

# PanSIG



## Conference Handbook 2026

Building Language Competencies  
Through Community

May 23-24, 2026 - Nagoya, Japan



2026  
NAGOYA



# PanSIG

## CHUKYO UNIVERSITY

# PanSIG 2026

## Theme: Community Building for Language Competency

The theme highlights the vital role of collaboration in fostering effective language education. This conference will focus on three interconnected areas:

1. professional development for teachers,
2. supporting students in developing practical, real-world competencies, and
3. the role of communities of practice in enhancing teacher and learner development within diverse contexts

We will explore how professional development initiatives can empower young and emerging teachers by equipping them with the knowledge, confidence, and networks needed to thrive. At the same time, we will emphasize innovative, learner-centered approaches that build students' practical language competencies and prepare them for meaningful communication beyond the classroom.

Central to this vision is the creation of inclusive, multilingual communities of practice, where teachers, learners, and stakeholders collaborate across languages and cultures to share expertise and cultivate mutual growth. By strengthening professional pathways, practical skills, and relational ties, the conference aims to support the development of more equitable and connected language-learning communities in the future.

## Conference Attendance Fees

	Pre-registration (3/25-5/10)	On-site registration
<b>JALT Members</b>	12,500 yen	17,500 yen
<b>Students &amp; Seniors— JALT Members *</b>	5,500 yen	7,500 yen
<b>Non-JALT Members</b>	18,500 yen	23,500 yen
<b>Students &amp; Seniors— Non-JALT Members **</b>	8,500 yen	10,500 yen

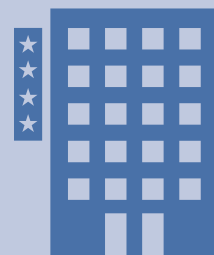
\* Students (JALT members) are either JALT student members, or JALT members who are full-time students with proof of student status, such as a valid student ID. Seniors (JALT members) are JALT members who will be 65 or older on May 23rd, 2026.

\*\* Students (non-JALT members) must be full-time students with proof of student status, such as a valid student ID. Seniors (non-JALT members) are those who will be 65 or older on May 23rd, 2026, and not a member of JALT at that time.

### JALT Code of Conduct

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.

## Internet Links: Click & Go



**Koen Meiji**

後援

- Nagoya City
- Nagoya City Board of Education



**For Presenters**  
How to Edit Your Indico  
Contribution



All information in this handbook is correct and accurate up to May 15th, 2026.  
Any errors or changes to the schedule are unintentional and we apologize for any inconvenience this may cause.  
**Please refer to the PanSIG 2026 website <https://pansig.org> for the latest and most accurate information.**

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## Conference Schedule

<b>Saturday, May 23</b>		
<b>Registration</b>	09:00 ~	
<b>Opening Ceremony</b>	09:45 - 10:00	
<b>Plenary Presentation: Robert Stroud</b>	10:00 - 10:45	<b>Page 67</b>
<b>Presentations</b>	11:00 - 11:30	<b>Page 67~</b>
	11:40 - 12:05	
	12:20 - 12:45	
<b>Lunch Break &amp; Poster Presentations</b>	12:45 - 13:30	
<b>Presentations</b>	13:30 - 13:55	<b>Page 81~</b>
	14:10 - 14:35	
	15:30 - 15:55	
<b>Plenary Presentation: Louise Ohashi</b>	16:05 - 16:50	<b>Page 98</b>
<b>PanSIG Conference Dinner</b>	17:30 ~	
<b>Sunday, May 24</b>		
<b>Registration</b>	09:00 ~	
<b>Presentations</b>	09:30 - 09:55	<b>Page 99~</b>
	10:10 - 10:35	
	10:50 - 11:15	
	11:30 - 11:55	
<b>Lunch Break &amp; Poster Presentations</b>	11:55 - 12:40	
<b>Presentations</b>	12:40 - 13:05	<b>Page 115~</b>
	13:20 - 13:45	
	14:00 - 14:25	
<b>Plenary Panel Discussions</b>	12:40 - 15:50	<b>Page 126</b>
<b>Closing Ceremony</b>	15:50 - 16:10	

# Message from the Chairs

## PanSIG 2026 Conference Chair



Dear Conference Attendees, Presenters, Committee Members, Student Volunteers, and Guests,

It is an honor to welcome you all to the PanSIG 2026 conference with the theme **Building Language Competencies through Community**. This year's PanSIG is the 25<sup>th</sup> PanSIG conference, half the age of the JALT International conference, both are mature conferences indeed and have their specific profile and purpose. The PanSIG conference itself is a splendid example of a community and building communities for language competencies, the theme for this year's conference. PanSIG started with a few Special Interest Groups (SIGs) joining and organizing a small bottom-up mini-conference in 2002 in Kyoto, namely with the CUE SIG and the TEVAL SIG. Over time, PanSIG has grown to a peer to peer, collaborative middle size conference in JALT and in Japan engaging more than 25 JALT SIGs.

This time it is the second time that I am volunteering as conference chair for PanSIG because I wanted to be the PanSIG conference chair once in my lifetime at a face to face PanSIG-conference, welcoming colleagues and friends, meeting all the SIGs and people who are really dedicated, talking so interestingly, engaging, supporting and not only creating but being the community we need so desperately as practitioners, to connect to others, learn and share from another. Before I was the conference chair of the 20<sup>th</sup> PanSIG conference but it happened to be online in 2021. It was a wonderful online conference with the support of dedicated people, yet, nothing can replace a face-to-face PanSIG conference. I don't know exactly why, but PanSIG is my favorite conference and I am a conference addict.

My first PanSIG conference was the 12<sup>th</sup> PanSIG in 2013 in Nagoya, yes 13 years before !!!, then at Nanzan University with David Kluge as the conference chair. When writing these lines I see how one huge cycle joins. I want to cite David Kluge from the preface of the PanSIG 2013 Handbook, page 5:

*"The theme of the conference is "From Many, One: Collaboration, Cooperation, and Community." The theme emphasizes both the variety of the 26 sponsoring SIGs in their research interests, and the shared goal of improving language teaching. This variety and common goal make the SIGs a vibrant part of the community of JALT, as showcased in this conference. Cooperation and Collaboration are also parts of the theme of the conference. One new feature of the conference is SIGs have formed SIG Partnerships with one or two SIGs. These SIG Partners cooperated in creating a program hosted in their shared room. In essence, the conference is like a town made up of neighborhoods created through the collaboration of the SIGs in their partnerships. I hope that the power of this metaphor of the shared neighborhood spaces melding different research interests can help further our understanding of this field we all work in."*

Somehow this experience and the outline of the conference is the blueprint of PanSIG conferences for me: having a conference theme, involving SIGs, having a plenary speakers, having a panel discussion, having SIG tables, having sponsors, having committee workshops (in 2013 from the Peer-Support-Writing Group) this time from SPIN and the PanSIG Journal, holding SIG Forums, SIG tables, presentations, presenters, attendees, SIG volunteers and a good atmosphere. What previous conferences often had was the support of local chapters. This has been a little bit neglected in the last few years and should be considered for the next PanSIG planning.

## Let's look together at the history of PanSIG with an outlook to the 2027 conference.

PanSIG Started in 2002 with a small group of JALT SIGs around Kyoto. For details see the archive of PanSIG conferences:

<https://pansig.org/archive>

### 1<sup>st</sup> PanSIG conference in 2002 at Kyoto Institute of Technology

Mini-Conference by CUE SIG and TEVAL SIG

**Theme:** *Curriculum Innovation, Testing and Evaluation*

JALT Peer Support Group, SIGs, Plenary Judith Hanks, and Panel Discussion

### 2<sup>nd</sup> PanSIG conference in 2003 at Kyoto Sangyo University

### 13<sup>th</sup> PanSIG conference in May 2014 in Miyazaki, at Miyazaki International University

**Theme:** *Sustainability: Making Teaching and Learning Last.*

### 3<sup>rd</sup> PanSIG conference in 2004 at Tokyo Keizai University in Tokyo

**Theme:** *The Interface Between Interlanguage, Pragmatics and Assessment*

### 14<sup>th</sup> PanSIG conference in May 2015 in Kobe, at Kobe University of Foreign Studies

**Theme:** *Narratives: Raising the Happiness Quotient*

### 4<sup>th</sup> PanSIG conference in 2005 at Tokyo Keizai University in Tokyo

**Theme:** *Lifelong Learning*

JALT Gender Awareness in Language Teaching, Pragmatics, Teacher Education (now Teacher Development), Teaching Children (now TYL), Teaching Older Learners (maybe LLL) and Testing & Evaluation SIGs, and the West & Central Tokyo Chapters

### 15<sup>th</sup> PanSIG conference in May 2016 in Okinawa, at Meio University, Nago

**Theme:** *Innovations in Education*

### 5<sup>th</sup> PanSIG conference in 2006 at Tokai University in Shizuoka

**Theme:** *Authentic Communication*

JALT Bilingualism, Pragmatics, Teacher Education, Testing & Evaluation SIGs & the Shizuoka JALT Chapter

### 16<sup>th</sup> PanSIG conference in May 2017 in Akita, at Akita International University

**Theme:** *Expand Your Interests*

Plenary and Panel discussion

### 6<sup>th</sup> PanSIG conference in 2007 Tohoku Bunka Gakuen University

**Theme:** *Second Language Acquisition - Theory and Pedagogy*

JALT Other Language Educators, Materials Writers, Pragmatics, Teacher Education, Testing and Evaluation SIGs, and the Sendai JALT Chapter

### 17<sup>th</sup> PanSIG conference in June 2018 in Tokyo, at Toyo Gakuin University

No theme

Panel discussion & Plenary

### 7<sup>th</sup> PanSIG conference in 2008 Doshisha University, Shinmachi Campus

**Theme:** *Divergence and Convergence, Educating with Integrity*

JALT Gender Awareness in Language Education, Life Long Language Learning, Materials Writers, Other Language Educators, Pragmatics, Teacher Education and Testing & Evaluation SIGs and the Kyoto JALT Chapter

### 18<sup>th</sup> PanSIG conference in May 2019 in Nishinomiya, at University

Panel discussion with Kensaku Yoshida, and Plenary

### 8<sup>th</sup> PanSIG conference in 2009 Toyo Gakuen University, Nagareyama Campus

**Theme:** *Infinite Possibilities: Expanding Limited Opportunities in Language Education*

JALT College and University Educators, Computer Assisted Language Learning, Extensive Reading, Gender Awareness in Language Education, Lifelong Language Learning, Materials Writers, Other Language Educators, Pragmatics, Study Abroad, Testing and Evaluation SIGs and the Yokohama, West Tokyo, Tokyo Chapters of JALT

### 19<sup>th</sup> PanSIG conference (planned for Niigata) in June 2020 as a one-day online conference

### 20<sup>th</sup> PanSIG conference in June 2021 online (planned for Shizuoka)

Theme, Plenary, Panel

### Change of mode: SIGs are asked to take part in PanSIG

### 9<sup>th</sup> PanSIG conference in 2010 Osaka Gakuin University

**Theme:** *Learner Perspectives*

### 21<sup>st</sup> PanSIG conference in July 2022 in Nagano, at The University of Nagano

**Theme:** (Re)Imagining Language Education

### 10<sup>th</sup> PanSIG conference in 2011 in Matsumoto at Shinshu University

**Theme:** *Discovering Paths to Fluency*

### 22<sup>nd</sup> PanSIG conference in May 2023 in Kyoto, at Kyoto Sangyo University

**Theme:** *Looking Forward: Sustainable Futures in Language Education*

### 11<sup>th</sup> PanSIG conference in 2012 in Hiroshima at Hiroshima University

**Theme:** *Literacy: SIGnals of emergence*

### 23<sup>rd</sup> PanSIG conference in May 2024 in Fukui, at Fukui University of Technology

**Theme:** *Back to the Basics*

### 12<sup>th</sup> PanSIG conference in May 2013 in Nagoya, at Nanzan University

**Theme:** *From Many, One: Collaboration, Cooperation, and Community*

### 24<sup>th</sup> PanSIG conference in May 2025 in Chiba, at Kanda University of Foreign Studies: Autonomy

**Theme:** *Agency and Autonomy in Language Learning*

### 25<sup>th</sup> PanSIG conference in May 2026 in Nagoya at Chukyo University

**Theme:** *Building Language Competencies through Community*

### 26<sup>th</sup> PanSIG conference planned for May 2027 in Oita, Beppu at APU

SIGs, SIG Forums, presentations, invited plenary speakers, sponsors, panel discussions, a wonderful committee, the SRL and the creativity of engaged presenters and practitioners, attendees, yes, this is the recipe for the success of a PanSIG Conference. It is not perfect maybe, but a special handmade, warm and welcoming sphere. Come and taste it, you are welcome.

The numbers speak for themselves: We had two hundred attendees around 2013, climbing to 350 and then to 450 attendees in 2018, restarting in 2022 and climbing to more than 500 attendees since Kyoto 2023; more than 200 presentations, around 25 SIG Forums, 8 - 12 sponsor publishers, student volunteers, and more. One part missing are teachers from primary and secondary schools, ALTs, JETs, etc. Maybe we need to think about how to reach out and involve them better.

Last not least, this year is the first time that the PanSIG conference and the JALT conference are both held in Nagoya. A memorable coincidence. Nagoya, Aichi, Toyohashi, and Chubu are vital, vibrant areas. Buzz Green, a former JALT Board member and Michelle Steel were based in this area. What an active area this is. We now have a Michelle Steele Award at JALT.

We could think of a JALT Buzz Green Award Grant for selected ALTs, JETs or Senior-JSH teachers to attend the conference. And a long-term sponsor, Alastair Lamond, supported JALT and PanSIG. We dearly remember him. He edited the special volume for Michelle Steele.

Let's think and share and cherish this wonderful spirit of community around the Special Interest Groups in JALT as a place of sharing and learning.

Welcome to PanSIG 2026 from the bottom of my heart,  
*Gabriela Schmidt*

## PanSIG 2026 Conference Site Chair

It is with great pleasure to welcome you to PanSIG2026 at Chukyo University. On behalf of the committee, we are very excited to host all of our esteemed guests, participants, presenters, and volunteers to share this wonderful annual event together. This conference is one of the largest conferences we have in JALT, but it also has a unique charm in that it brings all of our Special Interest Groups (SIGs) under one roof to collaborate together and bring thoughts, ideas, and appreciation for learning.

At Chukyo University, our motto emphasizes the harmony of learning and academics, research and education, and sportsmanship, with the goal of cultivating outstanding individuals who can contribute to society. The theme of this year's PanSIG conference is inspired by this philosophy, with the vision of nurturing continued collaboration and development for everyone and our communities.

As one of leading comprehensive universities across the Chubu region with around 14,000 students, Chukyo University offers modern, well-equipped facilities that will welcome you to a vibrant, inspiring, and engaging conference experience.

We hope you will enjoy not only the vast variety of presentation topics and discussions, but also the opportunity to connect and network with peers you may not have had the chance to meet before.

Words cannot fully express how much I am grateful for the countless hours that each committee member and volunteer has contributed to make this event a great experience. Thank you so much for your continued effort and support.

I am truly honored to be hosting the JALT PanSIG2026 Conference - Building Language Competencies Through Community at Chukyo University in Nagoya.

Welcome to JALT PanSIG!



*Phil Nguyen*  
Chukyo University  
JALT PanSIG2026 Site Chair

# Block Schedule: Saturday, May 23

Description	SIG Tables – Time	Building 0, 8F														Building 0, 6F					
		241	801	JALTPUB/ PanSIG Journal 802	CEFLAIST/ TEVAL 803	ERV/OACB 804	BLING/GE 805	TD 806	LD/LLL 807	ALLTYUS/PN 808	ICLE/OLE 809	GALE/DEI 810	08A 808	08B 808	Sponsors 603	CUE 604	PRAG 605	BRANCT/ BIZCOM 606	ART/LT/PIE 607	GLE/SAMW 608	
Registration	9:00 – 9:45																				
Opening Ceremony	9:45 – 10:00	Opening Ceremony																			
Plenary 1	10:00 – 10:45	Robert Stroud Connected Voices, Connected Words Reimagining FLT Communities Together																			
Concurrent Session 1	11:00 – 11:25	Jeanette Demisson, Michael Hedley, Robert Dykes, Geoffrey Carr SIG Forum: Computer Assisted Language Learning	Laura Pratt Building interactive speaking skills through 'small talk' activities in JHS	Noriko Nagai Building an action research community for busy, early career teachers	Chulpa Kongsombut Graphic-Text Integration in Graded Readers: A Systematic Analysis	Takaki Hiratsuka Trans-speakerism: Building global teachers of Englishes (GTLEs) through community	Shawna M. Carroll Building global educators as emergent strategists for community-building	Frankie Ha, Jamie Kufner "Catch Fish Effect" for Sustainable SDG10 in Higher-Ed Language Education	Roberto Soto Prado Learning by Design: Children's media in a university EFL course	Sarah Padfield Dialogic Pedagogy and Student-Teacher Partnership Through Community in EFL Classrooms	Kaori Nakano Analyzing Intercultural Understanding Through Community in EFL Classrooms	Ayako Taguchi Designing Four Skills Materials for a TOEIC Preparation Class	Sean Birmingham EduTech (Education) What Makes a 'Hot Topic'? 4 Keys to Effective Class Discussion	Jeff Bradley Learning Walks and Contributory Research in Study Abroad Contexts	Vahid Hatayian Pragmatic Instruction vs. Study Abroad in Learning Conventional Expressions	Chris Regier Vipassana Meditation for Teacher Well-Being: Skills for Everyday Practice	Ashley Ford, David Kluge, George Madrak, Gordon Rees, Kevin Bergman, Ben Barknot SIG Forum: Performance in Education (PIE)	Victoria H Bergshoeff Innovative Inks: Approaches to Mobile K-12 Rural Educators and Students	<b>Poster Sessions: 12:45 – 13:30</b> Building 0, Gallery 1F Tilak Wadia, Deepthi Mishra Olive repair in L2 interaction: A strategy for mutual understanding  Matthew Armstrong, Tanya McCarthy Successful Strategies for Teaching Students with Disabilities: Professional Development for Language Teachers  Aiko Cheval Factors for exchange program participation using quantitative text analysis  Takara Keena Alal-Sawaleh Beyond 'Vocabulary Size': Vocabulary Depth Links L2 Listening and Brain Connectivity  Building 0, Yamate Hall 2F Theodore Fain, Trina Gossney The Games Fair: Collaboration and Community Building through Games  Robert O'Keefe Evaluating AI Models for Level-Appropriate Elicited Imitation Materials  Alina Friel, Patrick Conway Connecting Classroom and Community: A TBL Tourism Project		
Concurrent Session 2	11:40 – 12:05	Miki Tokunaga Finding Motivation in Hidden Places: Coaching for Meaningful English Learning	Adlene Saeed Roper de Hobyans, Gabriela Schmidt, Noriko Nagai SIG Forum: CEFR and Language Portfolio	James McConville Effect of Timed & Extensive Reading on Non-English Majors' Reading Rates	Cuong Nguyen Huy et al. Vietnamese Teacher Precarity in the Context of English Language Teaching	Josh Kidd, Rory Barrett Fostering Online Teacher PD Communities: Japan-Philippines Collaboration	Joseph Doo, Catherine Takawagi, Chiyuki Yano ELL SIG Forum: Growing Global Citizens through English	Mingzha Lin Developing L2 Oracy and SEL via Motivational Effects in PBL Contexts	Sarah Ohsawa Beyond Textbook English: Communication Strategies Used by a Japanese Caddie	Noriko Ishikawa, Miki Tokunaga, Chiyuki Yano, Dorey Young DEI in practice: Creating socially just, inclusive, & equitable classrooms	Daniel Scott, Susan Benson Duty or pleasure? University Students' Motivation towards Extensive Reading	Hiroaki Obari Innovating Graduate Education with EM and AI-Enhanced GLE	Shuji Ebise [English Central] introducing an Open-Source AI-Powered CEFR-Aligned Level Test (OpenALT)	Joseph Wills The Rise and Fall of Dörnyei's L2MSS	Nick Boyen Building classroom engagement with high frequency words and digital tools	Tanaka Hiromasa, Masahito Hattori AI and Business Communication: Business Communication SIG Forum	Bethany Lacey, Deepthi Mishra, Nicola Harris, Andre Persans SIG Forum: Materials Writers: "Co-Creating the Curriculum"	Matthew Armstrong, Tanya McCarthy Successful Strategies for Teaching Students with Disabilities: Professional Development for Language Teachers  Aiko Cheval Factors for exchange program participation using quantitative text analysis  Takara Keena Alal-Sawaleh Beyond 'Vocabulary Size': Vocabulary Depth Links L2 Listening and Brain Connectivity  Building 0, Yamate Hall 2F Theodore Fain, Trina Gossney The Games Fair: Collaboration and Community Building through Games  Robert O'Keefe Evaluating AI Models for Level-Appropriate Elicited Imitation Materials  Alina Friel, Patrick Conway Connecting Classroom and Community: A TBL Tourism Project			
Concurrent Session 3	12:20 – 12:45	Oliver Caballero-Andres Building Pragmatic Competence Through Human-AI Collaborative Learning	Elizabeth Lovellette, Malwush Rakhshandehroo Making COIL Work: Addressing the Challenges	Toshihiko Shiotsu What happens after one year of EFL: A case study in progress	Hiroki Kurishi Japanese University Students' Attitudes toward English Diversity	Bebel Ren, Jining Han Pre-Service Teachers' Imagined Identities in Teaching Philosophy Statements	Cai-xing Rita Chen Cooperative Learning and EFL Speaking Development	Mariko Yamada Building Intercultural Community: A Project with Seven Nationalities	Ben Nguyen Promoting stronger language teacher communities through compassion	Aseem Nohad, Wasim Parvez Syed Consonant Doubling in English: Challenges for Bengali ESL Learners	Rob Peacock [Oxford University Press] Turning Stories into Speech: Using AI to Connect EFL and Communicative...	Peter Brewster, Joe Garner The Impact of Community on EM Linguistic Challenges	Rory Barrett, Josh Kidd The Development of 21st-Century Skills Through EFL Project based Learning	Philip Norton Beats & Pieces: Poetry and Music Performance in University EFL Settings	Matthew Armstrong, Tanya McCarthy Successful Strategies for Teaching Students with Disabilities: Professional Development for Language Teachers  Aiko Cheval Factors for exchange program participation using quantitative text analysis  Takara Keena Alal-Sawaleh Beyond 'Vocabulary Size': Vocabulary Depth Links L2 Listening and Brain Connectivity  Building 0, Yamate Hall 2F Theodore Fain, Trina Gossney The Games Fair: Collaboration and Community Building through Games  Robert O'Keefe Evaluating AI Models for Level-Appropriate Elicited Imitation Materials  Alina Friel, Patrick Conway Connecting Classroom and Community: A TBL Tourism Project						
Lunch break/Posters	12:45 – 13:30																				
Concurrent Session 4	13:30 – 13:55	George MacLean, Norman Frewin Integrating Personalized AI Agents into the Writing Curriculum	Mika Fujii, Melyssa Alzadeh Interactive Engagement in EFL: small talk: Zoom vs. Frame	Adlene Saeed Roper de Hobyans Music-Based CEFR Mediation in Intercultural Spanish Learning	Edmund Fee An Analysis of the Choice of Graded Readers at a Japanese University	Nida Butt Incorporating Global Englishes into a textbook-based curriculum	Olivia Saputra Language Competencies and L2 Motivation in Indonesian and Japanese EFL	Erik Toshiyuki Extending communicative learning through learner-generated newsletters	Andrew Basam, Catherine Takawagi, Natsumi Suzuki, Riya Moriya, Terma Mochizuki SIG Forum: Innovative Approaches to Accessibility in Language Learning	Miyuki Inou Unpacking high school students' experiences in Virtual Exchange	Giavla Tumba Culture, Confidence, and Communication in the EFL Classroom	Erin Neeson Digital citizenship for ELLs: Building a culture of ethical source use	Xiaoben Yuan Around the Table: Discourse and the Building of Community	Tomoe Aoyama [Cambridge University Press] From input to confidence: How EFL/OLIVE Second Edition gets students spe...	Olga Li Between empowerment and uncertainty: EFL teachers in the age of GenAI	Bryan Jennings Anger Expression in Japanese Close Relationships	Brian Birdsell Physical activity prior to learning improves vocabulary retention and mood	David Gray Improv Principles and Skills for Spontaneous Real-Life Communication	Reet Simonski, Justin Kambara, Rip Cates, Margalit Fabin, Shoban Singh SIG Forum: Fostering Community in Global Issues Language Education	<b>Wellness Sessions</b> Building 0, 7F, Room 07A  11:40 – 12:10 Ellie Smith Slow Yoga  15:45 – 16:15 Shawna M Carroll Meditation	
Concurrent Session 5	14:10 – 14:35	Omar Masoud A Taxonomy of AI Prompt Types in First-Year ESL Writing in Japan	Richard Sparrow Practical Uses of AI for Teachers and Students: An Extended Study	Jean-Pierre J. Richard What TOEIC Scores Tell Us (and Don't): Reporting and Community Knowledge	Zahiroo Ismailova Early Language Mixing in a Multilingual Child in Japan: A Case Study	Yu Kanazawa Reading Journal playback: Circles, surveys, and Vantage prompts	Kanako Shukuhara Promoting online supportive community for Japanese learners of medical English	Jessie Belliff, Rohman, Mohamed Musa, Qianyi Xie SIG Forum: Innovative Approaches to Accessibility in Language Learning	Tricia Brown Using Community Connections to Measure Changes in LGBTQ+ Understanding	Nathan Cohen What Can We Learn From Expert Language Learners? Notes from Polyglot Research	Julia Yamanaka [Pearson] Preparing Students Beyond the Classroom	Nan Jim Layugan Lyrics to Literacy: Remy's oppositions in Taylor Swift's discography	Julio Yamanaka [Pearson] Preparing Students Beyond the Classroom	Steven MacWhinney, Elio Forsythe A New Framework for Understanding Timed Writing in EFL Classrooms	Parvathy Rameshchandra Strengthening oral English skills among ESL students via Poster Presentations	Marwa Maman Teachers' Beliefs and Pedagogical Approaches in After-School EFL Japan	Anna Shakhmurova, Daniel Patrick Chesmore, John Maume, John Roberts, Joshua Lee Solomon, Suzanne Kamata SIG Forum: Literature in Language Teaching	Reet Simonski, Justin Kambara, Rip Cates, Margalit Fabin, Shoban Singh SIG Forum: Fostering Community in Global Issues Language Education			
Concurrent Session 6	14:50 – 15:15	Jerry Haang The Impact of Generative AI vs. Peer Feedback on Student Engagement	Bleve Herremberg, Gary Rees Vibe coding: Practical AI workflows for language teachers	Andrew Baker Level Appropriate Reporting and Generation Using CEFR-Trained Models	Niko Catherine Watanabe Schatz Barriers for Emergent Multilingual Students Seeking Access to Education in Japan	Tan Pham, Giang Le A Collaborative Autoethnography on Educators' PD in Language Associations	Mikoko Nakamura A Three-Try Routine in a Japanese Social Needs Setting	Rachael Roberts, Tiffani Blatford, Tracy Gossney Katherine Thomson Using VR tours to enhance intercultural experiences	Kaori Buki et al. Creating Social Spaces for Autonomous Intercultural Communication	John Ruyssink A course for inbound exchange students to explore their identity in Japan	Shahin Singh Developing a CLT Training Course for Pre-Service Teachers	Paul Goldberg [Reading] What's New and What's Next	Hannah Kuwait The effectiveness of group reading in university English classes	Hiroki Nakagawa, Kaori Nakano, Tamara Benson Building Language Competencies Through Pre-entry University Programs	Jonathan Shacter Silence and degrees of appraisal confusion	Reet Simonski, Justin Kambara, Rip Cates, Margalit Fabin, Shoban Singh SIG Forum: Fostering Community in Global Issues Language Education					
Concurrent Session 7	15:30 – 15:55	Jeanette Demisson Designing Affective AI Language Partners: Evidence for Community Integra...	Ji-Juan Ting Beyond Practice: Community-Based Grammar Learning in Vocational Education	Russell Chan Recording and Using Unscripted Conversations in the Language Classroom	Barry Kavanagh Prelis Difficulty and Pleasure Learning in Japanese University EFL	Tan Pham, Giang Le A Collaborative Autoethnography on Educators' PD in Language Associations	Mikoko Nakamura A Three-Try Routine in a Japanese Social Needs Setting	Rachael Roberts, Tiffani Blatford, Tracy Gossney Katherine Thomson Using VR tours to enhance intercultural experiences	Kaori Buki et al. Creating Social Spaces for Autonomous Intercultural Communication	John Ruyssink A course for inbound exchange students to explore their identity in Japan	Shahin Singh Developing a CLT Training Course for Pre-Service Teachers	Paul Goldberg [Reading] What's New and What's Next	Hannah Kuwait The effectiveness of group reading in university English classes	Hiroki Nakagawa, Kaori Nakano, Tamara Benson Building Language Competencies Through Pre-entry University Programs	Jonathan Shacter Silence and degrees of appraisal confusion	Reet Simonski, Justin Kambara, Rip Cates, Margalit Fabin, Shoban Singh SIG Forum: Fostering Community in Global Issues Language Education					
Plenary 2	16:05 – 16:50	Luisa Ohsaki Developing GenAI Literacy through Teacher Communities																			
Dinner	17:30 –																				

# Block Schedule: Sunday, May 24

Description	Time	Building 0, 8F										Building 0, 6F								
		CALL	JALTPUB/ PANSIG Journal	CEFR/LIST/ TEVAL	ERV/OCAB	BILING/GE	TD	LD/LLL	ALL/TY/SPIN	ICLE/OLE	GALE/DEI			Sponsors & Panel	CUE	PRAG	BRAN/C/ BIZCOM	ART/LIT/PIE	GLE/SAMW	
		801	802	803	804	805	806	807	808	809	810	08A	08B	603	604	605	606	607	608	
Registration	9:00 – 9:30																			
Concurrent Session 1	9:30 – 9:55	Jocelin Benoit Iterative AI Feedback in PEEL Writing: EFL Learner Reflections	藤本 正憲 Connecting Classrooms to Companies: Authenticity Through ALT Feedback	Jaine Morrish, Makiko Kawada, Toshiyuki TEVAL Forum: AI and Integrity in Language Assessment	Sara Terro Ebisuchi (Kuroki) Extensive reading in an undergraduate IELTS community of practice	Thomas Springer Professional learning and identity development within a journal community	Yuta Mogi Navigating Transitions: Community and University English Teacher Identities	Elizabeth Ota et al. Nontraditional authors in Japanese HE: a collaborative autoethnography	Stephan Bridge, Klara Buhal Building a University Community: Inter-class Collaboration and Exchange	Alexandra Burke SIG Forum: Teaching Younger Learners	Stephan Bridge, Klara Buhal Building a University Community: Inter-class Collaboration and Exchange	Berndtje Benjamin, Dillon Flores, Kurtis Carter, Terry Tuttle CALE Forum: Diverse JET voices in Japan	O. Patrick Allen, Seiko Ogata Building Community Through A Collaborative Language Teaching Method	Frances Shiohara Impact on Intercultural Understanding from an International Internship	Ryan Nakamura Fostering Deeper Discussions through Gansy Socratic Inquiry	Todd Hooper Teaching Presentation Skills with Storytelling Techniques	Chelana White, Kinoshita Valies What makes PanSIG... PanSIG? Reflections of Grant Winners			
Concurrent Session 2	10:10 – 10:35	Sagarneek Chatterjee, Shay Li The Feedback Loop: ESL Autonomy & Trust in GenAI	Takako Yasuda Manga-based PBL Developing English Competence, Motivation, and Autonomy	Mart Christine Johnson Which Phrasal Verbs Should Be Taught? A Corpus-Based Frequency Analysis	Ma Wilma Caputi Percipions of Translanguaging in General English Courses	Judith Kambara Leveraging students' passions for effective language learning	Alexandra Burke SIG Forum: Teaching Younger Learners	Adam Jenkins Building Intercultural Competence Through Virtual Exchange Communities	Adam Jenkins Building Intercultural Competence Through Virtual Exchange Communities	Adam Jenkins Building Intercultural Competence Through Virtual Exchange Communities	Adam Jenkins Building Intercultural Competence Through Virtual Exchange Communities	Adam Jenkins Building Intercultural Competence Through Virtual Exchange Communities	Adam Jenkins Building Intercultural Competence Through Virtual Exchange Communities	Adam Jenkins Building Intercultural Competence Through Virtual Exchange Communities	Adam Jenkins Building Intercultural Competence Through Virtual Exchange Communities	Adam Jenkins Building Intercultural Competence Through Virtual Exchange Communities	Adam Jenkins Building Intercultural Competence Through Virtual Exchange Communities	Adam Jenkins Building Intercultural Competence Through Virtual Exchange Communities	Adam Jenkins Building Intercultural Competence Through Virtual Exchange Communities	Adam Jenkins Building Intercultural Competence Through Virtual Exchange Communities
Concurrent Session 3	10:50 – 11:15	Ryan Richardson Take Control of Your Learning Materials – With AI	Russell Chan The Role of Repair Practices and Turn Designs in Task Repetition	Maria Angelica Jimenez Oulara Popular Culture as a Platform for Authentic Japanese Language Assessment	Manu Azevedo Asking Effective Follow-Up Questions	Alexandra Shattan Multilingualism: Identity and Belonging	Jos Thomas SIG Forum: Teacher Development	Chizuru Oyama, Danae Hooper, Jani Lombardi, John Barker, Karin Ellis, Kimberly Larsen, Abella Reyes, Mike Ma, Robert Moore, Yuka Kono, 田中 由紀 Learner Development SIG Forum: Community - A Pathway to Language Competence	Elisabeth Fernandes Negativity bias and the classroom: Tips for helping our students learn	Cameron Ramsey Having students and images for cross-cultural comparative concepts	Anisah Ghina Wijayanti Exploring Language Learning Through Women's Community Participation	Andy Gill Designing Effective Reading Response Logs for Literature Circles	Paul Nehls Human-Centered Language Teaching and the Limits of AI	Alastair Graham Mar [Abaq] Making Language Matter: CLIL in Practice	Eido Forsythe Japanese University Students' Perceptions of Their Best English Skills	Tim Pritchard The intended and unintended benefits of a simple speaking warm-up activity	John Campbell-Larsen No correct answers: Fostering autonomy and creativity in the L2 classroom	John Carle Motivation, accountability, and cooperation in the ESL classroom	Peter Enevton Living on the Edge: Peripherality & Marginality in EMI Communities	
Concurrent Session 4	11:30 – 11:55	Nicole Moskowitz Don't just copy it! Teaching students to use AI for editing their writing	Margaret Carbo Event-Based Learning: An ALT-Led English Performance Day in Elementary EFL	Ian Mundy Evolving knowledge of English phrasal verbs among Japanese university s...	Gary Ross, Mark Bortley AI-Student Generated Extensive Reading: What Learner Behaviour Reveals	Frederic Lim Making Pedagogical Decision-Making Visible in CL-Informed Lesson Planning	Amy Braun Cooperative Learning in Action: Practical Strategies for English Classrooms	Ana Sofia Holweg Intercultural Competence in FL Classrooms: Voices from Public Figures	What Nam Lien Raising gender equality awareness through Task-Based Language Teaching	Rab Peterson Communities in Action: Collaborative Problem Solving in a CLIL Class	Joe Dobson Kindness, Respect, and Community in a Self-Access Language Centre in the Gen AI Era	Charles Browne [Kanso] Practical Classroom Activities for Developing Critical Thinking in EFL	Yin Ling Lai Building ISP: A Decade of Innovation in Speaking Skills Development	Joseph Wood Motivation Journals: A weekly look into what motivates language learners	Ashley Ford, Kinoshita Valies Creating an empowering community of language-learners through a film fest...	Ariel Tabak, James Dunn, John Shaw, Heidi Bell SIG Forum: Critical Thinking	Bethany Lay University students' rankings of social issue severity			
Lunch Break/Posters	11:55 – 12:40																			
Concurrent Session 5	12:40 – 13:05	John Bankier Can teachers spot machine-generated English? Designing a pilot study	Alexandra Terashima, Aina Borikowakaya Analyzing L2 Student-Author Academic Papers Using Rhetorical Moves Analysis	Alex Seretelakoff, Thomas Legge, @-? B.S. The challenges of creating an Japanese speaking test... for English teachers	Mark Bortley, Noriko Muramatsu, Patricia Conway, Sandra Yamae SIG Forum: Extensive Reading	Natalia Cornejo, Przemek Barabach SIG Forum: Global Englishes	Amanda Kira Japanese University Committees via L2 Competency, Cultural Frameworks, ...	Rip Cates Community Tasks for Personal Growth and Student Engagement	Cecilia Noemi Silva Beyond the Text: Using Transmedia Narrative to Support Reading in Spanish	Donja Radogovic Snapshots of Intercultural Discursive Analysis of Online Collaboration	Al Nakagawa Sociocultural Barriers Affecting Japanese Learners of English in ESL Class	André Parsons Building Community: An Exploration of the Potential of a University Seminar	George MacLean, Norman Fowell Using Common Chat Applications for Collective Language Evaluation	Carlin Kelly, David Scott Hooper, Haruna Komura, Kazunori Shiohara, Sencha Kawasumi BRAN SIG Forum: The Social Brain and Its Role in Learning	Mike Lawrence Rational From Memorization to Critical Thinking in Spoken Assessments	Thomas Entwistle Study Abroad Podcast Narratives: Transformation and Identity				
Concurrent Session 6	13:20 – 13:45	Arian Cruz Strategic Communication in Online Tandem Learning	Jessie Taketa, Alina Fried, Emily MacArthur Do Listening Speed and Vocabulary Prediction Aid in Listening Comprehension?	Andrew Devitt, Ezra Vasquez, Miguel Campos, Heidi Bell, Susuko Ishihara PanSIG Journal Hands-On: Testing Your Knowledge of Submissions	John Shaw Personalized handwritten homework for CEFR mediation and speaking fluency	Andrew Devitt Meaningful reading fluency: A communicative extension task	Orin Laybutt, Sean Mitchell Adapting EFL Teaching to Increasingly International Classrooms in Japan	Justin Pool When Community-Based Approaches Miss Multilingual Learners in Japan	Ryuh Ariga Fostering Classroom Community Through Exploratory Practice	Nicoletta Vallini, Bertoldo Voigt OLE SIG: Ban Pappa Pappamentu: Speak the Language of Curajo!	Kevin Bartlett Translanguaging in COIL: Building Language Competencies	Ashley Daines, Kaitlyn Jarvis, Lucas Dickinson, Michael Griffiths, Naoko Kato CUE SIG Forum: Cultivating Confidence Through Community	Aurora Tsai, Daivoke Kinara Teaching Microinterventions for Linguistic and Racial Microaggressions	Carlin Kelly Neuroscience informs us that tasks are mandatory, not optional	James Bradshaw Investigating the Impact of Flipped Learning on Foreign Language Anxiety	Anna Engle, Cecilia Noemi Silva, Edward Escobar, Maikel Sharpe, Nick Halfon, Thomas Legge SIG Forum: Study Abroad				
Panel	14:40 – 15:50													Loiselle Oshiki, Robert Street Panel Discussion: Language Education in the Age of AI						
Closing Ceremony	15:50 – 16:10																			

### Poster Sessions: 11:55 – 12:40

Building 0, Gallery 1F  
Zoe Barber  
From Classrooms to Collaborative Writing Communities

Andy Barfield  
Expanding co-constructed assessment practices in PBL

Jason White, Michael Roberts  
Teaching Pronunciation in Higher Education: Perceptions from KUIS Teachers

Marc Jones  
The origins model of phonology acquisition: Exposure facilitates pathways

### Building 0, Yamate Hall 2F

Peter Enevton  
Living on the Edge: Peripherality & Marginality in EMI Communities

Akiko Tsuda, Kayoko Kinoshita  
Transnational Sisterhood: Career Trajectories of Japanese Women Academics

Kyoko Wright  
Those who understand, teach: Teacher Development in Jamaica and Japan

Bethany Lay  
University students' rankings of social issue severity

### Wellness Sessions

Building 0, 7F, Room 07A  
11:05 – 11:35  
Ellie Smith  
Slow Yoga

14:10 – 14:40  
Shayna M. Carroll  
Mindfulness

## Social Events

Enjoy these opportunities at the PanSIG 2026 Conference to network and relax with fellow conference attendees in a different setting.

