PanSIG 2025 Block Schedule – Saturday, May 17

Description	Time	Building 4 — Plenaries (4-101)	Building 8 — CUE (8-106)	CUE (8-107)	ICLE, Bilingualism & CALL (8-108)	Critical Thinking, Study Abroad & CALL (8-109)	Learner Development (8-110)	Teacher Development & Critical Thinking (8-111)	ICLE & Critical Thinking (8-112)	Task-Based Learning, GILE & PIE (8-113)	Sponsor Presentations (8-116)
Registration	9:00-9:30										
Opening Ceremony	9:30-10:00	Opening Ceremony									
Plenary	10:00-11:00	*Prof. Johnmarshall Reeve* **Plenary: Benefits of Autonomy-Supportive Teaching**									
SALC Showcase 8-103, 104, 105	11:00-12:00										
Poster session 3-250	11:30-12:30										
Presentations	12:30-12:55		*Lees, D.* **Supporting Autonomy: Paper and Cloud-based Awareness and Access Techniques**	*Inmoon, S.* **Exploring the Impacts of Theme-based Supplementary Practice on Writing Skills and Metacognitive Strategy Utilization among Thai University Students**	*Ibañez, J. M.* **Fostering Autonomy in Online Collaboration for Communicative Competence**	*Pulido Arcas, J. A.* **Team-based learning as a tool to foster critical thinking: using photograph**	*Sauvignon, D. & Agaësse, J.* **Forging Autonomy for Oral Proficiency with LEGO® Serious Play®**	*Gallagher, A. B.* **Accept As Is: Crafting Acceptable Academic Abstracts**	*Yuan, X.* **"Third Hometown" as a Metaphor: Building Agency and Autonomy Through Farm Stays and Rural Engagement in Akita**	*Nagai, E.* **An Original Interpretation of an English Song**	*Ichikawa,T. [ICP Education]* **Introducing Envoy, the smarter English test**
	13:05-13:30		*MacDonald, E.* **Student reflection on classroom English use using a reflective tool**	*Muller, T. Adamson, J. L. & Weatherford, Y.* **Teacher Perspectives on Agency and Autonomy in Sociolinguistics Classrooms**	*Minns, O.* **Exercising agency against language ideologies: foreign English teachers learning Japanese in Japan**	*Humphries, S., Ueki, M., & Allen, T.* **Empowering students: Keys to a successful study abroad experience**	*Yamashita, H.* **Engaging students as agents of their learning in test-preparation course**	*Filer, B. & Walsh, N.* **The State of Classroom Observations in Japanese Universities & How to Implement Them**	*Shachter, J.* **"I felt like my self-efficacy was just blasted to bits": Exploring non-Japanese EFL teacher emotional reactions to student silence at a Japanese university**		*Boon, A. [Kinseido]* **Reason and Respond: Strategies for Critical Thinking**
	13:40-14:05		*Uehara, S.* **Students' Beliefs of the Impact of Generative AI in English Education**	*Mazorodze, T.* **Learner Agency: Students' Views on Using ChatGPT and Google Translate in Essay Writing**	*Irwin, B.* **Enhancing Peer Feedback Practices in Speaking Classes With Technology**	*Bédi, B.* **Supporting student autonomy in L2 Icelandic online classes**	*Reed, J.* **Developing Student Leadership Skills using Tabletop Games**	*Razafindratsimba, D. V. A. & Mynard, J.* **Publishing in learner autonomy: Insights and advice from editors**	*Rucynski, J.* **Exploring the role of humor in intercultural communication**	*Koyama, D.* **Toward a Localized Model of Diffusion of Innovations Theory: Generative AI in English-Medium Instruction**	*Schwartz, A. [EnglishCentral]* **Harnessing GenAI Tutors to Enhance Student Speaking Outcomes**
	14:15-14:40		*Kidd, J. & Banwell, R.* **Transforming a University Commons into a Self-Access Learning Center**	*Yamada, M. & Shishikura, K.* **Empowering autonomy: Part-time teachers' collaborative pathways to success**	*Ross, G. & Dennisson, J.* **Enhancing ESL Speaking Skills with AI: Crafting Mobile-Friendly ChatGPT Prompts**	*Lim, G.* **AI-empowered Interviews for Learning and Teaching: Benefits and Challenges**	*Toyama, K. & Dansako, R.* **Intrusive r in L2 English of Native Japanese Speaker: Analysis and Comparison with British Vernacular**	*Terashima, A., Bordilovskaya, A., & Dalziel, G.* **Collaborative reflection as a path to autonomous professional development**	*Jackson, L. & Estevez, A.* **Teacher Assessments of Critical Thinking in Japanese University EFL Classes**	*Taube-Shibata, J.* **Using Kpop and CLIL to Teach Global Issues**	*Ullmann, C. [Oxford University Press]* **Critical Thinking in the Language Classroom**
