequently use English during their lessons. The presenter conducted three English lessons at a high school and analyzed students' self-reflections toward TEE. The findings indicated that the teacher's prosodic cues and gesticulation helped students understand the content more in lessons with only English. Most students showed positive reactions toward the teacher's use of English. The presenter will discuss the practical implications of this small-scale research. Teacher-talk strategies can positively influence students' perceptions toward learning English, including slow learners. If teachers use more English during their lessons, they can provide more comprehensive input for students. This outcome can encourage SHS teachers to use English actively to develop students' learning experiences. The discovery and practical strategies for facilitating TEE in SHS classrooms will be discussed.

2-704

**Edwin Hart, Ricky Kaminsky,
Wayne Malcolm**

UNSDGs in Our English Language Classrooms

**Global Issues in
Language Education**

The United Nations Sustainable Development Goals (UNSDGs) have become ubiquitous throughout many sections of our society, industries, and fields of study. As language educators, we are on the front lines of building a world that understands and communicates using this language of sustainability. Japan's business community is seeking a labor force that can understand global issues and interact in such a way that allows Japan to grow, innovate, and be sustainable. All levels of education, in particular tertiary, are being asked to develop and train global human resources (*global jinzai*) because the language of the global marketplace will be the UNSDGs. In this session, we will bring participants into our classrooms to show how we teach English using the UNSDGs. Participants will see how we used task-based and project-based learning techniques to get the students to understand and present complex ideas using simple English. Students participated in debates, made short documentary videos of local businesses, and led interactive discussions to try and achieve the objective. Initiatives like the UNSDGs can seem daunting to implement, but if you want to see, share, and create methods to incorporate these goals into your context, this session will be for you.

T-602

**Amanda Gillis-Furutaka
Margaret Kim**

What Went Wrong During Study Abroad? An Intercultural Approach Investigates

Study Abroad

9:00 – 9:25

Before and after Study Abroad programs, it is generally expected that students will return with new insights and positive gains. However, little–or no–attention is paid to negative experiences since no one is expecting ‘bad’ outcomes. Students themselves do not want to disappoint others, and at times they do not even know the cause of their emotional distress. How can educators prepare students for unexpected cross-cultural experiences before departure and provide opportunities for reflection on their return? This session will introduce the Contrast Culture Method (CCM). This training method, first introduced in the 1960s by Dr. Edward Stewart, has proven to be very successful in raising awareness of underlying differences in cultural expectations when used with students, educators, and people working in business. It consists of five main stages: Brainstorming the issues, an unscripted role play, interviews with the role play characters, discussion, and personal reflection. After an explanation of the CCM method, given time constraints, one integral part of CCM– brainstorming what can go wrong when studying abroad–will be focused on.

9:35 – 10:00

T-601 **Paul Seigny**
Howard Hernandez *A Framework for Scaffolding Role-Based Media*
Circle Discussion **Extensive Reading**

This presentation will be of interest to those who teach and design multimodal materials for discussing narrative texts in the L2. Discussion of extensive reading (ER), helps orient learners to library systems and select books at an appropriate level. Whether from reading, listening, or multimodal formats, a basic understanding of scaffolding for text-based discussion is needed. One useful framework for discussing literature is Bell's (2011) arc of interpretation. This framework is intended for L1 language users. Our study presents a modification of Bell's arc of interpretation that investigates Vygotsky's (1978) three categories of cognitive development: language internalization, schema activation, and concept articulation. Five CEFR B1 students of English at a Japanese university discussed six stories over one semester. The transcriptions were coded by two raters, and where there were disagreements, the raters discussed the tags to come to agreement. Results will illustrate dimensions of these categories and how they support the use of text-based discussion in classroom settings for second language acquisition. Additionally, the magnitude of moves in the data for each of these categories suggest important implications for changes in the future design of role systems for multimodal text-based discussion at the CEFR B1 level.

2-701 **Bethany Lacy**
Cultivating Social Consciousness Using Picture
Books in a CLIL Program **Literature in**
Language Teaching

In this study, picture books were integrated into a CLIL module to develop social awareness among university students. This research involved 53 first-year students completing the presenter-designed social issues module in one month, which included a total of five 90-minute sessions focused on topics like community engagement, refugees, racial injustice, disability rights, and LGBTQ+ rights. Using a mixed-methods approach, students initially rated the severity of fifteen social issues globally and locally through a pre-test survey using a 5-point Likert scale and open-ended questions. The curriculum included reading five picture books, each highlighting a different issue, and completing “Reading in Action” (RIA) homework assignments, which involved capturing relevant photographs or screenshots. Furthermore, the participants researched these issues within the Japanese context, creating reflective slideshows from their findings and photographs to share with their classmates. The post-test survey and in-class observations showed significant appreciation for the practical and relevant content. There were noticeable shifts in viewpoints on the discussed social issues, and positive attitudes toward picture books and digital tools as valuable educational aids. This study demonstrates the effectiveness of combining multimodal texts and experiential learning in CLIL settings to enhance students' linguistic competencies and awareness of global and local social issues.

9:35 – 10:00

2-502 Steven Asquith

Designing and Assessing a CLIL Course on Sustainable Tourism

Study Abroad

This presentation details the conceptualisation, planning, and realisation of a content and language integrated learning (CLIL) tourism course which supports students' English language development and cultivates their critical thinking skills. The course was designed utilizing the CLIL 4Cs Framework to develop students' content knowledge, academic communication, cognitive skills, and cultural awareness. During the course, students learn about the tourism industry and evaluate its sociocultural, economic, and environmental impacts, before designing sustainable solutions. This requires students to hone their multimodal communication abilities and learn how to design solutions creatively, as well as improving their academic skills such as discussion, debate, note-taking, and proposal writing. The presentation will explain how the course was structured to achieve alignment between objectives, activities and assessment, and introduce some of the materials used. Attendees will not only learn about how this CLIL Tourism course was designed, but also gain knowledge they can apply to the creation of their own courses.

2-602 Ana Sofia Hofmeyr
Fern Sakamoto

Exploring University Students' Post-SA Experiences in Japanese society

Study Abroad

In Japan, higher education institutions are expected to foster global human resources (GHR) - "Japanese or foreign talent who are able to take on the burden of globalizing Japanese companies' business activities and take an active part in global business" (Keidanren, 2011). One long-standing, traditional approach to developing intercultural and global competencies in GHR is study abroad, and a wide body of research has focused on the impact of such programmes, particularly on student integration into the host society and on foreign language skills. However, few studies have explored Japanese university students' experiences post-study abroad and their reintegration into Japanese society culturally, academically, and professionally as future GHR. This presentation will look at initial data from focus group interviews with Japanese students from several universities across Japan. We will explore the personal, social, and organisational factors that have affected students' re-entry experiences in order to answer the question: How can global attitudes, knowledge, and skills developed through study abroad programs and associated with GHR continue to be successfully fostered and utilised in a domestic setting post-study abroad?

2-702 Brent Culligan
Charles Browne

In Focus: A 4-Skills Vocabulary & Critical Thinking Course



This session introduces a new 4-level, 4-skills EFL course that develops students' critical thinking skills while systematically improving their knowledge of essential high-frequency words with both in-text and online learning tools. Utilizing two key word lists from the New General Service List Project (www.newgeneralservicelist.com), Levels 1, 2, and 3 help students master essential general English vocabulary in the NGSL (New General Service List), while Level 4 focuses on teaching academic vocabulary in the NAW (New Academic Word List). Each word list in the NGSL Project is corpus-based and pedagogically-driven, providing the highest coverage in the world for that genre for second language learners of English. The books utilize a variety of techniques to develop student's critical thinking skills including exposure to multiple points of view, specific skill development activities and use of authentic "political cartoons". Participants will get a chance to see and use activities from the book as well as the many and varied online learning tools we have developed.