### Handa (Chubu) Tour

Located near Chubu International Airport, Handa City is known for its breweries and traditional town buildings. Join us as we take you to the many different museums, learning more about Aichi!



**Planned Schedule:** Friday, May 22nd, 9:30-17:00.

- Meet at Nagoya Station
- Mizkan Museum Factory Tour
- Handa Red Brick Building Beer Brewery & Open-Air Market
- Return to Nagoya Station

**Costs:** Train Ride (about 1500 yen roundtrip) + Museum Ticket (500 yen)

**Maximum** number of Participants: 30

### Nagoya Meishi Dinner Party

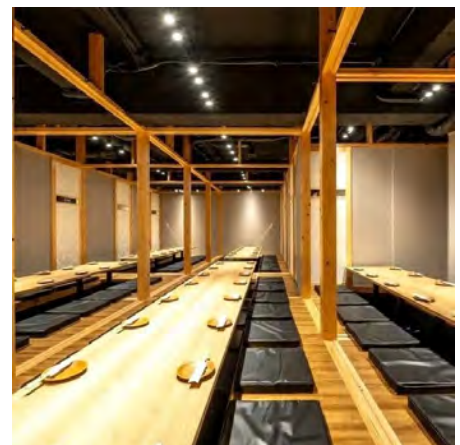
Please join us for a dinner party on Friday, May 22nd featuring a variety of Nagoya dishes. Enjoy a set-course menu with all-you-can-drink options before the conference!

**Planned Schedule** (Friday, May 22nd, 19:00-21:00)

- Dinner Location: KUKAI (喰海) 名古屋市中村区名駅 3-14-6 コレクトマーク2F
- Type: Course Menu + All-You-Can-Drink Menu
- Meeting Location: Meitesu Railway (Nanachan DOLL) (18:30~)

**Cost:** 5000 yen (collected on-site)

**Maximum** number of Participants: 20



## Baseball Game (Chunichi Dragons vs. Hiroshima Toyo Carp)

Join us at Vantelin Dome on Friday, May 22 for a game between the Chunichi Dragons and the Hiroshima Toyo Carp. First pitch is at 18:00. The stadium is just a 25 min. subway ride from Nagoya station and only 16 min. subway ride from Yagoto station, site of Chukyo University and PanSIG 2026. The stadium is located at Nagoya-Dome Mae Yada Station on the Nagoya Subway's Meijo Line (purple).

Enjoy the exciting atmosphere of a Japanese ball game, the energetic cheering, and great food inside the stadium!

Tickets are ¥2500 per person, and we have a limited number of tickets available on a first-come, first-served basis. While tickets are still available, you can order them [when you register](#) for the PanSIG conference. Payment for the tickets will be due by April 20th to guarantee your spot!



Those who sign up will be contacted later with additional information closer to the date.

### Location: [Vantelin Dome Nagoya](#)

- First Pitch: 18:00 (6 p.m.)
- Ticket Price: 2500 yen (may be lower depending on number of participants)
- Payment Method: Collected during Pre-registration (Indico)
- Deadline to Register: April 20th



**PanSIG 2025 Baseball Social**



# Wellness Sessions

## Ellie Smith: Slow Yoga Classes

Come along for a slow and refreshing yoga session where you'll have a chance to unwind and reset in between presentations. These classes are beginner-friendly, so come and have a go even if you've never stepped on a yoga mat before. We will work on some simple yet effective yoga poses to help calm the mind, quiet the noise, and ease the jitters. Wear something comfy and easy to move in.

## Shawna M. Carroll: Guided Meditations

Join Shawna for a dynamic meditation session where you'll sample a diverse mix of practices: from guided breathwork and visualizations, to mantras and music meditation. Whether you're brand new to meditation or a seasoned practitioner, this session welcomes everyone (no experience needed)! Feel free to arrive late or leave early; just slip in or out quietly to respect the peace for all. Come curious, bring a cushion or blanket or nothing, and discover what works best for you!

Saturday			
11:40 - 12:10	Room: 07A	Slow Yoga	Ellie
15:45 - 16:15	Room: 07A	Meditation	Shawna
Sunday			
11:05 - 11:30	Room: 07A	Slow Yoga	Ellie
14:10 - 14:40	Room: 07A	Meditation	Shawna

# Access to PanSIG 2026



## From Nagoya Station:

- 20 minutes to Chukyo University by car or taxi
- 30 minutes to Chukyo University by train ([Google map directions](#))



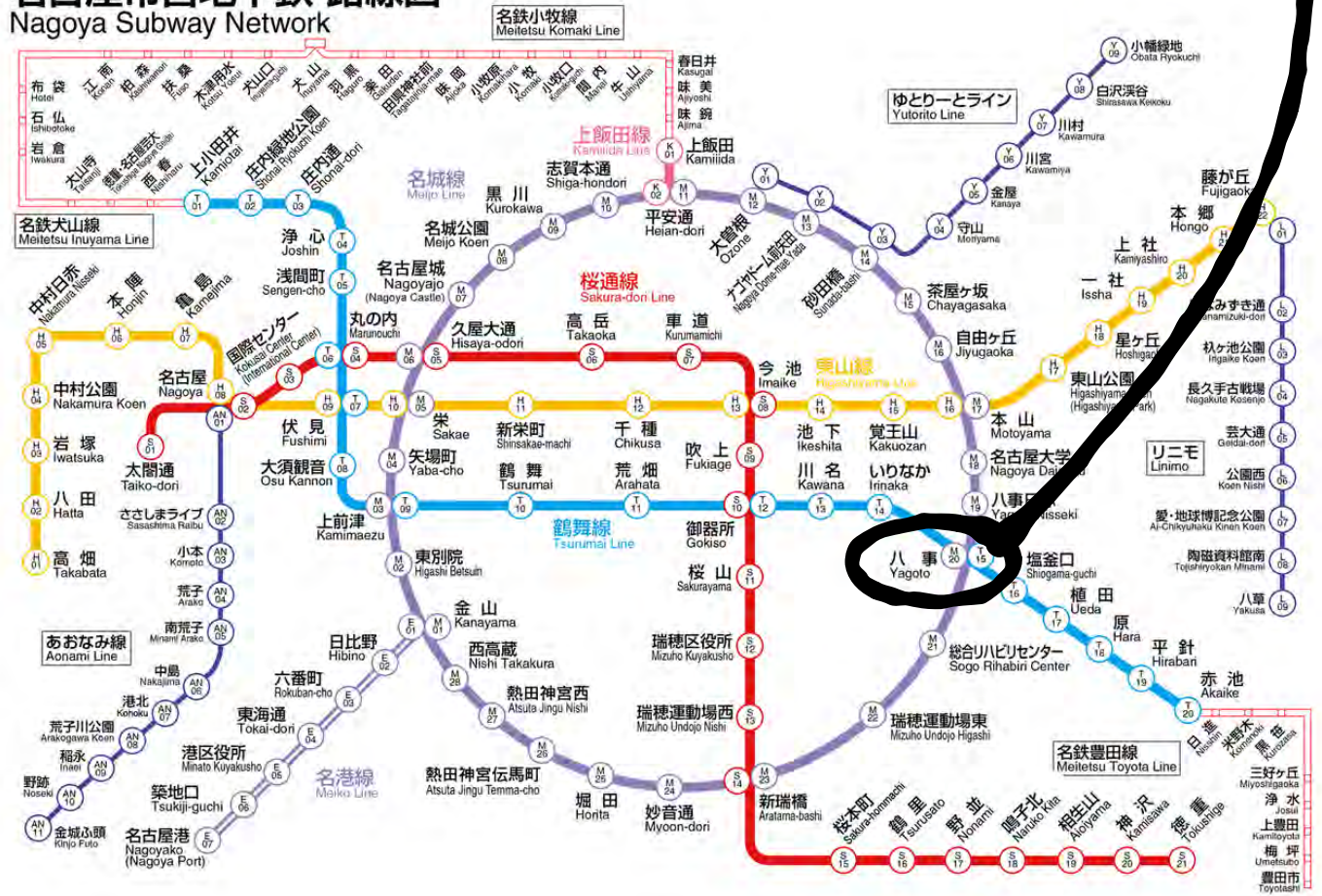
**Click: Google Doc**  
with more venue details

**Click: Chukyo University's Access Page**

## Subway to Yagoto Station 八事 (Meijo Line 20 / Tsurumai Line 15):

Chukyo University is directly connected to Yagoto Station. Once you arrive at Yagoto Station, take **Exit 5 (escalators)** up directly to the PanSIG venue. Do **not** take the elevator to the Chukyo University annex! It will take you to the other side of the street.

### 名古屋市営地下鉄 路線図 Nagoya Subway Network



# Conference Grounds Map

## 0号館 (Center Building)

### 8th Floor



### 7th Floor



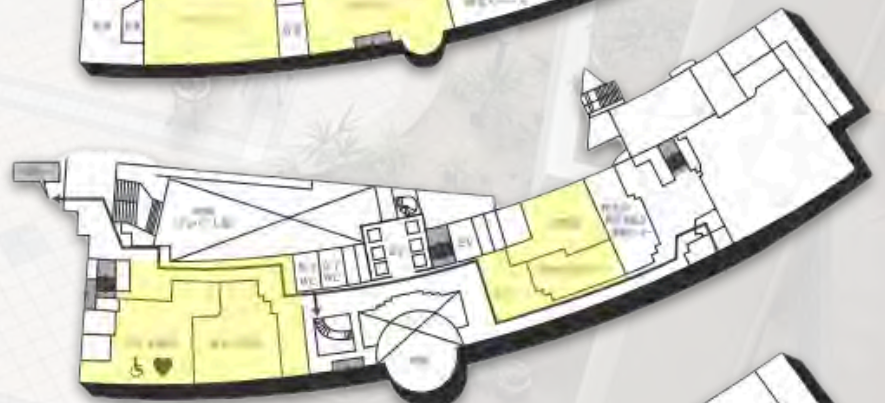
### 6th Floor



### 2nd Floor



### 1st Floor



### Ground Floor



# Grant Winners

The PanSIG 2026 Committee has prepared three types of grants: **research grants**, **conference grants** and **student grants**. These grants are 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.

## 2026 Research Grant Awardees:

**Parvathy Ramachanandran**  
Kanazawa Institute of Technology



"Application of differentiated strategies in the Japanese university classroom context" will introduce the problem of varied language abilities among 15-20 first and second year engineering students in a general English course and argues for a tailored pedagogy. The presentation will focus on differentiated strategies that work best, how students respond in engagement, motivation and proficiency, and what implementation challenges do teachers face. Using a qualitative design, the study implemented flexible groupings, tiered tasks, scaffolding, technology, collecting teachers' reflective entries and student exit tickets. Expected outcomes will include a practical strategy catalog, recommendations for time allocation and lesson design, and implications for ESL instructions.

**Manu Avenido**  
Kyoto Sangyo University



Formulating questions in English remains challenging for Japanese EFL learners (Buda, 2010; Shizuoka, 2020), due to factors such as anxiety (Muroya, 2023), limited communicative practice (Yanagi & Baker, 2016), low oral proficiency (Hamada, 2008), difficulty with Wh-questions (Yonezaki & Yonezaki, 2015), and cultural differences (Takanashi, 2004). To address this, this paper presents the rationale, design, and implementation of a self-devised conversation activity that encourages relevant and effective follow-up questioning, with preliminary findings indicating its effectiveness.

## 2026 Conference Grant Awardees:

**Andrew Devitt** (Westgate)

**Eurodaisy Lyka Buque** (Sendai City Board of Education)

**Mariquit Camba** (JET Programme)

**Alina Friel** (Tohoku University)

**Masayoshi Kusumoto** (Sapporo Ainosatohigashi Junior High School)

**Ivan Jim Saguibal Layugan** (Kiryū City Board of Education)

**Claudia Tumba** (Chuncheon National University of Education, Kangwon National University)



# 2025 Grant Recipient Reports

Read about the experiences of past grant recipients.

**Ivan Jim S. Layugan**

**Anna Shershnova**

**Jay Pepito**

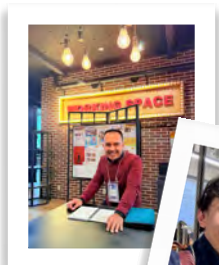
**Martin Friel**

**Martyn McGettigan**

**Olivia Winata Saputra**

**Shuyi Li**

**Troy Zangara**



## Ivan Jim S. Layugan

University of the Philippines & Kiryu City Board of Education, Gunma Prefecture

### Taking Up Space

In the weeks leading up to the PanSIG Conference, I found myself at odds with not having to prepare a presentation, rehearse slides, or anticipate questions for the open forum. I only have my IC card, notebook, and conference schedule in my bag. Yet I carried with me a quieter kind of preparation: the curiosity and interest in being part of a conference as an observer and listener.

### Locating the Self in the Field

I first heard of the PanSIG Conference in 2022, the year I moved to Japan. That this year's conference was held at Kanda University of International Studies (KUIS) in Chiba was my sign to attend. Chiba is just a three-hour train ride from my home in Gunma Prefecture.

Out of habit, I came to KUIS with my notebook prefaced with questions: What does English language education look like from within Japan's academic circles? How are various Englishes acknowledged, taught, and studied in these spaces? What conversations are shaping the field now? What role, if any, could I play in these conversations moving forward?

In language education, autonomy is often defined as the capacity of learners to take control over their learning (Holec, 1981). Prof. Johnmarshall Reeve's keynote, "Autonomy, Agentic Engagement, and Autonomy-Supportive Teaching," helped me frame the main themes of the conference—autonomy and agency—not merely as practices in the individual level, but as a relational, context-sensitive process.

The concept of agency, as explored in earlier scholarship, was presented not simply as the ability to act but as a socially mediated capacity. Agency is the power to make meaningful choices within structures that often constrain or shape those choices (Ahearn, 2001).

This has been a recent trend in scholarship, especially in Asia, where the English language is widely taught as a second language. Agency became the focus of inquiry through learners' perspectives (Tanaka et al., 2019), their materials or outputs (Teraoka, 2019; Brinkmann, 2024), and also from the viewpoint of language teachers (Saito, 2023). It opened new avenues for understanding how agency relates to existing and recent pathways in studying language, such as translanguaging (Zhou et al., 2025) and promoting learners' autonomy within and outside the classroom (Van Nguyen et al., 2023; Ding & Shen, 2022; Tsai, 2021).

The conference was an eye-opener. The sessions or presentations I chose to attend aligned with my research interests and teaching background.

Unexpectedly, I was reunited with other Filipino language teachers and researchers. Joe Mary Ibañez, who works in Thailand, was a classmate in a sociolinguistics course I took at the Ateneo de Manila University. He discussed an international comparative study he conducted with Japanese colleagues, titled "Fostering Autonomy in Online Collaboration for Communicative Competence." Another alumnus of the University of the Philippines, Jasper Angeles, shared his ongoing study on "Autonomy in EFL Education: Insights from a Rural Junior High School in Japan." He was a recipient of the PanSIG Research Grant, and he presented his paper on the final day, but we partnered and attended the

same sessions throughout the conference.

My experience as an ALT over the last three years has informed my interest in gamification, technology in education, and materials development for language learning. I attended Chi-Yuan Wang's lecture, "Effects of Game-based Learning on EFL Adolescents: A Case Study in SDGs Classes," and learned about how we can give ownership to adolescent learners in terms of the SDGs they want to advocate for.

I was particularly inspired by Amy Braun's paper, "The Power of Reflection in the Younger Learners' Classroom." As autonomy is often tied to self-direction, I learned that reflection shifts the focus of autonomy from simply independent to meaningful learning.

Approach, ability, and attention were the three words I put on my notes when I sat in Teruyo Makao and Timothy Doe's lecture on "Timed Writing: Effects for Low and High-Proficiency Level Learners." I engaged in a discussion with other participants after the lecture, and we developed some interesting prompts and patterns that could be applied in classes.

My notes in this lecture were elevated when I attended Chihiro Morioka's presentation of her paper, "Enhancing Reading Comprehension and Public Speaking through Retelling Activities in University English Classes." When we give our students the space and time to retell events and let their creativity come through, their use of language takes on unexpected and impressive turns.

Paul Collett's "Assessing the Potential of AI for Learner Self-Regulation" was timely and relevant, not only for its subject matter, but in responding to the idea of making technology a partner, not a nemesis, in learning.

Jacob Reed's lecture, "Developing Student Leadership Skills Using Tabletop Games," integrated familiar board games and video games into students' routine. Still, the idea of turning a curriculum into a learning opportunity where strategy and social skills were sharpened was new to some in the audience.

Filipinos usually have English as their first, second, or even third language, but many of us know at least one more aside from English and Filipino. As a multilingual English teacher in Japan (English was my first language, and I later learned to speak four additional languages, including local Filipino languages), my interest expanded from the linguistic level to the functional, social, and professional values of language.

Between sessions, I struck up conversations with the panelists and others in the audience. The findings challenged me to rethink how we frame linguistic competence in our classrooms and our research. These were not simply academic discussions—they were calls to reflect on who we teach, what we value, and what we make visible or invisible through our methods.

It was in these unscripted spaces that I felt the weight of the conference's real work: building connections, exchanging questions, allowing ourselves to be changed, challenged, and (cordially) criticized by one another.

I attended sessions on teachers' perspectives. They were laidback and personal, but empirical and methodical. Monika Szirmai's lecture entitled "Teacher Agency and Autonomy in Japan: Insights from 30 Years of Experience," touched on the challenges and joys of being a teacher, and Chuck Gloria, Joan M. Kuroda, and Jon Thomas' SIG Forum on "Reflective Practices and Creative Teaching: Paths to Agency and Autonomy" supplemented my earlier readings on engaging students through novel methods.

Based on my research interests and ongoing work, I want to highlight three sessions that most strongly caught my

attention and prompted me to take extensive notes and read more on their subjects.

In 1966, Labov conducted his well-known study on New York City speakers, examining their differential use of [r] (Labov, 2006). This work proved influential in linking linguistic variation to processes of change. Since I first began teaching linguistics in 2016, it has remained one of my favorite stories to share with students. Kanon Toyama and Ritsu Dansako presented their work, titled "Intrusive [r] in L2 English of Native Japanese Speakers: Analysis and Comparison with British Vernacular," which reminded me of Labov's work. Similarly, it reminded me that it is often through such curiosities that strong research emerges.

Aurora Tsai's "Constructing Local Knowledge as a Decolonial Activity in the EFL Classroom" resonated with me, as someone born into an indigenous tribe in the Philippines. Native speaker norms most often establish what is incorrect or "standard" in a language, and valuing culture and identity, as expressed through that language, must always be taken into consideration.

Finally, Hiroki Konishi's lecture, aptly entitled "What Issues do Non-Japanese L2 English Users Face when Teaching in Japan?" was personal and easy to relate to. My takeaway from the talk was not just about the issues. Instead, it examines whose voices are heard in language teaching and how power circulates in defining "effective" language teaching.

### **Continuing the Conversation**

One of the enduring questions I carried home was this: How do we, as teachers and researchers, create classrooms and communities where agency is not just encouraged, but enacted? The paper presentations and posters at PanSIG taught me, if anything, that agency or autonomy is not a goal to be reached, but an idea we must continually shape, defined by the needs of our learners and to keep up with the demands and challenges of our current society. This means making room for uncertainty, for student voices that disrupt the expectations and tightness of curriculum plans, for co-constructed meaning that resists rigid hierarchies of teaching and learning.

Conversations I had with other teachers throughout Japan and abroad during the conference, regarding language, identity, and the reframing of autonomy and agency, invited me to consider how power operates not only in the classroom but also in research spaces. Whose questions are prioritized, whose voices are cited, whose ways of knowing are considered valid. As a PanSIG conference grantee, being in the audience rather than presenting reminded me that reflective listening is itself an academic practice—and a conscious, political one at that.

It's easy to feel peripheral when one is not presenting. Still, the value of presence is in the participation, and the work inspired by such attendance. PanSIG 2025 showed me that there is power in being in the room: showing up, witnessing, considering ideas through a multitude of lenses and voices. Here, listening was a form of solidarity, and observation was a kind of contribution. Participation did not require a podium.

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## Anna Shershnova

Kyoto University of Advanced Science

I would like to express my sincere gratitude to the PanSIG 2025 conference organizers for selecting me as one of this year's conference grant recipients. This was my second time attending a PanSIG conference organized by JALT, and I am pleased to say that the strong impression I formed last year was not only confirmed but also further reinforced.

This year's conference theme, *Agency & Autonomy in Language Learning*, brought together a diverse range of educators and researchers who shared their perspectives on how to encourage self-directed learning and why it is crucial for both students and teachers in a rapidly changing world. The presentations I attended fulfilled the expectations I had when applying for the grant: they offered interesting classroom strategies, suggested new avenues for potential research, challenged aspects of my current teaching practice, and helped further shape my professional identity as a language educator in Japan. Below are summaries of the presentations that provided the most valuable insights – ideas that I believe can contribute to making my teaching more purposeful for both my students and myself.

### **“Autonomy, Agentic Engagement, and Autonomy-Supportive Teaching” by Johnmarschall Reeve**

As an educational psychologist, Reeve researches the education-related benefits of satisfying students' need for autonomy. In his plenary session, he presented the fundamentals of autonomy as a key aspect of the learning process. He also highlighted the main principles and strategies that language teachers should adopt to create a learning environment conducive to fostering this aspect.

Based on Standage et al.'s (2006) Perceived Autonomy Scale, which he applied in his research, autonomy is present when learners feel that they engage in classroom activities because they want to, can decide for themselves which activities to do, have a say in what skills they practice, experience a sense of freedom of action, and are given options in what they want to pursue.

While the benefits of student autonomy are clear, the central question is how to achieve autonomy-supportive teaching (AST). In this regard, Reeve shared a scale that can help measure AST. Key elements include welcoming students' suggestions and adjusting lessons based on their input; asking about students' personal goals and interests; encouraging students to pursue a prosocial goal together; explaining why a task is useful; acknowledging students' negative feelings and taking steps to address them; and using language that invites participation (e.g., "You may..."; "You might..."). Incorporating these practices into regular teaching routines can be instrumental in helping students become more autonomous, reflective, and, consequently, more agentic in their learning.

Using requests that sound like invitations made me critically reflect on my own way of making requests in the classroom. I asked myself whether, at times, I might be practicing controlling teaching rather than autonomy-supportive teaching, simply through the tone of my voice. According to Reeve, a teacher's intonation can either decrease or enhance students' sense of autonomy. For example, a questioning intonation tends to encourage student engagement, while an overly affirmative intonation can convey an authoritarian attitude that may intimidate students.

The plenary session encouraged me to become more mindful of using invitational language. I began adopting an invitational tone of voice – soft and mild – especially when teaching the English Communication course to my lower-intermediate students, who are usually very quiet. I noticed a positive change in their behavior: they became more relaxed and open. Even when they had difficulty expressing themselves in English, I used my voice to encourage them to keep going.

I also started paying more attention to how much choice I give my students when assigning different tasks. Previously, when students were assigned a debate, it was typically based on a single prescribed topic. I changed this approach by providing them with a list of related topics, allowing each group to choose the one they would like to debate. I also asked them to explain—at least within their debating group – why they made a particular choice.

The same approach can be applied to other activities, such as presentations and role-plays. Autonomy does not imply complete freedom; rather, it involves a degree of flexibility within curriculum requirements. Over time, this flexibility contributes to the satisfaction of students' autonomy needs, which plays a vital role in boosting motivation and fostering a positive attitude toward the learning process.

### **"Facilitating a Self-Directed and Reflective Language Learning Course" by Alison Hasegawa**

Teaching literature has long been considered a way to promote learner autonomy. As an inherently autonomous activity, reading requires independent thinking, encourages emotional connection, and provides opportunities for reflection on one's beliefs. While university foreign language teachers have traditionally focused on implementing canonical literature generally intended for adults, the use of picturebooks has gained momentum only over the last couple of decades.

In her inspiring presentation, "Facilitating a Self-Directed and Reflective Language Learning Course," Alison Hasegawa shared her ongoing research on integrating picturebooks into various university classes. The speaker focused on the use of picturebooks in a compulsory intercultural understanding class for pre-service teachers. Her presentation demonstrated how picturebooks can be used not only as a supplement to L2 target language learning but also to address global citizenship education and various aspects of intercultural understanding. The books highlighted were *People* by Peter Spier, which explores how people's behavior is shaped by their surroundings; *They All Saw a Cat* by Brian Wenzel, which illustrates how perspectives on the same things can vary widely; and *Mio's Wish* by Kinota Braithwaite, which examines Japan's changing demographics.

During the course, students were tasked with discussing the themes of the picturebooks they read, stimulating their interpretation of both the linguistic and visual content. This fostered their critical and creative skills – both important components of learner autonomy. Additionally, at the end of the course, students reflected on the use of picturebooks not only as learners but also as future teachers, commenting on which books they would like to use with their own students.

Among the aspects the respondents highlighted, accessibility stood out: students appreciated how picturebooks deliver messages in an easy-to-understand way, with the visual elements playing a role as important as the verbal content. Furthermore, students were given the opportunity to reflect on the challenges associated with preparing for a picturebook reading class as teachers. They identified reading aloud as a particular challenge and recognized the importance of proper intonation and pronunciation in engaging listeners.

Hasegawa concluded that integrating picturebooks was effective at this stage, though more research is needed to maximize their potential for fostering student self-directed learning.

### **“Considering Social Issues Through the Lens of the Picturebook” by Alison Hasegawa**

In her other talk titled “Considering Social Issues Through the Lens of the Picturebook”, presented as part of the Literature in Language Teaching SIG forum, Hasegawa shared the results of her project inspired by *Picturebook Lesson Series: Exploring Social Issues* by Ellis and Gruenbaum (2023). The four social issues addressed in the lesson plans included experiencing homelessness, helping others despite personal hardship, bullying to survive, and turning to crime out of necessity. Among the picturebooks used were well-known titles such as *It’s a No Money Day* by Kate Milner, *Still a Family* by Brenda Reeve, *Invisible* by Tom Percival, and *The Promise* by Nicola Davies. The project also integrated Bland’s (2023) Deep Reading Framework, which guides text engagement through four steps: unpuzzling genre and rhetorical features; investigating prior knowledge and story elements; critically engaging with factual content of the real world; and experimenting creatively by using artistic responses to social problems under discussion.

The student creative responses that Hasegawa shared in her talk demonstrated the effectiveness of both the materials selected and the teaching approach employed. Students created posters, cut-out pictures, fictional letters, imaginary newspaper articles, and other craftwork related to the social themes explored in the picturebooks. Furthermore, according to post-project questionnaires, 90% of participants agreed or strongly agreed that texts can deepen understanding of social issues by blending fiction with factual content.

Both of Hasegawa’s talks on the use of picturebooks were truly inspirational. When my English Communication students studied the unit titled “Stories” in their textbook, I brought in a selection of picturebooks from various cultures – English, Japanese, and my own, Ukrainian. Even though we could dedicate only half of a class to reading and discussing the picturebooks, the students were engaged and talkative. The books prompted them to reflect on their childhood favorites and share these memories with one another, in addition to discussing the themes of the picturebooks. Even the physical aspect of the books seemed beneficial: students flipped through them with interest, suggesting there is something special about holding a piece of fiction in class, rather than just a textbook. This tactile experience appeared to foster emotional engagement, which is an important part of developing autonomy.

My current question is how to effectively incorporate picturebooks into large-sized classes, as well as into classes not centered around reading – for example, an English Communication course.

### **“Student Generated Content and Learner-Based Teaching” by Niall Walsh**

The fourth action in Bland’s (2023) Deep Reading Framework, as presented by Hasegawa—experimenting with creative responses – illustrates how the student generated content approach to teaching can be effectively implemented. In essence, this approach fosters student agency and autonomy by allowing learners to create and contribute content as part of the learning process. It contrasts with traditional approaches that rely primarily on coursebooks as the main medium for language instruction. Textbooks often fail to engage learners cognitively, particularly when the content does not relate to students’ local contexts.

In his talk titled “Student Generated Content and Learner-Based Teaching”, Niall Walsh presented findings from his research into students’ perspectives on who should create learning materials, how much students enjoy creating content themselves, and what role the teacher plays in learner-based instruction.

According to participants' responses to pre-activity questionnaires, most viewed professional materials writers and teachers as the primary creators of learning content. However, responses to post-activity questionnaires revealed a shift: students began to recognize the value of their own voices in content creation. They appreciated the collaborative nature of the process and the necessity of using English throughout. Walsh emphasized the importance of providing students with adequate support structures and flexible timing in order to sustain high engagement. Regarding students' views on the teacher's role in student-generated content, post-activity responses became more specific, highlighting their understanding of the teacher's supportive role in this learner-centered approach.

Although the research project had some limitations due to its small, homogeneous sample, the results indicated a strong student receptiveness to taking a more active role in content creation within EFL classrooms. Walsh advocated for more democratized classroom practices, encouraging greater student input and systematic evaluation of learner-centered versus traditional instruction.

### **"AI, Literature, and Language Learning" by Tara Mclroy**

Since AI tools have become an undeniable reality, the question is how to integrate them into the learning process ethically, while keeping in mind the importance of fostering student autonomy. In her talk "AI, Literature, and Language Learning" at the Literature in Language Teaching SIG forum, Tara Mclroy shared results from her ongoing individual project investigating ethical concerns related to AI use in the classroom. More specifically, she focused on identifying ethically appropriate uses of AI in the context of literature and language learning.

After introducing her university's AI policy and sharing international perspectives on AI in educational settings, Mclroy walked the audience through some of the ways she had integrated AI tools into literature teaching. In Week 5 of *The Content and Language Integrated Learning (CLIL) Literature* course she taught, students were first assigned readings on ethical criticism and then asked to answer two questions:

1. What are the author's main arguments?
2. How can "ethical criticism" help to develop ideas about literature?

Afterward, students selected a text to read and wrote 100-150 words on any elements related to culture, ethics, or other relevant themes (e.g., *What are the ethics and values of the characters? Are there any examples of bias or stereotypes in the text?*). Finally, students were tasked with using ChatGPT, NotebookLM, Gemini, or another AI tool to discuss the chosen text and summarize the interaction in at least 50 words.

In another course, *The Psychology of Literature*, students completed a reflective assignment in two parts:

1. Writing a reflective paper about their learning in the course (e.g., topics such as myths, traditional stories, emotions in literature, etc.), and
2. Using large language models (LLMs) such as Gemini or ChatGPT to analyze a story or character(s) from a psychoanalytic criticism perspective.

They were then asked to critically evaluate the AI-generated analysis and compare it with their own viewpoints. Importantly, students had to explain in a 250-word written reflection what the AI-based activity revealed about the suitability of using such tools in literary education.

One of the student reflections on ethical concerns in literature, which Mclroy shared during the talk, illustrated the promising potential of AI tools to develop students' critical thinking skills, along with the digital competencies required in the 21st century. These skills are essential not only for learner autonomy but also for developing global citizenship, equipping students to actively participate in the economy, society, and democratic processes.

Listening to the speaker, I was inspired to try incorporating AI tools into my own Reading and Writing course. However, given that my students are at a lower-intermediate level, I am still working out how to maximize the potential of their communication with AI tools in English. A personal concern is how to encourage students to use AI tools in a controlled way. While they may be assigned tasks involving ChatGPT to discuss certain themes, the challenge is ensuring that their reflective writing is done independently, without relying on AI. This is crucial to the development of their own writing and critical thinking skills.

Despite the challenges of organizing an efficient learning process that includes AI, the benefits of integrating these tools are undeniable. It is ultimately up to educators to optimize AI use in a structured yet engaging way, maintaining both guidance and room for student autonomy.

### **“Applying Cognitive Neuroscience Insights to the Language Classroom” by Berke Alp**

In her engaging talk “Applying Cognitive Neuroscience Insights to the Language Classroom,” Berke Alp explained how learning occurs from the perspective of neuroscience and introduced practical teaching strategies that, among many other benefits, can foster student agency and autonomy. She provided a neuroscientific rationale for many tasks that teachers might otherwise consider less valuable – tasks that, despite their apparent simplicity, are in fact highly effective.

The speaker emphasized the importance of using emotional anchors, also known as curiosity hooks, to capture students’ attention and emotional engagement at the start of a lesson, unit, or learning experience. For example, after watching just a couple of minutes of a TV show, students might be asked questions such as what the scene is about, whether they find it realistic, and so on. Discussing these questions before they receive the correct or full answers increases engagement by triggering curiosity (based on the information gap theory of curiosity – see Loewenstein, 1994) and enhances their retention of the information.

I found the strategy of using emotional anchors particularly resonant, as it is directly linked to attention – a cognitive ability I have recently become more interested in. Attention has been deteriorating in many people due to the excessive use of digital technologies, among other contributing factors (see Hari (2022), *Stolen Focus*). I believe that the ability to draw, maintain, and develop students’ attention in educational settings can, in the long term, improve their capacity to make better independent decisions in various areas of life – ultimately contributing to more responsible and capable global citizens.

Alp also explained why, from a neuroscience perspective, it is essential to prioritize consolidation through spaced repetition and interleaving. Spaced repetition enhances long-term memory by promoting effortful retrieval, while interleaving strengthens retrieval cues and encourages flexible application of knowledge. For example, a task that incorporates vocabulary and grammar from multiple units is a practical application of interleaving. Neuroscience research confirms that these and other consolidation strategies significantly improve learning and memory.

The final area the speaker focused on was the use of storytelling and emotions in the classroom. She explained why our students are currently in what is called the “golden window” for encoding their identity, skills, and emotional experiences. The movies they watch, the songs they listen to, and the stories they read during their formative years become part of their reminiscence bump – a psychological phenomenon where people tend to recall more vivid memories from adolescence and early adulthood. When asked to list their favorite songs or movies, people often mention those from their teenage years or early twenties – even later in life.

Listening to the presenter not only deepened my appreciation for the choices I make when selecting movies, songs, and stories for my students, but also made me reflect on my own reminiscence bump and the teachers who played a role in shaping it.

## Concluding Thoughts

For me, this year's PanSIG conference served as a powerful catalyst for reflection, inspiring me to integrate new ideas into my teaching practice and to further explore the concepts of student autonomy and agency. The presentations, centered around these concepts, reinforced an ongoing question for contemporary language educators: How can language learning empower students to become responsible global citizens capable of initiating positive change?

Answering this question requires educators themselves to be proactive. In this respect, PanSIG conferences continue to provide well-organized, supportive spaces that not only motivate participants to pursue pedagogical development but also encourage them to become active drivers of change within their own educational contexts.

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## Jay Pepito

Otemon Gakuin University (E-CO)

This is a report on my experience at the PanSIG 2025 event as a Presenter and Attendee.

Firstly, I'm grateful to have had the opportunity to participate in the PanSIG 2025 event. I would like to express my sincere thanks to the Grants Committee for supporting us on our journey to the event, and to the Organizers for hosting such a wonderful well-run event. It was a truly enriching experience—full of engaging panels and opportunities to connect with many new people.

I'm currently working my third year at the SALC at Otemon Gakuin University. My experience at PanSIG had me thinking about what makes a good SALC and what we can do to improve our university's SALC. I've come to understand the typical challenges that each SALC goes through, so I now have a better idea on how to overcome some of those challenges.

As an educator, the event provided an ideal chance to reflect on my teaching methods and more importantly, mindset. Establishing an autonomous learning environment is challenging. There's no single solution and striving for perfection can result in hesitation or paralysis. By engaging with fellow educators at the event, reviewing their research, and hearing from their experiences, I've discovered a fresh perspective and new alternative ways to tackle challenges.

It was my first time visiting another University in the Kanto region. Kanda's campus has a unique charm and the SALC is located in a large building that looks like a giant café. There must have been a lot of thought into the design and it shows that a thoughtfully designed SALC can offer a memorable experience for both students and visitors. During my free time, I took the opportunity to explore the other facilities and enjoyed a meal at the international cafeteria. The cafeteria's fun design and international menu compliment the SALC very well. After visiting the SALC, eating at the cafeteria, and checking out the other facilities in the school, I thought about having a SALC in the university that I went to when I was a student, Kyoto University of Art and Design.

In the panel on "Transforming a University Commons into a SALC" by Kidd J. & Banwell R, I thought about how a SALC could improve my former university. With a significant population of international students and given the university's close connection to a nearby Japanese Language School, a SALC could facilitate meaningful and organic connections between the students. I'm currently doing some research on similar spaces in other art universities. It's definitely something that could be pitched to the school. On the business side, a school with a well-developed SALC could be a strong appeal point for potential new students, both local and international. And thinking forwardly, I'll have to get in contact my old university to see if they'd be interested in the idea and if they would have me in a position to facilitate a SALC there.

Another interesting panel that I went to was "Enhancing Peer Feedback Practices in Speaking Classes with Technology" by Irwin B. During a recent university lesson, I was able to practice what I've learned during that panel. I simplified the questions as well as cut-out some questions that could result in vague general answers, which don't really help the presenter nor listeners. There was an increase in engagement and quality of student-to-student feedback. Hopefully with a little bit more time, I can further refine the feedback methods in the future.

Over my 6 years of teaching, I've noticed improvements with my interactions with students. During the panel "Lived emotional experiences - What can they tell us about our students and our teaching?" by Marx N., I was reminded of the importance of acknowledging student opinions and considering emotions in a classroom environment.

The first few years of teaching can be confusing and overwhelming. It was difficult to balance the quality of the lessons while focusing on student's individual needs. With time I was able to develop the skill of understanding a student's feelings while also validating their thoughts/emotions. One of the most useful skills was patience. Unfortunately, I grew up in an environment without patience, so it was difficult to understand the concept. But after teaching for a few years, the skills developed naturally, and the patience was built. With patience and understanding, students kept motivated and there was an improvement of learning in the classroom.