	14:50-15:15		*Kimura, J. & Tachino, T.* **Scholar Autonomy: Productivity Tips for Researchers**	*Griffiths, M.* **CLIL course design options to encourage learner autonomy and agency**	*Dizon, G., Gold, J., & Barnes, R.* **AI-related technostress among Japanese EFL university students**	*Lavolette, E.* **Promoting learner autonomy through COIL: Japan-Korea game creation project**	*Walsh, N.* **Promoting Learning Through Collaborative Content Creation and Peer-Teaching**	*Szirmai, M.* **Teacher agency and autonomy in Japan: Insights from 30 years of experience**	*Kanzaka, I., Arora, K., & Stroupe. R.* **Developing Critical Thinking Skills and Depth of Knowledge in an EAP Course**	*Kennett, B. & Jackson, L.* **What Case Studies Tell us about Critical Language Pedagogy in University EFL Teaching in Japan**	*Paul, D. [LTProfessionals]* **Building up students' ability to discuss a wide range of topics**
Coffee Break	15:15-15:45										
Presentations	15:45-16:10		*Kunert, H.* **Student workbooks as a means to increasing motivation, agency, and output**	*Hashimoto, N.* **Using Duoethnography in Academic Research Writing: An Action Research Study**	*Obari, H.* **Integrating CLIL and AI in English Education**	*Bankier, J.* **How to Stop Students Using ChatGPT in Their Writing (If You Want to)**	*Shelton-Strong, S.* **Experiencing Advising in Language Learning as an Autonomy-Supportive Practice**	*Kato, S. & Takada, S.* **Using Padlet to Enhance Relatedness in an Online Advisor Education Program**	*Nguyen, D.* **Autobiography of Intercultural Encounter for Inclusive English Classes**	*Cates, K.* **Exploiting Expo 2025: Creative Ways to Teach about World's Fairs!**	*Archer, A. [Cambridge University Press]* **Unlock 3rd edition – even better EAP with Critical Thinking**
	16:20-16:45		*Marx, N.* **Lived emotional experiences - What can they tell us about our students and our teaching?**	*Wadden, P., Lacy, B., Hale, C. C., & Dilenschneider, R.* **CLIL for University Curricula: A Promising New Shared Resource**	*Cvitkovic, R., Massoud, O., & Kita, Y.* **AI-Powered Segmental Sound Training for EFL Comprehensibility**	*Nguyen, P.* **Designing Poster Presentations: Teaching with Canva**	*Garnica, A. & Wongsampigoon, I.* **Encouraging English use in self-access spaces: Barriers and Support**	*Carroll, S. M.* **Reframing ELT: Emergent strategy for inclusion and justice**	*Aracena, H.* **Black Japanese Students: Analyzing their Educational Experiences in Japan**	*Sato, M.* **SDGs through CLIL & generative AI: Awareness and action as global citizens**	*Bethell, C. [Englishbooks]* **The Future of Educational Content, is our responsibility**
	16:55-17:20		*Warrington, S.* **Navigating Learning Advisor Agency in Constrained Professional Contexts**	*Sparrow, R.* **Practical Uses of AI for Teachers and Students**	*Kurose, R. & Dizon, G.* **Comparing JLPT and ChatGPT-generated reading comprehension items**	*Fujii, N.* **Using OMT to Enhance Japanese EFL Students' Citation Skills**	*Parsons, A.* **Facilitating learning beyond the classroom through student-led activities**			*Eto, T., Ishige, A., Itabashi, T.* **Minority students representing their roots at a language festival**	*Sakurada, M. [EdulinX]* **E-Learning Programs for Higher Education Institutions**
	17:30-17:55			*Oshima, S.* **How to Maximize the Benefits of Guest Speakers in Lessons**	*Aubrey, S.* **The effect of synchronous computer-mediated and face-to-face communication modes on second language learner engagement in collaborative pre-task planning for task performances**	*Li, O.* **Empowering Student Choices: AI Tools in Academic Writing**	*Fujishima, C. S.* **From Vision to Implementation: National Objectives and Classroom Practices in Japan**			*Chi, C.* **L2 Perception of Rhetorical Effect of Greco-Latinate and Anglo-Saxon Words**	*Pardeilhan, M.* **Performance and empowerment in language learning: A practical study**	
Party	18:15-20:00										