2-503 John Carle

Independently Publish Textbooks and University Course Books

Materials Writers

Many educators aspire to create textbooks for the general market or course books for their respective departments, yet the prospect of independently authoring a publication raises numerous unanswered questions. Despite possessing innovative ideas, educators may grapple with the challenges of navigating the textbook publishing process. This presentation aims to provide guidance and practical examples to address these challenges. The talk is structured into two sections: the *Creative Process* and the *Publication Process*. In the Creative Process, the presenter will discuss the transformation of ideas into tangible forms, including written text, design elements, and online components. Participants will gain insights into the importance of collaborating with professionals such as editors, proofreaders, audio engineers, designers, and IT experts, all of whom contribute to the process. The Publication Process section will explore many aspects of various business-to-business transactions. Attendees will gain valuable information on key components such as obtaining ISBNs, working with printers, partnering with distributors, and establishing relationships with booksellers. Additionally, the presenter will highlight the differences between in-house and independent publications. The primary goal of this presentation is to share ideas, clarify the process of independent publication, and support prospective authors in achieving their goals of publishing high-quality textbooks or course books.

2-703 **Edward Cooper, Ashton Dawes, Andrej Krasnansky** ***Iterative Curricula: Continuous Development via Collaborative Reflection*** **Teacher Development**

A teacher alone in a classroom may design lessons not viable in other contexts, suggesting a need for “guided, cyclical and structured” group reflection when designing curricula to better suit diverse teaching circumstances (Sellheim & Weddle, 2015). This presentation focuses on the creation of a task-based podcast unit for a media studies course at a Japanese private university through action research, exploring the intersection of technology and methodology. The three researchers sequentially piloted the unit first in person, then online, and finally in person again over one semester. Each iteration underwent teaching, reflection, and refinement before being passed to the next researcher. This cyclical approach emphasizes the need for continuous teacher reflection and collaboration to meet diverse needs. In addition to sharing the general practice, this presentation details the process of crafting a curriculum based on scaffolding tasks from the analysis of podcasts to the creation of student podcasts through discussion and reflection. The presenters discuss challenges, changes, and reflections from the creation and implementation of the podcast unit. They also introduce potential modifications to and implications of the unit and their reflective practice.

2-505 **Dale Jeffery** ***L2 Speaking Anxiety on L2 Acquisition for Learners of English and Patwa*** **Intercultural Communication in Language Education**

This research investigated anxiety speaking a foreign language (L2), focusing on two linguistic contexts: English and Jamaican Patwa. It looked at how Japanese learners, speaking both languages went about language acquisition. The participants studied in schools, were language enthusiasts, and took part in language and cultural immersion programs. The foreign language speaking anxiety ratings of 25 participants were assessed using the foreign language communication measure adopted by Guntzwiller, Yale, and Jensen (2016). Additionally, the Common European Framework of Reference for Languages speaking test was used to assess their oral proficiency levels in both languages on the scale of A1-C2. The tests were done orally face to face. In-depth private interviews were also conducted to gain additional insights into the participants' L2 learning backgrounds and experiences while speaking these L2s in contexts such as classroom, while traveling, living and working overseas and other cultural consumption spaces. Results showed that the participants with the highest proficiency levels tested for minimal or mild anxiety levels in both contexts; 88% for English and 100% for L2 Patwa learners. This study gives unique insights into L2 speaking anxiety as it sheds light on lesser investigated contexts in particular standard vs. nonstandard varieties of English.

9:35 – 10:00

T-602 Cecilia Silva

Models for Working with the Concept of Cultural Heritage Other Language Educators

The present work focuses on the concept of cultural heritage and describes a project involving students of Spanish as a foreign language. First, we introduce the theoretical framework and the adopted methodology. Regarding the theoretical framework, we have followed the four steps to social awareness across cultures proposed by Kramsch (2003): explore the context of students' responses to a cultural phenomenon, reconstruct the context of production of a text from within the foreign culture itself, understand that each culture views other cultures in the mirror of itself, and produce ways of creating meaning. The methodology includes the combination of two models. The author proposes one scheme for reading texts with cultural contents entailing five stages: threshold, first step, essence, wrap up and expansion. In the stage of expansion students work with the Cultural Heritage Cycle (Thurley, 2005) consisting of four actions -understanding, value, caring, enjoyment- which seeks to explain how human beings incorporate culture in their lives. Utilizing the theoretical framework and applying these models, cultural heritage is examined in its relation to individual lives. Finally, we report on the students' work related to the cultural heritage of Japan and focus on students' awareness in terms of identity and cultural knowledge.

2-504 Dung Van Nguyen

Presentation Format's Impact on Group Dynamics & Motivation in Online Class Computer Assisted Language Learning

There is growing recognition that group dynamics significantly influence second language development through their motivational dimensions. However, few studies explore social dynamics within virtual language classrooms. This classroom-based mixed-methods study aimed to understand how dynamics and motivation varied across individual, pair, and group presentation formats in an online synchronous English course for twelve intermediate ESL learners. The goal was to determine if format impacts perceived confidence, coordination, satisfaction, and attitudes. Learners completed online questionnaires through Google Forms after solo, paired, or group presentations, responding to structured and open-ended questions. Quantitative and qualitative results from responses were analyzed. Analysis revealed pair dynamics most effectively balanced benefits and barriers within the digital setting. Pairs boosted confidence, cooperation, and social bonding over individual work. Furthermore, duos experienced fewer logistical and workload issues than groups. Qualitatively, learners described pairs as encouraging and synchronous. The research offers valuable insights into the impact of various presentation formats, informs decision-making regarding format selection and implementation, and suggests effective practices for facilitating group work and fostering self-confidence in digital and blended learning environments.

2-704 Don Hinkelman, Tim Grose, Matthew Cotter

SDGS: Curriculum and Materials for In-Class and Online Global Issues in Language Education

9:35 – 10:00

The *Sustainable Development Goals* (SDGs) have become a common theme within education both around the world and here, in Japan. It is important for students to be familiar with what SDGs represent and become proficient in communicating with others in the international community about the social and environmental issues that they present. This presentation is for teachers looking to see how SDGs can be implemented in the classroom and will cover three areas. The first part looks at the curriculum design of a content-based course where communicative approaches to the teaching of the SDGs require careful consideration of appropriate language goals and of the types of pedagogical strategies through which they may be attained. The second part looks at making content and materials that highlight certain global issues in a narrative form. These materials can be used in the classroom to motivate students to become interested in the SDGs and the language used around them. The third and final part will show how we can take SDG materials online using learner management systems. Curriculum creation, self-made materials, online activities are a great way to promote SDG awareness and action.

2-601

Ivan Lombardi

Self-Determination Theory and Pandemic- and AI-Urged Changes in EFL Courses

Learner Development

In this presentation, I would like to share with fellow language teachers how emergency remote teaching in 2020 and the recent diffusion of ChatGPT positively influenced my English as a foreign language course, how they revealed the design flaws of some common language activities, and how adopting an LMS proved central to helping learners keep track of their language learning journeys. Chiming in with the theme for PanSIG 2024, I plan on “going back to the basics” and explaining the above, with examples from my everyday teaching practice, using current views of self-determination theory (SDT) as a reference (e.g., Ryan & Deci, 2017). SDT was, in fact, what initially brought me to design language learning experiences that provide multiple opportunities for learners to experience autonomy, competence, and relatedness in an effort to make their learning more tangible. While I have gradually abandoned SDT in favor of other paradigms of learner development, I believe this theory explains why some of the changes that I and many colleagues had to implement as a response to the COVID-19 pandemic, and the availability of AI text generators, have opened the floor to increased chances for learners to take control of their language learning independently.

10:10 – 11:40

2-702

Erika Tavesa
Diane Obara

JALT Bilingualism Forum

Bilingualism

The 2024 Bilingualism Special Interest Group Forum will continue with the theme of employability that was requested by our members. This time, we will use a recently published article from our in-house publication (*The Japan Journal of Multilingualism and Multiculturalism*), Erika Tavesa’s “Prospects of Bilingual Individuals in the Job Market: Educational Reform for Cultural and Policy-Related Challenges,” as a prompt for discussion. Initially, the program chair will briefly review some of the speakers and highlights from the 2023 PanSIG forum, before jumping into an overview of Tavesa’s study, and then posing focused questions to the audience for discussion. We are looking forward to hearing stories from all participants about their life experiences of using more than one language in various working environments, from the past to the present. If time allows, we will wrap up with an informal gathering of BSIG Members who want to share their bi-/multilingual language learning journeys.