Another panel that had me thinking was "I felt like my self-efficacy was just blasted to bits" by Shachter J. The talk was a little rough, a little strange, but we talked about how foreign teachers in Japan are having trouble adapting to the culture and often experience burn out as a teacher. One point that really interested me was about a "negative silence" experienced when talking with a Japanese student. It can be extremely stressful for teachers who have come from a non-Asian background. Being from Canada, I always felt that silence meant a lack of interest or someone is shutting down. I remember from my first few years of teaching in Japan; I would feel immense stress when faced with a silent student. Am I a bad teacher? How do I help this person? Are they shutting me out? What is happening? On the other hand, Japanese teachers are generally used to this type of silence and don't stress out as much.

The panel became surprisingly relatable. I'm sure that understanding the type of silence a student is having could help relieve some of the stress from the foreign teachers. "negative silence" is often created when students are thinking, trying to not make a mistake, or is simply trying not to over speak when a "superior" is present. It would have been beneficial to know and understand some of these factors before, especially in the first year of being a foreign teacher in Japan.

There was also some time to talk with the other SALC facilitators. I was so interesting to able to learn about their centers and we presented about ours. It was a good opportunity for me to talk about our SALC and reflect on our management. We discussed about the similarities and differences between SALCs. I found some new ideas that might work out with our center.

Overall, it was a great experience. There were many fun surprises, and I met a lot of interesting new people. I'm still reviewing what I've learned during the PanSIG 2025 event whenever I find some extra time outside of work. I'm sure it will help me in my professional development. Thank you again, Grants Committee for making my attendance possible. I'll definitely join future PanSIG events and will be looking into JASAL and JALT events as well.

### **Martin Friel**

I would like to begin by passing my sincere thanks to the PanSIG organisers and grant team for their support in making it possible for me to attend this year's conference. As a newcomer to JALT, this was my first time participating in PanSIG, and missing out on the warm, energetic atmosphere would have been a huge loss.

The theme of this conference really captured my interest, as learner agency and autonomy are at the forefront of my research interest. I had recently completed a six-month ethnographic study examining L1 use in L2 acquisition in the eikaiwa context, where a strong focus was placed on student experience, perceptions and desires. What I found was that the students interviewed had a wealth of insights to share, all of which indicated a need for greater flexibility in eikaiwa teaching practices.

The morning of my presentation, as I made the transfer from train to bus, I was struck by how unexpectedly nervous I was beginning to feel. Having been a teacher for almost a decade I'd almost forgotten the feeling of stage fright, but I was starting to feel out of my element. This all faded quickly as bus began to fill with a huge diversity of educators, all full of energy and enthusiasm in spite of the early hour. Arriving to the venue it became clear that this was no isolated case, as everyone, friends, acquaintances and strangers alike seemed to share this feeling.

Delivering my presentation in such an atmosphere was an incredibly positive experience, and afforded me the opportunity to connect with others of shared mindset and research interest. This has already proved valuable as I was able to receive many intriguing study recommendations, alternate perspectives and even an offer of future collaboration. All of this before lunch!

I felt spoiled for choice in terms of all the wonderful presentations on offer, and although my time at the conference was limited, I was able to attend a number of engaging presentations and forums, each offering valuable takeaways and sparking new ideas for practice and pedagogy. My only regret is that I could not attend all days to explore even more of what PanSIG had to offer. While the day ended all too quickly, I came away from the experience energised, enthused, and very much looking forward to the opportunity to attend next year. PanSIG is an experience I can heartily recommend to all educators in Japan and beyond.

## Martyn McGettigan

PanSIG 2025, at Kanda University of International Studies in Chiba, was the third PanSIG Conference I have had the opportunity to attend. On my way there, reflecting on the year's theme of autonomy in language learning, I felt sure that my participation would enable me to advance my ongoing goal of facilitating my students' growth as independent language learners. The trip was also something of a 'homecoming' for me, since Chiba was the first place in Japan that I had lived. This was, however, my first chance to visit Kanda University. I had certainly heard of it, and especially of its Self-Access Learning Center (SALC), which I was very eager to finally see in person. As it turned out, this would be the first place I would see, since this is where reception was set up (and also where a lot of the presentations would be held). It was certainly an impressive place to explore, full of excellent facilities and a relaxed, welcoming atmosphere. I was busy giving my own poster presentation during the SALC showcase, meaning I was unfortunately unable to attend that. Nonetheless, what I did see impressed me greatly.

My own poster presentation went well, and I had a lot of great conversations and made some contacts for the future. Afterwards I attended a wide range of great presentations and interactive sessions from many of the different SIGs. In particular, I gained a lot of insights into more effective ways of using new AI tools in language teaching, which have already proved invaluable in the few weeks since returning from the event. The shared focus on autonomy and spirit of collaborative learning that permeated the whole conference was really inspiring. And, of course, there was also a lot of fun to be had. The Saturday night social, including an all-you-can-eat buffet held in the impressive, pan-Asian themed university cafeteria, was well attended and a great opportunity for more relaxed networking.

Ultimately, I came away from PanSIG 2025 with dozens of new ideas to bring to the classroom, several contacts I was thoroughly glad to have made, and a sense that my brief return to Chiba had been an unmitigated success.

## Olivia Winata Saputra

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### Sharing with you some presentations that I attended and what I learned from them.

#### Applying AI in Language Education (Presentation by Jalt CALL)

In this presentation by several presenters, there were topics on **machine translation (MT)**. Machine translation has become a popular tool, especially for students learning new languages. Tools examples, like Google Translate or DeepL give quick and clear translations. The presenters shared that though **AI tools** are progressing fast and having the same services, many students still prefer machine translation over more advanced AI tools, as MT gives precise answers right away. It's easy to use, fast, and helpful for reading or writing in another language.

Presenters also shared about topics of **AI in education**. AI tools like chatbots, grammar checkers, or writing assistants can help with writing essays, answering questions, and even explaining difficult topics. However, there is concern about the **limits of using AI**. AI could give wrong or biased answers, and it doesn't fully understand human feelings, culture, or context. Students and teachers need to understand that AI is a tool, not a replacement for real thinking, learning, or creating.

Issue of **ethics** was brought up as well. AI systems learn from huge amounts of data collected from the internet. There are times this data is taken without permission. For example, some **artists** have found that their original, carefully made art was used to create another art without their consent. This raises serious questions about ownership, respect, and fairness. When AI "borrows" from books, images, music, or websites without asking the creators, it can harm those who worked hard to produce original content. The **biases** in AI data—such as stereotypes or unfair views—can shape the way AI responds. This could have a **negative effect on future generations** if students learn from biased or inaccurate information.

In conclusion, machine translation remains a useful and preferred tool for many students because of its speed and clarity. For AI, and its growth of use in education, users must use it wisely. Understanding the **limits, ethics, and risks** of AI is important to make sure it helps rather than harms. Respecting original creators, avoiding misuse of data, and being careful with bias will lead to a better and fairer future for both technology and education.

### **Teacher Agency and Autonomy in Japan; Insights from 30 years of experience** (Presented by Szirmai, M.)

The presenter shared about agency and autonomy of teachers. Teachers play an important role in helping students learn and grow. To do their job well, teachers need something called **agency**, the power to make decisions in their work. When teachers have agency, they feel more confident, motivated, and responsible for student success. A big part of agency is **autonomy**, or the freedom to make choices, eg. choice in their lesson plans, etc. Those who came to the presentation were given time to discuss if they have autonomy and agency for their teaching work.

Several teachers autonomy were discussed, such as **Curriculum autonomy** means teachers can choose or change what they teach, depending on what their students need. **Pedagogical autonomy** means teachers can decide **how** to teach. They can use different methods, tools, or activities in the classroom. **Assessment and professional autonomy** means teachers can plan how to check student learning and decide how to grow in their careers. **Career autonomy** means teachers can choose their own goals and ways to improve and move forward in their profession.

### **Leveraging your education and connections for better jobs** (Presentation by Sparks N. at SPIN Forum)

Presenter shared his experience in building his career from student to full time job in the university. He also shared that it took time to reach his goals quickly, but he realized that every part in it helped him to go forward to the next step. He encouraged everyone to stay open-minded, patient, and focused on their own journey.

Presenter also mentioned that there would be times when people compare themselves to others. They might see someone getting a promotion or publishing research, and they start to feel like they're behind. But he mentioned that everyone has their own path. Everyone's backgrounds, experiences, and goals are different. What works for one person may not work for another.

Presenter shared for everyone to take time to think about why they started this career. What do they enjoy about teaching or studying language? What are true goals? Reconnecting with your own purpose can help to feel more motivated and less stressed. Another point that helps is to **re-engage** with your career. This means actively taking steps forward, even small ones. The steps like join a conference, talk to a mentor, or try a different teaching method. The key is to keep learning and not give up, even if progress feels slow.

**The Rhetoric of AI Human Collaboration; EAP (English for Academic Purposes)** (Presentation by Shu Yi, at SPIN Forum)

Presenter shared about the current trend of people and AI (Artificial Intelligence) working together more and more. This is called **AI-human collaboration**. One place where this is happening a lot is in education, especially in **English for Academic Purposes (EAP)**. EAP helps students learn how to write and read English for school or university.

Presenter shared about the case for learners who speak a second language (L2 learners), writing in academic. One problem they face is **code-switching**. That means switching between their first language and L2 when they think, write, or speak. This can make their writing confusing. For example, they might follow grammar rules from their first language by mistake. AI tools can help correct this, but students need to learn how to **prompt** – that means how to ask AI the right kind of question or give the right kind of instruction. In this presentation, presenter shared example of the use of good prompt like telling AI to explain to the user in language that is understandable by young children, eg. 5-10 years old, so that AI would write explanation in simpler sentences in L2 that can be understood better by the user to have an effective use of human and AI collaboration.

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**Fostering Empowered Writers in the AI Era: A Reflective Report on Agency and Autonomy at PanSIG JALT 2025**

**Introduction: Reconciling Agency with Automation**

The Japan Association for Language Teaching (JALT) PanSIG 2025 Conference theme, "Agency & Autonomy in Language Learning," presented a timely and essential inquiry into the core of humanistic pedagogy at a moment of unprecedented technological disruption. In an educational landscape increasingly populated by Large Language Models (LLMs), the concepts of learner agency, the capacity to act purposefully and direct one's own learning, and autonomy, the ability to make informed, self-regulated choices, have become focal points of critical debate. The central tension explored throughout the conference, and the one this report seeks to highlight, is whether LLMs will ultimately serve to diminish or enhance these fundamental aspects of learning?

To begin with, this reflection is grounded in my own research and presentation at the conference, titled "Empowering EAP Writers: Writer-Centered Prompt Design with LLMs," which investigates how strategic, rhetorically-informed engagement with LLMs can support, rather than supplant, the developing academic writer. The conference, from the foundational plenary sessions to the diverse array of practitioner-led presentations, provided a rich context for this work. As the PanSIG 2025 Conference Chair, Robert Dykes, noted in his opening message, this year's theme was a deliberate turn from the tech-centric focus of recent years toward a more personal and reflective exploration of what lies at the "heart of learning, of growth, and ultimately, of recognizing and nurturing self-worth." This shift signals a crucial maturation in the discourse surrounding educational technology, which is a move away from asking merely, "What can the technology do?" toward the more profound question, "how does this technology impact us, the human learners?"

The collective insights from PanSIG 2025 strongly affirm that a writer-centered, rhetorically-grounded pedagogy is not only relevant but essential for transforming LLMs into tools that foster learner agency and autonomy. The conference provided strong evidence that when learners are equipped with certain metacognitive and linguistic strategies to direct

these powerful technologies, LLMs can become partners in a process of empowered, critical, and self-directed academic writing (Collett, 2025).

### **Foundational Perspectives: Insights from the Plenary Sessions**

The two plenary sessions provided the theoretical cornerstones for the conference, offering robust frameworks from educational psychology and applied linguistics that directly informed the practical discussions of agency and autonomy in the AI era.

#### **Autonomy-Supportive Teaching and the “Agentic Prompt”**

Professor Johnmarshall Reeve’s plenary, “Benefits of Autonomy-Supportive Teaching,” established a crucial distinction between true autonomy support and a permissive, laissez-faire approach (Reeve, 2025). Drawing on Self-Determination Theory (SDT), Reeve’s work clarifies that autonomy-supportive teaching is a proactive pedagogy involving specific instructional behaviors, such as taking the student’s perspective, providing explanatory rationales, and acknowledging expressions of negative affect (Reeve, 2009; Reeve & Cheon, 2021). The goal is to identify, nurture, and develop students’ inner motivational resources (Reeve, 2009, p. 160).

A central concept in this framework is “agentic engagement,” which Reeve (2022, 2025) defines as the proactive, intentional contributions students make to enrich and personalize their own learning environment. Agentially engaged students do not passively receive instruction; they offer input, express preferences, ask questions, and actively shape the flow of the lesson to better meet their needs (Reeve, 2022). This proactive stance creates a positive feedback loop, wherein teachers are better able to provide autonomy support, which in turn enhances student motivation and learning outcomes (Reeve & Cheon, 2021).

This theoretical lens provides a powerful new way to conceptualize the practice of strategic LLM prompting. The act of crafting a writer-centered, rhetorically-informed prompt is a direct manifestation of agentic engagement in an AI-writing context. When a student moves beyond simple commands like “write an essay about X” and instead constructs a detailed prompt specifying their role as a writer, their intended audience, their communicative purpose, and the required genre conventions, they are engaging in a profoundly agentic act. They are proactively shaping their immediate learning environment (the LLM interaction) to serve their unique goals. This transforms the LLM from a generic, passive tool into a personalized, responsive learning partner. Therefore, teaching strategic prompt design is not merely a technical skill; it is a pedagogical practice for fostering agentic engagement, grounding the use of AI in established motivational psychology (Reeve, 2009).

#### **Scaffolding Autonomy in the Japanese EFL Context**

Professor Toshie Agawa’s plenary, “Learner Autonomy in Asian EFL Context: Insights, Challenges, and Solutions,” offered a vital, context-specific counterpoint, highlighting the nuances of fostering autonomy among Japanese learners (Agawa, 2025). Her research reveals that the Western-centric notion of autonomy as complete “freedom of choice” can sometimes be ineffective or even demotivating in the Japanese EFL context. Instead, learners often benefit from structured scaffolding, cooperative learning environments, and a strong, supportive teacher-student relationship as they gradually develop the capacity for self-regulated learning. Agawa’s work argues for a pedagogy that provides initial support and progressively grants learners greater responsibility, rather than assuming they are ready for complete independence from the outset.

This perspective directly addresses a potential pitfall in LLM integration: the assumption that providing access to a powerful tool is sufficient to promote learning. Agawa’s (2025) findings suggest that without a clear pedagogical framework, such access could lead to confusion or over-reliance rather than empowered use.

The AI-Integrated Self-Directed Writing (SDW) framework proposed in my presentation resolves the apparent paradox that

structure is necessary to achieve autonomy. It provides the very scaffolding Agawa (2025) calls for through a structured, five-step iterative process: (1) Define goal, (2) Draft initial prompt, (3) Test prompt, (4) Evaluate output, and (5) Edit response. This structure does not inhibit agency; it enables it by making the complex, novel process of AI-human collaboration manageable. It provides clear junctures at which learners can and must exercise critical judgment, rhetorical awareness, and authorial choice. Furthermore, the framework's explicit inclusion of "Human" (instructors, peers) and "Non-human" (online resources) support elements directly aligns with Agawa's (2025) emphasis on the importance of teachers and community in the journey toward autonomy. The framework can thus be understood as a culturally and contextually sensitive model for implementing AI-supported writing in a way that resonates with the specific needs of Japanese EFL learners.

### **The Interconnections of Practice: LLMs, Prompting, and the EAP Writer**

Building on the theoretical foundations laid by the plenary speakers, the conference featured a vibrant cluster of presentations that explored the practical application of LLMs in EAP writing classrooms. This discourse revealed a spectrum of pedagogical approaches and highlighted the urgent need for a coherent framework to guide practice.

### **My Contribution: A Rhetorically-Grounded Framework for Agency**

The writer-centered prompt design with LLMs offered such a framework by proposing a fundamental shift in how we conceptualize LLM interaction. The core argument is that prompts should be viewed not as simple technical commands but as "strategic rhetorical artifacts" crafted by writers to guide LLMs toward specific, contextually-appropriate goals.

The research introduces an adapted rhetorical situation framework, which transforms prompting into a conscious act of communication. By systematically defining the key elements, such as the writer's persona, the communicative purpose, the dual audience (both the LLM and the end-reader), the subject matter, the genre, and the constraints, the writer provides the LLM with the rich context necessary to generate relevant and nuanced output. This approach, which aligns with recent research on rhetorical strategies in prompt design (Ranade et al., 2024), positions the human writer as the architect of the interaction. This act of defining the rhetorical situation is the primary mechanism for preserving and enhancing human agency, ensuring that the LLM serves the writer's intentions rather than dictating them. This learner-centered approach demonstrated that prompts infused with these rhetorical elements consistently produce higher-quality outputs across metrics of linguistic complexity, communicative purpose, and genre adherence.

### **A Spectrum of Pedagogical Approaches at PanSIG 2025**

Discussions at PanSIG 2025 on AI in writing can be situated along a spectrum, revealing the key tensions and debates in the field. A wealth of research offers a synthesis of these perspectives, providing a structured pedagogical approach that reconciles the opportunities and risks of LLM integration.

The practical applications and concerns raised by other presenters further situate the value of this framework. On the integrationist end of the spectrum, presentations by Omar Massoud (2025) and Olga Li (2025) demonstrated the potential of LLMs to improve writing proficiency and encourage more active engagement. Massoud's (2025) finding that LLM use can boost skills and confidence, while also presenting integrity challenges, echoes directly with the writer-centered framework. Both aim to achieve these positive outcomes while mitigating risks through their core steps of critical evaluation and writer-led editing. Furthermore, Li's (2025) conclusion that a structured module moves students beyond basic AI use is precisely what the writer-centered framework, as a structured model for developing "prompt literacy," is designed to achieve.

On the protectionist end, John Bankier's (2025) caution that beginner writers may need to avoid AI to develop foundational skills is a valid and important concern. His suggestion that assignments require a level of specificity that AI cannot replicate is, in fact, a central tenet of rhetorically-informed prompting. By requiring the writer to define the audience, purpose, and context, the intellectual work cannot be offloaded to the AI. The SDW Framework's critical

evaluation step further aligns with his pedagogical concerns by preventing the uncritical acceptance of AI output.

Finally, the work of presenters focusing on the metacognitive dimensions of AI use, such as Paul Collett (2025), finds a practical application in this research. He argued that AI tools can help learners develop self-regulated learning (SRL) strategies. Connecting to this aspect of learning, the entire process of designing, testing, and refining prompts within the SDW framework is an exercise in self-regulation, requiring planning, monitoring, and evaluation. Thus, it serves as a comprehensive model for self-regulated learning in an AI-integrated context, operationalizing the potential that Collett (2025) and others identified. By synthesizing these diverse perspectives, the writer-centered approach offers a nuanced and balanced path forward, enabling a form of critical, strategic, and agentic integration of LLMs into the EAP classroom.

### **The Wider Ecosystem of Learner Autonomy**

A crucial takeaway from PanSIG 2025 was the understanding that effective LLM integration does not happen in a vacuum. Rather, it is situated within a broader ecosystem of practices and support structures designed to foster learner autonomy. The conference's special focus on Self-Access Learning Centers (SALCs) provided a powerful analogy for conceptualizing the role of AI in self-directed learning.

The SALC Showcase and the JASAL SALC Forum highlighted how these centers provide learners with resources, advising, and a supportive community to take control of their own learning paths. Again, this model of supported autonomy offers a compelling parallel to the proposed approach for LLM use. When engaged with via the SDW framework, an LLM can function as a "Self-Access Center of One," a personalized, dynamic, and infinitely scalable learning environment. The LLM provides the resources (linguistic data, examples, and feedback), while the SDW framework provides the "advising" component, teaching the learner how to use those resources effectively, critically, and purposefully. This reframes the LLM from a simple answer-generating machine into a complex environment for linguistic exploration, powerfully connecting digitally-focused research to the long-established, physically-grounded tradition of self-access learning in Japan.

This connection was further reinforced by the Learner Development SIG Forum, which focused on "Developing the Whole Student: A Path to Autonomy." The discussion emphasized that autonomy is not just about language skills but also about fostering critical thinking, ethical engagement, and self-direction. This perspective validates the argument that developing AY literacy and strategic prompt design are now essential components of holistic student development in the 21st century. Finally, participation in the Student Peer Interaction Network (SPIN) Forum underscored the indispensable role of community. The collaborative spirit of the forum highlights that even as learners engage with powerful individual technologies like LLMs, human support networks remain vital. Similarly, this is reflected in the SDW framework's inclusion of instructors and peers as key support elements, affirming that technology exists to augment, not replace, the social dimensions of learning.

### **Conclusion: Toward an Agentic, AI-Integrated Future for EAP Writing**

The PanSIG JALT 2025 conference provided a deeply enriching forum for exploring the critical intersection of technology, pedagogy, and learner empowerment. The consistent message resonating from the plenaries, forums, and individual presentations was that the key to navigating the AI era in language education lies not in the technology itself, but in the pedagogical frameworks that surround it. The theme of "Agency and Autonomy" served as a powerful reminder that our ultimate goal as educators is to empower students to become confident, critical, and self-directed authors of their own learning journeys.

This author's conviction, fortified by the insights gained at PanSIG 2025, is that a writer-centered, rhetorically-aware, and critically-engaged approach is essential for leveraging LLMs to enhance, not diminish, learner agency. By teaching students to be the architects of their interactions with AI, we equip them with the metacognitive tools to transform these models from potential threats to academic integrity into powerful allies for academic writing. Attending the conference

has sharpened the focus of this ongoing research and opened new avenues for inquiry, such as the long-term development of "prompt literacy" and the application of the SDW framework across different disciplines. The opportunity to engage with a community of scholars dedicated to these questions was invaluable. For this, I once again express my sincere gratitude to the PanSIG Grants Committee for their generous support.

*Note on AI Assistance: In adherence with APA 7th Edition guidelines, the author acknowledges the use of an AI language model (ChatGPT-4) as a writing assistant during the preparation of this report. The AI was used for brainstorming connections between concepts, refining sentence structure for clarity, and checking for grammatical consistency. The core analysis, synthesis of ideas, and all arguments presented in this report are the original work of the author.*

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## Troy Zangara

First, I would like to sincerely thank the PanSIG Grants Committee for providing me with a grant to attend PanSIG 2025. I wasn't eligible to receive financial support from my school, but thanks to the Committee's student grant, I was fortunate enough to be able to attend.

Kanda University of International Studies (KUIS) in Chiba was an excellent location for PanSIG 2025. The KUIS campus, home to Japan's largest Self-Access Learning Center (SALC), provided an inspiring atmosphere for the event. For me, one of the most memorable and amazing aspects of PanSIG 2025 was simply stepping into the SALC. The interior design of the SALC was unlike any educational building I had ever entered before. I was struck by the many relaxed seating areas (especially "the Park," the green oasis covered in soft turf!), the variety of rooms and spaces, and the extensive access to resources. Indeed, I thought the design very much reflected this year's PanSIG theme of autonomy and agency. In

addition, the campus was conveniently accessible by train, making it easy for me to travel to and from the venue within a short period of time.

At PanSIG, I attended presentations that gave me a variety of new insights related to language education, particularly in the area of CALL. The JALTCALL Forum this year was especially eye-opening for me. The panel addressed both the promises and potential pitfalls of using AI tools like ChatGPT in the language classroom. I thought the speakers gave a very nuanced discussion on how AI can offer individualized feedback and enhance student output, while also raising questions around ethics, autonomy, and academic integrity. Another presentation that stood out to me was Gilbert Dizon and Ryo Kurose's talk on comparing JLPT and ChatGPT-generated reading comprehension items. Much of the research on AI in language education seems to focus on English, so as a student in my school's Japanese language program, I especially appreciated that this presentation centered on Japanese. It was fascinating to see how ChatGPT can generate reading passages that closely resemble those found on the JLPT.

On my second day at PanSIG, I gave a brief presentation at the SPIN Forum on using data tech tools in language teaching. The SPIN forum was a valuable opportunity for me to share ideas on a topic related to language education, and I also had the chance to listen to other presentations. For students interested in transitioning to university teaching, Nicholas Marx's talk was especially insightful, as he shared his own experiences and practical career advice.

In addition to the presentation sessions, I should mention that the PanSIG Showcase was a memorable part of the conference for me as well. In particular, I had the chance to see Euan Bonner and Ryan Lege's AI Technology Showcase, which featured several innovative and fascinating AI projects developed in their Centre for Learning and Teaching Innovation tech lab at KUIS. I appreciated that this year's PanSIG offered an opportunity like this to explore hands-on projects and interact informally. I felt that this format complemented the more formal presentation sessions by encouraging casual conversations and idea-sharing among attendees.

Overall, PanSIG 2025 was an enriching and valuable experience made possible for me through the generous support of the grant. I would like to thank the PanSIG Grants Committee once again. For students and others attending PanSIG, I believe grant support like this makes a huge, meaningful difference. Thank you also to everyone else who made the PanSIG possible this year!



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We thank everyone who volunteered to review proposals for the PanSIG 2026 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 2026 conference proposal reading team.

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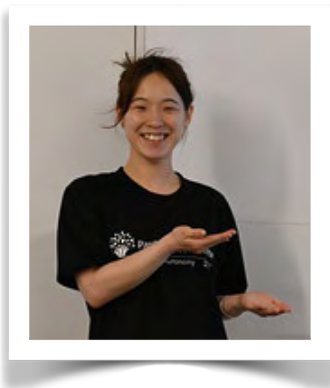
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# Plenary Speakers



**Louise Ohashi**  
**Gakushuin University**

## **Developing GenAI Literacy through Teacher Communities**

**Saturday, May 23rd, 4 p.m.**

Generative artificial intelligence (GenAI) is a transformative technology that has elicited both praise and concern from L2 educators. To use it effectively and guide students well, teachers must develop GenAI literacy, but the proliferation of new technologies has left many unprepared. Institutions have a responsibility to lead, but individual teacher agency is also vital. This session focuses on teacher-driven action, using the Community of Practice framework (Lave & Wenger, 1991) to show the crucial role of teacher communities in GenAI literacy development. The session introduces formal and informal teacher communities,

drawing on personal narratives to demonstrate how teachers can learn and lead. Audience members will be encouraged to consider their current and future roles within teacher communities and will take away practical advice on how to strengthen their GenAI literacy and guide others.

**Bio:** Dr. Louise Ohashi is a professor at Gakushuin University, Tokyo, who specializes in second language acquisition and L2 education. Her research interests include learner autonomy, motivation, edtech, and GenAI. She recently co-edited the book *Artificial Intelligence in Our Language Learning Classrooms* (Candlin & Mynard ePublishing) and is working on a KAKEN-sponsored project that explores AI's impact on L2 education. She is also Chair of EUROCALL's AI SIG and a keen language learner (Japanese, italiano, français, español, Deutsch).

**Full bio:** <https://orcid.org/0000-0003-0218-7385>



**Robert Stroud**  
**Hosei University, Tokyo**

## **Connected Voices, Connected Worlds: Reimagining FLT Communities Together**

**Saturday, May 23rd, 10:00am**

Across global ELT communities, practitioners are navigating a pivotal moment: technology and AI are accelerating rapidly, yet many learners feel increasingly disconnected from one another. Even with constant online engagement, genuine interaction, intercultural curiosity, and learner confidence can quietly diminish. This plenary examines how ELT educators and community leaders can shape a more human, future focused approach to language learning—one where connection, collaboration, and belonging remain central. Drawing on

insights from Culture Club, a global educator led exchange project, as well as current developments in EdTech, AI, and task based learning, the talk demonstrates how intentional design and practitioner driven innovation can transform digital tools into catalysts for community rather than fragmentation. Participants will explore practical, scalable strategies that bridge theory and classroom practice: fostering inclusive communication, designing learner centered intercultural tasks, and building emotionally supportive online and offline ELT communities.

**Bio:** Dr. Robert Stroud is a university professor in Tokyo at Hosei University and holds a PhD in English Language and Applied Linguistics. His research focuses on EdTech, AI, learner engagement, and cross cultural communication. As founding editor of The University Grapevine (TUG), he leads a global platform where students, teachers, and researchers share practitioner driven insights on language learning environments and strengthen international academic networks. As founder of the Culture Club Global Exchange Program, he designs interactive, intercultural learning experiences that bring diverse learners together to explore identity, communication, and global perspectives. Both initiatives foster inclusive communities that connect people across borders and amplify practitioner voices. As a respected TEDx and plenary speaker, he delivers impactful presentations and workshops worldwide, engaging audiences with practical insights and human centered innovation.

**Full bio:** [Robert Stroud on Researchmap](#)

# Panel Discussion

**Theme: Language Education in the Age of AI: Plenary Panel**

**Sunday, May 24th, 14:30**

Louise Ohashi	Robert Stroud
<p><b>Generative AI Ethics in L2 Education</b></p>	<p><b>Swimming in deeper water with AI</b></p>
<p><b>Abstract:</b> Generative AI (GenAI) offers significant affordances within L2 education, providing personalised learning support for students and assisting teachers with pedagogical tasks. However, it also brings a multitude of challenges for teachers and institutions. Among these, GenAI ethics is an area of concern that cannot be overlooked. While ethical issues such as academic integrity, privacy protection, and data security have been widely acknowledged, adequate guidance for teachers is still lacking in many institutions. Furthermore, greater attention needs to be paid to issues such as GenAI's biases, its environmental impact, and the burden teachers face due to the need for upskilling and ongoing professional development. This session outlines key ethical considerations, offers ideas on how to address them, and proposes emerging principles (Ohashi &amp; Hubbard, 2025) to help guide ethical use of GenAI in L2 learning contexts.</p>	<p><b>Abstract:</b> AI in education hasn't just arrived—it's come in waves. The first sparked wonder, as educators tapped into its power to boost creativity and lighten workloads. The second churned up anxiety: fears of plagiarism, overreliance, and the erosion of critical thinking. Now, the third wave invites us to dive beneath the surface. This is a moment for reflection, not reaction—for cultivating ethical use, learner agency, and authentic thought. It calls on educators to design learning that builds metacognition, discernment, and intellectual resilience—skills that help students think with AI, not just through it. Instead of chasing the next shiny tool, we're challenged to craft principled frameworks and foster collaborative experimentation. We'll explore how to navigate the third wave with clarity, courage, and care. And while a fourth wave shimmers on the horizon, its shape still unknown, our task now is to swim with intention—before the next tide rolls in.</p>

# JALT PanSIG Showcase

## Special Interest Groups

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.

Click on a SIG name below to jump to their showcase page.

- [Accessibility in Language Learning](#)
- [Art, Research, and Teaching](#)
- [Bilingualism](#)
- [Business Communication](#)
- [CEFR and Language Portfolio](#)
- [College and University Educators](#)
- [Computer Assisted Language Learning](#)
- [Critical Thinking](#)
- [Extensive Reading](#)
- [Gender Awareness in Language Education](#)
- [Global Englishes](#)
- [Global Issues in Language Education](#)
- [Intercultural Communication in Language Education](#)
- [Learner Development](#)
- [Lifelong Language Learning](#)
- [Listening](#)
- [Literature in Language Teaching](#)
- [Materials Writers](#)
- [Mind, Brain, and Education](#)
- [Other Language Educators](#)
- [Performance in Education](#)
- [Pragmatics](#)
- [Study Abroad](#)
- [Teacher Development](#)
- [Teaching Younger Learners](#)
- [Testing and Evaluation](#)

# PanSIG Forums 2026

<b>Saturday</b>	<b>SIG Forum</b>	<b>Room</b>
<b>11:00 - 12:05</b>	PIE (Performance in Education) SIG Forum	607
	CALL (Computer Assisted Language Learning) SIG Forum	801
<b>11:40 - 12:45</b>	Brain (Mind, Brain, and Education) SIG Forum	606
	MW (Materials Writers) SIG Forum	608
	CEFR LP (CEFR and Language Portfolio) SIG Forum	803
	LLL (Lifelong Language Learning) SIG Forum	807
	DEI Committee (Diversity, Equity, Inclusion Committee) Forum	810
<b>13:30 - 14:35</b>	GILE (Global Issues in Language Education) SIG Forum	608
	ALL (Accessibility in Language Learning) SIG Forum	808
<b>14:10 - 15:15</b>	Listening (Listening) SIG Forum	803
	ICLE (Intercultural Communication in Language Education) SIG Forum	809
<b>14:50 - 15:55</b>	Bilingual (Bilingualism) SIG Forum	805
	LiLT (Literature in Language Teaching) SIG Forum	807

<b>Sunday</b>	<b>SIG Forum</b>	<b>Room</b>
<b>9:30 - 10:35</b>	Pragmatics Forum	605
	TEVAL (Testing and Evaluation) SIG Forum	803
	TYL (Teaching Younger Learners) SIG Forum	808
	GALE (Gender Awareness in Language Education) SIG	810
<b>10:10 - 11:55</b>	CT (Critical Thinking) SIG Forum	606
	TD (Teacher Development) SIG Forum	806
<b>12:40 - 13:45</b>	ER (Extensive Reading) SIG Forum	804
	GE (Global Englishes) SIG Forum	805
	SPIN (Student Peer Interaction Network Committee) Forum	808
<b>13:20 - 14:25</b>	CUE (College and University Educators) SIG Forum	604
	SA (Study Abroad) SIG Forum	608
	PanSIG Journal Forum	802
	OLE (Other Language Educators) SIG Forum	809



## Accessibility in Language Learning SIG

<p><b>Basic Information</b></p>	<p>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.</p>
<p><b>Aim, Focus, and Research</b></p>	<p>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.</p>
<p><b>Publications</b></p>	<p>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</p>
<p><b>Links &amp; Contact</b></p>	<ul style="list-style-type: none"> <li>• <b>Facebook:</b> <a href="https://www.facebook.com/groups/jaltallsig">https://www.facebook.com/groups/jaltallsig</a></li> <li>• <b>Website:</b> <a href="https://sites.google.com/view/all-sig/home">https://sites.google.com/view/all-sig/home</a></li> <li>• <b>JALT Website:</b> <a href="https://allsig.jalt.org/">https://allsig.jalt.org/</a></li> <li>• <b>Email:</b> <a href="mailto:all@jalt.org">all@jalt.org</a></li> </ul>



## Art, Research, and Teaching SIG

<p><b>Aim, Focus, and Research</b></p>	<p><b>What is ART?</b> We're the Art, Research, and Teaching Special Interest Group with the Japan Association of Language Teaching (JALT). ART is for artists, researchers, and teachers who are interested in exploring and utilizing visual art in the language classroom.</p> <p>ART is a forum to share teaching resources and ideas about the recognized roles and future possibilities for visual artworks in the language-learning classroom. The visual arts (paintings, photos, illustrations) help students to learn multicultural literacy and multimodal reading skills. Art also engages learners by offering affordances to interact with SLA materials, reduces social anxiety, and increases social inclusion. A deep engagement with the visual arts promotes critical thinking skills, the bedrock of learning how to learn.</p> <p>We welcome everyone who's interested in bringing art and color into their classroom.</p>
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<p><b>Publications</b></p>	<p>ART Gallery is ART SIG's annual online journal, welcoming writers and artists who have fresh ideas and unconventional approaches to language teaching.</p> <p>We publish articles, artworks, photos, stories, and content that explores the connections between visual art and language learning.</p> <ul style="list-style-type: none"> <li>• <a href="#">Volume 1 - Issue 1. January 2024.</a></li> <li>• <a href="#">Volume 2 - Issue 1. January 2025.</a></li> <li>• <a href="#">Volume 3 issue 1. February 2026.</a></li> </ul>
<p><b>Events</b></p>	<p><b>Past:</b> <u>IMPACT2025.</u></p> <ul style="list-style-type: none"> <li>• Integrating Multimodal Projects with Arts and Critical Thinking 2025</li> <li>• December, 20th @ Kwansei Gakuin University</li> <li>• This full-day, hands-on workshop empowers EFL educators in Japan to design and deliver creative, multimodal projects and lesson plans that promote critical thinking and English language output.</li> </ul> <p><b>Future:</b> <u>Transmediation of Memory</u></p> <ul style="list-style-type: none"> <li>• An ART SIG Workshop</li> <li>• <b>Event Timing:</b> June 20th, 2026 (Saturday)</li> <li>• <b>Event Address:</b> Sophia University Tokyo, Building 1, 101</li> <li>• The title <b>Transmediation of Memory</b> refers to the act of translating experiences across different forms of expression. For example, a photograph may be reinterpreted through writing, allowing the moment it captured to become a narrative or reflection. In this way, transmediation makes ephemeral experiences more lasting and allows marginalized details to take on greater significance. Applied to memory, this process highlights that remembering is not passive; it is creative, interpretive, and communal. Through transmediation, we can better understand our stories, expand the ways they are told, and celebrate the diverse kinds of meaning-making they produce.</li> <li>• Registration: <a href="#">click here!</a></li> </ul>
<p><b>Links &amp; Contact</b></p>	<p><b>Website:</b> <a href="https://sites.google.com/jalt.org/jaltarsig/home">https://sites.google.com/jalt.org/jaltarsig/home</a></p> <p><b>Facebook:</b> <a href="https://www.facebook.com/share/VZmLu6GZazPzZZCn/">https://www.facebook.com/share/VZmLu6GZazPzZZCn/</a></p> <p><b>Contact:</b> <a href="mailto:art@jalt.org">art@jalt.org</a></p>

**JALT Bilingualism SIG**  
全国語学教育学会バイリンガリズム研究会


# Bilingualism SIG

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**Basic Information**

The Bilingualism Special Interest Group (SIG) is made up of around 200 JALT members and subscribers, many of whom are raising or teaching bilingual children. Our aim is to further research on bilingualism as it occurs in Japan. We also promote mutual support among our members through our bi-monthly newsletter, academic publications, and an active email list. Parents in international marriages, people who communicate in more than one language, and teachers of multilingual students all take advantage of the practical and theoretical information available via our group.

