

Program

May 23 - 24, 2026

**Building Language Competencies
Through Community**

May 23-24, 2026 - Nagoya, Japan



PanSIG 2026 - Building Language Competencies through Community

Chukyo University - Nagoya Campus

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Sat, May 23

9:45 AM Sat, May 23

9:45 – 10:45 AM

Plenaries: Opening Ceremony & Plenary 1

Session | **Location:** Chukyo University, 0号building/0-0 - Plenaries (placeholder)

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 - Extra

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 - Extra

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

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)

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)

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)

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

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

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)

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)

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))

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 - Extra

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 - Extra

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.

3:55 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 & 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

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.

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

Action Research: PBL and AI Feedback in EFL Business Letter Writing**Speaker**

Ying Huang

Description

This research-oriented action study examines how Problem-Based Learning (PBL) supported by AI-assisted feedback influences EFL graduate students' business letter writing. Two instructional cycles (complaint and reimbursement letters) collected pre- and post-writing tasks, surveys, interviews, and perception reports. Automated indicators from Grammarly, ProWritingAid, and Voyant were interpreted with respect to clarity and creativity. Phase One showed larger but uneven creativity-related changes, whereas Phase Two yielded smaller, steadier gains in clarity. Pedagogical implications are discussed.

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.

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 Shershnova (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.

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

Language and Identity Among Immigrant University Students in Canada**Speaker**

Timothy Mossman (Simon Fraser University)

Description

This presentation examines how immigrant university students in Canada make language relevant in accounting for experience and identity. Using conversation analysis and membership categorization analysis of interview and focus-group talk, the analysis shows that participants invoke their linguistic resources to construct and explain who they are and how they are recognized as immigrants in Canada. The findings offer insights for educators and university support staff in multilingual higher-education contexts.

3:55 PM

1:30 PM

Sat, May 23

1:30 - 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.

3:55 PM

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)

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 – 3:50 PM (1h)

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)

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.

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

1:30 PM

Sat, May 23

1:30 - 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.

3:55 PM

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), Qenby 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

4:05 PM

Sat, May 23

4:05 - 4:50 PM

Plenaries: Plenary 2**Session** | **Location:** Chukyo University, 0号building/0-0 - Plenaries (placeholder)

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

Sun, May 24

9:30 AM Sun, May 24

9:30 – 11:55 AM

08A: Sun morning 08A

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

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 - Extra

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 effects 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.

11:30 – 11:55 AM (25m)

Using Student Social-Issue Ratings to Plan SDG-Focused Lessons**Speaker**

Bethany Lacy (Rikkyo University)

Description

Across cohorts from 2022–2026, university students rated the severity of 15 social issues in Japan and worldwide and answered questions about community involvement. They also wrote a short response naming what they thought was Japan's most severe social issue. These survey results were used to create materials on SDG topics and to frame the lessons. Attendees will get access to the materials.

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 CI-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**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)

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

What the Nagoya Learning Compass Means for Future University English Classes**Speaker**

Natsuho Mizoguchi (Nagoya University of Foreign Studies)

Description

In 2021, the Ministry of Education, Culture, Sports, Science and Technology (MEXT) issued guidelines on Japan's Reiwa Style Education (MEXT, 2021), presenting future prospects for education in Japan. These guidelines particularly emphasize a shift from traditional lecture-style classes to more individualized and collaborative learning. Building on this policy, the Nagoya Board of Education released the Nagoya Learning Compass in 2023 (Nagoya Board of Education, 2023), which outlines the educational vision for schools in Nagoya. This framework highlights the importance of fostering independent learners who can (1) identify what they are interested in learning, (2) determine appropriate learning speeds and methods for themselves, and (3) reflect on their performance in order to improve their learning processes. In this way, educational trends and priorities have changed dramatically compared to those of a decade ago. As educational goals shift from knowledge-based to ability-based learning, teachers are now required to reconsider how best to teach students whose learning backgrounds differ markedly from those of previous generations. In this session, the presenter first explains the background of the guidelines issued by MEXT and the Nagoya Board of Education, and introduces several classroom practices that have already been implemented in schools. Next, by examining a unit plan issued by MEXT, she illustrates how English classes increasingly emphasize output-oriented activities, particularly speaking. Finally, the session discusses future prospects for university-level English education by considering the skills and knowledge that students are likely, and unlikely, to bring with them to higher education.

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 and John Bankier – 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)

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

11:55 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)**The origami model of phonology acquisition: Exposure facilitates pathways****Speaker**

Marc Jones (Toyo University)

From Classrooms to Collaborative Writing Communities**Speaker**

Zoe Barber (Kwansei Gakuin University)

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)

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)**Living on the Edge: Peripherality & Marginality in EMI Communities****Speaker**

Peter Brereton (International Christian University)

Transnational Sisterhood: Career Trajectories of Japanese Women Academics**Speakers**

Kayoko Kinshi (University of Hyogo), Akiko Tsuda (Nakamura Gakuen University)

University students' rankings of social issue severity**Speaker**

Bethany Lacy (Rikkyo University)

Those who understand, teach: Teacher Development in Jamaica and Japan**Speaker**

Ms Krystle Wright (Kyoto Prefectural University of Medicine)

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 - Extra

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

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

12:40 – 1:05 PM (25m)

A framework for EMI Materials in Japan**Speaker**

Cecilia Fujishima (Shirayuri University)

Description

This paper proposes RAS (Relate, Analyze, Sense Making), a students-first EMI materials framework for Japanese universities. Responding to government policy promoting global competence, RAS supports nuanced engagement with Japan's place in the world. Materials move from accessible shared entry points to scaffolded comparison and applied sense making, enabling students to reflect critically on past problems, recognize change and achievement, and articulate forward-looking, informed perspectives despite mixed proficiency levels in EMI.

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/6-60612:40 – 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**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), Yuliana Lavrysh (Igor Sikorsky Kyiv Polytechnic Institute)

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 an 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/8-805**12:40 – 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 Papia 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

2:40 PM

Sun, May 24

2:40 - 4:10 PM

Plenaries: Panel & Closing Ceremony**Session** | **Location:** Chukyo University, 0号building/0-0 - Plenaries (placeholder)

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