2-504

Robert Swier, Robert Dykes,
Anthony Brian Gallagher

JALT CALL Forum: Artificial Intelligence and Impacts on Language Education

Computer Assisted Language Learning

10:10 – 11:40

We invite all conference participants to join in our Open Discussion on "Artificial Intelligence and Impacts on Language Education. We will discuss how AI revolutionizes language education through personalized learning platforms, language learning apps, and translation tools. How Natural Language Processing (NLP) informs curriculum design and assessment methods. Chatbots and virtual tutors offer on-demand assistance, while automated grading systems provide immediate feedback. AI enables multimodal learning experiences through text, audio, video, and immersive technologies like VR and AR. It enhances accessibility with voice recognition and adaptive interfaces. Ultimately, AI empowers learners with tailored, interactive, and data-driven education, promoting linguistic diversity and inclusion. Discussion Moderators are Brian Gallagher, Robert Swier, and Robert Dykes.

2-704	Aquanna Ishii, Gretchen Clark, Kathleen Brown, Margaret Kim, Terry Tuttle, Prateek Sharma	<i>JALT DEI Committee Forum: SIGs and Committees in Discussion: Embracing DEI as a Core Value</i>	Diversity, Equity, and Inclusion Committee
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In this session, JALT's Diversity, Equity and Inclusion (DEI) committee will team up with representatives from four DEI-focused SIGs/ committees: the Gender Awareness in Language Education (GALE) SIG, the Intercultural Communication in Language Education (ICLE) SIG, the Student Peer Interaction Network (SPIN), and the Mentoring & Orientation Committee to explore a variety of DEI-related themes. Speakers will discuss why DEI is a core value for their group, how their group promotes DEI, suggestions for how to increase DEI awareness and visibility, and struggles they encounter. Attendees are also invited to share their DEI-related experiences in JALT as members of a SIG, chapter or other group or as a member of an organizing committee. Questions are also welcome.

T-601	Sandra Yamane Greg Gagnon	<i>JALT Extensive Reading Forum</i>	Extensive Reading
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Extensive Reading as a means toward instruction is used by many different institutions, in various iterations. This forum aims to give voice to the ways that ER is used in these institutions, and what teachers feel they can do to guide students through reading in a foreign language. The panel will consist of several instructors who will represent educational systems of many types, including secondary and tertiary school systems, as well as from the eikaiwa community. The participants will discuss the ways ER is implemented, expectations from administrators and parents, and progress attained by students.

T-702	Eric Kane, Charles Browne, Louise Ohashi, Mary Nobuoka	<i>JALT LLL Forum: Fostering a Sustainable Language Teaching and Learning Community</i>	Lifelong Language Learning
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In the midst of rapidly advancing AI technologies and pressing global challenges, the future appears increasingly uncertain, prompting widespread global discussions. This societal ambiguity can instil anxiety and confusion, particularly among the younger generation. It underscores the vital role of education and educators as guiding lights during such times. Our language-teaching communities find ourselves in a pivotal and transformative era, endeavouring to establish a sustainable and vibrant language-learning community. This vision emphasizes respecting the learner as an agent, fostering curiosity, and promoting well-being. Achieving this objective requires a multidisciplinary approach, urging educators from primary to tertiary levels to adopt cutting-edge approaches across various academic fields in language teaching. The collaborative discourse aims to shape a sustainable language-learning community for the future.

10:10 – 11:40

T-701 **Scott Bowyer, Amanda Gillis-Furutaka, Greg Rouault, Glenn Magee** *JALT Mind, Brain, and Education Forum: Brain Basics: Sharing our favorite resources* **Mind, Brain, and Education**

Are you new to neuroscience, but unsure how to begin exploring the research of this vast field? Are you eager to learn more about current theories of psychology and discover ways to apply them to your classroom? The presenters for the Mind, Brain, and Education SIG Forum will share resources that they have personally found to be invaluable in their own learning and teaching. From books and articles to videos and podcasts, all of the shared resources will serve as an excellent introduction to the mind and brain. The topics that will be covered during this forum include how to recognize bias with the toolkit critical thinking provides; an examination of profanity and its power in the body; an introduction to brain-based teaching tips that can be readily applied to classrooms; an exploration of the impacts of visible learning in the classroom; and seven-and-a-half important lessons about the human brain. This forum will make for an excellent gateway for any neuroscience novice looking to further their understanding of the brain.

2-502 **Stephen Bridge, Doan Vo Tho, Joel Neff** *JALT MW Forum: Teachers, Students, and A.I.s: Interactions in the Modern Classroom* **Materials Writers**

Classrooms, along with the teachers who lead them, have long been early adopters of new technologies. When a new tool is introduced, teachers, tutors, and other educators engage with it to explore its potential applications within the classroom context. They investigate how A.I. technologies, such as *ChatGPT* for language assistance, *MidJourney* for image creation, and *ElevenLabs* for voice synthesis, can enhance and add interactivity to traditional learning methods. In this forum, presenters will showcase and discuss their use of A.I. in education, covering everything from the creation of materials for textbooks and lesson plans to the application of A.I. in real-time lessons. The aim is to encourage participants to exchange ideas, experiences, and resources, fostering a community that inspires and learns from one another.

T-602 **Monika Szirmai, Margit Krause-Ono, Cecilia Silva** *JALT OLE Forum: Introducing New Ideas, Cultures & Languages to Students* **Other Language Educators**

This forum develops a dynamic conceptualization of language and culture pedagogy that responds to our increasingly interconnected contemporary world. Thus, presenters will focus on various perspectives and methods to introduce new ideas, cultures and languages to students. The first presenter will give examples of her how-to methods to raise interest in Japanese culture and language while students are still in their home country, Hungary. The second presenter, who is also the main speaker, will a) demonstrate why, when, and how she used the CEFR to introduce and teach language (mainly German); b) show how she planned, prepared and reached the implementation of European study tours (in English at German partner universities); and will also c) reveal why and how she conducted intercultural exchange classes, during her more than 20 years at Muroran Institute of Technology. The third presenter will illustrate how after COVID she engages students in Spanish, how exchange with a partner university in Spain was resumed, and how students are prepared for three cultural stages: exchange, experience and production. The cultural conceptualization developed in this forum has three key-words: target culture, intercultural communication, and dialogic activity.

2-703 **Corey Reed, Eric Hawkinson, Eric Hadley** *JALTTD Forum: The Boon and Bane of Digitalized Education: Building New a Foundation* **Teacher Development**

10:10 – 11:40

Though we all commonly share the recent period of tech-based EFL lessons, we may differ as to which side of the fence we are on: the boon side or the bane side. This forum features presenters who will share their specific view and experience of recent large-scale technology implemented lessons, realizations and revelations stemming from those, and how their technology use connected to fundamentals of EFL education/lessons. Our discussion with the audience centers on either support for increased use of technology (boon) or the notion that technology is overused and/or inefficient (bane). Our three presenter topics relate to: the paradox of advancing educational technologies, such as AI and VR, and their demand for educators to not only deeply understand these tools but also to increasingly apply traditional teaching methodologies; the implementation of Virtual Exchange (VE) to maximise learning outcomes by offering students more comprehensible input while encouraging output and the negotiation of meaning; and, the need to avert overreliance on technology tools and common classroom failures by supplementing traditional pedagogical approaches more strategically with technology to create unique opportunities exclusive to language classrooms. The forum session features an exciting line-up and interactive discussion.

2-701 **Chris Ruddenklau**
Michael Furmanovsky ***JALTTHT Forum: KINDFUL MINDFUL Teaching***
Adventures in Asia **Teachers Helping**
Teachers

THT has been successfully visiting fellow educators in, Nepal, Vietnam, Bangladesh, the Philippines, Kyrgyz and Lao Republics now for twenty year. Why do our visits continue to passionately inspire both visiting and local teachers? THT is truly Teachers Helping Teachers Helping Teachers, THTHT. The teachers we visit are partners in mutually sharing knowledge of the art of teaching. They are equally supportive of our professional development as they are mindful of gaining new ideas for theirs. Being passionate is not enough, the importance of having the modesty to listen and learn and not presume, is evident in the, KINDFUL, MINDFUL nature of our visits. Without understanding, simple acts of intended kindness can have unintended consequences. In our forum presenters and members of the audience will be invited to share their adventures and ideas about how THTHT can continue to fill a role of mutual support and exchanges of skills and ideas that invigorate the teaching practice of both visiting and local teachers. If you wish to journey in Asia why not make your journey a meaningful one, by taking the opportunity to connect with local fellow teachers by joining us?