<p><b>Aim, Focus, and Research</b></p>	<p>The word “bilingual” means many things to many people. We intend it as an umbrella term to refer to individuals and groups who use two (or more) languages on a regular basis, and who consequently have some claim to multiple cultures. The way such people process and use language is the focus of our research. As parents we are also deeply concerned with fostering minority language educational opportunities for our children.</p> <p>Our group aims to:</p> <ul style="list-style-type: none"> <li>• encourage bilingualism research projects and the wider dissemination of findings by organizing an extensive network of researchers and willing bilingual participants</li> <li>• promote awareness of current developments of interest to these overlapping communities</li> <li>• provide a base for mutual support among the group's members.</li> </ul> <p>Some of our ongoing research topics include:</p> <ul style="list-style-type: none"> <li>• Family policies towards bilingualism</li> <li>• Bilingual and bicultural identity</li> <li>• Codeswitching and language mixing</li> <li>• Bilingual language acquisition</li> </ul>
<p><b>Publications</b></p>	<ul style="list-style-type: none"> <li>• <i>Bilingual Japan</i></li> <li>• <i>The Japan Journal of Multilingualism and Multiculturalism</i></li> </ul>
<p><b>Links &amp; Contact</b></p>	<ul style="list-style-type: none"> <li>• <a href="https://www.bsig.org/about">https://www.bsig.org/about</a></li> <li>• <a href="mailto:bilingualism@jalt.org">bilingualism@jalt.org</a></li> </ul>

	<h2 style="text-align: right;">Business Communication SIG</h2>
<p><b>Basic Information</b></p>	<p>The JALT Business Communication Special Interest Group (SIG) is dedicated to advancing education, research, and professional practice in business communication.</p>
<p><b>Aim, Focus, and Research</b></p>	<p>The SIG promotes research on communication issues in international business and fosters the study of effective practices in this field. It provides a forum for collaboration, the exchange of knowledge, and the development of a professional community connecting educators, trainers, researchers, and practitioners across corporate, academic, and private-sector settings. The SIG also seeks to strengthen connections among research, teaching, and practice in this growing area.</p>
<p><b>Publications</b></p>	<p><i>JALT Business Communication Journal</i> and the SIG newsletter</p>
<p><b>Events</b></p>	<p>The SIG organizes forums, presentations, and related events, providing opportunities for members to exchange ideas and share their work.</p>
<p><b>Activities</b></p>	<p>As an interdisciplinary forum, the SIG promotes collaboration among scholars and professionals working in multilingual and business-related environments.</p>
<p><b>Links &amp; Contact</b></p>	<p><b>Website:</b> <a href="https://www.bizcomsig.org/">https://www.bizcomsig.org/</a>  <b>Facebook:</b> <a href="https://www.facebook.com/groups/bizcomsig">https://www.facebook.com/groups/bizcomsig</a>  <b>Email:</b> <a href="mailto:bizcom@jalt.org">bizcom@jalt.org</a></p>

<p><b>Aim, Focus, and Research</b></p>	<p>JALT CEFR &amp; LP SIG formed in 2008 as the JALT Framework and Language Portfolio SIG (FLP SIG) and renamed in 2017 to its current name. CEFR &amp; LP SIG gathers individuals interested in the Common European Framework of Reference, the CEFR Companion Volume, and other frameworks including the Language Portfolio to research its reception, adaptations and implementations in Japan, Asia and internationally. The CEFR LP SIG gathers ideas, discusses developments, and supports efforts from practitioners and researchers with a focus on action research. The SIG is seeking to share and exchange outcomes on related tools and measure the huge impact of such approaches on foreign language teaching in Japan and worldwide maintaining friendly relations.</p>
<p><b>Publications</b></p>	<p>CEFR &amp; LP SIG Newsletter (3-4 per year)  CEFR Journal – Research and Practice (international, peer reviewed, DOI)  • Link: <a href="https://cefrjapan.net/journal">https://cefrjapan.net/journal</a>  Edited book publications as outcomes of collaborative research projects  • <a href="https://cefrjapan.net/publications/books/68-books-overview">https://cefrjapan.net/publications/books/68-books-overview</a></p>
<p><b>Events</b></p>	<ul style="list-style-type: none"> <li>• SIG Forums at PanSIG and at JALT International Conference</li> <li>• Workshops on various topics</li> <li>• Joint events (Nagano, Akita, Ibaraki, Kyoto, etc.)</li> <li>• Link: <a href="https://cefrjapan.net/events">https://cefrjapan.net/events</a></li> </ul>
<p><b>Community &amp; Other Activities</b></p>	<ul style="list-style-type: none"> <li>• Kaken research projects (collaborative)</li> <li>• Open Roundtable Talks, peer support</li> <li>• Joint publications (books, edited volumes (international), textbooks)</li> </ul>
<p><b>Links &amp; Contact</b></p>	<ul style="list-style-type: none"> <li>• <b>Website:</b> <a href="https://cefrjapan.net">https://cefrjapan.net</a></li> <li>• <b>Facebook:</b> <a href="https://www.facebook.com/groups/324684843340/">https://www.facebook.com/groups/324684843340/</a></li> <li>• <b>Twitter / X:</b> <a href="https://twitter.com/CefrLp">https://twitter.com/CefrLp</a></li> <li>• <b>JALT:</b> <a href="https://jalt.org/group/cefr-and-language-portfolio/">https://jalt.org/group/cefr-and-language-portfolio/</a></li> <li>• <b>LinkedIn CEFR Journal - Research and Practice</b> <a href="https://lnkd.in/gNznT6aQ">https://lnkd.in/gNznT6aQ</a></li> <li>• <b>Contact:</b> <a href="mailto:cefrlp@jalt.org">cefrlp@jalt.org</a></li> </ul>





# College and University Educators SIG

<b>Basic Information</b>	CUE is a Special Interest Group (SIG) of the Japan Association for Language Teaching (JALT). CUE stands for College and University Educators.
<b>Aim, Focus, and Research</b>	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!
<b>Publications</b>	CUE publishes the <b>OnCUE Journal</b> , <b>CUE Circular</b> and <b>OnCUE Journal Special Edition</b> . Please check our homepage at <a href="https://jaltcue.org/">https://jaltcue.org/</a> and click on the Publications tab for more information.
<b>Events</b>	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!
<b>Activities</b>	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!
<b>Links &amp; Contact</b>	We are on <b>Facebook</b> (Public Page) <a href="https://www.facebook.com/jaltcue/">https://www.facebook.com/jaltcue/</a> (Group for SIG Members) <a href="https://www.facebook.com/groups/jaltcue">https://www.facebook.com/groups/jaltcue</a> and <b>Twitter</b> <a href="https://x.com/jaltcue/">https://x.com/jaltcue/</a> . You can also check out our <b>Cue Homepage</b> at <a href="https://jaltcue.org/">https://jaltcue.org/</a> for more information.



# Computer-Assisted Language Learning SIG

<b>Basic Information</b>	JALTCALL is a special interest group that is part of the Japan Association for Language Teaching and which is dedicated to the field of computer assisted language learning. We are likely JALT's oldest special interest group, we are the second largest by membership, and we have a long history of supporting the JALT organization.
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<b>Aim, Focus, and Research</b>	JALTCALL is a special interest group (SIG) of the Japan Association for Language Teaching (JALT) for teachers and researchers who share an interest in digital technology and language learning.	
<b>Publications</b>	We have a biweekly podcast that we encourage people to join and feature themselves and their research. We also publish referred research articles through our Scopus Q1 ranked publication JALTCALL Journal ( <a href="https://www.castledown.com/journals/jaltcall/">https://www.castledown.com/journals/jaltcall/</a> ), as well as work-in-progress research and a wider variety of articles in our new publication, JALTCALL Trends ( <a href="https://www.castledown.com/journals/jct">https://www.castledown.com/journals/jct</a> ).	
<b>Events</b>	We hold our major annual CALL conference in Japan (usually in June), a symposium in spring, plus workshops and forums at various other times throughout the year.	
<b>Links &amp; Contact</b>	<ul style="list-style-type: none"> <li>• <b>Podcast:</b> <a href="https://jaltcall.org/podcast/">https://jaltcall.org/podcast/</a> <b>Listen on the 2nd &amp; 4th Monday of the month!</b></li> <li>• <b>Flickr:</b> <a href="https://www.flickr.com/photos/jalt/albums">https://www.flickr.com/photos/jalt/albums</a></li> <li>• <b>Facebook:</b> <a href="https://www.facebook.com/groups/jaltcall">https://www.facebook.com/groups/jaltcall</a></li> <li>• <b>LinkedIn:</b> <a href="https://www.linkedin.com/company/jalt-call/">https://www.linkedin.com/company/jalt-call/</a></li> <li>• <b>YouTube:</b> <a href="https://www.youtube.com/channel/UCJhE5SaHY-VRHKDDgZbPAEg">https://www.youtube.com/channel/UCJhE5SaHY-VRHKDDgZbPAEg</a></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Website (Get-involved):</b> <a href="https://jaltcall.org/get-involved/">https://jaltcall.org/get-involved/</a></li> <li>• <b>Website:</b> <a href="https://jaltcall.org/">https://jaltcall.org/</a></li> <li>• <b>Twitter/X:</b> <a href="https://twitter.com/jaltcall">https://twitter.com/jaltcall</a></li> <li>• <b>Email:</b> <a href="mailto:programs@jaltcall.org">programs@jaltcall.org</a></li> </ul>



## The Critical Thinking SIG

<b>Basic Information</b>	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.	
<b>Aim, Focus, and Research</b>	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.	
<b>Publications</b>	<p><b>Critical Thinking in Language Learning (CTLL):</b> 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.</p> <p><b>The CT Scan SIG e-newsletter:</b> 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.</p>	
<b>Links &amp; Contact</b>	<ul style="list-style-type: none"> <li>• <b>Website:</b> <a href="http://ct-sig.jalt.org">ct-sig.jalt.org</a></li> <li>• <b>Facebook:</b> <a href="https://www.facebook.com/JALT-Critical-Thinking-SIG-105523216168130">https://www.facebook.com/JALT-Critical-Thinking-SIG-105523216168130</a></li> <li>• <b>Email:</b> <a href="mailto:ct-president@jalt.org">ct-president@jalt.org</a></li> </ul>	



## Extensive Reading SIG


<p><b>Basic Information</b></p>	<p>The JALT ER SIG exists to help promote Extensive Reading (ER) in Japan and via our website, our newsletter, the <i>ERJ Journal</i>, and presentations throughout Japan we aim to help teachers set up and make the most of their ER programmes.</p> <p>全国語学教育学会多読分野別研究部会「JALT ER SIG」は、講師達がERプログラムをスムーズに始められるよう、またそれを有効的に利用できることを目的に活動しています。またこの概念を元に、私達のウェブサイト、会報、ERJ雑誌、プレゼンテーションなどを通じERの促進を促しています。</p>
<p><b>Publications</b></p>	<ul style="list-style-type: none"> <li>• <b>Extensive Reading in Japan (ERJ)</b> - a biannual subscription based journal mostly aimed at our members in Japan</li> <li>• <b>The Journal of Extensive Reading (JER)</b> - a peer-reviewed online journal</li> <li>• <b>ER SIG e-Newsletter</b> - a monthly publication</li> </ul>
<p><b>Links &amp; Contact</b></p>	<ul style="list-style-type: none"> <li>• <a href="https://er.jalt.org/">https://er.jalt.org/</a></li> <li>• <a href="mailto:er@jalt.org">er@jalt.org</a></li> </ul>



## Gender Awareness in Language Education SIG

<p><b>Basic Information</b></p>	<p>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.</p>
<p><b>Aim, Focus, and Research</b></p>	<p>The GALE SIG exists to foster awareness, research, and activities in the pursuit of educational and professional environments that actively work to counter and/or eradicate gender bias by commitment to an ever-deepening understanding and celebration of individual and intercultural diversity.</p>
<p><b>Publications</b></p>	<p>The <b>Journal and Proceedings of the Gender Awareness in Language Education</b> (<i>GALE Journal</i>) 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><b>Activities</b></p>	<p>GALE runs forums at the PanSIG and JALT International conferences annually, showcasing research and fostering discussion of topics related to gender, intersectionality, and language education.</p> <p>In 2026, we are launching the GALE Seminar series. This free online series will host speakers on a variety of topics related to GALE's areas of interest, and will be held quarterly via Zoom.</p> <p>In 2025, we collaborated with ICLE SIG to hold the "Encounters at the Crossroads" conference, and we will be collaborating with CUE SIG to hold a symposium in 2026. We also regularly collaborate with other organizations within JALT to co-sponsor speakers and events.</p>	
<p><b>Links &amp; Contact</b></p>	<ul style="list-style-type: none"> <li>• <b>Facebook:</b> <a href="https://www.facebook.com/groups/20467073385">https://www.facebook.com/groups/20467073385</a></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Email:</b> <a href="mailto:gale-president@jalt.org">gale-president@jalt.org</a></li> <li>• <b>Website:</b> <a href="https://gale.jalt.org/">https://gale.jalt.org/</a></li> </ul>

	<h2>Global Englishes SIG</h2>	
<p><b>Basic Information</b></p>	<p>The Global Englishes SIG enables investigation of the meaning and pedagogical consequences of theorizations of English in a global context.</p>	
<p><b>Aim, Focus, and Research</b></p>	<p>The SIG supports research into understanding the field of Global Englishes and supports its dissemination through conferences and a double-blind 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.</p>	
<p><b>Publications</b></p>	<p>The third edition of the Global Englishes SIG Journal will be published in 2025. 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.</p>	
<p><b>Events</b></p>	<p>After the success of the first three Global Englishes conferences from 2023-2025, the fourth Global Englishes Conference will take place online in December 2026. The conference will include a plenary speaker and presentation sessions which may be research-based, practice-oriented, theoretical or 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 website, so make sure to subscribe or follow!</p>	
<p><b>Links &amp; Contact</b></p>	<ul style="list-style-type: none"> <li>• <b>Website:</b> <a href="https://jaltgesig.wordpress.com/">https://jaltgesig.wordpress.com/</a></li> <li>• <b>Facebook:</b> <a href="https://www.facebook.com/profile.php?id=100090338269672">https://www.facebook.com/profile.php?id=100090338269672</a></li> <li>• <b>Twitter/X:</b> <a href="https://twitter.com/JALT_GE_SIG">https://twitter.com/JALT_GE_SIG</a></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Instagram:</b> <a href="https://www.instagram.com/jaltgesig/">https://www.instagram.com/jaltgesig/</a></li> <li>• <b>Email:</b> <a href="mailto:global-englishes@jalt.org">global-englishes@jalt.org</a></li> </ul>

<p><b>Aim, Focus, and Research</b></p>	<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"> <li>• promote the integration of global issues, global awareness, and social responsibility in language teaching</li> <li>• foster networking and mutual support among language educators dealing with global issues</li> <li>• 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.</li> </ul> <p><b>What are global issues?</b></p> <p>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><b>What is global education?</b></p> <p>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>
<p><b>Publications</b></p>	<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><b>One-year subscription (4 issues)</b></p> <ul style="list-style-type: none"> <li>• JALT Members = free (as 1st SIG), 2,000 yen (additional SIG)</li> <li>• non-JALT Members = 2,000 yen</li> <li>• overseas subscribers = US \$15</li> </ul> <p><b>For further information or a sample copy, contact:</b> Mr. Kip Cates, GILE Newsletter Editor 3 - 351 Kita, Koyama-cho, Tottori City 680-0941 JAPAN <b>E-mail:</b> <a href="mailto:kipcates24@gmail.com">kipcates24@gmail.com</a> <b>Web:</b> <a href="http://www.gilesig.org">www.gilesig.org</a></p>
<p><b>Events</b></p>	<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>
<p><b>Activities</b></p>	<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>
<p><b>Links &amp; Contact</b></p>	<ul style="list-style-type: none"> <li>• <b>Website:</b> <a href="http://www.gilesig.org">www.gilesig.org</a></li> <li>• <b>Facebook:</b> <a href="https://www.facebook.com/groups/502815396792441/">https://www.facebook.com/groups/502815396792441/</a></li> <li>• <b>Contact:</b> <a href="mailto:gile@jalt.org">gile@jalt.org</a></li> </ul>



# Intercultural Communication in Language Education SIG

<p><b>Aim, Focus, and Research</b></p>	<p><b>Who are we? We...</b></p> <ul style="list-style-type: none"> <li>• are an international community of educators in Japan.</li> <li>• teach students of various ages.</li> <li>• recognize the importance of culture in language education.</li> </ul>
<p><b>Publications</b></p>	<ul style="list-style-type: none"> <li>• ICLE <a href="#">Conference Proceedings</a></li> <li>• ICLE SIG's <a href="#">Activity Initiative</a>: Here we share activity ideas for teaching all things related to intercultural communication.</li> </ul>
<p><b>Events</b></p>	<p><b>Upcoming ICLE TILES Conference 2026 on September 26th, 2026 at Hirosaki Gakuin University, Aomori Prefecture.</b> Find more details on- <a href="https://icle.jalt.org/">https://icle.jalt.org/</a></p> <ul style="list-style-type: none"> <li>• <a href="#">Past ICLE Conferences</a></li> </ul> <p><b>ICLE Forums at the PanSIG 2025 conference:</b></p> <p><b>Mahboubeh Rakshandheroo</b> discussed her use of COIL to foster cross-cultural exchange between Japanese students and peers from multiple countries. She shared practical examples and reflected on how her approach has evolved since 2021. Despite some challenges, she highlighted COIL as a highly positive and effective teaching method. The session also encouraged dialogue and exchange of ideas among educators.</p> <p><b>Gaby Benthien</b>, presented three useful visual resources for introducing intercultural understanding in both full courses and one-off lessons. Pellegrino Riccardi's TED Talk was used to define culture as a system of behavior, supported by visual examples such as driving, queuing, and differences in language structure. She also noted that Gapminder was an effective tool for challenging stereotypes through data, showing that differences are often more closely related to economic factors than culture. In addition, she mentioned that picture books provided a gentle and accessible way to explore concepts such as perspective, what is accepted and familiar, and empathy. Overall, she emphasized that these resources helped foster students' intercultural awareness in an engaging way.</p> <p><b>ICLE Forum at the JALT conference, 2025</b></p> <p><b>Samuel Nfor (Seitoku University) &amp; Soyhan Egitim (Toyo University)</b> explored the action-oriented approach (AoA) in EFL classrooms. They examined how sustained exposure to AoA influences students' global competence. They reported that continued use of AoA had a positive impact on students' development. The session focused on the outcomes of applying this approach in their teaching contexts.</p> <p><b>Stephen Ryan (Sanyo Gakuen University)</b> highlighted the importance of reflective practice in experiential learning. He explained how teachers can support students in reflecting on their cultural experiences. He outlined strategies to guide post-experience reflection. He showed how reflection helps students process intercultural encounters.</p> <p><b>An Intercultural evening with Eileen Küpper, Oct 25, 2025</b></p> <p>Eileen Küpper from Bonn-Rhein-Sieg University of Applied Sciences, shared insights on the topic "Is Intercultural Communication a Future Skill? Building Global Competence in Tomorrow's Business World." The interactive workshop explored the role of intercultural communication as a future-oriented business skill, with participants examining global trends, workplace challenges, and the competencies required in increasingly diverse markets.</p>
<p><b>Community &amp; Other Activities</b></p>	<ul style="list-style-type: none"> <li>• Members Forum</li> <li>• Research Group: <a href="#">ICLE activity initiative</a></li> </ul>
<p><b>Links &amp; Contact</b></p>	<ul style="list-style-type: none"> <li>• <b>Website:</b> <a href="https://jalticle.org/">https://jalticle.org/</a></li> <li>• <b>Facebook:</b> <a href="#">Facebook</a></li> </ul>





## Learner Development SIG

<b>Basic Information</b>	The Learner Development SIG is a network with around 150 members around the world who have an interest in developing and researching practices that aim to support autonomous learning and teaching.
<b>Aim, Focus, and Research</b>	<p>We share a commitment to exploring connections between:</p> <ul style="list-style-type: none"> <li>• -our experiences as learners &amp; our practices as teachers.</li> <li>• learners' experiences inside &amp; outside the classroom.</li> </ul> <p>You can find out more on our website: <a href="https://ld-sig.org/">https://ld-sig.org/</a></p>
<b>Publications</b>	The SIG's newsletter, Learning Learning, is published in Spring (April) and Autumn (November). It features cutting edge articles in various formats that relate to people's ideas, reflections, experiences, and interests to do with learner development, learner autonomy, and teacher autonomy. The full archive can be found here: <a href="https://ld-sig.org/learning-learning/learning-learning-archives/">https://ld-sig.org/learning-learning/learning-learning-archives/</a> .
<b>Events</b>	The LDSIG holds forums at the PanSIG, JALTCALL, and JALT International conferences. And an informal afternoon conference at the end of the year: Creating Community Learning Together (CCLT).
<b>Activities</b>	The LDSIG also holds hybrid get-together about 5 times a year
<b>Links &amp; Contact</b>	<b>Email:</b> <a href="mailto:ldsig@jalt.org">ldsig@jalt.org</a>



## Lifelong Language Learning SIG

<b>Background</b>	<p>The name of our organization is "Shogai Gogaku Gakushu Kenkyubukai" in Japanese and "The Lifelong Language Learning Special Interest Group" in English. Its abbreviation is LLL SIG. 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.</p> <p>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.</p> <p>The Lifelong Language Learning Special Interest Group (LLL SIG) invites those teaching languages to young, middle-aged, and older adults to share information through our website and journal (Chronicle of Lifelong Language Learning), at the annual PanSIG conference, at our mini-conferences, and at the JALT National Conference. We also hold more intimate F2F and hybrid events throughout the year that allow our members to feel connected and share their teaching and learning experiences.</p>
<b>Links &amp; Contact</b>	<ul style="list-style-type: none"> <li>• <b>Website:</b> <a href="https://living4now.org/">https://living4now.org/</a> .</li> <li>• <b>Publications:</b> <a href="https://hosted.jalt.org/lifelong/publications.html">https://hosted.jalt.org/lifelong/publications.html</a> [LLL SIG Bi-Annual Journal]</li> <li>• <b>Facebook:</b> <a href="https://www.facebook.com/jaltLLL/">https://www.facebook.com/jaltLLL/</a></li> </ul>



# The Listening SIG

<b>Name</b>	The Listening Special Interest Group (Listening SIG) provides a forum for focused listening research and discussion in specific regard to teaching and learning.
<b>Our Aim</b>	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.
<b>Publications</b>	<p><b><i>The Listening Post</i></b> The third issue of our peer-reviewed journal <i>The Listening Post</i> was published in February 2026. In this issue, the journal features articles on listening research, book reviews, and practical activity ideas for teachers to bring into the classroom. Article submissions for our next issue are due by 31<sup>st</sup> August 2026.</p> <p><b><i>The Listening SIG e-newsletter</i></b> 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>
<b>Events</b>	<p><b><i>The Listening Conference</i></b> The fifth <i>Listening SIG conference</i> will take place in Kyoto on 11<sup>th</sup> July 2026. 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>
<b>Community &amp; Other Activities</b>	<p><b><i>Hear Us out!</i></b> The SIG podcast <i>Hear Us Out!</i> 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><b><i>Community Research Bites</i></b> As part of our <i>Hear Us Out!</i> podcast our new shorter segments invites our SIG members and audience to share a piece of listening research that interested them. <i>Community Research Bites</i> invites our members to share a study, article, or book chapter that got them thinking about listening. Each segment spans 8-10 minutes long to give our members a voicebox to break down a study, connect research to teaching, or just shared something that surprised. Whatever your interests, we want to hear it. Email us or visit our website for more details.</p>
<b>Links &amp; Contact</b>	<p>Email/Newsletter (subscription) - <a href="mailto:listening@jalt.org">listening@jalt.org</a>          Website - <a href="https://jaltlistening.wordpress.com/">https://jaltlistening.wordpress.com/</a>          Facebook Page - <a href="https://www.facebook.com/groups/489940378896137">https://www.facebook.com/groups/489940378896137</a></p>



# Literature in Language Teaching SIG

## Basic Information

LiLT is a JALT (Japan Association of Language Teaching) SIG (Special Interest Group), formed in 2011 to encourage and promote the use of literature in the language classroom. We believe that appropriately chosen literature provides authentic content to engage and motivate our language students, providing a ready-made context for learning that is so often lacking in our EFL teaching situation.

## Publications

**The Journal of Literature in Language Teaching** has been published every year since 2012.

Every issue is available here: <https://liltsig.org/journal-of-literature-in-language-teaching-issues/>

What is 'literature'? How to choose appropriate literature for our students? How to devise appropriate curricula? What activities to use? How to effectively assess student learning? These are just some of the questions members discuss and seek to answer in our now twice-yearly SIG publication, The Journal of Literature in Language Teaching.



## Events & Activities

The LiLT SIG will have a forum at each of the two main JALT conferences in 2026. We support events with a literature theme, Chapter events and maintain a literature-themed language teaching journal.

## Links & Contact

**Email:** [liltsig@gmail.com](mailto:liltsig@gmail.com)

**Website:** <https://liltsig.org/>





# Material Writers SIG

<p><b>Aim, Focus, and Research</b></p>	<p>The Materials Writers SIG (MW SIG) was established for the purpose of helping members to turn fresh teaching ideas into useful classroom materials. We try to be a mutual assistance network, offering information regarding copyright law, sharing practical advice on publishing practices, including self-publication, and suggesting ways to create better language learning materials for general consumption or for individual classroom use.</p>
<p><b>Publications</b></p>	<p>Our publication, <b>Between the Keys</b>, is published three times a year. <a href="https://mwsig.jalt.org/between-the-keys">https://mwsig.jalt.org/between-the-keys</a>. The publication's content is generally member generated, but we do accept materials-related articles from non-members.</p>
<p><b>Events</b></p>	<p><b>The 3T Summit: Teaching, Textbooks, and Technology</b> is a one-day, face-to-face event where participants explore the use of both digital tools and traditional methods to support language learning. It also features opportunities for textbook authors and IT developers to share their work, offering valuable resources and insights for teachers looking for new materials for their classrooms. *This year's 3T Summit will take place at Prefectural University of Kumamoto on November 1.</p> <p><b>Meet the Maker</b> is a unique program where materials writers showcase their textbooks, apps, or other creations, followed by an interview led by the MW SIG.</p> <p><b>The Graded Readers Authorship Publication Experience (GRAPE)</b> is designed to help authors write and publish graded readers. After learning about the major aspects of the creative and publication process from experts in the field, participants work together in an organized peer-support system with the goal being to publish stories on an online extensive reader platform.</p> <p>For more information about events, check us out here: <a href="https://mwsig.jalt.org/events">https://mwsig.jalt.org/events</a></p>
<p><b>Activities</b></p>	<ul style="list-style-type: none"> <li>• <b>MW SIG Showcase</b> The Materials Writers Showcase features textbooks and other materials created by members of the Japan Association for Language Teaching. <a href="https://sites.google.com/view/mwsigshowcase/home">https://sites.google.com/view/mwsigshowcase/home</a></li> <li>• <b>MW SIG YouTube Channel</b> Please visit MW-SIG YouTube playlist and subscribe to our YouTube channel. <a href="https://www.youtube.com/@mwsigjalt">https://www.youtube.com/@mwsigjalt</a></li> <li>• <b>MW SIG Facebook Page</b> For the latest information about the SIG, please follow us by "liking" the MW-SIG on Facebook. <a href="https://www.facebook.com/MaterialsWritersSIG/">https://www.facebook.com/MaterialsWritersSIG/</a></li> </ul>
<p><b>Links &amp; Contact</b></p>	<p><b>Email:</b> <a href="mailto:materialswriters-president@jalt.org">materialswriters-president@jalt.org</a></p>



<p><b>Membership</b></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><b>Aim, Focus, and Research</b></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><b>Publications</b></p>	<p><b>MindBrainEd Journal</b>—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><b>MindBrainEd Think Tank magazines</b> – 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><b>Other Activities</b></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><b>Links &amp; Contact</b></p>	<ul style="list-style-type: none"> <li>• <b>The Brain in Simplified English Series</b> <a href="https://www.mindbrained.org/the-brain-in-simplified-english/">https://www.mindbrained.org/the-brain-in-simplified-english/</a></li> <li>• <b>Facebook</b> <a href="https://www.facebook.com/share/g/1DwLz3rYHG/">https://www.facebook.com/share/g/1DwLz3rYHG/</a></li> <li>• <b>Contact</b> <a href="https://www.mindbrained.org/contact/">https://www.mindbrained.org/contact/</a></li> <li>• <b>Website</b> <a href="https://www.mindbrained.org/">https://www.mindbrained.org/</a></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Speaker Database</b> <a href="https://www.mindbrained.org/the-brain-sig/the-speaker-database/">https://www.mindbrained.org/the-brain-sig/the-speaker-database/</a></li> <li>• <b>Instagram</b> <a href="https://www.instagram.com/mindbrainedsig">https://www.instagram.com/mindbrainedsig</a></li> </ul>





Other Language Educators  
英語以外の外国語研究部会



# Other Language Educators SIG

## Basic Information

The Other Language Educators Special Interest Group has 37 members, including teachers of German, French, Spanish, Thai, Hungarian, Japanese, Ukrainian, Italian, 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 has included 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 newsletter, published three times each year.

## 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. At most meetings a language other than English has been introduced. Although the main presentation is in one of the lingua francas (English or Japanese), in the second part we divide into groups of languages and continue the discussion of the topic in the chosen language. The purpose of the Multilingual Café is to make the multilingual backgrounds in society (and the JALT-membership) more visible.

## Links & Contact

- **Website** <https://sites.google.com/view/jalt-olesig/>
- **Contact** [ole@jalt.org](mailto:ole@jalt.org)





# Performance in Education SIG

<p><b>Basic Information</b></p>	<p>At the Performance in Education SIG (PIE SIG), student creativity takes center stage. We focus on performance-based language learning—debates, speeches, roleplays, improv, and drama—because learning should be active, not dull. Our members include educators, performers, writers, and researchers who share a commitment to making language come alive. PIE SIG is where the dramatic meets the academic, and the playful meets the professional. If you believe language learning should be engaging and human, join us: <a href="https://jaltpiesig.org/about/">https://jaltpiesig.org/about/</a></p>	
<p><b>Aim, Focus, and Research</b></p>	<ol style="list-style-type: none"> <li>1. Publication Producer</li> <li>2. Newsletter: Current news about events relevant to our SIG or involving members is shared via social media and in twice-monthly updates, which also include information about our Friday Zoom gatherings.</li> <li>3. Podcast Producer: Our monthly podcast features interviews with educators within and beyond the SIG, sharing ideas, expanding our network, and increasing the visibility of performance-based approaches.</li> <li>4. Event Producer: In our first year, we co-sponsored an event with Oxford University Press at Nanzan University (Nagoya), featuring Carolyn Graham (Jazz Chants) and Ken Wilson (improv, Smart Choice).</li> <li>5. Presentation Agent: We connect organizations requesting presentations with appropriate PIE SIG presenters.</li> <li>6. Conference Sponsor: Our 2019 Nagoya Conference, Performance in Education: Research &amp; Practice, featured plenary speakers Dr. Rod Ellis and Dr. Vivian Bussinguer-Khavari. Encouraging PIE research remains a core mission.</li> <li>7. Community: We provide a home for those interested in PIE activities.</li> </ol> <p><a href="https://jaltpiesig.org/about/#whatwedo">https://jaltpiesig.org/about/#whatwedo</a></p>	
<p><b>Publications</b></p>	<p>Our official publication is <i>Mask &amp; Gavel</i>. We also produce <i>Performance in Education Review</i> and <i>Classroom Resources</i>. We collaborate often with the Mind, Brain, and Education SIG on their <i>Think Tank</i> series.</p> <p><a href="https://jaltpiesig.org/publications/">https://jaltpiesig.org/publications/</a></p>	
<p><b>Events</b></p>	<p>Along with forums at PanSIG and JALT international conferences, we hold at least three events annually (Nagoya, Lake Nojiri, and online) and have also sponsored events in Okinawa and Sapporo. We present at chapter events when invited.</p> <p><a href="https://jaltpiesig.org/conferences-events/">https://jaltpiesig.org/conferences-events/</a></p>	
<p><b>Activity</b></p>	<p>We hold Zoom meetings on the first and third Fridays of each month:</p> <p><a href="https://jaltpiesig.org/weekly-social/">https://jaltpiesig.org/weekly-social/</a></p>	
<p><b>Links &amp; Contact</b></p>	<p><b>YouTube:</b> <a href="https://www.youtube.com/channel/UCp56gGQkoV6aVQRwgnH4dNQ">https://www.youtube.com/channel/UCp56gGQkoV6aVQRwgnH4dNQ</a></p> <p><b>Facebook:</b> <a href="https://www.facebook.com/JALTPIESIG/">https://www.facebook.com/JALTPIESIG/</a></p>	<p><b>Website:</b> <a href="https://jaltpiesig.org">https://jaltpiesig.org</a></p> <p><b>Email:</b> <a href="mailto:jaltpiesig@gmail.com">jaltpiesig@gmail.com</a></p> <p><b>Twitter/X:</b> <a href="https://x.com/jalt_pie">https://x.com/jalt_pie</a></p>

# PRAGMATICS

## Pragmatics SIG

<b>Basic Information</b>	The Pragmatics SIG began in 1999 and it has 100+ members. Our SIG welcomes experienced researchers and teachers as well as those who are new to the field and wish to learn more about this area.
<b>Aim, Focus, and Research</b>	Put very generally, pragmatics is about how we <i>use words in order to do things</i> . 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.
<b>Publications</b>	We publish our newsletter, <b>Pragmatics Matters</b> , two to three times a year. We also publish the <b>Pragmatics Resources Series</b> , 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.
<b>Community &amp; Other Activities</b>	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 offer sessions and poster presentations.
<b>Links &amp; Contact</b>	<ul style="list-style-type: none"><li>• <b>Website</b> <a href="https://www.pragsig.org/">https://www.pragsig.org/</a></li><li>• <b>Facebook</b> <a href="https://www.facebook.com/groups/181884078615340/">https://www.facebook.com/groups/181884078615340/</a></li><li>• <b>Contact:</b> Benio Suzuki (<a href="mailto:benios@a.utsunomiya-u.ac.jp">benios@a.utsunomiya-u.ac.jp</a>)</li></ul>



<b>Basic Information</b>	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.	
<b>Aim, Focus, and Research</b>	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. 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.	
<b>Publications</b>	<b>The Journal of Worldwide Education:</b> <a href="https://www.sa-sig.org/jowe">https://www.sa-sig.org/jowe</a>	
<b>Events</b>	<b>Annual Conference:</b> <a href="https://www.sa-sig.org/conference.html">https://www.sa-sig.org/conference.html</a>	
<b>Activities</b>	<b>Coffee online chats, Newsletter:</b> <a href="https://www.sa-sig.org/newsletter.html">https://www.sa-sig.org/newsletter.html</a>	
<b>Links &amp; Contact</b>	<ul style="list-style-type: none"> <li>• <b>Website:</b> <a href="https://www.sa-sig.org/">https://www.sa-sig.org/</a></li> <li>• <b>Discord:</b> <a href="https://discord.gg/Fc2ffQMpyr">https://discord.gg/Fc2ffQMpyr</a></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Facebook:</b> <a href="https://www.facebook.com/groups/874744595974613/">https://www.facebook.com/groups/874744595974613/</a></li> </ul>



## Teacher Development SIG

<b>Aim, Focus, and Research</b>	<p>Are you looking to elevate your teaching practice and connect with a vibrant community of language educators? The Teacher Development Special Interest Group offers a dynamic space for educators from diverse disciplines and levels come together to share, learn, and grow. Our SIG brings together language educators who are passionate about continuous improvement. We host engaging events—both online and in-person—covering a wide spectrum of topics that address the real challenges and opportunities in language education. Our approach goes beyond traditional presentations to create meaningful dialogues that engage members emotionally, cognitively, and professionally. <b>We hope to support you with:</b></p> <ul style="list-style-type: none"> <li>• cutting-edge research and pedagogical approaches</li> <li>• a supportive network of fellow educators</li> <li>• multiple pathways for professional growth through publications, webinars, conferences, and collaborative events</li> <li>• opportunities to share your own journey and insights</li> </ul>
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<p><b>Publications</b></p>		<p><b>Explorations in Teacher Development (ETD)</b>, our peer-reviewed journal, welcomes research and reflective practice pieces that investigate the multifaceted work of teachers—even when these explorations don't fit neatly into conventional categories.</p>
<p><b>Events</b></p>	<p>Don't miss our signature annual Teacher Journeys Conference, coming to Hakodate this August! Experience personal narratives of professional growth from fellow educators. We also offer engaging forums at PanSIG and the JALT International Conference featuring roundtable discussions and interactive workshops.</p>	
<p><b>Community Support</b></p>	<p>We actively co-sponsor events with other SIGs and JALT Chapters to broaden our reach and impact. Our commitment to inclusivity is demonstrated through our "Up-and-Coming Grant," designed to support members with limited institutional funding to attend events and conferences. Ready to transform your teaching practice? Sign up today—our officer team is ready to welcome and support you every step of the way!</p>	
<p><b>Links &amp; Contact</b></p>	<ul style="list-style-type: none"> <li>• <b>Facebook:</b> <a href="https://www.facebook.com/TeacherDevelopmentSIG">https://www.facebook.com/TeacherDevelopmentSIG</a></li> <li>• <b>Twitter:</b> <a href="https://twitter.com/JALT_TD_SIG">https://twitter.com/JALT_TD_SIG</a></li> <li>• <b>YouTube:</b> <a href="https://www.youtube.com/channel/UCyh0CMnZrzBl-iePXQeRxfA">https://www.youtube.com/channel/UCyh0CMnZrzBl-iePXQeRxfA</a></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Contact:</b> <a href="mailto:jalt.td.sig@gmail.com">jalt.td.sig@gmail.com</a></li> <li>• <b>Website:</b> <a href="https://td.jalt.org/">https://td.jalt.org/</a></li> <li>• <b>Submit:</b> <a href="#">link --&gt;</a></li> </ul>

	<h2>Teaching Young Learners SIG</h2>	
<p><b>Basic Information</b></p>	<p>The Teaching Younger Learning Special Interest Group has over 100 members that are dedicated to teaching children ages zero to eighteen.</p>	
<p><b>Aim, Focus, and Research</b></p>	<p>Under our parent NPO JALT, the Teaching Younger Learners SIG is an organization whose purposes are to support 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 (0-18 years old), and contribute to the development of activities in language teaching and learning, social education, and international cooperation.</p>	
<p><b>Publications</b></p>	<p><b>The School House</b> 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 our website listed below for more details and to submit your article.</p>	
<p><b>Events</b></p>	<p>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.</p>	
<p><b>Links &amp; Contact</b></p>	<p><b>Facebook:</b> <a href="https://m.facebook.com/jalttylsig/">https://m.facebook.com/jalttylsig/</a>  <b>Instagram:</b> <a href="https://www.instagram.com/jalttyl/">https://www.instagram.com/jalttyl/</a></p>	<p><b>Email:</b> <a href="https://tyl.jalt.org/">https://tyl.jalt.org/</a>  <b>Website:</b> <a href="https://jalt-tyl.net/">https://jalt-tyl.net/</a></p>

# Testing and Evaluation SIG

<b>Basic Information</b>	TEVAL membership includes language educators with a variety of interests, from researchers and assessment professionals to classroom teachers interested in how best to assess and support their students. Our activities aim to explore and share these ideas and techniques.
<b>Aim, Focus, and Research</b>	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.
<b>Publications</b>	Our journal <b>Shiken</b> , published biannually, features research, practice, opinion, and instructional articles related to testing, assessment, statistics, and other topics.
<b>Events</b>	TEVAL's forum at PanSIG 2026 is titled "Beyond Scores: Examining Rater Types and Acoustic Influence in L2 Testing." The tentative (but unlikely to be changed) date for TEVAL's Forum at PanSIG is Sunday (May 24) from 9:30 to 10:35.
<b>Community &amp; Other Activities</b>	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 <u>Japan Language Testing Association (JLTA)</u> .
<b>Links &amp; Contact</b>	<ul style="list-style-type: none"> <li>• <b>Website</b> <a href="https://tevalwp.jalt.org/">https://tevalwp.jalt.org/</a></li> <li>• <b>Facebook</b> <a href="https://www.facebook.com/groups/886605991499948">https://www.facebook.com/groups/886605991499948</a></li> <li style="text-align: right;">• <b>Contact</b> <a href="mailto:teval@jalt.org">teval@jalt.org</a></li> </ul>



# Presentations: Saturday, May 23rd

9:45 AM **Sat, May 23**

9:45 - 10:45 AM

## Plenaries: Opening Ceremony & Plenary 1

**Session** | **Location:** Chukyo University, 2号building/2-241 - Saturday Plenaries

### 9:45 - 10:45 AM (1h) **Plenary 1 - Robert Stroud**

#### Speaker

Robert Stroud (Hosei University)

#### Description

Robert Stroud: Connected Voices, Connected Worlds: Reimagining FLT Communities Together  
Across global ELT communities, practitioners are navigating a pivotal moment: technology and AI are accelerating rapidly, yet many learners feel increasingly disconnected from one another. Even with constant online engagement, genuine interaction, intercultural curiosity, and learner confidence can quietly diminish. This plenary examines how ELT educators and community leaders can shape a more human, future focused approach to language learning—one where connection, collaboration, and belonging remain central. Drawing on insights from Culture Club, a global educator led exchange project, as well as current developments in EdTech, AI, and task based learning, the talk demonstrates how intentional design and practitioner driven innovation can transform digital tools into catalysts for community rather than fragmentation. Participants will explore practical, scalable strategies that bridge theory and classroom practice: fostering inclusive communication, designing learner centered intercultural tasks, and building emotionally supportive online and offline ELT communities.