PanSIG 2025 Block Schedule – Saturday, May 17

Building 3 — Presentations and Forums

Description	Time	Teaching Younger Learners & Materials Writers (3-203)	TEVAL & Pragmatics (3-204)	Forums: Vocabulary, CEFR, LiLT, & PanSIG Journal (3-102)	Forums: Materials Writers, ALL, ER, Teacher Development (3-201)	Forums: JALT CALL, ICLE, Pragmatics, & MAVR (3-202)	Forums: GILE, TEVAL, GALE, & DEI Workshop (3-302)
Registration	9:00-9:30						
Opening Ceremony	9:30-10:00						
Plenary	10:00-11:00						
SALC Showcase 8-103, 104, 105	11:00-12:00						
Poster session 3-250	11:30-12:30						
Presentations	12:30-12:55	Suthathothon, P. — Integrating game-based learning in teaching young learners reading skills		Howarth, M. & Vitta, J. — Vocabulary SIG Forum	Meizlish, T., Ogawa, Y., Romney, C., & Patterson, R. — MW Forum: Pragmatics in Materials: Developing Pragmatics-Focused Materials in ELT	Hofmyer, M., Ohashi, L., Dizon, G., Fujii, N., Obari, H., & Carr, G. — JALTCALL Forum: Applying AI in Language Education	Lavigne, A., Nakagome, S., Jones, B., Kambara, J., & Singh, S. — GILE Forum: The Importance of Agency in Global Issues Language Education
	13:05-13:30	Takano, Y. — Teaching Writing to Young Learners: Bright Side and Dark Side	Munby, I. — Assessing knowledge of collocations among Japanese university students				
	13:40-14:05	Siew, K. — High School Lessons from an IB Elementary School Classroom	Fukunaga, S. — Rethinking washback: How Japan's stratified high schools shape English learning	Takada, T. — Exploring the CEFR's Influence on a Japan's Course of Study	Clark, G. & Carroll, S. — Addressing ableism in ELT: From individual blame to systemic change	Hsu, L. — Teachers' Beliefs and Practices on Listening Instruction in EFL Classrooms	Donnery, E. — Giving Agency and Fostering Autonomy through SDG 5, Gender Equality
	14:15-14:40	Taguchi, A. — English Pronunciation Exercises Using Songs	Wilson, L. — "The request should be polite yet assertive" - Hong Kong English coursebook speech acts				
	14:50-15:15	Carle, J. — Independent textbook publishing: A guide for educators	Campbell-Larsen, J. — A quantitative and qualitative description of L2 development	Schmidt, G., Nagai, N., Imig, A., & Roque de Hishiyama, A. — CEFR LP SIG Forum: 21st Century Skills and the CEFR: Action Research, Plurilingualism and Mediation	Moriya, R., Takasugi, C., & Brown, T. — ALL SIG Forum: Inspiring Autonomy in Accessible Language Learning	Rakhshandehroo, M., Benthien, G., & Sandu, R. — ICLE Forum: Fostering Intercultural Learning: COIL and Effective Classroom Resources	Schaefer, E. & Kawata, M. — TEVAL Forum: Beyond Scores: Examining Rater Types and Acoustic Influence in L2 Testing
Coffee Break	15:15-15:45						
Presentations	15:45-16:10	Young, D. & Schaefer, M. — Attribution of Authorship for Collaboratively Created Materials	Ferrari, R. — The Use of Mind Maps in Aiding Vocabulary Retention	Maune, J., Villanueva, C., Hooper, T., McIlroy, T., Kuze, K., & Hasegawa, A. — LiLT forum: Literature in Language Teaching	Jourdan-Ōtsuka, R., Arrieta, D., Misoschko, G., Barinova, A., Brierley, M. & Goto, C. — ER Forum: Working Together to Build an ER friendly University Across Languages	Araki, S., Tu, S. P., Hao, J., Feroze, M. A., & Ronald, J. — Pragmatics SIG Forum: Pragmatics and Language Learning: From Research to the Classroom	Escobar, E., Noxon, E., & Tuttle, T. — GALE SIG Forum: Hybrid How-Tos: Two Tried & True Procedures from JALT Organizations
	16:20-16:45	Thornton, K. & Alizadeh, M. — The potential role of immersive technologies in enhancing the SALC experience	Kavanagh, B. & Birdsell, B. — The Impact of Textual Enhancement on Phrasal Verb Acquisition: A Whiteboard Video Study				
	16:55-17:20	Walker, L. — Boosting Learner Agency Through Creative Projects in an L2 English Literature Classroom	Rafieyan, V. — The Role of Formulaic Sequences in Language Proficiency and Contact	Campos, M., MacKenzie, A., & Uehara, S. — Navigating the PanSIG Journal: From Submission to Review	Kuroda, J. M., Gloria, C., & Thomas, J. — Teacher Development SIG Forum: Reflective Practices & Creative Teaching: Paths to Agency & Autonomy	Hawkinson, E., Alizadeh, M., Figueroa, R., Garcia, G. M., Deterala, S., & Pugoy, R. A. — MAVR SIG Forum: Expanding Realities: MAVR Innovations for Global Learning and Collaboration	Oo, M. K., Clark, G., Glasgow, G. P., Kim, M., Yao, Y., & Carroll, S. M. — Developing Inclusive Workplaces: A DEI Workshop on Microaggressions (JALT DEI Committee)
	17:30-17:55	Gasaway, T. — Graphic Novels in the Classroom: Connecting to Culture through Reading	Kawashima, C. — Exploring the Speech Act of Requesting in High School Grammar Instruction				
Party	18:15-20:00						