2-503 **Ran Niboshi, Frances**
Shiobara, Amy Braun ***JALTYL Forum: Scrambled Eggs! (Let's work***
together to support each other!) **Teaching Young**
Learners

Scrambled Eggs! Let's get back to basics! Teachers teach in isolation, so let's work together to support each other and brainstorm ideas to make our classrooms more awesome. We'll be sharing our best ideas while networking with each other to help build ideas and our personal learning networks at the same time!

14:00 – 14:25

2-704 **Mark Rebuck** ***Breaking the Wall of Silence: Short Question-***
Eliciting Activities **Global Issues in**
Language Education

In university English classes, “Any questions,” “Someone please ask a question,” or similar prompts, may be met with a wall of silence. One way the presenter encourages question asking is by finishing lessons with short (under ten minutes) question-eliciting activities (QEAs). The QEAs are eclectic, but they all involve a stimulus, the promise of a reward, and the response (i.e., students’ questions). The stimulus could be an object, a newspaper headline, a podcast clip, a news report, or a music video. The reward is time, specifically finishing the lesson early. (The ethics of incentivizing students with the promise of a shorter lesson will be discussed.) As well as serving as an upbeat lesson closer, QEAs foster a culture of forming and voicing questions, an essential skill in academic and everyday life. The presenter will suggest simple techniques to potentiate the QEAs, one of which is using the kanji 問 as a question tally. Finally, a sample of QEAs will be shown, including one that incorporates a clip from a documentary about a teenage Israeli soldier. “If he were here in this classroom, what would you ask him? Five questions and you can go!” is the prompt to which students respond.

2-602 Scott Roy Douglas

Core Principles: A Review of Short-Term English Language Study Abroad

Study Abroad

With the return to international travel, short-term study abroad programs that fit into students’ academic schedules are an attractive option. However, they represent an investment of time and money that calls for careful consideration of how to create meaningful and lasting learning experiences for students. In response, a review of relevant research was carried out to identify a set of core principles for post-secondary short-term study abroad programs. This review covers the last 20 years of peer reviewed research related to study abroad programs of eight weeks or less at post-secondary institutions in communities where the daily language is English. Other criteria included undergraduate studies, face-to-face instruction, and English language learning. Key databases and scholarly journals were included in the search. Twenty-six articles were found and coded, with the codes gathered into themes related to personal development, purposeful instruction, local interactions, extra-curricular activities, and intercultural awareness. These themes point to a set of core principles that receiving institutions can take into consideration when planning and delivering short-term programs with a focus on English language learning. The implications for receiving institutions, particularly for programs with Japanese undergraduate students, are explored in light of these findings.

T-602 Xiaoben Yuan

Exploring International Students' Motivation for Learning Japanese

Other Language Educators

Elicited metaphor analysis has become an increasingly popular research methodology across a wide range of academic disciplines, including second language learning and teaching (Wan & Low, 2015). This method involves analyzing metaphorical expressions generated by students to gain insight into their motivations and attitudes toward language learning. It can also help educators to identify potential barriers that influence students’ motivation, so that they can develop more effective teaching strategies. This study focuses on seven international students who participated in a one-year study abroad program at Akita University. The study examines how their learning experience in Japanese has changed throughout the academic year, considering individual variations based on cultural differences. The data were collected in three phases: at the beginning of the exchange year, five months after the program had started, and at the end of the exchange program. The implication of the study complements the current use of elicited metaphor analysis for second language learning by offering a unique data set from the perspective of international students who study outside of China (Huang & Feng, 2019). In addition, as universities across Japan offer similar one-year exchange programs as Akita University, the study enhances the teaching of Japanese in a broader context.

2-501 Risa Hiramatsu

Exploring the Dynamics of Japanese University Learners' Motivation

College and University Educators

Although motivation is essential to succeeding in language learning, learners lose and regain their motivation for various reasons (e.g., personal goals, teachers, inspiration from peers) (Carpenter et al., 2009; Dörnyei, 2013; Sakai & Kikuchi, 2009). While motivation is a common theme in second language education research, the interplay between different variables and stages of motivation over time has received little attention (Kikuchi, 2011; Kikuchi, 2015). Therefore, this presentation outlines a proposed study whose goal is to determine the components that differentiate the motivation to learn English among amotivated, motivated, and demotivated learners, and how learners' motivational situations change over time. The motivational stages of learners over two semesters will be examined. First, a survey instrument used to determine the stage of learner motivation will be developed through a preliminary study. The survey instrument will be distributed to 200 Japanese university learners at a private university. These learners will be recruited through their English teachers. The expected results from this doctoral research could lead to enhanced curriculum and teaching that will help increase learner motivation. Additionally, the study will provide teachers and administrators with an improved understanding of how learners' motivation fluctuates over time.

T-601 Heather Yoder

Extensive Reading: A Simple Method That Encourages Autonomy and Integration

Extensive Reading

Do you struggle to support your students in their reading journey? Studies such as Iwahori, 2008 have found that ER is effective in increasing reading fluency. Based on classroom practice developed over six years, this presentation introduces a comprehensive university-level extensive reading model that emphasizes student autonomy (Evans and Boucher, 2015) and encourages a love of reading. Early in the semester, students are introduced to graded readers and learn to identify useful tools in the graded readers, such as word lists and illustrations, which they can use to better understand the story, before selecting their own books (Care and Kobayshi, 2019). Weekly reading logs encourage students to connect to the texts and set weekly reading goals, while allowing teachers to give interactive feedback. Through weekly book-sharing discussions, students create a supportive reading community (Nagao, 2018). The semester culminates with a final project, where students compare two books they've read during the semester. The presenter will share project materials, complete with worksheets, reading logs, and a final project that integrates both intensive and extensive reading skills.

2-702 Kevin Bartlett

Pedagogical Translanguaging: The Basics

Listening

One of the key terms found in the field of applied linguistics that has started to gain attention in Japan is *translanguaging*. However, discussions with practitioners have shown that there is confusion about what translanguaging actually is and how it can be incorporated practically at the classroom level. In order to promote a better understanding of translanguaging, this presentation will provide a basic overview of translanguaging theory and pedagogy, and outline how translanguaging approaches are currently being implemented at a university in Japan. First, a theoretical overview will outline translanguaging by introducing the unitary model, the dual competence model, and the integrated model to differentiate between the beliefs that surround translanguaging and its incorporation at the classroom level. Then, an overview of pedagogical translanguaging will provide practical hints about how to integrate it at the classroom level through incorporating formative tasks that lead on to summative ones. Lastly, results from a post course survey of students (n=28) who took classes following a translanguaging approach over a two-year period will show that students feel that translanguaging not only had a positive impact on their interlanguage competence, but also allowed them to incorporate specialist knowledge from their majors in the EFL classroom.

**2-503 Ran Niboshi
Frances Shiobara**

Positive Discipline in Young EFL Classroom

Teaching Young Learners

14:00 – 14:25

Language learning can be anxiety-provoking, and an atmosphere lacking safety and respect can impact motivation and performance in the classroom, especially for young learners. When teaching a foreign language, creating a classroom environment where students feel both physically and emotionally safe is fundamental. Introducing exercises on emotions in the EFL classroom will benefit both teachers and students. In this presentation, we would like to share three different activities from an educational approach called Positive Discipline. The first one is 'Glad, Mad, Sad, or Scared.' Through this activity, students will learn various feelings and emotions in English and understand the concept of each word. The second one is called 'Bugs and Wishes.' Students will learn how to express themselves when upset in the classroom and how to address and resolve the problems they face through communication with their classmates. The third one is 'Appreciation Circle', where students express gratitude towards their peers in the classroom. By participating in this activity, students will learn to think deeply about others and also become familiar with the phrase 'Thank you for....' In these ways students can learn to verbalise their feelings and express to other students what they like and don't like.