10:45 AM

11:00 AM **Sat, May 23**

11:00 AM - 12:45 PM

## 08A: Sat morning 08A

**Session** | **Location:** Chukyo University, 0号building/8-08A

### 11:00 - 11:25 AM (25m) **Designing Four Skills Materials for a TOEIC Preparation Class**

#### Speaker

Ms Ayako Taguchi (Self-employed)

#### Description

This paper describes the development of pedagogical materials for a university TOEIC preparation course in an EFL context. Using TOEIC listening items as core input, the materials integrate vocabulary, grammar, listening, reading, writing, and speaking activities. Drawing on Nation's four strands and Understanding by Design, the materials support beginner learners in developing communicative competence while preparing for the TOEIC test.

### 11:40 AM - 12:05 PM (25m)

### **Duty or pleasure? University Students' Motivation towards Extensive Reading**

#### Speakers

Daniel Scott (Kwansei Gakuin University), Susan Bremner

#### Description

Extensive reading (ER) relies heavily on learner motivation, as sustained and enjoyable reading is essential for progress. This study investigates motivation among Japanese university students enrolled in an ER course aimed at enhancing reading fluency and attitudes toward English. We consider motivational principles, student profiles, and program design. Although students actively engage with ER tasks during the course, findings indicate low motivation to continue reading independently once assessment requirements end.

### 12:20 - 12:45 PM (25m)

### **Promoting stronger language teacher communities through compassion**

**Speaker**

Bao Nguyen (Hyogo University)

**Description**

Drawing on the narrative of five Japanese university English teachers, this presentation explores how different dimensions of compassion contribute to teachers' mental well-being and create meaningful spaces for connection within professional communities.

12:45 PM

11:00 AM **Sat, May 23**

11:00 AM - 12:45 PM

**08B: Sat morning 08B****Session** | **Location:** Chukyo University, 0号building/8-08B

11:40 AM - 12:05 PM (25m)

**Innovating Graduate Education with EMI and AI-Enhanced CLIL****Speaker**

Dr Hiroyuki Obari (Globiz Professional University)

**Description**

This study explores an EMI graduate program (Oct 2025-Jan 2026) using an AI-enhanced CLIL framework to develop English proficiency, intercultural competence, and worldview literacy. Seven students engaged in fourteen sessions, leveraging AI tools for synthesis, visualisation, and presentation rehearsal. Outcomes, assessed via Progos tests, questionnaires, and writing analysis, showed CEFR speaking gains and shifts toward ethnorelative orientations. Findings suggest AI-mediated multimodal production and dialogue foster communicative competence, metacognition, and intercultural growth in EMI contexts.

12:20 - 12:45 PM (25m)

**Consonant Doubling in English: Challenges for Bengali ESL Learners****Speakers**

Aneesah Nishaat (Higashi Nippon International University), Wasim Parvez Syed (Independent researcher)

**Description**

This paper examines difficulties faced by native Bengali speakers learning English as a second language in applying the English consonant-doubling rule. Focusing on stress-conditioned spelling in disyllabic words, it highlights the roles of limited stress awareness and orthographic interference from Bengali. The study proposes explicit instruction in English stress patterns and the use of pronunciation dictionaries to reduce spelling errors, with implications for other ESL contexts lacking lexical stress.

12:45 PM

11:00 AM **Sat, May 23**

11:00 AM - 12:45 PM

**603: Sat morning 603****Session** | **Location:** Chukyo University, 0号building/6-603 - Sponsors

11:40 AM - 12:05 PM (25m)

**Introducing an Open-Source AI-Powered CEFR-Aligned Level Test (OpenALT)****Speaker**

Shinji Ebine (EnglishCentral)

**Description**

Sponsored by English Central

The Open AI Level Test (OpenALT) is an open-source English proficiency assessment designed to estimate learners' levels using the Common European Framework of Reference for Languages (CEFR). The test integrates vocabulary knowledge, listening response, and short conversational interaction to provide a practical estimate of proficiency aligned with CEFR levels and Can-Do descriptors.

It consists of three components. First, a vocabulary diagnostic measures receptive lexical knowledge using high-frequency items drawn from the New General Service List (NGSL). Second, a listening-response module evaluates learners' ability to understand short spoken prompts and produce brief responses. Third, an AI-powered conversational task elicits short spoken or typed responses through a chatbot interface.

By combining these components, the test offers an efficient and accessible way to assess communicative ability across CEFR levels.

12:20 - 12:45 PM (25m)

## Turning Stories into Speech: Using AI to Connect ER and Communicative Competence

**Speaker**

Rob Peacock

**Description**

Sponsored by Oxford University Press

Extensive Reading (ER) programs provide learners with the large amounts of comprehensible input necessary for language development. A persistent challenge, however, is helping learners move from input to active language use. This session explores how AI powered digital tools can bridge that gap by connecting ER with meaningful communication practice beyond the classroom. Through role plays, guided conversations with AI chat partners, and pronunciation practice with detailed, individualized feedback, participants will see practical examples of how learners can activate internalized language in low anxiety, engaging contexts to build fluency and confidence.

12:45 PM

11:00 AM **Sat, May 23**

11:00 AM - 12:45 PM

## 604: Sat morning 604

**Session** | **Location:** Chukyo University, 0号building/6-604

11:00 - 11:25 AM (25m)

### Learning Walks and Contributory Research in Study Abroad Contexts

**Speaker**

Joff Bradley (Teikyo U)

**Description**

This presentation introduces an open-source study-abroad app that supports learning through walking, psychogeography, and contributory research. Drawing on a pilot conducted in Dublin, students explored James Joyce's onomatopoeia through embodied urban exploration. Grounded in Bernard Stiegler's theory of contributory research, the project foregrounds reflection, critical, collaborative knowledge production, and intercultural learning, challenging standardized, output-driven models of language education.

11:40 AM - 12:05 PM (25m)

### The Rise and Fall of Dörnyei's L2MSS

**Speaker**

Joseph Vitta (JALT Tokyo & JALT Vocab SIG)

**Description**

In September 2025, Studies in Second Language Acquisition published several articles calling for abandoning the L2 Motivational Self System (L2MSS) as a psychology of language learning paradigm and questioning its research rigor. Together with earlier failed replications, these critiques signal the collapse of a once-dominant theory. This workshop traces how L2MSS rose to prominence, why it has fallen, and invites interactive discussion on shaping a post-L2MSS research agenda suited to Japan's L2 context and practice.

12:20 - 12:45 PM (25m)

### The Impact of Community on EMI Linguistic Challenges

**Speakers**

Joe Garner (International Christian University), Peter Brereton (International Christian University)

**Description**

Combining the findings of two doctoral studies conducted at the same institution in Japan, this presentation examines the linguistic challenges experienced by EMI students and explores how these were frequently heightened or mitigated by peer relations, participation norms, and EMI classroom communities. In particular, we examine how the greater language proficiency and international learning backgrounds of their EMI peers significantly impacted how students experienced—and responded to—their EMI challenges.

12:45 PM

11:00 AM **Sat, May 23**

11:00 AM - 12:45 PM

**605: Sat morning 605**

**Session** | **Location:** Chukyo University, 0号building/6-605

11:00 - 11:25 AM (25m)

**Pragmatic Instruction vs. Study Abroad in Learning Conventional Expressions****Speaker**

Vahid Rafieyan (Yamanashi Gakuin University)

**Description**

This study compares the effects of pragmatic instruction and educational sojourn on L2 learners' knowledge of English conventional expressions. Findings show that explicit pragmatic instruction leads to significantly greater gains than study abroad alone. Interpreted through the Noticing Hypothesis, the results highlight the role of awareness in pragmatic development and support integrating pragmatics into EFL instruction, even when study-abroad opportunities are available.

11:40 AM - 12:05 PM (25m)

**Building classroom engagement with high frequency words and digital tools****Speaker**

Nick Boyes (Meijo Univer)

**Description**

High-frequency vocabulary words boost fluency and TOEIC scores, yet many EFL learners struggle to retain and use them. This presentation demonstrates online tools for extracting high-frequency words from course materials, creating tests, and reviewing them as a learning community. Attendees will learn how to use digital versions of the NGSL and TOEIC wordlists to build students' motivation, confidence, and fluency through collaborative vocabulary learning inside and outside the classroom.

12:20 - 12:45 PM (25m)

**The Development of 21st-century Skills Through EFL Project-based Learning****Speakers**

Mr Josh Kidd (Utsunomiya University), Rory Banwell (Utsunomiya University)

**Description**

This presentation examines how project-based learning (PBL) in a Japanese university EFL course supports the development of 21st-century competencies. Across three projects that focused on real-world tasks, students used English for research, collaboration, problem-solving, and dissemination of their work. Questionnaires, outcomes, and interview data indicate the enhancement of important 21st-century and language skills. The study also highlights design, management, and assessment challenges, and offers implications for the design and implementation of PBL in EFL contexts.

12:45 PM

11:00 AM Sat, May 23

11:00 AM - 12:45 PM

**606: Sat morning 606**

Session | Location: Chukyo University, 0号building/6-606

11:00 - 11:25 AM (25m)

**Vipasaana Meditation for Teacher Well-Being: Skills for Everyday Practice****Speaker**

Chris Regier

**Description**

Teacher well-being is essential for strong professional communities and effective learning environments, yet many educators face chronic stress and burnout. Research shows meditation reduces stress and improves resilience (Valosek et al., 2021), while Vipassana enhances physiological regulation and emotional stability (Krygier et al., 2013). This presentation introduces practical Vipassana techniques that teachers can integrate into daily routines to support sustainable well-being and help build healthier, more connected classroom communities overall.

11:40 AM - 12:45 PM (1h 5m)

**AI and Business Communication: Business Communication SIG Forum:****Speakers**

Prof. Tanaka Hiromasa (Meisei University), Prof. Michael Hofmeyr (Tokyo University of Science)

**Description**

**AI and Business Communication**  
This JALT Business Communication SIG forum will explore how advances in AI are reshaping business communication and business communication education. The session will feature two short talks, followed by a panel discussion with audience participation. Topics will include changes in traditional business communication skills, the impact of AI on English-mediated business communication, and learners' perceptions of AI chatbot use in language learning. The forum aims to provide an opportunity to consider from multiple perspectives how AI is influencing communication in business and educational contexts.

12:45 PM

11:00 AM Sat, May 23

11:00 AM - 12:45 PM

**607: Sat morning 607**

Session | Location: Chukyo University, 0号building/6-607

11:00 AM - 12:05 PM (1h 5m)

**SIG Forum: Performance in Education (PIE)****Speakers**

Ashley Ford (Nagoya City University), David Kluge (Chukyo University (Adjunct Professor)), George MacLean (University of the Ryukyus), Gordon Rees (Yokkaichi University), Kevin Bergman (Performance in Education SIG), ben backwell (Nagoya city university)

**Description**

The Performance in Education (PIE) SIG forum panelists (Ashley Ford-Mihashi, Kevin Bergman, George MacLean, Gordon Rees, Thomas Paeme, Ben Backwell, with David Kluge MC) will describe PIE activities that create community in the classroom. Each speaker will describe an activity, explain the steps to do the activity, and answer questions from the audience. At the end of the forum, if time permits, there will be a general Q&A session. Visit the PIE SIG table!

12:20 - 12:45 PM (25m)

**Beats & Pieces: Poetry and Music Performance in University EFL Settings****Speaker**

Philip Norton (Kyoto Sangyo University)

**Description**

What happens when poetry, rhythm, and collaboration meet in the EFL classroom? This session explores a creative writing activity in which students write poems in the vein of George Ella Lyon's *Where I'm From*, then perform them together over simple beats made with music technology (Teenage Engineering Pocket Operators). Participants will try a short hands-on version of the activity and leave with ideas for integrating poetry, performance, and sound into their teaching.

12:45 PM

11:00 AM **Sat, May 23**

11:00 AM - 12:45 PM

**608: Sat morning 608****Session** | **Location:** Chukyo University, 0号building/6-608

11:00 - 11:25 AM (25m)

**Innovative Inaka: Approaches to Motivate K-12 Rural Educators and Students****Speaker**

Ms VictoriaH Bergström (Providence College and Kyoto Prefectural Board of Education)

**Description**

This study examines how the rural-urban divide in Japan limits opportunities for K-12 teachers and students, creating socio-spatial challenges that restrict academic success. By analyzing MEXT standards and reforms, it critiques the complex reasons behind persistent disparities. Surveys with high school students and interviews with rural educators reveal outdated teaching methods and their impact on developing global citizens. Case studies from Kansai highlight progress and challenges, concluding with practical strategies to close the rural-urban gap.

11:40 AM - 12:45 PM (1h 5m)

**SIG Forum: Materials Writers: "Co-Creating the Curriculum"****Speakers**

Bethany Lacy (Rikkyo University), Ms Deepti Mishiro (Kobe University), Nicola Hannah (Nagoya City University), Andre Parsons (Hokkaido University of Education - Hakodate)

**Description**

In alignment with the PanSIG 2026 theme of Community, this year's forum will center on the collaborative nature of content creation. While materials writing is often viewed as a solitary task for the "expert" teacher, this year we want to highlight the bridge between the writer and the learner. To that end, this year's forum will showcase four presentations focusing on the different aspects of student involvement in materials development.

12:45 PM

11:00 AM **Sat, May 23**

11:00 AM - 12:45 PM

**801: Sat morning 801****Session** | **Location:** Chukyo University, 0号building/8-801

11:00 AM - 12:05 PM (1h 5m)

**SIG Forum: Computer Assisted Language Learning****Speakers**

Jeanette Dennisson (St. Marianna University School of Medicine), Michael Hofmeyr (Tokyo University of Science), Robert Dykes (Conference Chair (CALL 2024, PanSIG 2025, SUTLF 2026)), Geoffrey Carr (Asahikawa City University)

**Description****JALTCALL welcomes you to a two-part forum. Come, listen, inquire, participate.**

1. Student and Instructor Dialogue: AI in Language Education: Are Instructors Providing What Students Need?
2. Open CALL: What is JALTCALL? What are we doing now? What role does CALL play in the Age of AI? How can you join us?

**Interested parties: Please use the materials attached to this forum to allow your students to participate in the forum by responding to the attached form.**

12:20 - 12:45 PM (25m)

**Building Pragmatic Competence Through Human-AI Collaborative Learning****Speaker**

Oliver Cakebread-Andrews (Kwansei Gakuin University)

**Description**

This research demonstrates how collaborative human-AI analysis builds pragmatic competence in EFL learners. Comparing native speakers, non-native speakers, and AI models on sarcasm detection revealed shared challenges (60% accuracy for natives, 51% for non-natives). These insights informed a pedagogical intervention where students learned through computational pattern analysis and peer collaboration. Results suggest that community-based exploration of AI-identified patterns, combined with metalinguistic discussion, effectively develops real-world digital communication skills essential for online communities.

12:45 PM

11:00 AM

**Sat, May 23**

11:00 AM - 12:45 PM

**802: Sat morning 802****Session | Location:** Chukyo University, 0号building/8-802

11:00 - 11:25 AM (25m)

**Building interactive speaking skills through 'small talk' activities in JHS****Speaker**

Laura Pratt (British Council, Tokyo)

**Description**

Small talk activities are commonly used in JHS English classes but often lack systematic planning. This presentation proposes a three-year scope and sequence using spaced retrieval and recycling, provides easy-to-follow lesson steps and classroom tips, and supports teachers in creating consistent small-talk routines and dealing with common challenges.

11:40 AM - 12:05 PM (25m)

**Finding Motivation in Hidden Places: Geocaching for Meaningful English Learning****Speaker**

Miki Tokunaga (National Institute of Technology, Kurume College)

**Description**

This presentation reports on a task-based English class using geocaching to engage Japanese engineering students. Geocaching, a GPS-based treasure hunt with a global community, lets learners experience English beyond textbooks. Students participated in video-based learning, cache-hunting, online investigations, problem creation, cache installation, and presentations. These interest-driven tasks promoted active engagement, meaningful language use, and curiosity. Classroom activities and learner reflections will be shared in the presentation.

12:20 - 12:45 PM (25m)

**Making COIL Work: Addressing the Challenges****Speakers**

Dr Elizabeth Lavolette (Kyoto Sangyo University), Dr Mahboubeh Rakhshandehroo (DWCLA)

**Description**

While COIL offers significant benefits for English language proficiency and intercultural competence, implementation entails substantial challenges. In this presentation, two experienced COIL instructors share insights from COIL projects at Japanese universities. Key challenges include finding compatible partners, managing language anxiety, navigating cultural communication differences, and coordinating logistics. This presentation offers practical strategies for overcoming obstacles while maximizing the benefits of COIL. The audience will be invited to share their own COIL challenges and advice.

12:45 PM

11:00 AM **Sat, May 23**

11:00 AM - 12:45 PM

**803: Sat morning 803****Session** | **Location:** Chukyo University, 0号building/8-803

11:00 - 11:25 AM (25m)

**Building an action research community for busy, early career teachers****Speaker**

Dr Noriko Nagai (JALT)

**Description**

This presentation applies CDST and ecological perspectives to show how language learning emerges through nonlinear interactions among learners, tasks, and environments—perspectives still underrepresented in Japanese ELT. It clarifies key constructs and links them to practical techniques such as project based tasks, affordance rich environments, and dynamic assessment. It also introduces a scalable action research model for busy early career teachers, offering onboarding support, collaborative structures, light data routines, and tools adaptable to diverse institutional contexts.

11:40 AM - 12:45 PM (1h 5m)

**SIG Forum: CEFR and Language Portfolio****Speakers**

Dr Adiense Susej Roque de Hishiyama (Seikei University), Gabriela Schmidt (JALT CEFR LP SIG President), Dr Noriko Nagai (JALT)

**Description**

In this CEFR LP SIG Forum at PanSIG 2026 we will discuss current trends in Foreign Language Education regarding the CEFR as a conceptual tool to inform and reflect one's own teaching practices. Basic concepts of the CEFR are the learner as a social agent, the Action Oriented Approach (AoA), mediation: How do they inform each area in the classroom from teaching material, classroom interaction, learner agency, and evaluation. Envisioning the classroom is a small ecological, collaborative sphere what are the needs of the teachers and of the learners in this setting. How can we prepare the contents as real-life scenarios for a supportive foreign language learning experience in the classroom. What is the role, the opportunity and the limitations of AI in this setting?

12:45 PM

11:00 AM **Sat, May 23**

11:00 AM - 12:45 PM

**804: Sat morning 804****Session** | **Location:** Chukyo University, 0号building/8-804

11:00 - 11:25 AM (25m)

**Graphic-Text Integration in Graded Readers: A Systematic Analysis****Speaker**

Chutipa Kongsombut (Thammasat University)

**Description**

This presentation summarizes initial qualitative phase from an exploratory mixed-methods dissertation titled, "Investigating the Graphic-Text Integration Effects on Reading Comprehension and Cognitive Load in Thai EFL University Students". The study investigated how graphics were integrated with controlled linguistic elements in graded readers within an authentic Extensive Reading (ER) program, offering insights relevant to L2/EFL reading contexts.

11:40 AM - 12:05 PM (25m)

**Effect of Timed & Extensive Reading on Non-English Majors' Reading Rates****Speaker**

James McCrostie (Daito Bunka University)

**Description**

Few studies have examined how lower-level, non-English majors' reading rates improve through extensive reading. The present study investigates the combined effects of timed and extensive reading on reading rates over one academic year for Japanese non-English major university students (n = 35). The study provides evidence that subjects who read over 150,000 standard words a year show a significant improvement in reading rates while subjects that read less show far more modest reading rate gains.

12:20 - 12:45 PM (25m)

**What happens after one year of ER?: A case study in progress****Speaker**

Toshihiko Shiotsu (Kurume University)

**Description**

This work-in-progress aims to gain more insight into the effects and nature of ER by longitudinally tracking changes in a Japanese university student who read over 200,000 English words during their independent e-book reading class times plus out-of-class times for a one-year course for developing reading speed. It draws mostly on qualitative analyses of learner records during and after the one-year course participation as well as of periodical self-reports and interviews after the course participation.

12:45 PM

11:00 AM

**Sat, May 23**

11:00 AM - 12:45 PM

**805: Sat morning 805****Session** | **Location:** Chukyo University, 0号building/8-805

11:00 - 11:25 AM (25m)

**Trans-speakerism: Building global teachers of Englishes (GTEs) through community****Speaker**

Takaaki Hiratsuka

**Description**

Native-speakerism continues to erode language teachers' professional identities by privileging "native speakers" over equally qualified educators. Drawing on qualitative research with 12 participants, this talk interrogates how such hierarchies undermine professional legitimacy and inflict psychological harm. It then advances trans-speakerism as a corrective framework and highlights its capacity to reframe professionalism around knowledge, qualifications, and experience. The talk concludes by proposing Global Teachers of Englishes (GTEs) and outlining implications for fairer teacher education and development.

11:40 AM - 12:05 PM (25m)

**Vietnamese Teacher Precarity in the Context of English Language Teaching****Speakers**

Mr Cuong Nguyen Huy (National Taiwan University of Science and Technology, Taiwan), Mr Duy Ngoc Pham (Ho Chi Minh City Open University, Ho Chi Minh, Viet Nam), Ms Duyen Nguyen Thien Ngo (Ho Chi Minh City Open University, Ho Chi Minh, Viet Nam), GIANG NGUYEN HOANG LE (Thompson Rivers University), Dr Nguyen Huy Cuong (Ho Chi Minh City Open University, Ho Chi Minh, Viet Nam)

**Description**

This multimodal visual collective autoethnography explores our experiences of teacher precarity in the Vietnamese context of English language teaching

12:20 - 12:45 PM (25m)

**Japanese University Students' Attitudes toward English Diversity**

**Speaker**

Hiroki Konishi (Kansai University)

**Description**

This study focuses on the multilingual shift and Global English Language Teaching, which emphasise diverse English varieties and challenge native-speaker norms. Previous research indicates that exposure to diverse English speakers shifts both teachers' and learners' perspectives towards communication-focused usage. Building on these findings, this study examines Japanese private university students' attitudes towards diverse Englishes following instruction from teachers with varied linguistic backgrounds.

12:45 PM

11:00 AM **Sat, May 23**

11:00 AM - 12:45 PM

**806: Sat morning 806****Session** | **Location:** Chukyo University, 0号building/8-806

11:00 - 11:25 AM (25m)

**Social justice educators as emergent strategists for community-building****Speaker**

Shawna M. Carroll (Capilano University)

**Description**

This presentation introduces emergent strategy, a proactive, relational pedagogy grounded in complexity, intentional adaptation, small-scale interactions that centre relationships, and collective visioning for more equitable futures (brown, 2017). The presenter explains how this framework is enacted by university educators' micro-level, relational acts, such as their relationship and trust-building with students. Attendees will leave with a conceptual model and concrete, practice-oriented examples so they can use emergent strategy in their own diverse ELT contexts for social justice.

11:40 AM - 12:05 PM (25m)

**Fostering Online Teacher PD Communities: Japan-Philippines Collaboration****Speakers**

Dr Josh Kidd (Utsunomiya University), Rory Banwell (Utsunomiya University)

**Description**

This presentation reports on a cross-border professional development initiative connecting English teachers from a national university in Japan and a college in the Philippines. The project used structured online interaction and shared digital spaces to foster trust, identify shared interests, and support organic professional collaboration. Findings show how community-driven design strengthens professional networks and supports sustainable, context-responsive teacher development.

12:20 - 12:45 PM (25m)

**Pre-Service Teachers' Imagined Identities in Teaching Philosophy Statements****Speakers**

Beibei Ren, Jining Han

**Description**

Pre-service teachers' imagined identities play a significant role in mediating their professional development. Findings show that EFL pre-service teachers constructed positive and nurturing identities of themselves as future teachers, and they envisioned challenges they might encounter as a future teacher, which were multifaceted.

12:45 PM

11:00 AM Sat, May 23

11:00 AM - 12:45 PM

**807: Sat morning 807**

Session | Location: Chukyo University, 0号building/8-807

11:00 - 11:25 AM (25m)

**"Catch Fish Effect" for Sustainable SDPD in HigherEd Language Education****Speakers**

Frankie Har (The Hong Kong Polytechnic University), Mr Jamie SULLIVAN (The Hong Kong Polytechnic University)

**Description**

In higher education language teaching, rapid technological change and diverse student needs challenge traditional top-down professional development, which often fails to produce sustainable growth. This study examines the "catch fish effect" within Self-Directed Professional Development (SDPD), emphasising educator agency and autonomy. Findings show that self-guided inquiry enhances motivation, resilience, pedagogical innovation, and job satisfaction. With institutional support, SDPD fosters a sustainable culture of lifelong learning, enabling language educators to thrive in evolving academic contexts.

11:40 AM - 12:45 PM (1h 5m)

**LLL SIG Forum: Growing Global Citizens through English****Speakers**

Prof. Joseph Dias (Aoyama Gakuin University), Dr Catherine Takasugi (Jissen Women's University), Chiyuki Yanase (Keio University)

**Description****Roots & Shoots in the Classroom: Growing Global Citizens through English**

As Dr. Jane Goodall reminds us, "Every individual matters. Every individual has a role to play. Every individual makes a difference." Inspired by her Roots & Shoots movement, this 2026 Lifelong Learning SIG Forum explores how English education can cultivate empathy, environmental awareness, and a sense of global responsibility across the lifespan of learning. Forum participants will share classroom practices and community projects that embody the Roots & Shoots spirit — fostering compassion for people, respect for animals, and care for the planet through meaningful language use. Together, we will discuss how lifelong learning and language education can nurture hope, agency, and positive action in an age of uncertainty. This session invites all educators to reflect on how we can plant seeds of understanding, connection, and kindness through our teaching — helping learners of all ages grow as thoughtful, engaged global citizens. See the full descriptions of the contributions by each of the presenters at: <https://living4now.org/growing-global-citizens-through-english-lll-sig-forum-at-pansig-2026/>.

**Speakers:**

**Joseph Dias** (Aoyama Gakuin University) currently coordinates the Integrated English Program for the English Department at Aoyama Gakuin University and he is the president of JALT's Lifelong Language Learning SIG.

**Catherine Takasugi** (Jissen Women's University) holds a Doctorate in Education from the University of Calgary in Canada. Her current research focuses on multicultural families' experiences of school refusal in Japan. Alternative perspective, creative style, and storytelling characterize her work. In the classroom she actively cultivates a culture of care ensuring that all students feel welcomed, respected, and valued.

**Chiyuki Yanase** (Keio University) is a lecturer at several universities in the Tokyo area and a facilitator of the Lifelong Language Learning SIG Forum. She is a strong advocate for wellbeing-focused education and is passionate about incorporating creativity and imagination into her language classes to foster learner engagement, empathy, and holistic development.

12:45 PM

11:00 AM Sat, May 23

11:00 AM - 12:45 PM

**808: Sat morning 808**

Session | Location: Chukyo University, 0号building/8-808

11:00 - 11:25 AM (25m)

**Learning by designing: Children's media in a university EFL course****Speaker**

Roberto Soto Prado (Kanda University of International Studies)

**Description**

This presentation examines how university EFL students develop awareness of audience, value, and accessibility while designing children's media that is engaging and relevant for younger audiences. Drawing on classroom-based action research, the study analyzes student reflections and project work to identify patterns in how learners conceptualize media for children. The presentation highlights the pedagogical potential of children's media design tasks for supporting learner development and reflective thinking in university EFL contexts.

11:40 AM - 12:05 PM (25m)

**Developing L2 Oracy and SEL via Motivational Effects in PBL Contexts****Speaker**

MINGCHIA LIN

**Description**

This study examined how oral presentation motivation and goal orientations influence L2 oracy and SEL competencies among Taiwanese EFL students in project-based learning contexts. PBL's collaborative inquiry, problem-solving, and iterative revision cycles provided opportunities for competency development. Results suggest high interest combined with academic goals may predict presentation skills, while motivation and wellbeing goals appeared to enhance SEL competencies. Findings indicate PBL contexts support skills for navigating diverse academic and life contexts.

12:20 - 12:45 PM (25m)

**Cooperative Learning and EFL Speaking Development****Speaker**

Cai-rong Rita Chen (Department of English Instruction at National Tsing Hua University)

**Description**

This study explores how cooperative learning affects Taiwanese primary EFL learners' speaking fluency, anxiety, and willingness to communicate (WTC). Using Jigsaw and Think-Pair-Share in topic-based lessons, 9-11-year-old A1-A2 learners are studied via questionnaires, speaking assessments, and interviews. Findings are expected to show that structured peer interaction improves oral performance, reduces anxiety, and boosts WTC, offering practical guidance for communicative English instruction in primary classrooms.

12:45 PM

11:00 AM **Sat, May 23**

11:00 AM - 12:45 PM

**809: Sat morning 809**

Session | Location: Chukyo University, 0号building/8-809

11:00 - 11:25 AM (25m)

**Dialogic Pedagogy and Student-Teacher Partnership in Japan****Speaker**

Sarah Padfield (Ritsumeikan Asia Pacific University)

**Description**

This ongoing research explores how student-teacher partnerships can foster open communication and critical reflection in Japanese university classrooms. Drawing on Freire's dialogic pedagogy and Cook-Sather and Alter's (2011) student consultant model, I examine a new liaison role that bridges peers and instructors. The liaison facilitates discussion about bias, privilege, and intercultural understanding, creating psychological safety while sustaining challenge. Preliminary outcomes suggest enhanced trust, dialogue, and shared responsibility for learning.

11:40 AM - 12:05 PM (25m)

**Beyond Textbook English: Communication Strategies Used by a Japanese Caddie****Speaker**

Sachi Oshima (Chuo Gakuin University)

**Description**

With the rise of inbound tourism in Japan, golf courses increasingly require staff to engage in multilingual, multimodal communication with international visitors. This case study examines the verbal and non-verbal expressions employed by a Japanese female caddie when assisting foreign golfers. Her written recall revealed many context-specific expressions not found in English textbooks. A follow-up interview indicated that she consciously and unconsciously employs various communication strategies, offering valuable insights for English classroom education.

12:20 - 12:45 PM (25m)

**Building Intercultural Community: A Project with Seven Nationalities****Speaker**

Mariko Yamada (Rikkyo University)

**Description**

This presentation outlines a CLIL course for a class of seven nationalities. It explores how classroom diversity was used to teach cultural and intercultural theory. The session highlights a "Guidebook Project" where multinational groups created practical resources for new international students. The presenter will share the project design, instructions, and grading criteria, offering a framework for building inclusive communities and facilitating intercultural mediation in diverse educational settings.

12:45 PM

11:00 AM **Sat, May 23**

11:00 AM - 12:45 PM

**810: Sat morning 810****Session** | **Location:** Chukyo University, 0号building/8-810

11:00 - 11:25 AM (25m)

**Developing Intercultural Understanding Through Community in EFL Classrooms****Speaker**

Kaori Hakone (Osaka Jogakuin University)

**Description**

This study explores how intercultural understanding develops through role-based discussions in a multicultural, multilingual university EFL content-based learning course. It examines student interactions with particular attention to moments when assumptions, values, and perspectives become visible and influence interpretation. The findings indicate that students reconsidered and expanded their perspectives through collaborative meaning-making, especially when clarifying and resolving misunderstandings. The study suggests that these co-learning processes, supported by shared leadership, are central to the development of intercultural communication.

11:40 AM - 12:45 PM (1h 5m)

**DEI in practice: Creating socially just, inclusive, & equitable classrooms****Speakers**

Michi Saki (Doshisha Women's College of Liberal Arts), Dr Noriko Ishihara (Hosei University), Yuzuko Nagashima (Yokohama National University), Chhayankdhar Singh Rathore (Konan Women's University), Davey Young (Institute of Science Tokyo)

**Description**

This DEI-sponsored panel explores intersecting dimensions of justice, identity, and inclusion in English language teaching (ELT), highlighting pedagogical approaches that challenge inequitable structures within education that impact classroom communities. Moderator, Michi Saki, invites us to engage in four interrelated presentations: Noriko Ishihara (Hosei University) introduces the concept of linguistic justice, urging teachers to value all languages and varieties equally by integrating multilingual translanguaging and sociopragmatic practices that resist linguistic hierarchies. Yuzuko Nagashima (Yokohama National University) examines native-speakerism through an intersectional framework, revealing how race, gender, and sexuality shape the lived experiences of ELT professionals and calls for equity-oriented pedagogies that dismantle systemic privilege. From a look into classroom-based inquiries, Chhayankdhar Singh Rathore (Konan Women's University) shares an exploratory journey with female university students that redefines feminism as an evolving, student-centered dialogue, using media and performance to engage gender awareness in meaningful ways. Finally, Davey Young (Institute of Science Tokyo) focuses on inclusive education by advocating for communities of practice (CoPs) that support teachers in addressing the diverse needs of students with disabilities. Join us in these important topics related to DEI for the cultivation of equitable, diverse, and inclusive learning communities.

12:45 PM

11:40 AM Sat, May 23

11:40 AM - 12:10 PM

**Wellness Sessions: Wellness Session - Sat morning****Session** | **Location:** Chukyo University, 0号building/7-07A - Wellness Sessions11:40 AM - 12:10 PM (30m) **Slow Yoga Class****Speaker**

Ellie Smith (Aichi University)

**Description**

Come along for a slow and refreshing yoga session where you'll have a chance to unwind and reset in between presentations. These classes are beginner-friendly, so come and have a go even if you've never stepped on a yoga mat before. We will work on some simple yet effective yoga poses to help calm the mind, quiet the noise, and ease the jitters. Wear something comfy and easy to move in.

12:10 PM

12:45 PM Sat, May 23

12:45 - 1:30 PM

**Posters - 1F Gallery: Saturday posters****Poster Session** | **Location:** Chukyo University, 0号building/1-1 - Gallery (posters)**Teaching Students with Disabilities: Professional Development for Teachers****Speakers**

Matthew Armstrong (Kyushu University), Tanya McCarthy (Kyoto University)

**Other-repair in L2 interaction: A strategy for mutual understanding****Speakers**

TILABI YIBIFU (National Institute of Technology, Akita College), Deepti Mishiro (MSBoJ Coordinator/ IAC Committee Member)

**Factors for exchange program participation using quantitative text analysis****Speaker**

Akiko Chochol (Shizuoka University)

**Beyond Vocabulary Size: Vocabulary Depth Links Listening and Brain Connectivity****Speaker**

Takara Kenza Allal-Sumoto (University of Hyogo)

1:30 PM

12:45 PM Sat, May 23

12:45 - 1:30 PM

**Posters - 2F Yamate Hall: Saturday posters****Poster Session** | **Location:** Chukyo University, 0号building/2-1 - Yamate Hall (posters)**The Games Fair: Collaboration and Community Building through Games****Speakers**

Mr Theodore Pare (Kanda University of International Studies), Travis Gasaway (Kanda University of International Studies)

**When Mediation Is Not Neutral: Generative AI and Language Learners****Speakers**

Miguel Campos (Toyo University), Robert Dykes (Conference Chair (CALL 2024, PanSIG 2025, SUTLF 2026))

**Connecting Classroom and Community: A TBL Tourism Project**

**Speakers**

Alina Friel (Shokei Gakuin University), Patrick Conaway (Shokei Gakuin University)

**Evaluating AI Models for Level-Appropriate Elicited Imitation Materials****Speakers**

Omar Massoud (Meiji Gakuin University), Robert Cvitkovic (Teikyo University), Yoko Kita (Kyoto Notre Dame University)

1:30 PM

1:30 PM

**Sat, May 23**

1:30 – 3:55 PM

**08A: Sat afternoon 08A****Session** | **Location:** Chukyo University, 0号building/8-08A

1:30 – 1:55 PM (25m)

**Digital citizenship for ELLs: Building a culture of ethical source use****Speaker**

Dr Erin Noxon (Sagano High School)

**Description**

Second-language learners often need explicit routines for reinforcing rules for citing sources, crediting images, and being transparent about AI support. This session shows how to build a class community where “evidence and attribution” are normal, shared habits. Participants will leave with ideas to develop their norm-building protocols, a simple citation and link checklist, Creative Commons examples, and easy ways to integrate these things into speaking and performance tasks that strengthen credibility while building language competencies.

2:10 – 2:35 PM (25m)

**What Can We Learn From Expert Learners? Reviewing Polyglot Research****Speaker**

Nathan Cohen (British Council Ho Chi Minh City)

**Description**

In this presentation we will briefly review the literature on polyglots, i.e., language learners who have acquired a high level of proficiency in 6 or more languages. Are these “expert” language learners just geniuses, or are there lessons that they can teach ESOL learners and teachers? We will attempt to answer this question with by reviewing polyglot research and research into expert learners. We will conclude with recommendations for practice in the TESOL classroom.

2:50 – 3:15 PM (25m)

**Lyrics to literacy: Binary oppositions in Taylor Swift's discography****Speaker**

Ivan Jim Layugan (University of the Philippines / Kiryu City Board of Education, Gunma Prefecture)

**Description**

This study examines the binary oppositions—contrasting semantic pairs—present in Taylor Swift’s discography and investigates how fans transform the media they consume into linguistic resources that impact their learning. Findings indicate that the artist’s language facilitates empathetic comprehension and vocabulary acquisition by framing emotional and narrative contrasts in accessible lexical forms. Taylor Swift’s use of language not only structures thematic coherence across her discography but also enables fans to co-construct meaning across linguistic boundaries.

3:30 – 3:55 PM (25m)

**A course for inbound exchange students to explore their identity in Japan****Speaker**

John Rucynski (Okayama University)

**Description**

The presenter will provide an overview of a course he created entitled "A Passion for Japan: Living, Working, and Thriving in Japan." Implemented at a large nationality university, the course is open to Japanese and international exchange students and uses personal narratives by long-term foreign residents of Japan as a springboard for class discussions about themes such as intercultural communication, cultural identity, and the pros and cons of long-term residency in Japan.