Saturday 5/17 Poster Session Presentations
Building 3 Room 250, 11:30 – 12:30

Am I a Researcher? Taking Agency to Apply for a JALT Research Grant
McGettigan, M.

Becoming and Being Oneself: Learners Weaving Agency in L+ Discussion
Sampson, R. & Machi, S.

Building the Autonomy of Japanese Teachers of English
Pratt, L.

Do Online Textbook Components Foster Language Learner Autonomy?
Ratcliff, E.

Empowering English Language Teaching with ChatGPT: Insights from EFL Instructors
Lee., J. & Son, M.

Empowering learners: Navigating agency in AI-assisted language learning
Lu, H.

Enhancing EFL Learning Through an Intercultural Exchange Program
Yibifu, T. & Uchima, Y.

Facilitating Agency: A Comparative Study of English Reading Attitude
Ting, I.

Facilitating Educational Development in Central Asia
Palmer, R.

Fostering autonomy and agency via standardized media English assessments
Cox, D. & Krasnansky, A.

From Concept to Publication: Creating a Graded Reader
Bridge, S. & Carle, J.

Outcomes and effects of Inter-Asian COIL program on Japanese university students
Robson, G.

Post-task student use of generative AI in two university English courses
Zaitseva, N. & Anglade, G.

Presenting autoethnography as both process and product
Hayasaki, A.

Relation between entrance exams, NGSL Levels, GPA, and TOEIC L&R Scores
Richard, J. J.

Student Feedback on Pre-departure Learning Through Hybrid Sessions for Study Abroad Programs After Completing Their Study Abroad Program
Chochol, A. & Yamamoto, Y.

Students' development of AI metacognitive awareness in an EAP course: A qualitative exploration through the Experiential Learning Theory
Liu, X., Xiao, Y., & Yao, Y.

Towards new pedagogical signatures for learner autonomy
Barfield, A.

児童の漢字書字学習に及ぼす効果について
Ching, S. H.