2-505 **Christopher Hennessy**
Ivan Lombardi *Reflecting on Seven Years of Community Revitalization PBL in Fukui* **College and University Educators**

From 2017 to 2023, we created and co-facilitated yearlong community revitalization Project-Based Learning (PBL) courses for second-year students at our university. In this recurring PBL course, students promoted Fukui culture and history to a domestic and international audience, developing PR for local sake breweries, writing Simple English Wikipedia articles on the local history, and revitalizing local sightseeing areas among others. Due to fundamental changes in the university curriculum from academic year 2023, this community revitalization PBL course is changing drastically. In that light, we will reflect on our experience as creators and facilitators of a PBL-in-English course by explaining how we adapted the course based on student feedback, COVID-19 measures, adding own reflections. We will also focus on the successful changes (and mistakes!) made year by year in the development of a PBL-in-English course for second-language learners. Our aim is to reach out to and share with other PBL practitioners and foreign language instructors our insights from seven years of practice.

T-701 **Ran Kuperman, Kathryn Jurns, Samantha Green** *Shared Teacher Stakeholders for Revising Academic Writing Course Outcomes* **Mind, Brain, and Education**

This presentation will describe an ongoing collaborative project involving lecturers, administration, and students to revise the course outcomes of a second-year academic writing course at a private Japanese university. A Multiliteracies framework (New London Group, 1996) was the original basis of the course outcomes to generate culturally and linguistically diverse students (Johnson et al., 2015). Starting in 2020, a distributed leadership approach (Hallinger & Huber, 2012; Spillane, 2006) was used to revise the course's less practical or unapproachable existing outcomes. This approach allowed various stakeholders the opportunity to reflect on and assess the course curriculum and their teaching (Drago-Severson, 2008) and participate in formulating improved outcomes based on those practices. Presenters will describe the process as a model for feasible and achievable distributed leadership. Presenters will share the process and findings of research on teachers' and students' understanding of the revised SLOs and how available materials connect to the different outcomes, as well as next steps in the process.

2-502 **Cameron Romney** *Signposting in Speeches and Presentations: What the TCSE Can Tell Us* **Materials Writers**

Students are often taught to use signposting, i.e., short transitional phrases, when making presentations as a way of organizing their speaking (see for example, Mauludin, 2018). But many of these phrases often come off as awkward and unnatural in student presentations. This led the presenter to investigate whether the trouble was simply with delivery, or if there was something unusual about the recommended phrases themselves. An investigation using the TED Corpus Search Engine (TCSE), a collection of transcripts of TED and TEDx Talks, (Hasebe, 2015) was undertaken. While simple adverbial phrases like "first," "next," and "finally" were commonly found, more elaborate phrases such as "I've talked about ..., but what about ..." (Harrington & LeBeau, 2009) or "let's move on to my next point" (Morita, Harada, Kitamura, Sugimoto & Benfield, 2018) were rare, if occurring at all. The presentation will begin with a review of how signposting is taught in several EFL presentation textbooks followed by an introduction to the TCSE. Next, the presenter will show the results of various TCSE searches. Participants should come away with a better understanding of how the signposting practices recommended by textbooks are actually used outside of an EFL classroom.

T-702 Steven Lim

The Intrinsic and Extrinsic Motivation Behind Visits to Self-Access Centers

College and University Educators

This case study examined how an increase in mandatory self-access center visits changed the usage habits of first- and second-year university students. First-year students were required to attend three times and second-year students four times in the 2022 academic year. In the 2023 academic year the number of visits were increased to five for both grades. Data were collected from more than 200 students through attendance cards which students used to self-report how they had made use of the self-access learning center. The card comments were analyzed, and learner visits were categorized into autonomous and non-autonomous learning activities. Whilst there was no significant difference in how often first-year students visited the SALC or how they utilized it, there was a significant increase in both the visits of second-year students and their engagement in autonomous activities in the SALC. This suggests that first-year students' usage of the SALC is connected to an intrinsic desire to explore the benefits of the SALC, whereas second-year students may have already formed opinions on the SALC, and thus require extrinsic rewards to motivate them. The findings are examined using self-determination theory and suggestions made as to how to incorporate SALC visits into the curriculum.

2-702 Marc Jones

***The Reported Processes of Multilingual Listeners* Listening**

Translation (i.e., parsing words with similar semantic correspondences from L1 to aid understanding) is a frequent strategy for listening among low-proficiency listeners (Goh & Vandergrift, 2021); however, the extent to which translation is used among multilinguals is unclear. Lévy and Grosjean (2008) posit that bilinguals activate different languages according to the language they assume they are hearing, yet with greater decision complexity, how true this is of multilinguals is unknown. Gut et al. (2023) found that third language (L3) development affects the second language (L2) and first language (L1). However, the way L2+ development affects L3+ and L1 has not been determined conclusively. The current study investigated the reported differences in listening between L1 and L2+ listening processes. Five multilingual students at a university in Tokyo, with English proficiency between CEFR B2-C2 levels, were interviewed regarding their language proficiency (Marian et al., 2007), and metacognitive listening strategies (Vandergrift et al, 2006). Participants reported rare use of translation during listening, but attested to mixing languages according to content knowledge and social contexts, and reported listening to different languages according to purposes, social contexts and content. These findings may ground further enquiry in multilingual listening and inform educators regarding pedagogy and autonomous language learning.

2-703 Irina Smykovskaya

The Role of Digital Surveys in the Standard Classroom

Teacher Development

14:00 – 14:25

How much do we involve students in the learning process? Do we know their opinion regarding lesson activities, teacher's strategies, and achievements? In a big typical Japanese Senior High School classroom with over 45 students in each, it is unlikely that a teacher can ever fully answer these questions. However, the author believes this time should be in the past. With the help of digital surveys, we can easily communicate with our students. The question is, do we use these convenient tools in the everyday classroom? As a part of her research on holistic education, the author often uses Google Forms to communicate with her students. She got curious about whether other teachers use any digital questionnaires daily and share the comments with the class, so when she had a chance to ask teachers and students from three different private Senior High Schools in Kyoto about their worries and struggles regarding their school life, she also asked how frequently digital surveys are used in their schools. In this session, the author would like to introduce her study results and discuss the advantages/disadvantages of using digital surveys in the classroom, not only as a research tool but as a way of live communication with our students.

2-701 Camilo Villanueva

Why Teach Poetry?

**Literature in
Language Teaching**

In Naylor and Wood's 2012 book, *Teaching Poetry*, they state that "poetry offers something that other forms of writing do not." Poetry is the basic component of creative writing, an under-utilized tool in language teaching. This presentation gives support to the question of whether or not poetry should be taught. In addition, this session explores activities for teaching poetry to Japanese university EFL students along with assessment tasks. Such tasks are practical in nature. In addition, an explication of Elizabeth Bishop's "At the Fishhouses" is undertaken. The presenter describes what an explication is and how to do one. The goal of the session is to show how to encourage Japanese university EFL students to learn explicating poems and to provide an approach for EFL teachers to teach poetry in their second language classrooms. Poetry is a complex form, but the presenter will show that it offers several basic structures, for example, the 'acrostic poem', which can be easily undertaken by all.

14:35 – 15:00

2-602 Stephen M. Ryan

***Activities to Support Learning During Study
Abroad***

Study Abroad

There is a tendency to leave the "learning" part of a study abroad experience to the teachers of the hosting institution. This could be a missed opportunity, as the day-to-day environment of the host country presents rich sources for learning about life there and for reflecting on similarities and differences with the student's native land. The presenter has developed activities to maximise students' learning from the environment while studying abroad and wishes to share them in this presentation. The activities are designed to motivate students to notice, record, reflect on, and investigate aspects of daily life in the host country, such as street furniture, shopping patterns, fashion choices, religious practices, and transport options. These activities, and their significance, are explained to the student before departure, conducted on a regular (or one-off) basis while abroad, and reported on, both on an ongoing basis, while in-country, and on a summative basis upon return. The presenter has had some success in having students carry out these activities both on short-term, accompanied study abroad programmes and on longer, solo experiences. Here "success" means students returning home with a deeper understanding both of the places they have visited and the place they set out from.