3:55 PM

1:30 PM

**Sat, May 23**

1:30 – 3:55 PM

**08B: Sat afternoon 08B****Session | Location:** Chukyo University, 0号building/8-08B

1:30 – 1:55 PM (25m)

**Around the Table: Dinner-Table Discourse and the Building of Community****Speaker**

Xiaoben Yuan (Akita University)

**Description**

This study explores how intercultural understanding and practical language competencies emerge through dinner-table discourse in a short-term rural farm-stay in Akita, Japan. Drawing on an interactional-ecological and Communities of Practice perspective, it examines how international students, Japanese students, and host farmers co-construct meaning through cooking, serving, eating, and post-meal talk. Narrative interviews and questionnaires reveal shifting roles (mediator, apprentice, storyteller) and highlight how shared food practices foster belonging, collaboration, and real-world communicative competence.

3:30 – 3:55 PM (25m)

**Developing a CLT Training Course for Pre-Service Teachers****Speaker**

Shalvin Singh (Kanda University of International Studies)

**Description**

This presentation introduces a communicative language teaching (CLT) training course for pre-service university students preparing to become language teachers. Despite CLT's theoretical prominence, it remains rare in Japanese classrooms, where grammar-translation methods dominate. The use of reflective activities, practice-teaching tasks, and structured lesson planning to develop an awareness and understanding of CLT fundamentals will be examined. While aimed at pre-service teachers, the issues discussed are of relevance to any educators training instructors in CLT approaches.

3:55 PM

1:30 PM

**Sat, May 23**

1:30 – 3:55 PM

**603: Sat afternoon 603****Session | Location:** Chukyo University, 0号building/6-603 - Sponsors

1:30 – 1:55 PM (25m)

**From input to confidence: How EVOLVE Second Edition gets students speaking****Speaker**

Tomoe AOYAMA (Cambridge University Press &amp; Assessment)

**Description**

Sponsored Presentation: Cambridge University Press & Assessment

Helping students speak confidently remains a key challenge in many English language classrooms. This presentation introduces the latest edition of EVOLVE, the Second Edition, a six level general English course built on the principle that speaking matters. Informed by insights from language teaching experts and feedback from over 2,000 real students worldwide, EVOLVE places meaningful speaking practice at the centre of every unit through features such as dedicated Time to Speak lessons, real student video content, and carefully scaffolded lesson stages. The session also outlines key updates in the Second Edition, including enhanced grammar support, improved accessibility, and new digital tools on Cambridge One, showing how EVOLVE supports both teachers and learners in making speaking a realistic and achievable classroom goal.

2:10 - 3:15 PM (1h 5m)

**Preparing Students with Soft Skills Beyond the Classroom****Speaker**

Junko YAMANAKA (Aichi Gakuin University)

**Description**

Sponsored by Pearson

This presentation demonstrates how language teachers can help students develop soft skills such as critical thinking, communication and collaboration, in their classrooms. Enhancing these soft skills — ones AI cannot readily replace — is increasingly important for students' future lives. The presenter advocates that examining and exchanging points of view can simultaneously improve students' engagement, communication, critical thinking and language skills. Sample materials, activities and strategies will be introduced, alongside supporting theories.

3:30 - 3:55 PM (25m)

**Xreading: What's New and What's Next****Speaker**

Paul Goldberg (Xreading)

**Description**

Xreading is an online library that gives students access to thousands of graded readers and allows instructors to track their students' reading progress. Since its launch in 2014, the system is being continuously being updated and improved with new features and more books. In this presentation, the founder of Xreading will demonstrate the newest features, including our new AI powered Book Chat component, and introduce recently added titles, plus our new textbook series, Links.

3:55 PM

1:30 PM

**Sat, May 23**

1:30 - 3:55 PM

**604: Sat afternoon 604**

Session | Location: Chukyo University, 0号building/6-604

1:30 - 1:55 PM (25m)

**Between empowerment and uncertainty: EFL teachers in the age of GenAI****Speaker**

Olga Li (Toyama Prefectural University)

**Description**

This study explores the relationship between the use of generative AI, such as ChatGPT, and teacher agency and well-being among university-level English as a Foreign Language instructors in Japan. Using a mixed-methods approach, it examines the relationships between AI tool use, teacher agency, and emotional well-being. Preliminary findings suggest that the use of AI in language education can act as either an enabling or constraining factor.

2:10 - 2:35 PM (25m)

**Integrating AI into the writing process: A balance of analog and digital****Speaker**

Daniel Beck (Rikkyo University)

**Description**

This presentation explores a framework for balancing generative AI with the traditional writing process in university English courses. By alternating between analog, pen-and-paper drafting and digital, AI-assisted refining, instructors can mitigate academic integrity risks while teaching responsible technology use. Participants will examine specific task sequences designed to ensure students engage in the essential trial and error necessary for language acquisition while effectively leveraging large language models as collaborative tools.

2:50 - 3:15 PM (25m)

**A New Framework for Understanding Timed Writing in EFL Classrooms****Speakers**

Dr Edo Forsythe (Hirosaki Gakuin University), Steven MacWhinnie (Hirosaki Gakuin University)

**Description**

Timed freewriting is widely used in EFL classrooms and often evaluated using words per minute (WPM). Drawing on longitudinal classroom data and modality comparisons, this presentation proposes a new framework for interpreting timed writing performance. It explains why WPM often plateaus while linguistic complexity continues to develop, and why learner performance remains stratified over time. The talk offers practical guidance for interpreting timed writing outcomes beyond speed alone.

3:30 - 3:55 PM (25m)

**The effectiveness of group reading in university English classes****Speaker**

Dr Hannah Kunert (Komazawa University)

**Description**

This presentation reports the results of a survey of university students who read picture books in small groups, as part of their English course. Students were asked to reflect on their group reading experience, and list some pros and cons of reading a single text in a group. The results show how reading in small communities of practice can be integrated into English classes, and suggest ways for mitigating the drawbacks mentioned by students.

3:55 PM

1:30 PM

**Sat, May 23**

1:30 - 3:55 PM

**605: Sat afternoon 605**

**Session** | **Location:** Chukyo University, 0号building/6-605

1:30 - 1:55 PM (25m)

**Anger Expression in Japanese Close Relationships****Speaker**

Bryan Jennings (Yamagata University)

**Description**

This presentation examines how anger is expressed in Japanese close relationships, focusing on interactions among friends and family members. From a pragmatic perspective, it explores how patterns of anger expression are shaped through participation in social communities. Using Japanese media discourse as data, the study considers how such patterns contrast with English interactional norms and discusses implications for English L2 development, particularly in helping learners understand how emotional expression varies across social and cultural contexts.

2:50 - 3:15 PM (25m)

**Strengthening oral English skills among ESL students via Poster Presentations****Speaker**

Parvathy Ramachandran (Kanazawa Institute of Technology)

**Description**

This practice oriented study examines oral presentation strategies used by engineering majors in an ESL classroom, focusing on speaking evaluations and poster presentations. I developed this practice after observing students' limited oral communication—many were shy, reluctant to speak, and lacked confidence. The intervention responds to these needs by offering low-stakes pair speaking and collaborative poster tasks to scaffold oral production. Attendees will learn about the relative effectiveness of poster presentations and speaking evaluations for improving oral communication, and practical approaches to implement these strategies in similar classrooms. The study will inform curriculum design and teacher training to better support engineering students' communicative competence in English worldwide and beyond.

3:30 - 3:55 PM (25m)

**Building Language Competencies Through Pre-entry University Programs****Speakers**

Dr Hiroyo Nakagawa (Osaka Jogakuin University and College), Dr Kaori Hakone (Osaka Jogakuin University), Dr Tamara Swenson (Osaka Jogakuin University)

**Description**

This study examines pre-entry education programs for incoming first-year students, cultivating their technological literacy and academic skills to transition from high school to university. This presentation analyzes an in-depth semi-structured interview with the developer of the pre-entry curriculum. The participant is a mentor and administrator at a learning center at a private university in western Japan. Based on the analysis, pedagogical implications and materials developments will be suggested.

3:55 PM

1:30 PM

**Sat, May 23**

1:30 - 3:55 PM

**606: Sat afternoon 606****Session** | **Location:** Chukyo University, 0号building/6-606

1:30 - 1:55 PM (25m)

**Physical activity prior to learning improves vocabulary retention and mood****Speaker**

Dr Brian Birdsell (Hirosaki University)

**Description**

Physical inactivity is now widespread across all age groups, yet exercise is known to benefit physical, mental, and cognitive health. Building on this, the present study investigated whether a single bout of walking before a learning task improves outcomes. Results show that walking improves vocabulary retention and significantly increases positive affect. These findings suggest that integrating physical activity into educational contexts may support both student well-being and academic performance.

2:10 - 2:35 PM (25m)

**Near-Peer Facilitation and Critical Thinking Talk in Game-Based Learning****Speaker**

Anthony Gloria

**Description**

This pilot study examines how commercial games in Japanese university SALC sessions can elicit critical thinking talk (e.g. giving reasons, taking perspectives, disagreement, etc.) during negotiation, best-move reasoning, and hidden-role discussion. Survey and reflection data are interpreted through Near-Peer Role modeling, Communities of Practice, sociocultural mediation, and critical-thinking work in Japanese EFL contexts. Attendees will receive micro role cards and debrief models that transfer reasoning in games to academic discussion tasks.

2:50 - 3:15 PM (25m)

**Teachers' Beliefs and Pedagogical Approaches in After-School ELT in Japan****Speaker**

Marwa Mannan (Waseda University)

**Description**

Research on English language education in Japan's out-of-school institutions (e.g., after-school programs and cram schools) remains limited, highlighting the need for further investigation into teachers, pedagogy, and teaching materials. This study examines after-school English teachers' beliefs about language learning in Japan using Horwitz's BALLI scale and semi-structured interviews, exploring how these beliefs shape their teaching style and classroom practices.

3:30 - 3:55 PM (25m)

**Silence and degrees of appraisal confusion****Speaker**

Jonathan Shachter (Kyushu Sangyo University)

**Description**

This presentation reports findings from a recently published study examining the long-term emotional impact of student silence on a non-Japanese EFL teacher in Japan. Using event-based sampling, the study captured real-time emotional responses to silence in teacher-student interactions. Results show that prolonged and unresolved silence led to appraisal confusion, frustration, relational insecurity, and emotional exhaustion. The study argues that silence operates as a barometer of teacher-student relational strength in high-silence EFL contexts.

3:55 PM

1:30 PM

**Sat, May 23**

1:30 – 3:55 PM

**607: Sat afternoon 607****Session** | **Location:** Chukyo University, 0号building/6-607

1:30 – 1:55 PM (25m)

**Improv Principles and Skills for Spontaneous Real-Life Communication****Speaker**

David Gray (Lecturer at Shinshu University, Matsumoto Japan.)

**Description**

This presentation outlines improv principles and skills that are powerful communication tools for second language learners. Skills include learning to communicate in real-life situations without hesitation. Key principles such as “There are no mistakes” and “Yes, and” are introduced to reduce students’ fear of making mistakes. Students are taught not only to accept what others offer, but also to build on those offers. Improv activities and the use of spontaneous improv scenes will be demonstrated.

2:10 – 2:35 PM (25m)

**Reading for Change: Contemporary Picturebooks as Social Justice Texts****Speaker**

Alison Hasegawa (Rikkyo University)

**Description**

This presentation explores the use of contemporary picturebooks as a lens to examine social issues in an EMI (English Medium Instruction) context with Japanese and foreign university students. Moving beyond traditional language-focused uses of picturebooks, it introduces a four-stage pedagogy that integrates deep reading, discussion, investigation and creative or practical response. By engaging cognitively and affectively with texts depicting socioeconomic realities, students can critically reflect on social justice issues and even be moved to action.

2:50 – 3:55 PM (1h 5m)

**SIG Forum: Literature in Language Teaching****Speakers**

Anna Shershova (Kyoto University of Advanced Science), Daniel Patrick Chesmore, John Maune (Hokusei Gakuen University), John Roberts (Mie University), Joshua lee SOLOMON (Hirosaki University), Suzanne Kamata

**Description**

Daniel Chesmore  
Narrative Elements and Ludic Pedagogy in Debate Exercises

Suzanne Kamata  
Co-creating "The Cat Café," a Story for English Language Learners

John Maune  
Literature in Language Teaching: the Many Facets of LiLT

John Wolfgang Roberts  
A Metafictioning Pedagogy: Close Reading in the age of AI

Anna Shershnova  
Fostering Humanization through Teaching Literature in the English-Language Classroom  
While contemporary academic skills-based textbooks effectively build real-world competencies in university EFL contexts, research suggests that integrating literature can humanize the learning process. Literature exposes students to diverse perspectives across cultures and time, encouraging them to reflect on and possibly reconsider their own values. This presentation highlights examples of literary works that foster empathy, critical thinking, creativity, and philosophical reflection, while aligning with existing curricula, textbooks, and targeted language skill development.

Joshua Lee Solomon  
Roleplaying Games as Collaborative Writing Projects: Developing and Running the Satoko Series

3:55 PM

1:30 PM

**Sat, May 23**

1:30 – 3:55 PM

**608: Sat afternoon 608****Session** | **Location:** Chukyo University, 0号building/6-608

1:30 – 2:35 PM (1h 5m)

**GILE Forum: Fostering Community in Global Issues Language Education****Speakers**

Brent Simmonds (Nanzan University), Judith Kambara (Nagoya City University), Kip Cates (Tottori University), Margalit Faden (Department of Global Studies, Tokai University), Shalvin Singh (Kanda University of International Studies)

**Description**

The Global Issues in Language Education (GILE) SIG Forum will feature presentations and discussions from highly experience GILE educators examining a variety of approaches to fostering and developing connections to community in the global issues language classroom. As global challenges become increasingly complex and interconnected, the importance of addressing global issues, and promoting learner understanding of the myriad ways in which world events impact real communities, remains essential in language education. This forum centers around providing instructors with practical approaches and activities for developing learner understanding of such issues, while emphasizing the connection between complex global issues and communities around the world. Among the topics to be discuss are: "The Importance of Community in Global Issues Language Education," "From Classroom to Community: Student Conference Participation and Global Issues in a University Seminar," "Bringing the Power of Nature into our Classroom," "Making It Real: Using Japan-Based News Articles to Teach Human Rights," and "Engaging Students with the Local Community: Regional Research on International Themes." Join us to learn new strategies for addressing global issues, foster a deeper understanding of the impact of global issues upon real communities, and hear discussions about the best ways to address global issues content in your classes.

2:50 – 3:15 PM (25m)

**Narrating Belonging: Experiences of ELT Teachers in Japan****Speakers**

Gretchen Clark (Ritsumeikan University), May Kyaw Oo (Nagasaki University)

**Description**

This study explores university language teachers' experiences of belonging in Japan. Using narrative inquiry, data were collected from 47 educators through open-ended written vignettes describing moments of belonging and exclusion. Findings show that all participants experienced both belonging and unbelonging, though those with fewer institutional privileges reported more frequent exclusion. Professional recognition, collegial support, and career opportunities fostered belonging, while microaggressions, precarious employment, and social exclusion undermined teacher well-being and retention.

3:55 PM

**801: Sat afternoon 801**

Session | Location: Chukyo University, 0号building/8-801

1:30 - 1:55 PM (25m)

**Integrating Personalized AI Agents into the Writing Curriculum****Speakers**

George MacLean (University of the Ryukyus), Norman Fewell (Meio University)

**Description**

Personalizing language instruction is challenging. This session introduces a model for creating custom AI tutors that provide individualized support. Instructors modify NCSSFL-ACTFL Can-Do Statements to serve as writing prompts for activities. The AI provides instant feedback on grammar and syntax, eliminating student waiting periods. This allows educators to focus on high-level mentoring. You will learn to build these tools using Microsoft 365 without requiring a technical programming background.

2:10 - 2:35 PM (25m)

**A Taxonomy of AI Prompt Types in First-Year ESL Writing in Japan****Speaker**

Omar Massoud (Meiji Gakuin University)

**Description**

This study examines how first-year Japanese ESL students use generative AI during academic writing by analyzing the types of prompts they produce and how these relate to writing development and ethical clarity. Using prompt logs and draft revisions collected over six weeks, the study identifies prompt types that support learning-oriented revision and those associated with surface-level correction or ethical uncertainty. The findings offer practical guidance for AI use in ESL writing classrooms.

2:50 - 3:15 PM (25m)

**The Impact of Generative AI vs. Peer Feedback on Student Engagement****Speaker**

Jerry Huang

**Description**

This year-long study compared GenAI-based feedback with peer feedback regarding affective, behavioral, and cognitive engagement among Japanese EFL students ( $n = 37$ ). Results showed no significant differences between the two groups, suggesting GenAI provides an "equal ground" for sustaining student involvement. While students valued the social aspects of peer feedback, they appreciated GenAI's speed and objectivity. Findings suggest GenAI is a viable, scalable alternative to peer feedback in writing-intensive language courses.

3:30 - 3:55 PM (25m)

**Designing Affective AI Language Partners: Evidence for Community Integration****Speaker**

Jeanette Dennisson (St. Marianna University School of Medicine)

**Description**

AI chatbots can demonstrate real character and become part of the learning community. For some role-play practices, overly supportive AI partners can reduce realism. We demonstrate how to design AI partners to become more like us with role-appropriate characteristics. These AI partners showed more effective as language partners by encouraging risk-taking and reducing anxiety compared to peer practice. We share transferable design principles for building affect-aware AI role-play systems.

1:30 PM

Sat, May 23

1:30 – 3:55 PM

**802: Sat afternoon 802**

Session | Location: Chukyo University, 0号building/8-802

1:30 – 1:55 PM (25m)

**Interactional Engagement in EFL small talks: Zoom vs. Frame****Speakers**

Mehrasa Alizadeh (Otemon Gakuin University), Nikan Fujii (Bukkyo University)

**Description**

This study examines interactional engagement in EFL small-talk tasks across Zoom and Frame platforms. Using video recordings and transcripts of Japanese university students' dyadic interactions, the study adopts an interactional perspective (Young, 2008) to qualitatively examine turn initiation, turn expansion, topic development, and silence management. The analysis explores how technological affordances may shape learner participation in technology-mediated speaking tasks. The study also considers methodological and pedagogical implications for EFL task design and platform selection.

2:10 – 2:35 PM (25m)

**Practical Uses of AI for Teachers and Students: An Extended Study****Speaker**

Richard Sparrow (Kyoto JALT)

**Description**

The rapid advancement of AI in education has raised critical questions about authorship, assessment, and pedagogy. This presentation expands on prior work by presenting concrete examples of AI-integrated tasks used inside and outside the classroom, supported by newly developed materials and an updated AI policy. Through Vygotsky's Activity Theory it presents a new framework for pedagogical design. It explores how AI reshapes, learner agency, and students' relationships with language learning.

2:50 – 3:15 PM (25m)

**Vibe coding: Practical AI workflows for language teachers****Speakers**

Gary Ross (Kanazawa University), Steve Henneberry (島根県立大学)

**Description**

Vibe coding is not about learning to program, it's about using AI through clear, conversational instructions. This practice-oriented session shows how teachers can move beyond single prompts to design simple AI workflows to create realistic conversations, personalised feedback, and multi-step tasks. Co-presented by a non-programmer and an app developer, the session offers practical demonstrations, privacy-aware strategies, and clear first steps that teachers can use immediately.

3:30 – 3:55 PM (25m)

**Beyond Practice: Community-Based Grammar Learning in Vocational Education****Speaker**

I-Juan Ting (HungKuo Delin University of Technology)

**Description**

Traditional grammar instruction often relies on focus-on-forms drills (Long, 1991), but such practices may not ensure durable acquisition (Wong & VanPatten, 2003). This study adopts a Community of Practice (CoP) framework to examine a three-stage intervention: individual grammar-integrated writing, exemplar analysis paired with collaborative Google Docs writing and peer scaffolding, and an independent transfer task. Results indicate significant gains in grammatical accuracy and writing quality, particularly regarding cohesion, narrative structure, plot consistency, and overall readability.

3:55 PM

1:30 PM

Sat, May 23

1:30 – 3:55 PM

**803: Sat afternoon 803**

Session |

**Location:** Chukyo University, 0号building/8-803

1:30 – 1:55 PM (25m) **Music-Based CEFR Mediation in Intercultural Spanish Learning**

**Speaker**

Dr Adiene Susej Roque de Hishiyama (Seikei University)

**Description**

Teaching Spanish as a foreign language in Japan requires developing mediation skills that support intercultural agency. This project, implemented in a B1-B2 course, used Hispanic songs as meaningful input to move beyond grammar-focused instruction, aligning with CEFR mediation descriptors and the motivational power of music. The pedagogical sequences and mediation tasks foster collaborative learning and cultural reflection, promoting intercultural awareness and global citizenship. Transferable instructional sequences for L2 classrooms will be presented. (Presentation in Spanish)

2:10 – 3:15 PM (1h 5m)

**Listening SIG Forum: Teaching Active Listening with Contributor Speed Talks**

**Speakers**

Bethany Lacy (Rikkyo University), Haidee Thomson (Hokusei Gakuen University), Mr Liam Ring (Listening SIG), Dr Mika Ishino (Doshisha University), Dr Naheen Madarbakus-Ring

**Description**

**New Ways in Teaching Active Listening: Contributor Speed Talks**

Compared to its reading and writing counterparts, listening is often seen as the most difficult of the four skills to master. While written texts are static and allow for unhurried analysis and comprehension, aural texts are transient, time-bound, and require immediate processing, listening provides the learner with challenges encompassed by issues of speed, accent, and spoken discourse patterns.

With these concerns in mind, this forum presents practical tasks developed according to the principles of active listening; an emerging development in EFL that addresses concerns about the passive nature of traditional approaches. Drawing on Goh's (2018) framework of five task types—transactional, perceptual, metacognitive, interactive, and communicative—this forum consists of six presentations focusing on the active listening activities. Each presentation outlines the objectives and background for each activity before detailing the preparation and procedure needed for practical application in lessons. Caveats and options for each activity are also provided to help adapt each of these tasks for different classroom contexts and levels. Throughout the forum, the presenters will demonstrate how materials and lesson approaches can be applied to these task type principles which showcases their contributions to a forthcoming collection to be published by TESOL Press, including recent innovations in active listening using AI, this year. Using this knowledge, methods can be adapted to feature innovative or active elements to engage learners with their listening, develop new and active ways to use listening skills, and to help teachers to become innovative while boosting learner confidence in the listening classroom.

3:30 – 3:55 PM (25m)

**Recording and Using Unscripted Conversations in the Language Classroom**

**Speaker**

Russell Chan

**Description**

This practical presentation introduces a simple method for using short, unscripted classroom conversations as materials for listening and speaking activities. It demonstrates how teachers can record conversations with a smartphone, select useful excerpts, and transform them into worksheets. Sample materials and templates will be shared for participants to adapt to their own teaching contexts.

3:55 PM

1:30 PM

**Sat, May 23**

1:30 – 3:55 PM

**804: Sat afternoon 804**

**Session | Location:** Chukyo University, 0号building/8-804

1:30 – 1:55 PM (25m)

**An Analysis of the Choice of Graded Readers at a Japanese University**

**Speaker**

Edmund Fec (Tohoku University of Community Service and Science)

- 90 -

**Description**

This presentation will show an analysis of the data provided by the author's university library concerning which graded readers were borrowed by students over a period of three years. The findings suggest that purchases of graded readers for use by Japanese students should focus on easier books and should include content written specifically for young adults and/or content with which Japanese students are already familiar.

2:10 - 2:35 PM (25m)

**What TOEIC Scores Tell Us (and Don't): Reporting and Community Knowledge****Speaker**

Jean-Pierre J. Richard (The University of Nagano)

**Description**

TOEIC scores are commonly treated as indicators of learning progress, yet the processes through which their meanings are established are rarely examined. This presentation reports on an ongoing exploratory analysis of how TOEIC results are summarized, reported, and circulated within Japanese higher education. By examining reporting artifacts rather than raw datasets, the study investigates what information is preserved or omitted, and how widely held understandings of TOEIC scores are produced within professional communities.

2:50 - 3:15 PM (25m)

**Level Appropriate Materials Generation Using CEFR-Trained Models****Speaker**

andrew blaker

**Description**

This project trained Open-Source Large Language Models (LLMs) using large CEFR Datasets in order to have them generate materials appropriate for each of the six discrete CEFR levels. Training methods will be discussed, and steps for teachers to create their own systems will be introduced.

3:30 - 3:55 PM (25m)

**Prefix Difficulty and Flashcard Learning in Japanese University EFL****Speaker**

Barry Kavanagh (Tohoku Gakuin University)

**Description**

This study examined English prefix difficulty and flashcard use in a Japanese university English course (N = 130). Students studied 44 prefixes over five weeks using online flashcards and weekly quizzes. Results showed significant learning gains, while flashcard usage functioned mainly as supplementary reinforcement. Prefix performance strongly reflected L1 loanword influence, with katakana-supported prefixes easiest and classical or irregular prefixes most difficult but most responsive to instruction.

3:55 PM

1:30 PM

**Sat, May 23**

1:30 - 3:55 PM

**805: Sat afternoon 805****Session | Location:** Chukyo University, 0号building/8-805

1:30 - 1:55 PM (25m)

**Incorporating Global Englishes into a textbook-based curriculum.****Speaker**

Nidal Butt

**Description**

This study explores how Global Englishes (GE) materials can be incorporated into a textbook-based university EFL curriculum in Japan. Using a scaffolded approach, GE content was integrated alongside existing textbook units rather than replacing them. The study reports on learner responses to this integration, focusing on attitudes toward English variety, ownership, confidence, and classroom participation, and offers practical guidance for teachers seeking to introduce GE within curriculum constraints.

2:10 – 2:35 PM (25m)

**Early Language Mixing in a Multilingual Child in Japan: A Case Study****Speaker**

Zebiniso Izzatillaeva

**Description**

This presentation examines early language mixing in a 3-year-old trilingual child (Uzbek, Japanese, and English) in Japan using a short naturalistic audio recording of spontaneous play. Drawing on Wang (2024), the analysis shows that code-mixing functions in problem-solving, emotional expression, imitation, topic shift, and expression of camaraderie (peer awareness). These findings demonstrate that early language mixing is systematic, purposeful, and supportive of social interaction.

2:50 – 3:55 PM (1h 5m)

**Barriers for Emergent Multilingual Students Seeking Access to Education in Japan****Speaker**

Niko Catharine Watanabe Schultz (Sophia University)

**Description**

Japan's linguistic diversity is growing, with over 69,000 students needing Japanese as a second language (JSL) instruction in 2023. JSL students face significant disadvantages: significant dropout rates, lower advancement rates, and unequal access to support. One underexplored factor is Japan's test-centric system, where exams designed for native speakers may misrepresent multilingual learners' abilities. This forum examines a critical translanguaging assessment approach and proposes qualitative research on multilingual teenagers applying to high schools in Kanagawa Prefecture.

3:55 PM

1:30 PM

**Sat, May 23**

1:30 – 3:55 PM

**806: Sat afternoon 806**

Session | Location: Chukyo University, 0号building/8-806

1:30 – 1:55 PM (25m)

**Language Competencies and L2 Motivation in Indonesian and Japanese EFL****Speaker**

Olivia Winata Saputra (Prefectural University of Hiroshima)

**Description**

This presentation examines and compares the English learning motivation of Indonesian and Japanese university students using the L2 Motivational Self System (L2MSS). It highlights contrasts between the two groups, drawing on prior research and employability factors that influence motivation. While Japanese learners have been widely studied, Indonesian learners remain under-researched, making this comparison significant. The study aims to show how cultural and educational contexts shape motivation in response to the growing global demand for English proficiency.

2:10 – 2:35 PM (25m)

**Xreading Journal playbook: Circles, surveys, and Yarigai prompts****Speaker**

Yu Kanazawa (The University of Osaka)

**Description****Short summary**

Xreading's Journal is often used only for brief comments or as a quiz substitute. This practice-oriented session introduces three creative, classroom-ready ways to turn Journals into a structured learning layer: (1) Digital Challenger's Reading Circle role tasks that prepare richer in-class discussion, (2) quick multi-choice micro-surveys (e.g., emotions, difficulty, recommendability) for materials decisions and research-friendly data, and (3) Yarigai Journals that build value, growth, and contribution reflections.

**Abstract**

Background: Xreading includes a built-in Journal, yet concrete pedagogical uses beyond short impressions are rarely shared. When Journals are treated only as proof of reading, they may miss opportunities to strengthen engagement and meaning-making. Extensive reading research emphasizes sustained, enjoyable reading supported by appropriate routines and classroom ecology (Day & Bamford, 1998; Nation & Waring, 2020). This presentation reframes the Journal as a practical learning layer that can complement quizzes rather than replace them.

Contribution & Outcome: Three classroom-ready approaches are introduced. (1) Digital Challenger's Reading Circle uses the Journal as a pre-discussion workspace: learners post role-based questions and model answers (Wicked Summarizer, Language Master, Knowledge Connector, Discussion Leader) before class, enabling efficient teacher checking and more active group discussion (Kanazawa, 2023). (2) Learner micro-surveys use short multiple-choice prompts in the Journal (e.g., dominant emotion after finishing, perceived difficulty, enjoyment, recommendability) to generate easy-to-aggregate data for future book selection and recommendation lists (Kanazawa, 2022). (3) Yarigai Journals guide constructive reflections on Value (e.g., "a scene that resonated with my life), Growth (e.g., "a word/phrase I can now use"), and Contribution (e.g., "useful knowledge for my major/future and how I will apply this insight") to support fulfilment and intrinsic motivation (Kanazawa & Kemp, 2025). Participants will leave with adaptable templates (role prompts, survey items, Yarigai prompts), workload-light feedback options, and implementation tips, including informed consent practices when journal entries are used for research.

**References**

- Day, R. R., & Bamford, J. (1998). *Extensive reading in the second language classroom*. Cambridge University Press.
- Kanazawa, Y. (2022). Deep Positivity Hypothesis and epistemic emotions in higher education activities. *Japanese Journal of Research on Emotions*, 30(Supplement), OS2-09.
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- Nation, I. S. P., & Waring, R. (2020). *Teaching extensive reading in another language*. Routledge.

2:50 - 3:15 PM (25m)

**Essentialness of Empathy for EFL Instructors****Speaker**

Olivia Allanson (Jalt)

**Description**

Empathy in EFL classrooms is an essential element which positively correlates with greater student engagement, motivation, and outcomes due to teachers' socio-emotional skill of perception, understanding and adaptation. Rather than an inherent intuition, empathy is a skill that can be developed and deepened through teacher self-reflective practices, leading to greater cognitive (perspective), affective (emotional) and motivational (compassion) empathies.

3:30 - 3:55 PM (25m)

**A Collaborative Autoethnography on Educators' PD in Language Associations****Speakers**

GIANG NGUYEN HOANG LE (Thompson Rivers University), Tan Pham (National Taipei University of Education)

**Description**

In this collaborative autoethnography, we, three Vietnamese English language educators, interrogate our narratives of working with and in English language teacher associations (ELTAs) to understand: How do Vietnam's ELTAs perceive and support educators' needs for autonomy in professional development? Our discussions are theoretically framed by self-determination theory and Origins-Pawns metaphors. Findings express our concerns about educators' sense of belonging and inclusion, the pressure to publish, and the reciprocal learning through mentorship for young members.

3:55 PM

**807: Sat afternoon 807**

Session | Location: Chukyo University, 0号building/8-807

1:30 - 1:55 PM (25m)

**Extending communicative learning through learner-generated newsletters****Speaker**

Erik Tsuchiya (Nagoya University of Foreign Studies MATESOL Student)

**Description**

This presentation explores how learner-generated classroom newsletters and related materials, created from student exit slips, can extend communicative learning beyond the classroom for third-age learners. Grounded in communicative language teaching, sociocultural theory, and complex dynamic systems theory, the session demonstrates how shared materials can promote interaction, learner autonomy, and a sense of community. Participants will see examples and learn how to adapt this approach to various teaching contexts.

2:10 - 2:35 PM (25m)

**Promoting online supportive community for adult learners of medical English****Speaker**

Kazunori Shishikura

**Description**

Although medical English skills are crucial for healthcare professionals, there are comparatively few studies on continuing education in English for Medical Purposes. Sharing the presenter's reflections as a teacher working with a non-profit organization, this presentation will discuss how to enhance adult learners' real-world competencies in a medical context. It will also discuss how to create a supportive learning community that meets the diverse needs and backgrounds of learners in a distance learning environment.

2:50 - 3:15 PM (25m)

**ESL Engagement and Achievement in Higher Education Classrooms in Malaysia****Speaker**

Ida Suhaini Tajul Urus

**Description**

This presentation reports on a study examining L2 engagement and English language performance among ESL learners at a Malaysian public university. Using an engagement questionnaire and course assessments in reading, writing, listening, and speaking, the study investigates which engagement dimensions predict language skill performance. Results suggest that while most engagement dimensions did not predict performance, social engagement significantly predicted speaking, highlighting the role of peer interaction in building English language competency.

3:30 - 3:55 PM (25m)

**A Three-Try Routine in a Japanese Special Needs Setting****Speaker**

Mihoko Nakamura

**Description**

This practice-oriented presentation introduces a Three-Try routine used in a Japanese junior high school special needs classroom. Through repeated, low-stakes speaking activities embedded in daily lessons, students gradually expand what they can express in English. By combining digital tools, teacher-led formative feedback, and structured reflection, the practice builds learner confidence, participation, and practical language competencies within a supportive classroom community.

1:30 PM

Sat, May 23

1:30 - 3:55 PM

**808: Sat afternoon 808**

Session | Location: Chukyo University, 0号building/8-808

1:30 - 2:35 PM (1h 5m)

**Innovative Approaches to Accessibility in Language Learning****Speakers**

Dr Andrew Reimann (Aoyama Gakuin University), Dr Catherine Takasugi (Aoyama Gakuin University), Natsuki Suzuki (University Lecturer, Tokyo), Ryota Moriya (Chuo University), Teresa Stockwell (Okayama University)

**Description**

Join our panel discussion on accessibility in language learning. Participants will share innovative strategies, technologies, and pedagogical approaches. The discussion aims to highlight best practices that enhance accessibility. Topics will include the integration of assistive technologies, the role of culturally responsive teaching, and the importance of flexible learning environments. Participants will engage in a collaborative dialogue, sharing personal experiences and insights to foster a deeper understanding of the challenges and solutions to making language learning accessible for all.

2:50 - 3:15 PM (25m)

**Enjoyment and Emotional Factors in EFL Learning among University Students****Speakers**

Hsiao-Wen Hsu (Ling Tung University), Ms Tzu-Tung Chang (Ling Tung University)

**Description**

This study explores how emotional factors influence English learning among university students. Drawing on survey data from 443 learners, the study examines trait emotional intelligence, classroom climate, and foreign language enjoyment. The findings highlight enjoyment as a key link between classroom experiences and learning outcomes, suggesting that emotionally supportive classrooms play an important role in fostering more effective English learning.

3:30 - 3:55 PM (25m)

**Implementation Efforts of UDL for Course Material Accessibility****Speakers**

Rachael Roberts (Kanda University of International Studies), Tiffani Blatchford (Kanda University of International Studies), Travis Gasaway (Kanda Univ of International Studies)

**Description**

This presentation will elaborate on the implementation of guidelines that were produced by a task group overseeing accessibility of course materials at a university in Japan. The presenters will showcase guidelines for the modification of existing materials and explanatory guides created to support teachers' understanding of the ideologies, and provide recommendations for how to apply them to their own materials.

3:55 PM

1:30 PM

Sat, May 23

1:30 - 3:55 PM

**809: Sat afternoon 809**

Session | Location: Chukyo University, 0号building/8-809

1:30 - 1:55 PM (25m)

**Unpacking high school students' experiences in Virtual Exchange****Speaker**

Miyuki Izuo

**Description**

Virtual Exchange is increasingly used in foreign language classrooms, yet its impact in secondary education remains underexplored. This qualitative study explored Japanese high school students' experiences of VE through interviews with current students and recent graduates. The findings showed that students gained confidence and enjoyed interacting with peers through authentic intercultural communication using multimodal tools, while also facing affective, communication, cultural, and contextual challenges. Pedagogical implications based on these findings are also discussed.

2:10 – 3:15 PM (1h 5m)

**SIG Forum: Intercultural Communication in Language Education****Speakers**

JENNIE ROLOFF ROTHMAN (Kanda University of International Studies, JALT SIG Representative Liaison), Mohamed Musa (Tokyo Keizai University), Quenby Aoki (Rikkyo University)

**Description**

Intercultural Communication in the USA: La Bamba, Big Bunny, and Beyond  
(Quenby Hoffman Aoki, Rikkyo University)

Spanish has been used in the United States for over five centuries, and 20% percent of the U.S. population currently identify as Hispanic or Latino. While fluency in Spanish is by no means required of those who claim this identity, current events demonstrate that it is particularly important for language learners and teachers to come to terms with America's linguistic and cultural complexity. The rich history of American popular music sung in Spanish is a thought-provoking and accessible way to achieve this goal.

Starting with the familiar tune "La Bamba," this presentation will explore developments including the growth of salsa music in New York in the 1960s, the massive popularity of "Queen of Tejano" Selena in the 1990s, and the global fame today of artists such as Luis Fonsi, Cardi B, and Big Bunny. The focus will be kept to artists who are U.S. citizens. However, even with this limitation, there is a wealth of material which can be incorporated into many classroom contexts. Recommended resources will be shared, and participants will be invited to consider their own perspectives on American popular music and Spanish as a vital aspect of intercultural communication which deepens understanding of American language and culture.

Making Intercultural Topics Accessible without Losing Depth: AI-Supported Scaffolding in A1-B1 English Classes  
(Mohamed, Musa, Faculty of Communication, Tokyo Keizai University)

Intercultural topics can be difficult to teach in beginner EFL classrooms because learners often need substantial linguistic support to engage with them. However, when language is simplified too much, the intercultural content itself can become shallow. This presentation describes a classroom approach that used AI-supported scaffolding to help balance linguistic accessibility and conceptual depth in A1-B1 English classes at a Japanese university. AI was used to adapt prompts, simplify task language, provide vocabulary support, and help students organize ideas before speaking. The presentation focuses on how these supports were implemented in classroom activities and reflects on what appeared to work well, what required teacher adjustment, and where AI risked oversimplifying the topic. The session argues that AI can be a useful tool for making intercultural tasks more accessible, but that teacher mediation remains essential in order to preserve meaningful engagement with cultural issues. Practical examples and suggestions for classroom use will be shared.

Cultivating Global Perspectives Through Country-Based Inquiry (Jennie Roloff Rothman, Kanda University of International Studies)

This presentation introduces student-driven research that cultivates intercultural awareness while deepening students' cultural self-understanding. At the beginning of the academic year, students select a country of personal interest. Over time, they explore aspects of that country before teaching others. The course material often begins with an analysis of Japan before moving to the higher-order thinking skill of application to their country of choice. For example, students learn about the cultural iceberg and apply it to Japan before creating one for their chosen country that identifies both visible cultural expressions and deeper, less observable values and assumptions. Through a series of short presentations, students share findings and insights with classmates, an approach that encourages curiosity and empathy. As the year progresses, topics increase in complexity (e.g., national identity, pathways to naturalization, the historical or contemporary influence of religion). Such topics prompt students to not only analyze other cultures, but also reflect on their own understanding of Japanese culture and its (and their) assumptions. Students gradually build confidence as cultural interpreters while becoming accustomed to culture as dynamic, multifaceted, and interconnected. Participants will see student examples of materials and explore how such tasks foster meaningful global perspectives in the language classroom.

3:30 – 3:55 PM (25m)

**Using VR tours to enhance intercultural experiences****Speakers**

Katherine Thornton (Otemon Gakuin University), Mehrasa Alizadeh (Otemon Gakuin University)

**Description**

This study examines a 2025 student-led project where a team of international and Japanese university students developed virtual tour workshops to foster cross-cultural understanding among young people. Analyzing survey and interview data from secondary school and Kansai Expo workshops, the researchers investigate VR's role in connecting participants with otherwise largely inaccessible cultures. The presentation demonstrates design strategies for maximizing intercultural communication, outlines specific participant benefits, and provides recommendations for implementing similar immersive projects.

3:55 PM

1:30 PM

**Sat, May 23**

1:30 – 3:55 PM

**810: Sat afternoon 810****Session** | **Location:** Chukyo University, 0号building/8-810

1:30 – 1:55 PM (25m)

**Culture, Confidence, and Communication in the EFL Classroom****Speaker**

Claudia Tumba (Kotesol, Chuncheon National University of Education, and Kangwon National University)

**Description**

This session explores how cultural celebration projects can transform English classrooms into active learning communities that build real-world language competencies. The session introduces a classroom-based example known as the International Booth Project, originally implemented with university learners. In this project, students work collaboratively to interview international partners and share cultural knowledge through interactive booths, creating meaningful opportunities for communication beyond the textbook. The session demonstrates how combining interviews, creative tasks, and structured reflection supports the development of practical language skills, collaboration, and learner confidence. Particular attention is given to how community interaction—within student groups and with international participants—helps learners engage with English in authentic and purposeful ways. The second part of the session focuses on practical classroom design. Participants will be guided through a clear project framework that includes step-by-step tasks and shared student roles. This structure is especially effective in reducing speaking anxiety, as it provides a safe and predictable environment for language practice while encouraging learner agency and responsibility. The session concludes by introducing simple reflection tools that help learners recognise growth in language use, intercultural awareness, and transferable 21st-century competencies. Participants will leave with concrete, classroom-ready ideas for building inclusive learning communities and supporting students in developing the skills needed for meaningful communication beyond the classroom.

2:10 – 2:35 PM (25m)

**Utilizing Community Connections to Measure Changes in LGBTQ+ Understanding****Speaker**

Tina Brown (Kanda University of International Studies)

**Description**

As part of a semester-long university course entitled LGBTQ+ Experiences & Media: Reading, Watching, & Listening, course takers read a book, then had a discussion with the author. Surveys were given at three points: before reading, after reading, and after the author visit. While this presentation is primarily focused on a research project, it is hoped that the practical nature of the classroom activities will inspire attendees to try similar activities in their own classes.

2:50 – 3:15 PM (25m)

**Becoming a teacher through community: Identity, opportunity, and membership****Speaker**

Dr Julia Kimura (Mukogawa Women's University)

**Description**

Identity research on women in Japanese ELT shows how identity shapes career trajectories (Nagatomo, 2016; Haye-Matsui, 2021). However, less attention has been paid to how competencies develop through sustained community membership, including labour unions. Using a communities of practice lens (Lave & Wenger, 1991; Wenger, 1998) and reflective narrative inquiry (Barkhuizen, Benson, & Chik, 2025; Benson, 2014), I trace my development from eikaiwas to universities. Participants will leave feeling prepared for planning their career trajectories.

3:30 - 3:55 PM (25m)

**Creating Social Spaces for Autonomous Intercultural Communication****Speakers**

Asami Tsuda (Tokyo International University), Erin Gagatko (Tokyo International University), Kanako Misawa, Kaori Ibuki (Tokyo International University)

**Description**

Despite increasing numbers of international students, spontaneous interaction with Japanese students rarely occurs without educational intervention. This presentation reports on an extracurricular exchange workshop designed to enhance learner autonomy and students' motivation for intercultural communication. Survey and interview data show that short, socially situated conversations promoted autonomous relationship building, reduced anxiety, and increased motivation for interaction and language learning, highlighting the importance of creating social spaces for meaningful engagement in universities.

3:55 PM

3:45 PM

**Sat, May 23**

3:45 - 4:15 PM

**Wellness Sessions: Wellness Session - Sat afternoon**

**Session** | **Location:** Chukyo University, 0号building/7-07A - Wellness Sessions

3:45 - 4:15 PM (30m)

**Guided Meditation****Speaker**

Dr Shawna M. Carroll (Capilano University)

**Description**

Join Shawna for a dynamic meditation session where you'll sample a diverse mix of practices: from guided breathwork and visualizations, to mantras and music meditation. Whether you're brand new to meditation or a seasoned practitioner, this session welcomes everyone (no experience needed)! Feel free to arrive late or leave early; just slip in or out quietly to respect the peace for all. Come curious, bring a cushion or blanket or nothing, and discover what works best for you!

4:15 PM

4:05 PM

**Sat, May 23**

4:05 - 4:50 PM

**Plenaries: Plenary 2**

**Session** | **Location:** Chukyo University, 2号building/2-241 - Saturday Plenaries

4:05 - 4:50 PM (45m)

**Plenary 2 - Louise Ohashi****Speaker**

Louise Ohashi (Gakushuin University)

**Description****Developing GenAI Literacy through Teacher Communities**

Generative artificial intelligence (GenAI) is a transformative technology that has elicited both praise and concern from L2 educators. To use it effectively and guide students well, teachers must develop GenAI literacy, but the proliferation of new technologies has left many unprepared. Institutions have a responsibility to lead, but individual teacher agency is also vital. This session focuses on teacher-driven action, using the Community of Practice framework (Lave & Wenger, 1991) to show the crucial role of teacher communities in GenAI literacy development. The session introduces formal and informal teacher communities, drawing on personal narratives to demonstrate how teachers can learn and lead. Audience members will be encouraged to consider their current and future roles within teacher communities and will take away practical advice on how to strengthen their GenAI literacy and guide others.

4:50 PM

# Presentations: Sunday, May 24th

9:30 AM Sun, May 24

9:30 - 11:55 AM

## 08A: Sun morning 08A

**Session** | **Location:** Chukyo University, 0号building/8-08A

9:30 - 9:55 AM (25m)

### Building Community Through A Collaborative Language Teaching Method

#### Speakers

D. Patrick Allen (Chubu University), Seiko Oguri (Chubu University)

#### Description

This study examines a collaborative teaching initiative using an original cyclical learning method to enhance language education for students. By fostering a supportive learning community, the approach alleviates anxiety related to language learning. Adapted materials focus on essential vocabulary and skills, while targeted lessons on pronunciation and prosody enhance engagement. Findings indicate a shift from rote memorization to practical application, demonstrating the method's effectiveness in promoting meaningful language acquisition among students.

10:10 - 10:35 AM (25m)

### Autoethnography as Preparation for Study-Abroad Students

#### Speaker

Phillip Johnson (Tokyo International University)

#### Description

An exploration of autoethnography and its sibling, creative non-fiction, can greatly help relatively untraveled students prepare for a study abroad experience, especially when autoethnographic works from the other country are well-curated. When instructors can carefully delineate this style of writing in terms of its purpose, style, and structure, students can have meaningful and useful experiences anticipating life abroad before they depart.

10:50 - 11:15 AM (25m)

### Designing Effective Reading Response Logs for Literature Circles

#### Speaker

Andy Gill (Kanda University of International Studies)

#### Description

This presentation focuses on how to design reading response logs for Literature Circles in Japanese university EFL contexts. Drawing on a multi-year action research project, it highlights key design considerations - such as prompt structure, learner confidence, and expectations of teacher support - and introduces practical adaptations including an "Ask the Teacher" section and built-in preview time to better prepare students for discussion.

11:30 - 11:55 AM (25m)

### Communities in Action: Collaborative Problem Solving in a CLIL Class

#### Speaker

Rab Paterson (Rikkyo University)

#### Description

This presentation highlights a Global Business course designed using the Content and Language Integrated Learning methodology (Coyle et al, 2010) and incorporating the development of Communities of Learners (Lave & Wenger, 1999). Approaches like Project-Based Learning and Challenge-Based Learning were used, and the course followed MEXTI policy to promote globally competent (gurobaru jinzai) students (MEXT, 2012). For their final projects, students collaborated in self-selected teams on a real-world project of their choice.

11:55 AM

9:30 AM Sun, May 24

9:30 - 11:55 AM

**08B: Sun morning 08B**

Session | Location: Chukyo University, 0号building/8-08B

10:10 - 10:35 AM (25m)

**Strategies for Communication with Perceived Cultural or Linguistic Barriers****Speaker**

Mark McGuire (English Language Services (ELS))

**Description**

Much has been written about how learner anxiety both contributes to and is sustained by perceived cultural and linguistic barriers between students and language users because of diverse backgrounds. Special focus will be placed on constructing shared identities as a means of bridging the perceived cultural and linguistic barriers that can lead to anxiety. Teachers and researchers can employ new strategies to encourage language learners to better engage with their educational context and larger culture.

10:50 - 11:15 AM (25m)

**Human-Centered Language Teaching and the Limits of AI****Speaker**

Paul Nehls (Tsuru Bunka University)

**Description**

This presentation examines the impact of artificial intelligence on post-secondary language teaching by contrasting two pedagogical models. While AI excels at standardized instruction, feedback, and assessment, many required language courses depend on human-led interaction, motivation, and classroom authority. The talk argues that AI's influence on language education is determined less by technological capability than by pedagogical design, clarifying which teaching practices are automatable and which remain fundamentally human-centered.

11:30 - 11:55 AM (25m)

**Kindness, Respect, and Community in a Self-Access Centre in the Gen AI Era****Speaker**

Joe Dobson (Thompson Rivers University)

**Description**

Kindness and respect are important in the scholarship of teaching and learning, but not necessarily given the much-needed time. This presentation will explore the transformative power of kindness and respect in the Graduate Student Success Centre, a self-access centre for graduate students in education in a Canadian university, in which graduate teaching assistants support their peers, primarily multilingual students from diverse backgrounds and work to create a sense of community for students in the programs.

11:55 AM

9:30 AM Sun, May 24

9:30 - 11:55 AM

**603: Sun morning 603**

Session | Location: Chukyo University, 0号building/6-603 - Sponsors

10:10 - 10:35 AM (25m)

**Getting STEM Students to Speak with Science Talk****Speakers**

Connor Edwards, Tae Kudo (Kwansei Gakuin University)

**Description**

Sponsored by National Geographic/Cengage

This session introduces Science Talk as a classroom resource to help university STEM students speak more actively in English. It shows how selected units can be used to support communication on science-related topics and everyday academic situations, while offering practical ideas for teachers seeking to incorporate STEM content into communication-focused English lessons.

10:50 - 11:15 AM (25m)

**Making Language Matter: CLIL in Practice****Speaker**

Alastair Graham-Marr (ABAX Ltd)

**Description**

Sponsored by ABAX

CLIL (Content and Language Integrated Learning) is an approach to English teaching that falls within the broader framework of Content-Based Instruction (CBI). Rather than focusing on isolated grammar or vocabulary, it engages students through meaningful content. CLIL classes offer several advantages, including real-world relevance, deeper cognitive engagement, and enhanced linguistic salience—all of which support second language acquisition (SLA). In addition, CLIL often has a positive impact on learner motivation. Assessment in CBI classes, particularly in the age of AI, also presents important considerations.

11:30 - 11:55 AM (25m)

**Practical Classroom Activities for Developing Critical Thinking in EFL****Speaker**

Charles Browne (Meiji Gakuin University)

**Description**

Sponsored by Kinseido

This presentation introduces a selection of practical classroom activities designed to help EFL learners develop critical thinking skills. Drawing on Bloom's Taxonomy and task-based language teaching principles, the session will briefly outline a framework for integrating critical thinking into everyday classroom practice. The focus will be on demonstrating a small number of adaptable activities that encourage learners to engage with different perspectives, express opinions, and support their ideas through discussion. Examples from the In Focus series will be used to illustrate how these activities can be incorporated into a vocabulary-driven, four-skills curriculum. The session emphasizes practical application, offering teachers a set of ideas that can be readily adapted for use in their own teaching contexts.

11:55 AM

9:30 AM

**Sun, May 24**

9:30 - 11:55 AM

**604: Sun morning 604****Session | Location:** Chukyo University, 0号building/6-604

9:30 - 9:55 AM (25m)

**Impact on Intercultural Understanding from an International Internship****Speaker**

Frances Shiobara (Kobe Shoin University)

**Description**

This presentation reports on a short-term international teaching internship in Thailand for Japanese university students training to become Japanese language teachers. Using pre- and post-program surveys, observations, and interviews, the study examines changes in participants' intercultural understanding and teaching self-efficacy through this internship program. Results suggest that while language proficiency gains were limited, participants showed increased intercultural awareness and confidence in teaching Japanese.

10:10 - 10:35 AM (25m)

**AI Persona Dialogue for Microaggression Awareness****Speaker**

Manami Sato (Kyoto University of Advanced Science)

**Description**

This classroom-based practice uses AI-driven persona dialogue to enhance Japanese university students' speaking skills while raising awareness of microaggressions. Students engage in realistic scenarios—such as workplaces, part-time jobs, clubs, and campus settings—responding to potentially problematic remarks from AI-generated personas. This approach allows low-anxiety rehearsal, reflection on language use, and reformulation of expressions. Preliminary observations suggest increased oral production, a deeper understanding of "intent versus impact," and more empathetic communication in English.

10:50 - 11:15 AM (25m)

**Japanese University Students' Perceptions of their Best English Skills****Speaker**

Dr Edo Forsythe (Hirosaki Gakuin University)

**Description**

This session reports on eight years of survey data into Japanese university students' perceptions of their strongest English skill and their preferred learning styles. Over 1300 university students were surveyed about their strongest English language skill and how they most effectively learn. The results of this longitudinal study will be presented, and attendees will learn how this study's findings will help them address students' perceived strengths, weaknesses, and learning preferences in their language classrooms.

11:30 - 11:55 AM (25m)

**Building ISP: A Decade of Innovation in Speaking Skills Development****Speaker**

Yin Ling Lui (Chinese University of Hong Kong)

**Description**

In academic and professional settings, individual often need to speak with minimal preparation. This paper details the decade-long development of the Interactive Speaking Platform (ISP), which comprises three modules: impromptu speaking, job interview skills and technical interview skills. Structured within the Behavioural Skills Training framework, the ISP supports curriculum delivery and self-access learning for 800+ students annually. Now in its 10th year, this open-access platform demonstrates how sustained resource-building creates solutions for communication skills training.

11:55 AM

9:30 AM

**Sun, May 24**

9:30 - 11:55 AM

**605: Sun morning 605****Session** | **Location:** Chukyo University, 0号building/6-605

9:30 - 10:35 AM (1h 5m)

**Pragmatics SIG Forum: Building language competences through community****Speakers**

Benio Suzuki (Utsunomiya University), Saki Araki (Daito Bunka University), Yosuke Ishii (Seijo University)

**Description**

Yosuke Ishii will consider the underexploited language potential of classroom "mini communities" of students working in groups or pairs and propose activities for students to both improve their language abilities and feel part of these communities. Saki Araki will report a preliminary investigation of the specific English language needs of professionals within working life communities in Japan in the fields of arts and fashion. Benio Suzuki will facilitate the forum and chair the question time.

10:50 - 11:15 AM (25m)

**The intended and unintended benefits of a simple speaking warm-up activity****Speaker**

Mr Tim Pritchard (Seinan Gakuin University)

**Description**

This talk introduces a simple lesson warm-up activity. Firstly: students share any good news or bad news in pairs or groups. Secondly: the teacher asks students to share news with the class. Intended benefits of each step, and solutions to possible problems, will be discussed with classroom anxiety (Horwitz, Horwitz & Cope, 1986). Unintended benefits reported by students are discussed along with Self-Determination Theory (Deci & Ryan, 2002) and Social Learning Theory (Bandura, 1997).

11:30 - 11:55 AM (25m)

**Motivation Journals: A weekly look into what motivates language learners**

**Speaker**

Joseph Wood (Nanzan University)

**Description**

This presentation examines how raising students' awareness of their own motivation can impact how they feel about their language learning. For the study, students wrote weekly at home in motivation journals about what motivated or demotivated them each week. Data collection comes from 15 university students and includes surveys, interviews, and motivation journal entries. The data show that weekly self-reflections about one's own motivation and learning can actually increase overall motivation for language learning.

11:55 AM

9:30 AM

**Sun, May 24**

9:30 - 11:55 AM

**606: Sun morning 606****Session** | **Location:** Chukyo University, 0号building/6-606

9:30 - 9:55 AM (25m)

**Fostering Deeper Discussions through Gently Socratic Inquiry****Speaker**

Ryan Nakamura (Sophia University)

**Description**

This presentation explores adapting the usage of Dr. Thomas E. Jackson's Gently Socratic Inquiry (GSI) from teaching philosophy for children to university-level English instruction in Japan. Emphasizing student autonomy and critical thinking, GSI engages learners in student-generated questioning and teacher-facilitated dialogic inquiry. A classroom-based example from a second-year university course is presented, along with procedural variations for broader pedagogical application.

10:10 - 10:35 AM (25m)

**Whose History Counts? Critical Thinking and Community in Cypriot Texts****Speaker**

Sofia Koursarou

**Description**

This research examines Greek Cypriot Ministry of Education-approved history textbooks, focusing on the (lack of) representations of Turkish Cypriots. Using the concepts of hidden curriculum and critical discourse analysis, it explores how historical narratives reproduce or silence minority perspectives and sustain ethnonational divisions. Drawing on UNESCO Textbook Revision Guidelines, the study evaluates textbook content and emphasizes implications for critical literacy, intercultural dialogue, and dialogic learning communities.

10:50 - 11:55 AM (1h 5m)

**SIG Forum: Critical Thinking****Speakers**

Prof. Ariel Tabak (Temple University, Japan Campus), Mr James Dunn (Meiji University), Mr John Shaw (Westgate), Nidal Butt (Westgate)

**Description**

The Critical Thinking SIG Forum will feature presentations that propose approaches that encourage critical thinking in language classrooms. Among the topics to be covered this year are using logical fallacies to build safer and more engaged discussion spaces, exploring emotional reactions in media literacy courses, and examining critical thinking through game design.

11:55 AM

9:30 AM

**Sun, May 24**

9:30 - 11:55 AM

**607: Sun morning 607****Session** | **Location:** Chukyo University, 0号building/6-607

9:30 - 9:55 AM (25m)

**Teaching Presentation Skills with Storytelling Techniques**

**Speaker**

Todd Hooper (Setsunan University)

**Description**

In this presentation, a method of teaching presentation skills that focuses on the use of storytelling techniques while reading aloud will be introduced. These techniques include (1) body control—using posture, movement, and gestures; (2) breath control—using pauses; (3) speed control—using speaking speed; and (4) voice control—using volume, stress, and pitch. The speaker will show how these techniques can be taught in both presentation and writing classes.

10:10 - 10:35 AM (25m)

**Effect of peer support on speaking task performance.****Speaker**

Dawn Kobayashi (Onomichi City University)

**Description**

In this session, the presenter will share the results of a study examining whether students feel that they receive positive peer support during classroom presentations and how this affects their perceived and actual performance. Speaking activities can be one of the most face-threatening activities conducted in language classrooms (Osboe et al., 2007). Participants will gain insight into how adding salient positive peer support to existing teaching practice could improve the speaking performance of students.

10:50 - 11:15 AM (25m)

**No correct answers: Fostering autonomy and creativity in the L2 classroom****Speaker**

John Campbell-Larsen (Kyoto Women's University)

**Description**

This presentation will outline several classroom activities that move away from traditional notions of 'correct' and 'incorrect' outcomes and focus instead on encouraging students to use all of their extant knowledge to create utterances that are pragmatically appropriate but not merely pro forma. Classroom activities regarding reported speech, use of sense verbs, self-paraphrase, and backchannel utterances will be showcased along with classroom materials for promoting creativity, which is a key component of interactional competence.

11:30 - 11:55 AM (25m)

**Creating an empowering community of language-learners through a film festival****Speakers**

Ashley Ford (Nagoya City University), Kinsella Valies (Sophia University)

**Description**

This study examined the second-year implementation of an international film festival as a learning space prioritizing learner empowerment through project-based learning. Participants were surveyed before and after the event using the Learner Empowerment Scale (LES). Results showed that viewing peer work, receiving external feedback from judges, and observing audience responses influenced how students perceived their creative work and its impact. We will also offer practical suggestions for bringing some of the festival-like elements into classrooms.

11:55 AM

9:30 AM

**Sun, May 24**

9:30 - 11:55 AM

**608: Sun morning 608****Session** | **Location:** Chukyo University, 0号building/6-608

9:30 - 9:55 AM (25m)

**What makes PanSIG...PanSIG? Reflections of Grant Winners****Speakers**

Chelanna White (Reitaku University), Kinsella Valies (Sophia University)

**Description**

This study explores what makes PanSIG distinctive by examining attendee experiences through the lenses of communities of practice and emotion. Using a qualitative, hand-coded thematic analysis of publicly available PanSIG Transportation Grant reports from 2024–2025, the study identifies recurring themes related to emotion, community, and professional identity. Findings suggest that participants value PanSIG not only for professional learning, but for the sense of belonging, affirmation, and personal growth fostered through participation.

10:10 – 10:35 AM (25m)

**Differentiated strategies in the Japanese university classroom****Speaker**

Parvathy Ramachandran (Kanazawa Institute of Technology)

**Description**

This presentation is funded by a research grant from the PanSIG Organizing Committee

"Application of differentiated strategies in the Japanese university classroom context" will introduce the problem of varied language abilities among 15-20 first and second year engineering students in a general english course and argues for a tailored pedagogy. The presentation will focus on differentiated strategies that work best, how students respond in engagement, motivation and proficiency, and what implementation challenges do teachers face. Using a qualitative design, the study implemented flexible groupings, tiered tasks, scaffolding, technology, collecting teachers' reflective entries and student exit tickets. Expected outcomes will include a practical strategy catalog, recommendations for time allocation and lesson design, and implications for ESL instructions.

10:50 – 11:15 AM (25m)

**Motivation, accountability, and cooperation in the ESL classroom****Speaker**

John Carle (MW SIG, Kindai University, Oak Hills Press)

**Description**

This practice-oriented presentation explores how motivation, accountability, and cooperation can be intentionally designed into ESL classroom activities. Using concrete textbook-based examples, the presenter demonstrates discussion tasks and peer activities that increase student engagement, responsibility, and interaction. Drawing on established second language research, the session highlights practical strategies that encourage participation, reduce silence, and build a positive classroom community over an academic year.

11:55 AM

9:30 AM

**Sun, May 24**

9:30 – 11:55 AM

**801: Sun morning 801**

**Session** | **Location:** Chukyo University, 0号building/8-801

9:30 – 9:55 AM (25m)

**Iterative AI Feedback in PEEL Writing: EFL Learners' Reflections****Speaker**

Mr Joselito Bisenio (Ritsumeikan Uji Junior and Senior High School)

**Description**

Writing remains a challenge for EFL high school students, but generative AI helps improve drafting, revising, and feedback in PEEL paragraph writing tasks. First year students revised drafts after AI generated feedback and improvements in grammar, vocabulary, and structure were noted. Thematic analysis of the reflections shows AI's value as a writing aid and stresses the importance of teacher guidance in writing prompts and evaluating feedback. This session shares procedure, samples, and integration strategies.

10:10 – 10:35 AM (25m)

**The Feedback Loop: ESL Autonomy & Trust in GenAI****Speaker**

Shuyi Li (University of Tokyo)

**Description**

This study investigates how 87 university ESL learners experience Generative AI during vocabulary acquisition. We compared groups using English-only versus L1-supported feedback to understand impacts on motivation, confidence, and learner autonomy. Findings reveal that while ChatGPT-4o boosts engagement through contextualized explanations, technical inconsistencies can hinder trust. We provide practitioners with evidence-based strategies to effectively scaffold GenAI tools, helping students overcome usability challenges and fostering deeper, more reflective communicative language learning.

10:50 - 11:15 AM (25m)

**Take Control of Your Listening Materials - With AI****Speaker**

Ryan Richardson (Konan University Hirao School of Management)

**Description**

This talk will look at some ways to use various AI tools to create targeted and appropriate listening materials for classes.

11:30 - 11:55 AM (25m)

**Don't just copy it! Teaching students to use AI for editing their writing****Speaker**

Nicole Moskowitz (University of Hyogo)

**Description**

This presentation will detail a weekly writing activity which encouraged university students to use AI to edit their original work, and not simply blindly copy and paste answers. The steps to implement this activity in class will be explained. Also, the results of a survey on student perception of AI use, and AI feedback compared to teacher feedback will also be detailed.

11:55 AM

9:30 AM

**Sun, May 24**

9:30 - 11:55 AM

**802: Sun morning 802**

**Session** | **Location:** Chukyo University, 0号building/8-802

9:30 - 9:55 AM (25m)

**Connecting Classrooms to Companies: Authenticity Through ALT Feedback****Speaker**

楠本 正義 (札幌市立あいの里東中学校)

**Description**

How can we transform textbook grammar into real-world tools? This study connects a junior high school classroom with an external ALT dispatch company to operationalize the conference theme. Students submitted tour proposal videos, received authentic content-focused feedback, and utilized textbook grammar (infinitives/reasons) to refine plans for a final live negotiation. Discover how linking external community resources with the internal curriculum creates a genuine need for communication and transforms learners' audience awareness.

10:10 - 10:35 AM (25m)

**Manga-based PBL: Developing English Competence, Motivation, and Autonomy****Speaker**

Dr Takako Yasuta (Fukushima Medical University)

**Description**

This presentation introduces a manga-based Project-Based Learning approach designed to enhance English writing skills, learner motivation, and autonomy through contributing to the internationalization of the local community. In a semester-long course, non-English majors create informative English manga to promote local businesses. Manga allows practice of colloquial and academic English, sociolinguistic awareness, and ethical compliance in publication. The author demonstrates activities and discusses how creating manga for real-life purposes fosters practical language competence.

10:50 - 11:15 AM (25m)

**The Role of Repair Practices and Turn Designs in Task Repetition****Speaker**

Russell Chan

**Description**

This presentation reports a microgenetic analysis of immediate task repetition in an English oral communication course for low-proficiency Japanese university students.

11:30 - 11:55 AM (25m)

**Event-Based Learning: An ALT-Led English Performance Day in Elementary EFL****Speaker**

Mariquit D. Camba (Japan Exchange and Teaching Programme)

**Description**

This presentation examines an ALT-led English performance day as an example of event-based learning in Japanese elementary EFL education. Using a mixed methods design, the study explores grammar and vocabulary retention, learner engagement, and alignment with the national curriculum. It establishes an empirical baseline for event-based learning, extends discussions of ALTs' pedagogical roles and instructional leadership, and highlights the potential of EBL to extend English use beyond the classroom.

11:55 AM

9:30 AM

**Sun, May 24**

9:30 - 11:55 AM

**803: Sun morning 803****Session** | **Location:** Chukyo University, 0号building/8-803

9:30 - 10:35 AM (1h 5m)

**TEVAL Forum: AI and Integrity in Language Assessment****Speakers**

Jaime Morrish (Sugiyama Jogakuen University), Makito Kawata (Kanda University of International Studies), Tophe Zuelke

**Description**

This forum explores AI's influence on language assessment. Jaime Morrish examines how AI may challenge what we mean by "ability" in high-stakes tests. Makito Kawata looks at how test conditions, such as room acoustics, affect fairness and scores. Tophe Zuelke builds on these perspectives to open discussion of classroom use, asking whether AI truly assesses learning or only appears to do so. The panel invites discussion on fairness, feedback, and trust in AI-supported assessment.

10:50 - 11:15 AM (25m)

**Popular Culture as a Platform for Authentic Japanese Language Assessment****Speaker**

Maria Angelica Jimenez Otalora (Universidad de Waseda)

**Description**

This practice-oriented presentation reports on authentic assessment in a Colombian university elective, "Japanese for Manga and Anime," where mixed-level undergraduates collaboratively explored Japanese language and popular culture. The course replaced traditional exams with creative, collaborative tasks (e.g., thematic presentations, seiyuu projects) and flexible quizzes to build vocabulary, intercultural awareness, critical analysis, and learner agency. Participants will gain adaptable ideas for authentic assessment in non-regular language courses that integrate students' interests.

11:30 - 11:55 AM (25m)

**Exploring knowledge of English phrasal verbs among Japanese university students****Speaker**

Ian Munby (Hokkai Gakuen University)

**Description**

This presentation reports on a study that shows that Japanese university students' vocabulary size strongly correlates with their knowledge of common phrasal verbs, though several frequent verbs remain poorly known. Despite MEXT policy emphasis, high-frequency multiword expressions may still be under-taught in schools. The findings highlight the need for more systematic instruction of phrasal verbs in English education in Japan.

11:55 AM

9:30 AM

**Sun, May 24**

9:30 – 11:55 AM

**804: Sun morning 804****Session** | **Location:** Chukyo University, 0号building/8-804

9:30 – 9:55 AM (25m)

**Extensive reading in an undergraduate IELTS community of practice****Speaker**

Sara Terre Blanche (Kuroki) (Seijo University)

**Description**

This presentation introduces a community-of-practice-based extensive reading and speaking project for Japanese university students preparing for IELTS. Students met weekly in small lunchtime groups to discuss graded readers, share vocabulary, and practice speaking in English. Drawing on two cohorts of data, the session highlights how shared goals and peer interaction supported reading habits, speaking development, and motivation.

10:10 – 10:35 AM (25m)

**Which Phrasal Verbs Should Be Taught? A Corpus-Based Frequency Analysis****Speaker**

MART CHRISTINE JOHNSTON (Takushoku University)

**Description**

Corpus-based frequency lists have traditionally focused on single-word items, leaving the instructional status of multi-word units such as phrasal verbs unclear. This study examines where previously identified high-frequency phrasal verbs fall within a single-word frequency framework using COCA data. By analyzing bigrams, trigrams, and four-grams and integrating these into a lemma-based frequency list, the study finds that 48 phrasal verbs occur within the top 3,000 frequency level, supporting their instructional priority.

10:50 – 11:15 AM (25m)

**Asking Effective Follow-Up Questions****Speaker**

Dr Manu Avenido (Kyoto Sangyo University and Ritsumeikan University BKC)

**Description**

This presentation is funded by a research grant from the PanSIG Organizing Committee. Formulating questions in English remains challenging for Japanese EFL learners (Buda, 2010; Shizuoka, 2020), due to factors such as anxiety (Muroya, 2023), limited communicative practice (Yanagi & Baker, 2016), low oral proficiency (Hamada, 2008), difficulty with Wh-questions (Yonezaki & Yonezaki, 2015), and cultural differences (Takanashi, 2004). To address this, this paper presents the rationale, design, and implementation of a self-devised conversation activity that encourages relevant and effective follow-up questioning, with preliminary findings indicating its effectiveness.

11:30 – 11:55 AM (25m)

**AI+Student Generated Extensive Reading: What Learner Behaviour Reveals****Speakers**

Gary Ross (Kanazawa University), Mark Brierley (Shinshu University)

**Description**

This study examines learner interaction data from an AI-driven extensive reading system that generates stories levelled to reader proficiency. Behavioural measures such as reading speed, completion, and rereading are analysed alongside learner comments and ratings to identify patterns associated with successful and problematic texts. Findings provide insight into how well adaptive generation aligns with learner needs and where mismatches occur. Attendees will have the opportunity to try the system and generate an AI-driven story firsthand.

11:55 AM

9:30 AM

**Sun, May 24**

9:30 – 11:55 AM

**805: Sun morning 805****Session** | **Location:** Chukyo University, 0号building/8-805

9:30 – 9:55 AM (25m)

**Professional learning and identity development within a journal community****Speaker**

Thomas Stringer (University of St Andrews; The University of Osaka)

**Description**

This presentation explores the creation and development of the St Andrews Journal of International and Language Education (SAJILE), an international, online-only journal and its Community of Practice (CoP). The presenter, a CoP insider, introduces an ongoing investigation of evolving professional learning and identity within this CoP, using complexity theory and qualitative methodologies: document analysis, interviews, and duoethnography. Attendees will gain insights into initiating and fostering similar CoPs that advance language and international education globally.

10:10 – 10:35 AM (25m)

**STEM Students' Perceptions of Translanguaging in General English Courses****Speaker**

Ms Ma Wilma Capati (Global Englishes SIG)

**Description**

This study focuses on STEM Students' Perspective of Translanguaging practices in General English courses. Results from students in lower-level English courses were to students from higher-level English courses in accordance to their perspective of translanguaging in motivation and improving their comprehension

10:50 – 11:15 AM (25m)

**Multilingualism: Identity and Belonging.****Speaker**

Dr Alexandra Shaitan (Chuo University, Tokyo, Japan)

**Description**

This presentation explores how multilingualism and language prestige shape identity negotiation among mixed-race individuals in Japan. Focusing on a half-Japanese, half-Russian participant, it examines how Japanese, English, and Russian are differently valued in interaction and narrative. Using discourse-analytic approaches, the study highlights how raciolinguistic ideologies constrain belonging and lead to the rejection of stigmatised linguistic identities.

11:30 – 11:55 AM (25m)

**Making Pedagogical Decision-Making Visible in AI-Informed Lesson Planning****Speaker**

Frederic Lim (Method\_Mastery)

**Description**

Language teachers make complex pedagogical decisions intuitively, yet time pressure often prevents these decisions from being made explicit in lesson planning. This practice-oriented session explores how CI-informed planning routines can help teachers articulate and preserve their instructional judgment while reducing planning friction. Classroom examples and a brief demonstration illustrate how digital tools, including AI, can support teacher decision-making without altering pedagogy or instructional authority.

11:55 AM

9:30 AM

**Sun, May 24**

9:30 - 11:55 AM

**806: Sun morning 806****Session** | **Location:** Chukyo University, 0号building/8-806

9:30 - 9:55 AM (25m)

**Navigating Transitions: Community and University English Teacher Identities****Speaker**

Yuta Mogi (Tamagawa University)

**Description**

This study explores how professional communities shape the identity development of part-time university English teachers in Japan across career transitions. Using narrative inquiry with two teachers—one who moved into full-time university employment and one who had returned to secondary education—it examines how different forms of community participation influenced identity, well-being, and career decision-making. The findings highlight the central role of collegial interaction and institutional involvement in supporting teachers as they navigate professional change.

10:10 - 11:15 AM (1h 5m)

**SIG Forum: Teacher Development****Speaker**

Jon Thomas (TD SIG)

11:55 AM

9:30 AM

**Sun, May 24**

9:30 - 11:55 AM

**807: Sun morning 807****Session** | **Location:** Chukyo University, 0号building/8-807

9:30 - 9:55 AM (25m)

**Nontraditional authors in Japanese HE: a collaborative autoethnography****Speakers**

Elizabeth Oba (National Institute of Technology, Toyama College), Jason Henwood (General Union), Jerry Talandis Jr. (University of Toyama), Mukaddam Khaitova (Hokuriku University), Dr Theron Muller (Waseda University Faculty of Human Sciences)

**Description**

We will showcase our experiences of writing for academic publication from within Japanese higher education (HE) as nontraditional authors, explored through collaborative autoethnography (CAE). Our presentation will pursue two goals: explaining how our CAE helped us better understand our experiences of academic publication and how our experiences can inform others seeking to write for academic publication to address and overcome similar challenges. We also explain how CAE provided a reflexive, supportive space for our empowerment.

10:10 - 10:35 AM (25m)

**Leveraging students' passions for effective language learning****Speaker**

Judith Kambara (Nagoya City University)

**Description**

This presentation will outline how a university course centered around students' passions fosters real-world language competencies, classroom engagement, and agency. Students explore how engaging with a passion promotes health and well-being, sharing their insights and experiences through discussions, reflective journaling, and presentations. Attendees will gain practical insight about how designing a course around students' interests promotes agency for personalized language learning, increases classroom engagement and motivation, differentiates learning, and honors students' stories.

10:50 - 11:55 AM (1h 5m)

## Learner Development SIG Forum: Community - A Pathway to Language Competence

**Speakers**

Chizuru Gyofu, Daniel Hooper (Chuo University), Ivan Lombardi (University of Fukui), John Bankier (Kanagawa University), Karin Ebisu (Kanagawa University), Kimberly Loren Abella Reyes, Mike Nix (Chuo University), Robert Moreau (Meiji University), Ms Yuka Kono (Waseda University), 佳世小澤 (Kyoritsu University)

**Description**

Presentations are as follows:

Chizuru Gyofu - Fostering Learner Autonomy Through Self-Regulated Learning in Extended EFL Classes  
Daniel Hooper and Robert Moreau - Learning, Struggling, Teaching: Language Teachers' Reflections as Language Learners

Ivan Lombardi - A Classroom Story of Multilingual Learners Figuring Out AI Translation Together

Karin Ebisu, John Bankier, and Yuka Kono - Social Media Strategies for Supporting Language Learners in Language Commons

Kayo Ozawa - Motivation (and Assessment) in Community Building

Mike Nix - An Ethical Practice of Listening for Research Encounters Across Borders

What is the 2026 SIG forum about? In this forum, we explore how language education can foster connection and community across borders. In today's increasingly interconnected world, language learning is evolving beyond linguistic proficiency to nurture communicators who think critically, act empathetically, and collaborate across languages and cultures. Presentations share both classroom practices and research-based insights into how inclusive, multilingual approaches promote learner agency, intercultural understanding, and community building. Presenters will highlight practical strategies, innovative programs, and studies that examine how educators and learners can co-create equitable, connected learning environments for a more sustainable global future.

11:55 AM

9:30 AM

**Sun, May 24**

9:30 - 11:55 AM

**808: Sun morning 808**

**Session** | **Location:** Chukyo University, 0号building/8-808

9:30 - 10:35 AM (1h 5m)

**SIG Forum: Teaching Younger Learners****Speaker**

Ms Alexandra Burke (Shiga University; The University of Shiga Prefecture)

**Description**

The Teaching Younger Learners Special Interest Group is dedicated to supporting educators who work with children and adolescents in a wide range of teaching contexts. TYL values practical, research-informed, and classroom-tested ideas that help teachers build confidence, foster belonging, and support meaningful language learning for young people. This forum brings together presenters whose work reflects those priorities through hands-on, reflective, and teacher-useful approaches.

For the first part of the forum, [sorry, still waiting for the final part of the writeup!].