**T-702 Jason Beaton
David Lees**

***Alignment and Authenticity/Relevance:
Constructive Alignment Basics***

**College and
University Educators**

Previous advances in technology not expressly intended for classroom applications have been gradually normalized into language courses and curricula. In the rush towards the 'labour-doing' capability of generative AI we might lose sight of basic educational principles. Taking time to reflect on the core components of Biggs & Tang's (2011) *Constructive Alignment* (CA)–*Intended Learning Objectives* (ILOs), *Assessment Tasks* (ATs), and *Teaching-Learning Activities* (TLAs)–to account for the inclusion of such a powerful productive tool remains an essential part of pedagogy. This presentation covers the course-internal basics of Constructive Alignment (CA) framework, and suggests several theorised course-external expansions (i.e., authenticity/relevance of taught knowledge within the university context as well as wider society) which may be of use language instructors who seek to assess the alignment of the core components of their classes. Fitzallen & Brown's (2017) CALEQ will also be introduced as a take-away method to gather perspectives on your courses' internal alignment between the ILOs, ATs, and TLAs, as well as the utility of the taught skills beyond the classroom. By covering CA basics, and providing a way to assess the alignment of one's courses, this presentation offers an avenue for analysis as we take onboard new technological tools.

2-502 Kuei-Ju Tsai

***Concept Mapping and Multimodal
Communicative Competence in an EFL
Classroom***

Critical Thinking

This study investigates the impact of concept mapping on the multimodal communicative competence of English as a foreign language (EFL) learners, focusing on visual and verbal dimensions. Concept maps, widely recognized for organizing knowledge, are explored as tools to enhance EFL learners' communicative skills. Two groups of 40 learners each participated in integrated listening-speaking tasks, employing either a top-down approach (observing expert concept maps) or a bottom-up approach (creating concept maps from scratch). In the tasks students listened to a TED talk and summarized key points, visualized the summary with a concept map to aid a 3-min verbal report subsequently. Evaluations, conducted before and after the pedagogical intervention, assessed students' multimodal communicative performance, including verbal delivery and visual literacy skills (as operationalized as the design of the concept maps they constructed). Students' performance was evaluated by a panel of ELT experts using a purpose-built rubric. Results demonstrated that concept mapping significantly enhances EFL learners' multimodal communicative competence, evident in improved visual literacy, verbal delivery, and verbal-visual coherence. Notably, while both top-down and bottom-up approaches yielded positive learning outcomes, the latter proved particularly beneficial in fostering active cognitive processes such as information selection and organization.

2-601 E Von Wong

***Developing Teamwork and Communication with
Self-access Learning Activities***

Learner
Development

14:35 – 15:00

In Japan, many universities employ student staff in self-access learning centres (SALC) to assist other students with language learning and organising language based events. In our SALC, these staff have faced difficulties effectively communicating together, with poor leadership within their groups, resulting in last minute work with uneven workloads. Due to effective communication being the backbone of successful collaboration, the SALC instructors therefore made efforts to address these issues in the Fall Semester of AY2023 by utilizing various forms of technology and hybrid formats to get "back to basics". These changes included changing the method of communication on Slack, creating scaffolded guidelines for student staff expectations, and holding development workshops for reflection and brainstorming new strategies. The presentation will include a qualitative analysis of student staff's semi-structured interviews on their overall perceptions of instructor intervention, how it affected communication and collaboration, as well as the effect of intervention strategy on addressing the aforementioned issues. Upon preliminary observations, instructor intervention paved the way for recognition of efforts while maintaining autonomy, which led to effective communication and collaboration. We hope to shed light on the importance of appropriate instructor intervention in student-led initiatives beyond SALC.

2-505

**Chiharu Kuroda, Ryoko
Hayashi, Kanae Murayama**

***Learners' Reflections on Plurilingual Tandem
Language Learning***

**College and
University Educators**

Due to recent national policies such as Global 30 and the Top Global University Project, the university field in Japan has been gradually transitioning to "the Internationalization at Home (IaH)" (Nilsson, 2003; Beelen & Jones, 2018). While many researches in language and international education focus on learners in monolingual or bilingual situations in Japan, as IaH progresses in Japan, it is also crucial to consider how learners are immersed in multilingual and intercultural learning situations. In addressing the internationalisation of universities under the With-COVID-19 Era, how do domestic and international university students in Japan perceive their language learning experience in self-reflective short narrative essays by taking an intercultural collaborative learning course in a plurilingual setting in class? How do they regard their intercultural understanding in a plurilingual learning environment (cf. Council of Europe, 2023)? In this presentation, the presenters explain how domestic and international university students (n=30) in Japan reflected on their plurilingual tandem language learning in a university-wide regular curricular course in 2023. The presenters also focus on its potential impact on the students' autonomous language learning experience and suggest how to facilitate intercultural collaborative learning for mixed-level language learners in Japan.

2-704

**Mario Perez, Catherine
LeBlanc, Alexandra
Serebriakoff**

***Maternity and an Academic Career: Policies,
Challenges, and Lessons Learned***

**Gender Awareness
in Language
Education**

14:35 – 15:00

In a country suffering from population decline and low birth rates, it is still surprisingly challenging for women to have a baby. Japan's challenging work culture, gender discrimination and employment systems make it nearly impossible to maintain a rewarding career while simultaneously raising children, despite Japanese laws providing very generous maternity leave and the world's best paternity leave (Chzhen et al., 2019). This presentation will explore various issues regarding maternity leave and child rearing by assessing policies for family care and comparing intended outcomes to the lived experiences of women in academia through narrative inquiry. The first half of the presentation will survey current maternity and child care leave laws and issues of transparency. In the second half, the presenters will share the experiences of women attempting to balance an academic career with pregnancy and motherhood, covering topics such as job hunting while pregnant, finding childcare, and dealing with breastfeeding. Through a narrative structure, the stories of women in these demanding situations bring insight into the assumptions that are held by them and by society at large (Bell, 2002). The presentation will inform attendees of their rights, focusing on maternity leave and advice for protecting their careers.

2-701 Andre Parsons

Navigating the Seminar Landscape: Insights from One Teacher's Experience

College and University Educators

For many teachers in Japan, achieving tenure at a university is a key goal. In achieving such a goal, most teachers will be asked to design and carry out a seminar. However, for many, this can be a completely new experience, and depending on where one is teaching, there may be little guidance about what this entails. With the aim of providing the audience with increased insight into seminar planning and teaching, this presentation will give a general description of the author's own four-semester seminar conducted at a national university in Japan. Basic background information will first be provided on the university, the students and how they are assigned to the seminar. Next, the requirements for joining the author's seminar along with the rationale for them will be explained. The presentation will then describe the guiding of students through the stages of their research and graduation thesis writing; particular focus will be on the ways in which students of varying levels of English proficiency are supported in completing these tasks. Other duties pertaining to the conducting of the seminar, such as course consultation and reference letter writing, will be discussed as well.

2-702 Quenby Hoffman Aoki

Presentation Skills: Back to Basics, Beyond Language, and Plan B

College and University Educators

The ability to speak confidently in front of an audience is a valuable skill which students will need in almost any career path after graduation. Indeed, it can be argued that public speaking is an even more useful skill than English conversation, since it is applicable in any language and a wide range of contexts. Most Japanese students come to the university classroom having had years of school English classes but may not have had opportunities to develop presentation skills due to a broader structural emphasis on memorization and testing. While considering cultural differences in what constitutes effective presentations, students can benefit from learning to pay attention to physical aspects such as eye contact, gestures, and tone of voice. Clear, strong visuals are also crucial, as is authentic content organized in a logical way. Finally, sometimes presentations do not go as expected, so another important skill is having a "Plan B" or even "Plans C, D, and E" in order to accomplish the task. This talk describes techniques used by the speaker in first-year mandatory English Presentation classes, including how to supplement the textbook and which alternative strategies student presenters can learn to use when technical or other problems occur.

T-701 Benjamin Rentler

Review and Reflections on Training University EFL Teaching Assistants (TAs)

College and University Educators

In the wake of COVID-19, as EFL classrooms globally transitioned back to in-person learning, the roles and training of *Teaching Assistants* (TAs) have gained renewed significance. TAs are key in fostering language acquisition and intercultural competence among EFL university students. This presentation, focusing on effective TA training, indicates that comprehensive training leads to greater pedagogical outcomes in the classroom. Comprehensive training is shown to lead to greater pedagogical competence and more inclusive learning environments (Smith, 2018) while equipping TAs to manage cultural differences (Johnson, 2022). However, TA training often faces time and financial constraints (Choi & Lee, 2019). This presentation details the training program of TAs at a medium-sized international university EFL program in Japan, and reports on the results of a survey of 74 TAs regarding their training experience. The results indicate TAs found the training workshops effective, particularly valuing group reflection activities, but they desired more training in discussion facilitation, managing difficult students, relationship building, and group dynamics. Based on the presenters' personal experience of conducting the training, and the results of the survey, practical advice for effective training techniques will be discussed with an emphasis on maximizing TAs' potential in contemporary EFL classrooms.

2-501 Colin Mitchell *SALC Discussion Spaces' Effect on Language Awareness, Knowledge and Use* **College and University Educators**

This presentation explores how metacognition aids language acquisition among young adults, integrating theories by Flavell (1979) and Schraw and Dennison (1994) with broader discussions on consciousness (e.g., Schmidt, 1990; Ellis, 2005) and insights from transpersonal psychology (e.g., Walsh & Vaughan, 1993; Grof, 2000). Through a mixed-methods approach conducted in a Self-Access Learning Centre (SALC) at an international university in Japan, involving 52 participants, this research examines how discussion spaces within SALCs can foster metacognitive awareness, autonomy, and the practical application of second language linguistic knowledge. Initial results indicate that these discussion spaces may boost metacognitive awareness and cultural exchange, suggesting a need for more research on metacognitive strategies in language education.

T-601 Tekka Chang *Student Perceptions of the Ideal Reading Amount in a Junior High School* **Extensive Reading**

Although studies have shown that extensive reading (ER) can improve English ability for junior high school students in Japan (Kanatani et al., 1995), one of the barriers to conducting ER was the amount of reading involved. Many students in the presenter's school were used to grammar-translation, which would only cover 1-2 pages of text in a regular 50-minute class. How can a teacher possibly ask students to read one book a week given this situation? This presentation will show the results of a study that measured the student perceptions of the ideal weekly reading amount for junior high school students in an EFL setting. A quantitative study was conducted on second-year junior high school students (n=64) in the Kanto region using a modified version of the price sensitivity meter, a pricing research tool used to measure the ideal price for a product. Results showed that students felt that the ideal amount of weekly reading was between 125-175 words a week or 3-4 short stories a week. The presentation will conclude with implications on how to set initial goals for ER in order to make it easier for students to adapt to reading extensively.

2-504 Julia Tanabe *Study Abroad Motivation and Outcomes in Non-English Speaking Countries* **Study Abroad**

14:35 – 15:00

While the experiences of students studying abroad in English-speaking countries are well documented in Japan, this presentation concerns research on Japanese students involved in degree-seeking study abroad (SA) programs through English medium instruction (EMI) at universities located in countries where the first language is not English. The research aim is to gain insight into the experiences and motivations of the students through data collection after their return to Japan. Data were collected with a questionnaire that consisted of 77 items that used a 4-point Likert scale and 7 open-ended items. The participants (n=34) studied in countries such as Hungary, Poland, Germany, Finland, Lithuania, Taiwan, Egypt, and China (Macau). Most of the participants (n=24) studied medicine for seven years in Hungary. Therefore, in the second round of data collection, a semi-structured interview was conducted with the director of the program that organized Japanese students' SA at Hungarian medical universities to triangulate the findings. Questionnaire data were analyzed quantitatively to highlight the motivational factors behind students' SA, while content analysis was applied to the qualitative data to uncover the SA challenges and gains. The findings suggest that the participants' key motivations resulting in successful outcomes concerned career development and expanding their worldview.

2-703 Takaaki Hiratsuka *Trans-Speakerism: Voices of Japanese Secondary School Teachers* **Teacher Development**

This presentation delves into an investigation firmly grounded in the liberating concept of trans-speakerism (Hiratsuka et al., 2023a, 2023b). It aims to challenge prevailing biases and redefine the discourse surrounding language teaching and learning. Trans-speakerism strives to promote diversity, equity, and inclusion for all language speakers, teachers, and researchers, transcending the constraints of native-speakerism and speakerhood statuses. The presentation begins by providing a comprehensive definition of trans-speakerism, accentuating its significance, and introducing the rationale behind the inquiry. Data were collected through narratives from four Japanese secondary school teachers, including two junior high school teachers and two senior high school teachers. These narratives wove together a series of compelling and deeply personal stories that offered a vivid and nuanced perspective on the intricacies of language teacher perceptions and practices in Japanese secondary schools. Within the participants' contexts, it was revealed that Global Englishes, intercultural awareness, and professionalism played pivotal roles in realizing trans-speakerism. In particular, the topic of professionalism within trans-speakerism among the secondary school teacher participants highlighted the usefulness of second language learning experiences. The presentation concludes with implications for language teacher education and further research on trans-speakerism.

2-503 Adam Jenkins *Using Technology to Make Educational Resources Accessible* **Accessibility in Language Learning**

14:35 – 15:00

For neurodiverse students, the ability to choose the background colour, font, text size and colour can be the deciding factor regarding whether a user can access content or not. Readability can be greatly enhanced by allowing the user to control the background and foreground colours, the removal of serifs from text, or even using fonts specifically designed to help those with dyslexia. Paper textbooks are unchangeable in this respect, but online materials can provide the flexibility of choice for people who need it. However, even if a platform has functions for making content more universally accessible, these functions may not be operable if the courseware is not appropriately designed to take advantage of them. This presentation will introduce simple methods to make educational resources accessible to all through technology, for example, by using features built in to operating systems and browsers, using the accessibility plugin for Moodle, and providing additional vocabulary support for lexically dense materials by using an auto-linking glossary to augment more difficult texts. The presentation will conclude with a discussion on the various locations and availability of accessibility tools and how these can be used to make the world outside the classroom more accessible to students.

T-602 Trevor Sitrler

What is a Task: Using Register Analysis to Inform TBLT

Task-Based Learning

This study sought to further inform the notion of “task” in Task-Based Language Teaching and Task-Based Language Assessment by describing, comparing, and contrasting the specific language used in different task types. Previous studies of tasks in TBLT have used the Complexity, Accuracy, and Fluency (CAF) framework to analyze tasks. While this framework has been helpful in finding out the relationship between various factors in the performance of a task, it has not provided much information on the specific language used during these tasks. This study used a methodology within Corpus Linguistics called Register Analysis to analyze learners’ performance of description, negotiation, and narration tasks in the ACTFL test, as found in the (NICT-JLE) Corpus. It was found that each task type has specific grammatical structures characteristic of it and that these grammatical structures were directly connected to the communicative goal of the task. For example, description tasks contain more prepositional phrases (e.g., in the box) than narration tasks, which include more verb phrases (e.g., I would like, I want to). Such specific descriptions of tasks can help educators evaluate student performance on task-based exams and give insights into task design and implementation.

15:10 – 15:35

**T-601 Aquaria Ishii
Christopher Mack**

Conducting a Graded Reader Program at a Japanese Private Junior High School

Extensive Reading

This study looked at the rates of student vocabulary acquisition with regards to the first and second thousand words as reflected in the New General Service List. The words found in this list are high frequency words used in everyday speech. This study was conducted with first-year junior high school students (n=35). The students read level 3 to level 9 graded readers from the Oxford Graded Reading Tree. Students took a pre, mid, and post-test using a computer-generated test from the Vocabulary Levels Test website. The results were then analyzed by two different raters. The raters’ results were then checked using a website specializing in calculating rater reliability establish consistent grading throughout the three tests. The results from the student’s levels test showed that after eleven weeks of reading, student’s results reflected findings found at the university level. This study will be a valuable contribution to the field, especially with regard to ER at the JHS level. The study also provides some insight to assist teachers in establishing an extensive reading program at their schools.