For the second part of the forum, Alexandra Burke will present "Serious Fun: Hands-on ABC Bottle Cap Play: Building Classroom Communities and Foundations for Keyboarding." In this session, participants will explore how combining fonts, paper, and bottle caps as a reusable tactile resource can support alphabet learning, build reading confidence, and encourage positive peer interaction. Drawing on classroom practice in both large and small-scale settings, Burke will share ways this approach can be used for spelling, vocabulary building, sentence formation, and QWERTY keyboard practice. The session will include a short introduction followed by a hands-on component using prepared materials, giving participants an opportunity to experience the method directly and reflect on how it might transfer to their own teaching contexts. This presentation will be especially relevant for teachers interested in practical, low-cost, and inclusive approaches that support engagement and help build strong foundations for later paper-based and digital learning.

10:50 - 11:15 AM (25m)

- 111 -

**Negativity bias and the classroom: Tips for helping our students learn.**

**Speaker**

Elisabeth Fernandes

**Description**

Negativity bias can reduce Japanese university EFL students' confidence and willingness to speak, especially in presentation classes where fear of mistakes and overfocus on accuracy are common. This practical session looks at how this affects student participation and what teachers can do about it. Participants will gain ideas for giving more positive feedback, strengthening peer interaction, and building supportive communities of learning that encourage risk-taking and confidence in spoken English.

11:30 - 11:55 AM (25m)

**Cooperative Learning in Action: Practical Strategies for English Classrooms****Speaker**

Amy Braun (Seto Solan Primary School)

**Description**

This presentation will present Cooperative Learning and present effective implementation strategies for English classrooms. Participants will engage in practical CL activities that are adaptable across educational levels, from preschool to high school. These activities are informed by a range of sources, including workshops (Laurier, 2025) and relevant literature (Kagan & Kagan, 2009). By the end of the session, attendees will obtain concrete activities and ideas to promote cooperation and positive classroom relationships.

11:55 AM

9:30 AM

**Sun, May 24**

9:30 - 11:55 AM

**809: Sun morning 809****Session** | **Location:** Chukyo University, 0号building/8-809

9:30 - 9:55 AM (25m)

**Building a University Community: Inter-class Collaboration and Exchange****Speakers**

Stephen Bridge (Tokyo International University), Kaori Ibuki (Tokyo International University)

**Description**

Our presentation details a Japanese language instructor / English language instructor collaboration between the Saitama and Tokyo campuses of an international university. Over the fall 2025 semester, students used pen and paper, online writing, and video exchanges to bridge the J-track and E-track communities, communicating in their target languages about themselves, their cultures, and course content topics. Student impressions through surveys and interviews and instructor reflections on the experience will also be presented.

10:10 - 10:35 AM (25m)

**Building Intercultural Competence Through Virtual Exchange Communities****Speaker**

Mr Adam Jenkins (Shizuoka Institute of Science and Technology)

**Description**

The International Virtual Exchange Project (IVEProject) is an 8-week exchange held twice each year, designed to improve students' English and cultivate intercultural competence. Participants engage in forum-based exchanges, bringing their own personal experiences and cultural perspectives to sharing with real people from other cultures. In addition to large-scale discussions, students also form smaller groups for more intimate group discussions and participate in other activities to improve their intercultural competence.

10:50 - 11:15 AM (25m)

**Having students find images for cross-cultural comparative concepts****Speaker**

Cameron Romney (Kyoto Women's University)

**Description**

This presentation describes a homework assignment used in an intercultural understanding seminar (zemi) for students in an English department. The students find multiple images that demonstrate a cross-cultural comparative concept, such as power distance (Hofstede, 2011), and write an analysis. The presentation will explain the rationale and details of the assignment and show examples of student work so participants can adapt the assignment for their contexts.

11:30 - 11:55 AM (25m)

**Intercultural Competence in FL Classrooms: Voices from Public Figures****Speaker**

Dr Ana Sofia Hofmeyr (Kansai University)

**Description**

This presentation will introduce results from in-depth interviews with 18 high-profile Japanese professionals with vast international experience in a broad range of fields, including STEM, business, sports, art, music, hospitality, diplomacy, and education. We will discuss: 1. What strategies have successful Japanese professionals developed for effective intercultural communication? 2. Which intercultural competencies are perceived as key for students to live and work across cultures? 3. How can these competencies be fostered through foreign language education?

11:55 AM

9:30 AM

**Sun, May 24**

9:30 - 11:55 AM

**810: Sun morning 810**

**Session** | **Location:** Chukyo University, 0号building/8-810

9:30 - 10:35 AM (1h 5m)

**GALE Forum: Diverse JET voices in Japan****Speakers**

Bernadette Benjamin (Ritsumeikan Uji), Dillon Flores (JET PProgram Presenter), Kurtis Carter (AJET), Mr Terry Tuttle (ISA)

**Description**

What does it mean to navigate identity while teaching in a society that often values conformity? In this session, we will explore the lived experiences of three Assistant Language Teachers (ALTs) in Japan who identify as gender-diverse, sexually diverse, and racially diverse. Each speaker will share their personal journey of identity development, resilience, and connection while living and working in Japan.

10:50 - 11:15 AM (25m)

**Exploring Language Learning Through Women's Community Participation****Speaker**

Mrs Anisah Ghina Wijayanti (Waseda University)

**Description**

Adult and transnational learners, particularly women, often face barriers such as anxiety, limited access to safe spaces, and social constraints (Krashen, 1982). Examining community-based practices is therefore essential for designing inclusive language-learning environments.

11:30 - 11:55 AM (25m)

**Raising gender equality awareness through Task-Based Language Teaching****Speaker**

Nhat Nam Lien (National Yang Ming Chiao Tung University, Taiwan)

**Description**

This presentation offers an English-language course design that raises critical awareness of gender equality for vocational high school students, drawing on the TBLT-integrated Critical Language Pedagogy approach. The presentation begins with a discussion on how the course develops students' linguistic skills, cognitive competence, and a gender-balanced perspective. Then, it introduces the instructional design of each task cycle, followed by suggestions for potential materials and forms of assessment for this type of class.

11:55 AM

11:05 AM Sun, May 24

11:05 - 11:35 AM

**Wellness Sessions: Wellness Session - Sun morning****Session** | **Location:** Chukyo University, 0号building/7-07A - Wellness Sessions11:05 - 11:35 AM (30m) **Slow Yoga Class****Speaker**

Ellie Smith (Aichi University)

**Description**

Come along for a slow and refreshing yoga session where you'll have a chance to unwind and reset in between presentations. These classes are beginner-friendly, so come and have a go even if you've never stepped on a yoga mat before. We will work on some simple yet effective yoga poses to help calm the mind, quiet the noise, and ease the jitters. Wear something comfy and easy to move in.

11:35 AM

11:55 AM Sun, May 24

11:55 AM - 12:40 PM

**Posters - 1F Gallery: Sunday posters****Poster Session** | **Location:** Chukyo University, 0号building/1-1 - Gallery (posters)**Exploring co-constructed assessment practices in PBL****Speaker**

Andy Barfield (Chuo University)

**Teaching Pronunciation in Higher Education: Perceptions from KUIS Teachers****Speakers**

Jason Wills (Kanda University of International Study), Rachael Roberts (Kanda University of International Studies)

**From Classrooms to Collaborative Writing Communities****Speaker**

Zoe Barber (Kwansei Gakuin University)

**The origami model of phonology acquisition: Exposure facilitates pathways****Speaker**

Marc Jones (Toyo University)

12:40 PM

11:55 AM Sun, May 24

11:55 AM - 12:40 PM

**Posters - 2F Yamate Hall: Sunday posters****Poster Session** | **Location:** Chukyo University, 0号building/2-1 - Yamate Hall (posters)**Transnational Sisterhood: Career Trajectories of Japanese Women Academics****Speakers**

Kayoko Kinshi (University of Hyogo), Akiko Tsuda (Nakamura Gakuen University)

**Living on the Edge: Peripherality & Marginality in EMI Communities****Speaker**

Peter Brereton (International Christian University)

**Those who understand, teach: Teacher Development in Jamaica and Japan**

**Speaker**

Ms Krystle Wright (Kyoto Prefectural University of Medicine)

**University students' rankings of social issue severity****Speaker**

Bethany Lacy (Rikkyo University)

12:40 PM

12:40 PM

**Sun, May 24**

12:40 - 2:25 PM

**08A: Sun afternoon 08A****Session** | **Location:** Chukyo University, 0号building/8-08A

12:40 - 1:05 PM (25m)

**Sociocultural Barriers Affecting Japanese Learners of English in ESL Class****Speaker**

Ai Nakagawa (Seiryō High School, Shizuoka Institute of Science and Technology)

**Description**

This presentation examines sociocultural factors that influence Japanese learners' participation and performance in ESL classrooms. It focuses on cultural values such as group orientation, hierarchical relationships, and face-saving practices, as well as the impact of higher education expectations, entrance examinations, and pressure to succeed. The study highlights the need for communicative teaching approaches and socioculturally sensitive instruction for Japanese ESL learners.

1:20 - 1:45 PM (25m)

**Task-based learning and the SDGs: A Japanese vocational college case study****Speaker**

Ikhlas Abdul Hadi (Globiz Professional University)

**Description**

Teaching the SDGs in Japanese vocational EFL classrooms can be challenging due to abstract concepts and learners' largely extrinsic motivation. This presentation shares how a task-based learning approach was used in a small, mixed-proficiency class to address these challenges. Focusing on task design and sequencing, it presents classroom examples and learner feedback from questionnaires, observations, and interviews, and offers practical considerations for integrating SDGs through accessible, motivating tasks.

2:25 PM

12:40 PM

**Sun, May 24**

12:40 - 2:25 PM

**603: Sun afternoon 603****Session** | **Location:** Chukyo University, 0号building/6-603 - Sponsors

12:40 - 1:05 PM (25m)

**What Makes a "Hot Topic"? 4 Keys to Effective Class Discussion****Speaker**

Sean Bermingham (Independent author-editor)

**Description**

Sponsored by Tryalogue Education

Choosing suitable discussion topics is crucial for encouraging lively interaction among students. But why do some class discussion topics work well in Japan, and others don't? In this session, the presenter will share some recent findings from a research project conducted among Japanese university teachers. Attendees will explore four simple but essential criteria that can be used for identifying effective discussion topics for Japanese high school or university English classes.

2:25 PM

12:40 PM **Sun, May 24**

12:40 - 2:25 PM

**604: Sun afternoon 604**

**Session** | **Location:** Chukyo University, 0号building/6-604

12:40 - 1:05 PM (25m)

**Building Community: An Exploration of the Potential of a University Seminar****Speaker**

Andre Parsons (Hokkaido University of Education - Hakodate)

**Description**

In Japan, many university students are required to join a seminar in which they often do research under a teacher's supervision. They usually meet regularly and share their research, suggesting the presence of a Community of Practice (CoP). However, to what extent does a seminar facilitate a CoP? This presentation explores that question through the author's own seminar providing insights into ways that teachers can promote the development of CoPs within their own teaching contexts.

1:20 - 2:25 PM (1h 5m)

**CUE SIG Forum: Cultivating Confidence Through Community****Speakers**

Ashton Dawes (Kanda University of International Studies), Kathryn Jurns (Rikkyo University), Lucas Dickerson (Kwansei Gakuin University), Michael Griffiths (Kwansei Gakuin University), Naoko Kato

**Description**

This forum, led by editors and chapter authors of *Cultivating Confidence in L2 Writing*, presents classroom-tested, communication-centered practices that build student confidence, language competence, and sustainable writing communities. Focusing on reimagined peer review, communicative writing tasks, and technology-enhanced methods, presenters showcase collaborative, socially mediated approaches to writing instruction, invite practical discussion on adaptation across tertiary contexts, and emphasize how community-focused pedagogy supports student learning and teacher development, preparing students for future communicative demands effectively.

2:25 PM

12:40 PM **Sun, May 24**

12:40 - 2:25 PM

**605: Sun afternoon 605**

**Session** | **Location:** Chukyo University, 0号building/6-605

12:40 - 1:05 PM (25m)

**Using Common Cloud Applications for Collective Language Evaluation****Speakers**

George MacLean (University of the Ryukyus), Norman Fewell (Meio University)

**Description**

Traditional grading often struggles to capture teamwork nuances and delivers feedback too late to drive student growth. This session demonstrates a practical system for combining instructor, peer, and self-evaluation using Google Workspace. Learn to use Google Forms and Sheets to automate scoring and streamline feedback for group projects. Ideal for online or hybrid settings, this low-cost approach improves accountability and student involvement. Attendees will gain actionable strategies for more transparent, consistent, and fair assessments.

1:20 - 1:45 PM (25m)

**From Voice to Agency: Student-Led Conferences as Community of Practice****Speaker**

Ann Flanagan (Ritsumeikan Junior and Senior High School)

**Description**

This practice-oriented presentation explores student-led conferences as a community of practice in EFL education. By positioning students in leadership roles, student-led conferences foster agency, transformative learning experiences, learner autonomy, and practical language use. Drawing on the presenter's experience in a private Japanese secondary school, the presentation shares strategies for designing and facilitating student-led conferences that foster student agency, social change, and communication skills in an EFL context.

2:00 - 2:25 PM (25m)

**Teaching Microinterventions for Linguistic and Racial Microaggressions****Speakers**

Aurora Tsai (University of Tokyo), Daisuke Kimura (Waseda University)

**Description**

Although microaggressions frequently attack racial minorities' personhood and portray them as linguistically deficient, few studies have investigated how language educators can support learners' resilience and response strategies. This study examines reflections from 70 Japanese mixed-heritage individuals about their encounters with microaggressions and their confrontation and coping strategies. Although participants were often nonconfrontational in the past, they reported various strategies for confronting and educating perpetrators moving forward. We summarize these and discuss pedagogical applications.

2:25 PM

12:40 PM

**Sun, May 24**

12:40 - 2:25 PM

**606: Sun afternoon 606****Session** | **Location:** Chukyo University, 0号building/6-606

12:40 - 1:45 PM (1h 5m)

**BRAIN SIG Forum: The Social Brain and its Role in Learning****Speakers**

Curtis Kelly (Professor Emeritus, Kansai University), David Scott Bowyer (Nagoya Gakuin University), Harumi Kimura (Miyagi Gakuin Women's University), Kazunori Shishikura (Sophia University), Sirisha Komanduri (Meikai University, Chiba)

**Description**

The Brain SIG forum presents five brain-inspired talks focusing on the roles the social brain plays in education, given by five passionate presenters—from up-and-coming educators to well-published experts. The forum includes a theoretical perspective on the social brain in education (Sirisha Kumanduri), expands this with research evidence (Kazunori Shishikura) and critical observations (Harumi Kimura) from the classroom, introduces inspirational techniques of classroom management (Scott Bowyer) and methodology on enhancing cognitive control, a skill your students need (Curtis Kelly).

2:00 - 2:25 PM (25m)

**Neuroscience informs us that tasks are mandatory, not optional****Speaker**

Curtis Kelly (Professor Emeritus, Kansai University)

**Description**

From the brain's perspective, it is a massive task to take something we know and turn it into goals and actions. Knowing is only half of what EFL learning is. The other half is doing, called cognitive control in neuroscience, something we grossly undervalue. Let us look at the neuroscience behind this perspective, including the role of play, tasks, and automaticity, and review approaches that maximize both halves of learning: knowing and doing!

2:25 PM

12:40 PM Sun, May 24

12:40 - 2:25 PM

**607: Sun afternoon 607**

Session | Location: Chukyo University, 0号building/6-607

12:40 - 1:05 PM (25m)

**From Memorization to Critical Thinking in Randomized Speaking Assessments****Speaker**

Mike Lawrence Ratunil (Ritsumeikan Uji Junior and Senior High School)

**Description**

This presentation examines how the use of randomized speaking topics can move assessment beyond memorization and toward authentic critical thinking among second-year high school EFL students. By limiting opportunities for rehearsed or scripted responses, learners are encouraged to analyze ideas, organize their thoughts, and respond spontaneously in real time. The findings indicate that random-topic speaking tasks more effectively reflect genuine communicative competence, while also increasing cognitive demand and promoting higher-order thinking. Overall, this approach offers a more valid and meaningful way to assess speaking performance in language classrooms.

1:20 - 1:45 PM (25m)

**The Human Touch: Why Teachers Matter More Than Ever in an AI World****Speakers**

Dr Andrew Reimann (Aoyama Gakuin University), Natsuki Suzuki (Teaching English to Young Learners)

**Description**

What is the value of a teacher in the age of AI? Presenters discuss the evolving role of educators amidst, rising revolutionary innovation. Technology that enhances learning through personalization, and efficiency lacks the emotional intelligence and empathy essential for curiosity, creativity, competence and community building. Bridging this divide, presenters emphasize the unique qualities of teachers, and how educators can leverage technology to foster meaningful connections, ensuring that human interaction remains at the heart of learning.

2:00 - 2:25 PM (25m)

**Investigating the Impact of Flipped Learning on Foreign Language Anxiety****Speaker**

James Broxholme (Kwansei Gakuin University)

**Description**

This study investigates using the flipped classroom model to mitigate Foreign Language Anxiety (FLA) among 200+ students at a public university in Shikoku. Grounded in Tokuhama-Espinosa's (2011) neuroeducational framework, the research compares flipped and traditional instruction via the FLCAS scale. Attendees will explore how pre-class preparation manages cognitive load and reduces perceived threat. Practical, evidence-based strategies for designing anxiety-reducing, university-level interventions will be shared.

2:25 PM

12:40 PM Sun, May 24

12:40 - 2:25 PM

**608: Sun afternoon 608**

Session | Location: Chukyo University, 0号building/6-608

12:40 - 1:05 PM (25m)

**Study Abroad Returnees' Podcast Narratives: Transformation and Identity****Speaker**

Thomas Entwistle (the British Council, Japan)

**Description**

This study analyses the podcast narratives of Japanese study abroad returnees to explore transformation, language learning, and identity. Using reflexive thematic analysis, the study highlights how students articulate growth, challenges, and shifting self-perceptions through naturally occurring spoken narratives. Findings suggest podcast style semi structured interviews offer a valuable lens for understanding post-study abroad reflection and learner voice.

1:20 – 2:25 PM (1h 5m) **SIG Forum: Study Abroad**

**Speakers**

Anna Engle (Kyoto Gaidai Nishi High School), Cecilia Noemi Silva (Tohoku University), Edward Escobar (Kyoto Gaidai Nishi High School), Michael Sharpe (Kochi National University), Nick Hallsworth (Seijoh University), Thomas Legge (Momoyama Gakuin University)

**Description**

This forum brings together four presentations exploring innovative and practical approaches to study abroad across pre-, during-, and post-mobility stages. Contributions include a cost-effective volunteer-based model, a task sequence promoting authentic linguistic engagement, reflective journaling to address pre-departure anxiety, and a study of learner autonomy in program evaluation. Together, these examples demonstrate how rethinking traditional models can enhance accessibility, deepen student engagement, and support meaningful learning outcomes in international education.

2:25 PM

12:40 PM **Sun, May 24**

12:40 – 2:25 PM

**801: Sun afternoon 801**

**Session** | **Location:** Chukyo University, 0号building/8-801

12:40 – 1:05 PM (25m)

**Can teachers spot machine-generated English?: Designing a pilot study****Speaker**

John Bankier (Kanagawa University)

**Description**

This study compares the ability of language teachers, AI checker apps and large language models to distinguish human-written from machine-generated text produced by an LLM (ChatGPT) or translation software (DeepL). This presentation will discuss how texts were produced which were representative of student writing practices. In addition, the design of the study will be described, including use of Claude AI to code the survey in HTML and JavaScript, and how gamification aimed to increase responses.

1:20 – 1:45 PM (25m) **Strategic Communication in Online Tandem Learning**

**Speaker**

Jehan Cruz (Ritsumeikan University)

**Description**

This presentation explores how English and Japanese learners sustain interaction in online tandem learning through the strategic use of multimodal resources. Drawing on video-recorded Zoom exchanges, it shows how learners combine linguistic, paralinguistic, digital, and interactional strategies to negotiate meaning, maintain engagement, and collaborate effectively. The findings highlight how flexible communication supports balanced participation and offers practical insights for designing effective virtual tandem learning activities.

2:00 – 2:25 PM (25m)

**Virtual Exchange: Developing Critical Language Competencies for Peace****Speakers**

Susan Meiki (JALT Business Manager / Okayama University / Poster Chair), Tim Cleminson (Okayama University),

**Description**

Drawing on a Ukraine-Japan collaboration, this presentation explores Virtual Exchange as a peacebuilding community. We demonstrate how collaborative tasks and human encounters transform critical media literacy into tools for real-world mediation. We introduce a pedagogical framework showing how instrumental and ontological capacities must be nurtured to help students navigate the complexities of conflict reporting. Attendees will gain design strategies and ethical guidelines for conflict-sensitive exchanges that balance critical rigor with deep human connection.

2:25 PM

12:40 PM **Sun, May 24**

12:40 – 2:25 PM

**802: Sun afternoon 802****Session** | **Location:** Chukyo University, 0号building/8-802

12:40 – 1:05 PM (25m)

**Analyzing L2 Student-Authored Academic Papers Using Rhetorical Moves Analysis****Speakers**

Alexandra Terashima (University of Tokyo), Anna Bordilovskaya (Tokyo City University)

**Description**

teaching academic writing in an EFL context is challenging because reading published papers that exemplify this genre is often beyond the students' level of comprehension. We therefore used student-written IMRaD papers to create a rhetorical moves analysis framework, which makes the genre more accessible for students. We discuss the process used to extract moves for the Introduction and Methods sections of student-authored IMRaD papers and implications for teaching and developing teaching materials.

1:20 – 2:25 PM (1h 5m)

**PanSIG Journal Hands-On: Testing Your Knowledge of Submissions****Speakers**

Andrew Devitt (Westgate), Ezra Vasquez (Kansai Gaidai University), Miguel Campos (Toyo University), Nidal Butt (Kanda University of International Studies), Suwako Uehara (The University of Electro-Communications)

**Description**

Navigating journal submission systems can be a barrier for many prospective authors. This interactive forum addresses that challenge by introducing the PanSIG Journal's new Open Journal Systems (OJS) platform through a live demonstration and guided participation. Beyond the technical walkthrough, participants will engage in collaborative activities such as trivia and group-based problem-solving tasks designed to highlight key elements of successful submissions, including manuscript preparation, journal fit, and common pitfalls. Led by multiple editors, the session provides direct insight into editorial expectations while creating a low-stakes, interactive space to explore the publishing process.

2:25 PM

12:40 PM **Sun, May 24**

12:40 – 2:25 PM

**803: Sun afternoon 803****Session** | **Location:** Chukyo University, 0号building/8-803

12:40 – 1:05 PM (25m)

**The challenges of creating a Japanese speaking test ... for English teachers****Speakers**

Alex Serebriakoff (Momoyama Gakuin Daigaku), Thomas Legge (Momoyama Gakuin University), 容子 夜久 (桃山学院大学)

**Description**

Many English teachers in Japan prepare students for IELTS Speaking without ever experiencing a high-stakes communicative speaking test themselves. This interactive session introduces a project that created a Japanese-language speaking test modelled on IELTS Speaking, exploring speaking test design, construct validity, pragmatics, and examiner expectations. Participants will try selected speaking tasks and reflect on the test-taker experience, gaining fresh insight and empathy into what students face in high-stakes speaking tests.

1:20 - 1:45 PM (25m)

**Do Listening Speed and Vocabulary Prediction Aid in Listening Comprehension?****Speakers**

Emily MacFarlane (Tohoku Gakuin University), Friel Alina (Tohoku University), Jessie Takeda (Tohoku University)

**Description**

This study investigated the interaction between speech rate and vocabulary prediction among 100 Japanese EFL students. Using TOEFL ITP® conversations at various speeds (0.75x - 1.25x), results revealed that listening scores consistently exceeded prediction scores ( $p < 0.001$ ). While speed alone did not determine performance, predictive ability became a critical success factor at high speeds (1.25x,  $r = 0.59$ ). These findings suggest that systematic predictive strategies may effectively scaffold comprehension during accelerated speech.

2:00 - 2:25 PM (25m)

**Personalised handwritten homework for CEFR mediation and speaking fluency****Speaker**

Mr John Shaw (Westgate)

**Description**

This classroom study investigates the impact of personalised, handwritten homework on learner engagement and speaking fluency in two A2-B1 university classes. Students completed eight 100-word texts on self-chosen topics and used them to prepare for mingling tasks focused on different CEFR mediation criteria. The presentation will show findings indicate higher homework completion, increased confidence, and perceived fluency gains, while highlighting motivational differences between classes and a learner preference for greater scaffolding alongside free choice.

2:25 PM

12:40 PM

**Sun, May 24**

12:40 - 2:25 PM

**804: Sun afternoon 804****Session** | **Location:** Chukyo University, 0号building/8-804

12:40 - 1:45 PM (1h 5m)

**SIG Forum: Extensive Reading****Speakers**

Mark Brierley (Shinshu University), Noriko Muramatsu (Meiji University Meiji HS Meiji JHS), Patrick Conaway (Shokei Gakuin University), Sandra Yamane (Three Tigers English)

**Description**

Dear ER Helpline. This forum will answer some of the common issues that an instructor may face when trying to set up and conduct an ER program at their institution. For example; How do I convince my school that conducting an ER program will be beneficial for the students? How much budget would I need to start, and where can I find it? What books do I need and where do I get them?

2:00 - 2:25 PM (25m)

**Meaningful reading fluency: A communicative extension task****Speaker**

Andrew Devitt (Westgate)

**Description**

This presentation introduces a community-based extension to speed reading practice designed to improve student motivation for reading fluency exercises. By shifting responsibility from the teacher to the learners, students work together to check answers, justify comprehension, and confirm results as a class. Attendees will learn how to implement this collaborative fluency practice to support faster, more confident reading in EFL classrooms.

2:25 PM

12:40 PM Sun, May 24

12:40 – 2:25 PM

**805: Sun afternoon 805****Session** | **Location:** Chukyo University, 0号building/8-80512:40 – 1:45 PM (1h 5m) **SIG Forum: Global Englishes****Speakers**

Natalie Correia, Mr Prumel Barbudo (Meikai University)

**Description**

The Global Englishes forum features two presentations. Natalie Correia discusses how intercultural exchanges can influence high school students' native-speakerist ideologies. Prumel Barbudo considers a university-level International Fair as a temporary multilingual community of practice. Their work looks at how educational experiences can help develop more flexible, multilingual, and intercultural perspectives on English use, and invites discussion on how such approaches can be integrated into education practice.

2:00 – 2:25 PM (25m)

**Adapting EFL Teaching to Increasingly International Classrooms in Japan****Speakers**

Brett Laybutt (Globiz Professional University), Sean Mitchell (Globiz Professional University)

**Description**

In recent years due to the falling birthrate, Japanese universities and colleges are enrolling increasing numbers of international students, creating more linguistically and culturally diverse classrooms. This presentation explores how a group of instructors at a vocational college have adapted their teaching practices in response, focusing on how instructors have adapted to these contexts. Drawing on classroom-based examples, it also presents practical strategies for inclusive instruction and discusses ongoing challenges faced by educators teaching multicultural classes in Japan.

2:25 PM

12:40 PM Sun, May 24

12:40 – 2:25 PM

**806: Sun afternoon 806****Session** | **Location:** Chukyo University, 0号building/8-806

12:40 – 1:05 PM (25m)

**Japanese University Committees via L2: Competency, Cultural Frameworks, and CDA****Speaker**

Amanda Kira (Chuo University)

**Description**

Foreign professors on university committees encounter Japanese language-mediated, local discourses used in active negotiation of texts and roles. However, as I describe in this autoethnography, task expectations for committee assignments at Japanese universities can be confusing when joining from other cultural milieux. I will reflect on theories from sociology, anthropology, and sociolinguistics that I have used throughout the process of developing pragmatic skills and professional identity on the job at universities in Japan.

1:20 – 1:45 PM (25m)

**When Community-Based Approaches Miss Multilingual Learners in Japan****Speaker**

Yulia Kuznetsova (University of Tsukuba)

**Description**

Community-based approaches such as group work, peer collaboration, and language support classes are widely used to support multilingual learners. Yet participation does not always lead to recognition. Drawing on learner perspectives from research in Japan, this presentation examines how multilingual students may remain unnoticed as multilingual speakers even in supportive environments. Participants will be invited to reflect on how participation and recognition operate in their own teaching contexts.

2:00 - 2:25 PM (25m)

**How Japanese pre-service English teachers position themselves prior to STSA****Speaker**

Justin Pool (Osaka Kyoiku University, University of St Andrews)

**Description**

This presentation reports pre-departure findings from a longitudinal study examining how Japanese pre-service English teachers position themselves in relation to short-term study abroad (STSA). Drawing on semi-structured interviews and Language Identity Theory, it explores participants' learning histories, perceived competence, and expectations of STSA. The study sheds light on how identity negotiation and imagined professional communities shape teachers' needs even before physical mobility begins.

2:25 PM

12:40 PM

**Sun, May 24**

12:40 - 2:25 PM

**807: Sun afternoon 807**

**Session** | **Location:** Chukyo University, 0号building/8-807

12:40 - 1:05 PM (25m)

**Community Tasks for Personal Growth and Student Engagement****Speaker**

Kip Cates (Tottori University)

**Description**

The classroom can be an exciting place to work with students on developing foreign language skills. Sending students out into the real world to do communicative tasks in the local community can reinforce classroom learning, build social awareness, foster student engagement and promote personal growth. This presentation will demonstrate creative ways to design out-of-class homework assignments that engage students with the local community, promote interpersonal interactions, increase motivation and improve language proficiency.

1:20 - 1:45 PM (25m)

**Fostering Classroom Community Through Exploratory Practice****Speaker**

Ralph Artugue (Sophia University)

**Description**

This study originated from a practitioner research project on reflective diary use. This presentation focuses specifically on how students experienced and contributed to the development of a classroom community in a University English communication course.

Over the six weeks, students' participation, interaction patterns, and emerging needs became central to shaping the classroom environment. By attending to these needs, students actively influenced the direction of lessons through their engagement and preferences.

This presentation shows how a community formed around shared values of practical language learning and mutual support. It illustrates how students navigated their roles as learners, contributed to peer interaction, and informed a flexible approach to teaching.

The session concludes by highlighting how centering students' lived classroom experiences can foster a stronger and more sustainable language-learning community.

2:25 PM

12:40 PM Sun, May 24

12:40 – 2:25 PM

**808: Sun afternoon 808**

Session | Location: Chukyo University, 0号building/8-808

12:40 – 1:45 PM (1h 5m) **SPIN Forum****Speakers**

Chelanna White (Reitaku University), Natsuho Mizoguchi (Nagoya University of Foreign Studies), Shuyi Li (University of Tokyo)

**Description**

Join the SPIN Forum at PanSIG 2026 for an interactive discussion designed to bridge the gap between attendees and panelists. This dynamic session explores key learning milestones and professional development, tackling real-world student challenges such as balancing TA responsibilities, gaining teaching experience, and navigating the job hunt. Connect directly with fellow students and SPIN committee members to share insights, ask questions, and build a supportive network. Let's navigate the academic journey together!

2:00 – 2:25 PM (25m)

**Difficulties with Spoken English: Qualitative Approaches for Understanding****Speakers**

Jann Franckleif Pepito Yamamoto (中京大学), Mark McGuire (ELS Language Center)

**Description**

This research project aims to show that a more naturalistic and qualitative approach to researching language development is necessary in the Japanese context to capture the non-linear trajectory of development. Though linguistic competence is usually measured through written standardized tests, it may not be an accurate measure in which to view learner development, which is in constant flux. Therefore, an assessment method primarily focused on speech would allow a holistic understanding of language development.

2:25 PM

12:40 PM Sun, May 24

12:40 – 2:25 PM

**809: Sun afternoon 809**

Session | Location: Chukyo University, 0号building/8-809

12:40 – 1:05 PM (25m)

**Beyond the Text: Using Transmedia Narrative to Support Reading in Spanish****Speaker**

Cecilia Noemi Silva (Tohoku University)

**Description**

This presentation describes activities integrating Collaborative Strategic Reading (CSR) with transmedia narrative in a multilevel Spanish classroom. Building on CSR's established comprehension framework, a fifth stage—multimodal expansion—was added. This phase guides students beyond the original text, fostering connections across media. Results indicate this approach supports the progression from reading linear texts to creative transmedia authorship appropriate for varying proficiency levels.

1:20 – 2:25 PM (1h 5m)

**OLE SIG: Ban Papiamentu: Speak the Language of Curaçao!****Speakers**

Kinsella Valies (Sophia University), Bertlinde Voegel (Osaka University)

**Description**

OLE's Multilingual Café comes to you: This interactive forum introduces participants to Curaçao through its national language, Papiamentu. After an overview of the island's history and multicultural roots, most of the session focuses on actively learning basic conversational phrases. Through guided practice, participants will gain confidence in greetings, introductions, and everyday expressions. No prior knowledge is required—just curiosity and a willingness to speak.

2:25 PM

12:40 PM **Sun, May 24**

12:40 – 2:25 PM

**810: Sun afternoon 810****Session** | **Location:** Chukyo University, 0号building/8-810

12:40 – 1:05 PM (25m)

**Snapshots of Interculturality: Discursive Analysis of Online Collaboration****Speaker**

Dunja Radojkovic (City University of Macau)

**Description**

This study explores how university students in Macau, China, co-constructed interculturality with Serbian peers in a WeChat exchange integrated into their coursework. Adopting a poststructuralist lens (Dervin, 2016), the pilot draws on Positioning Theory and CDA to analyze WeChat dialogues and interviews. Preliminary findings show that while students successfully maintained a friendly connection, meanings sometimes remained divergent. In dialogues involving students with limited proficiency, questions are raised about the nature of AI-proxied interculturality and what it means to co-construct a community through such mediation.

1:20 – 1:45 PM (25m)

**How do students feel about foreign instructors' emotional displays?****Speaker**

Adam Littleton (Toyo University)

**Description**

Different cultures have different rules about the display of emotions. Further, fostering a positive emotional climate is important for learning outcomes. But how can ESL instructors from cultures outside of Japan be certain that their emotional displays are perceived as contextually appropriate by their students? This presentation shares the results of a questionnaire about foreign ESL instructors' emotional displays given to 292 students from universities across Japan, and explores implications for teaching practice.

2:00 – 2:25 PM (25m)

**Translanguaging in COIL: Building Language Competencies****Speaker**

Kevin Bartlett (Mukogawa Women's University)

**Description**

This presentation reports on a Collaborative Online International Learning (COIL) project linking university students in Japan and the United States through an eight-week virtual exchange. Grounded in translanguaging pedagogy, the program functioned as a community of practice supporting intercultural dialogue, bilingual communication, and professional learning. Findings show increased confidence and intercultural awareness among Japanese students and valuable professional development gains for U.S. TESOL students, offering practical insights into community-based virtual exchange beyond physical mobility.

2:25 PM

2:10 PM **Sun, May 24**

2:10 – 2:40 PM

**Wellness Sessions: Wellness Session - Sun afternoon****Session** | **Location:** Chukyo University, 0号building/7-07A - Wellness Sessions

2:10 – 2:40 PM (30m)

**Guided Meditation**

- 125 -

**Speaker**

Dr Shawna M. Carroll (Capilano University)

**Description**

Join Shawna for a dynamic meditation session where you'll sample a diverse mix of practices: from guided breathwork and visualizations, to mantras and music meditation. Whether you're brand new to meditation or a seasoned practitioner, this session welcomes everyone (no experience needed)! Feel free to arrive late or leave early; just slip in or out quietly to respect the peace for all. Come curious, bring a cushion or blanket or nothing, and discover what works best for you!

2:40 PM

2:40 PM

**Sun, May 24**

2:40 - 4:10 PM

**603: Panel & Closing Ceremony**

**Session** | **Location:** Chukyo University, 0号building/6-603 - Sponsors

2:40 - 4:00 PM (1h 20m)

**Plenary 3 - Panel Discussion**

**Speakers**

Prof. Louise Ohashi (Gakushuin University), Robert Stroud (Hosei University)

**Description**

**Panel Discussion Theme: Language Education in the Age of AI**

This forum offers a space for open dialogue between PanSIG 2026's plenary speakers (Louise Ohashi and Robert Stroud) and the audience. The plenary speakers will each give a short talk (abstracts below) then the moderator will open the floor for questions and discussion topics related to AI and L2 education.

4:10 PM

# Interested in Publishing your PanSIG Presentation?

**Submissions due July 18, 2026**

For more details, see the next page or go to <https://pansig.org/pansig-journal>



**Call for papers for the 2026 PanSIG Journal!**

# The 2026 PanSIG Journal (Volume 12) – Call for Papers!

All presenters for vetted presentations at PanSIG 2026 will be invited to submit a paper based on their presentation for publication in the *2026 PanSIG Journal*. All full article submissions should be made through our new submission system (OJS).

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. Starting in 2020, we adopted a policy of peer review, where each submitting author will review one other PanSIG Journal submission. Note that publishing in the *2026 PanSIG Journal* (Vol. 12 - 2026) qualifies as a refereed publication. We would like to encourage all presenters to submit a paper and **begin preparing their manuscripts as soon as they receive confirmation of their presentation**. Early preparation and submission will help ensure a smooth review and publication process.

## Initial Draft Submission Deadline: July 18, 2026

### Workflow

1. Paper Submission

2. Desk Screening

3. Format Review

4. Reviewer Assignment

5. Peer Reviews

6. Review Assessment

7. Results

8. Revisions Submission

9. Editorial Check

10. Copy Editing

11. Layout

12. Publication

13. Promotion

From 2026, due to our migration to the OJS system, each paper will have their own publication timeline, which means that the journal editing team will start the publication process as soon as papers are submitted.

To the left, please note the workflow for each submission. Each stage can take a couple of weeks to months depending on the state and quality of the papers, as well as the work load of the PanSIG Journal Editorial Board and collaborators.

### General Guidelines

<b>Practice- &amp; Research-based Articles</b>	Papers should be either research-based or practice-oriented. Submissions must discuss the author's research or an implemented classroom teaching technique/methodology. Papers that consist solely of extended literature reviews will not be accepted. Please consult the journal guidelines on our website for these two types of papers.
<b>JALT SIGs</b>	All submissions must align with the focus areas of one of the JALT Special Interest Groups (SIGs). Articles falling outside the scope of the SIGs will not be considered for publication. When submitting, please choose the SIG your article most relate to, which might differ from your membership.
<b>Publication &amp; Review</b>	Papers submitted to the 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 the <a href="#">journal's formatting requirements</a> and APA 7th Edition guidelines. At least two readers will blind review manuscripts that are considered for publication.
<b>Word Count</b>	Submissions should be no longer than 4,500 words, excluding the title, abstracts, references and appendices. Papers exceeding 4,500 words will not be considered for publication and submissions under 2,500 words are unlikely to be accepted. Please limit appendices to a maximum of three pages.

Questions about the journal may be sent to the Editor at: [journal@pansig.org](mailto:journal@pansig.org)

# PanSIG 2027

PanSIG 2027 will be held at [Ritsumeikan Asia Pacific University](#) (APU) in Beppu City, Oita Prefecture.

Exact dates to be announced.