2-505 Adrienne Johnson

Digital Media Literacy in Japan: Strategies for Adapting English Materials

College and University Educators

Media and digital literacy are more important than ever in an age where technology is ubiquitous and online interaction is embedded into everyday life. Although efforts are being made in Japan to address the issue of media literacy in the school system (c.f. Suzuki, 2008), many Japanese university students still lack the knowledge and skills to engage with technology judiciously, especially in English. Providing opportunities to develop digital media literacy is a critical aspect of English-medium classes; however, sourcing suitable material for these classes is challenging. Educational materials are abundantly available, but tend to target students studying in different contexts and contain frames of reference and background knowledge unsuited to students in Japan. I will present four specific strategies I have developed to adapt materials made for native English-speakers to a Japanese classroom: simplification (of content and language), localization (reframing for Japan), personalization (connecting to students' experiences), and contextualization (framing concepts with extra background information). Using examples from class materials, I provide educators with ideas for creating accessible and relevant materials to increase students' awareness and provide a foundation for critical engagement with digital media within a rapidly evolving society.

2-704 Fergal McTaggart

Evaluating the Impact of Video Examples of Successful L2 English Use

Global Englishes

Despite the English language being spoken around the world in an array of varieties, a broad range of research has revealed that learners of the English language often idealise what Kachru termed inner-circle Englishes, particularly Standard American English and Standard British English. This has led to the emergence of the idea of 'Native-Speakerism', meaning that the native speaker is considered a model and ideal for English. Previous research suggests this can lead to L2 learners having negative perceptions of their own English. This study aims to examine how using videos of real-life examples of English speakers from Kachru's outer and expanding circle countries communicating in English could change university students in Japan's perceptions of themselves as language learners, or even their perceptions of the English language itself. By analysing the opinions of a focus group who were exposed to these examples, and also using quantitative data to analyse the general populace's perceptions of the English language, the research suggests that Native-Speakerism is prevalent in Japanese universities, and that videos of successful L2 use are received very positively by learners of English.

2-602 Ian Hurell

Incorporating IELTS speaking Skills to Boost Intrinsic Motivation

Learner Development

The IELTS test is the most popular English language test in the world and has been growing in popularity in Japan in recent years. One point that distinguishes the IELTS tests from other tests, such as TOEIC, is that it includes a face-to-face speaking test with an examiner. As a result, it has become a valuable means for students to open up many opportunities in their lives; including study abroad, internships, and job hunting. This presentation will introduce several simple and practical methods that the presenter has used to integrate IELTS speaking test activities and skills into a job-hunting skill course at a Japanese university. These methods include skills to give extended answers to both familiar and unfamiliar questions, active listening skills to improve back-channeling and asking follow-up questions, and skills to give short presentations with minimal preparation. The presentation will also demonstrate how the presenter has found these methods to be effective in boosting students' intrinsic motivation by making activities more relevant to their lives, as well as giving students the skills and a meaningful purpose to continue their language development independently after formal instruction has finished.

2-501 Todd Hooper

Increasing Face-to-Face Communication Through Extracurricular Board Gaming

College and University Educators

15:10 – 15:35

The use of digital technologies in education increased rapidly during the global pandemic, leaving some feeling a lack of connection with others due to the decrease in face-to-face communication (Alawamleh, Al-Twait & Al-Saht, 2020; Miller, 2022). Board gaming, as an in-person social activity, allows students to directly engage with others in English in a low-pressure environment that encourages the negotiation of meaning, which is a vital aspect of language learning and use. Based on experience as the sponsor of a university student organization dedicated to gaming in English, the presenter will show how board games can be used in clubs and after-school activities to increase face-to-face communication. Also, advice on selecting games that focus on one or more of the four skills of language use (listening, speaking, reading, and writing) will be given. Additional skills that can enhance language use that students can learn from board games will also be highlighted. Finally, some issues that can detract from language learning when playing board games and ideas on how to resolve these issues will be discussed.

2-601 **Tim Cleminson**

Student Agency and Contribution as Practitioners of Learning

Learner Development

Exploratory practice (EP) is an inclusive form of project-based language learning based on personal curiosity (Allwright and Hanks, 2009). EP positions students and teachers as practitioners of learning who are autonomous, take their learning seriously, and actively contribute to group learning (Miller, Cunha and Allwright, 2020). To help students transition to EP, practitioners must understand student perceptions of agency and active contribution. To research these issues student journals from an EP class were analyzed. Post-course semi-structured interviews were carried out. Student narratives were made using the short story analysis method (Barkhuizen, 2016). In this session, the presenter will (1) introduce and critically explore key concepts in EP, (2) compare student narratives about language learning before and after studying EP, (3) assess student proactivity and whether students see themselves as practitioners of learning. Attendees will learn key concepts in exploratory language learning and gain insights into student perceptions of proactivity and learner identity that facilitate and inhibit active contribution in class.

2-501 **Amy Braun**

Use Group/Pair Activities to Elevate Learning in the Young Learner Class

Teaching Young Learners

There have been numerous studies, papers, and books that have stated that pair and group activities can evaluate one's learning of a second language (L2). Swain, Kinnear, and Steinman (2015) have stated that "student-student interaction can constitute a vigorous ZPD". In the field of Sociocultural Theory, there are topics like near-peer role models and Zone of Proximal Adjusting (ZPA; Murphey, 1996) which discuss how students can contribute to their peers' L2 learning, even more than with teacher-centered activities. This lets the students be the main stakeholders of L2 learning. The presenter will talk about pair and group activities that have worked in her mixed-level elementary class. How can these activities encourage students to learn and elevate their English level with each other? Is it possible for young learners to produce their own L2 learning? How can a teacher go from teacher-centered teaching to student-centered teaching with these activities? These questions and more will be answered by the presenter to inspire teachers to how to use group cohesion to better their student's learning. Attendees who attend this presentation will learn how to use these pair and group activities and hopefully could use it in their classrooms.

16:00 – 16:25

2-702 **Gary Ross**

Using Custom GPTs to Enhance ChatGPT

Computer Assisted Language Learning

16:00 – 16:25

This presentation introduces the concept of utilizing custom GPTs (essentially Apps) to augment ChatGPT. We will explore how custom GPTs, tailored to specific learning objectives and proficiency levels, can create a more interactive and personalized learning environment. Despite the sophistication of this technology, its implementation is surprisingly simple and accessible, making it a practical tool for educators and learners alike. The presentation will demonstrate the effectiveness of custom GPTs in providing contextually relevant and linguistically accurate interactions, which are crucial in language learning. Furthermore, we will discuss the adaptability of these models in catering to diverse learning styles and needs, illustrating their potential in overcoming common language learning barriers. Attendees will gain insights into the seamless integration of custom GPTs with existing educational frameworks, emphasizing the balance between technological advancement and ease of use. This session aims to empower educators with innovative tools to enhance ESL teaching methodologies, ultimately enriching the learning experience for students. The presentation will also demonstrate GPTs the presenter has made in the context of learning both English and Japanese, and also extensive reading.

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All presenters for vetted presentations and SIG forums at PanSIG 2024 will be invited to submit a paper based on their presentation for publication in the *2024 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 *2024 PanSIG Journal* submissions. Note that publishing in the *2024 PanSIG Journal* qualifies as a refereed publication. We would therefore like to encourage all presenters to submit a paper.

Important Dates	
Initial Draft Submission Deadline :	August 31, 2024
Review Decision Announcement:	November 30, 2024
Final Draft Revision Deadline :	February 15, 2025
Target Date of Publication :	May 15, 2025

General Guidelines	
Word Count	Submissions should be no longer than 4,000 words, including references. 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. Try to restrict any appendices to no more than three pages.
Practice & Research Focused	<ul style="list-style-type: none">• 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	Forum presenters can submit papers as a group or individually. <ul style="list-style-type: none">• 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. Additionally, the submissions should be one cohesive article rather than a collection of several short submissions.
Publication & Review	Papers submitted to the 2024 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

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Kanda University