## PanSIG 2025 Block Schedule – Saturday, May 17

		Building 4		
Description	Time	Plenaries		
		4-101		
Registration	9:00-9:30			
Opening Ceremony	9:30-10:00	Opening Ceremony		
Plenary	10:00-11:00	Dr. Johnmarshall Reeve  Plenary: Benefits of Autonomy-Supportive Teaching		
SALC Showcase	11:00-12:00			
Poster session	11:30-12:30			
	12:30-12:55			
	13:05-13:30			
Presentations	13:40-14:05			
	14:15-14:40			
	14:50-15:15			
Coffee Break	15:15-15:45			
	15:45-16:10			
	16:20-16:45			
Presentations	16:55-17:20			
	17:30-17:55			

Building 8										
SALC Showcase		Presentations								Sponsor Presentations
8-101	8-102	8-106	8-107	8-108	8-109	8-110	8-111	8-112	8-113	8-116
SALC Snowcases (feat. Gifu Shotoku Gakuin U)	SALC Showcases (feat. Chiba University)									
		Lees, D. Supporting Autonomy: Paper- and Cloud-based Awareness and Access Techniques	Inmoon, S.  Exploring the Impacts of Theme-based Supplementary Practice on Writing Skills and Metacognitive Strategy Utilization among Thai University Students	Ibañez, J. M. Fostering Autonomy in Online Collaboration for Communicative Communicative	Pulido Arcas, J. A. Team-based learning as a tool to foster critical thinking: using photograph	J. Forging Autonomy for Oral Proficiency with LEGO® Serious Play®	Gallagher, A. B. Accept As Is: Crafting Acceptable Academic Abstracts	Yuan, X. "Third Hometown" as a Metaphor: Building Agency and Autonomy Through Farm Stays and Rural Engagement in Akita	Negal. E. An Original Interpretation of an English Song	
		MecDonald, E. Student reflection on classroom English use using a reflective tool	Muller, T, Adamson, J. L. & Weatherford, Y. Teacher Perspectives on Agency and Autonomy in Sociolinguistics Classrooms	Minns, O. Exercising agency against language ideologies: foreign English teachers learning Japanese in Japan	Humphries, S., Ueki, M., & Allen, T. Empowering students: Keys to a successful study abroad experience	Yamashita, H. Engaging students as agents of their learning in test-preparation course	Filer, B. & Walsh, N. The State of Classroom Observations in Japanese Universities & How to Implement Them	Shachter, J.  "I felt like my self-efficacy was just blasted to bits": Exploring non-Japanese EFL teacher emotional reactions to student silence at a Japanese university	Wang, C. Effects of Game-Based Learning on EFL Adolescents: A Case Study in SDGs Classes	Boon, A. [Kinseldo] Reason and Respond: Strategies for Critical Thinking
			Mazorodze, T. Learner Agency: Students Views on Using ChatGPT and Google Translate in Essay Writing	Irwin, B. Enhancing Peer Feedback Practices in Speaking Classes With Technology	Bédi, B. Supporting student autonomy in L2 Icelandic online classes	Reed, J. Developing Student Leadership Skills using Tabletop Games	Razafindratsimba, D. V. A. & Mynard, J. Publishing in learner autonomy: Insights and advice from editors	Rucynski, J. Exploring the role of humor in intercultural communication	Koyama, D. Toward a Localized Model of Diffusion of Innovations Theory: Generative Al in English-Medium Instruction	Ebine, S. [EnglishCentral] Harnessing GenAl Tutors to Enhance Student Speaking Outcomes
		Kidd, J. & Banwell, R. Transforming a University Commons into a Self- Access Learning Center	Yamada, M. & Shishikura, K. Empowering autonomy: Part-time teachers' collaborative pathways to success	Ross, G. & Dennisson, J. Enhancing ESL Speaking Skills with AI: Crafting Mobile-Friendly ChatGPT Prompts	Lim, G. Al-empowered Interviews for Learning and Teaching: Benefits and Challenges	Toyama, K. & Dansako, R. Intrusive r in L2 English of Native Japanese Speaker: Analysis and Comparison with British Vernacular	Terashima, A., Bordilovskaya, A., & Dalziel, G. Collaborative reflection as a path to autonomous professional development	Jackson, L. & Estevez, A. Teacher Assessments of Critical Thinking in Japanese University EFL Classes	Taube-Shibata, J. Using Kpop and CLIL to Teach Global Issues	Ullmann, C. [Oxford University Press] Critical Thinking in the Language Classroom
		Kimura, J. & Tachino, T. Scholar Autonomy: Productivity Tips for Researchers	Griffiths, M.  CLIL course design options to encourage learner autonomy and agency	Dizon, G., Gold, J., & Barnes, R. Al-related technostress among Japanese EFL university students	Lavolette, E. Promoting learner autonomy through COIL: Japan-Korea game creation project	Walsh, N. Promoting Learning Through Collaborative Content Creation and Peer Teaching	Szimai, M. Teacher agency and autonomy in Japan: Insights from 30 years of experience	Kanzaka, I., Arora, K., & Stroupe, R. Developing Critical Thinking Skills and Depth of Knowledge in an EAP Course	Kennett, B. & Lachlan, J. What Case Studies Tell us about Critical Language Pedagogy in University EFL Teaching in Japan	Paul, D. [LTProfessionals] Building up students' ability to discuss a wide range of topics
		Kunert, H. Student workbooks as a means to increasing motivation, agency, and output	Hashimoto, N. Using Duoethnography in Academic Research Writing: An Action Research Study	Obarl, H. Integrating CLIL and Al in English Education	Bankier, J. How to Stop Students Using ChatGPT in Their Writing (If You Want to)	Shelton-Strong, S. Experiencing Advising in Language Learning as an Autonomy-Supportive Practice	Kato, S. & Takada, S. Using Padlet to Enhance Relatedness in an Online Advisor Education Program	Nguyen, D. Autobiography of Intercultural Encounter for Inclusive English Classes	Cates, K. Exploiting Expo 2025: Creative Ways to Teach about World's Fairs!	Archer, A. [Cambridge University Press] Unlock 3rd edition – even better EAP with Critical Thinking
		Marx, N. Lived emotional experiences - What can they tell us about our students and our teaching?	Wadden, P., Lacy, B., Hale, C. C., & Dilenschneider, R. CLIL for University Curricula: A Promising New Shared Resource	Cvilkovic, R., Massoud, O., & Kita, Y. Al-Powered Segmental Sound Training for EFL Comprehensibility		Garnica, A. & Wongsampigoon, I. Encouraging English use in self-access spaces: Barriers and Support	Carroll., S. M. Reframing ELT: Emergent strategy for inclusion and justice	Aracens, H. Black Japanese Students: Analyzing their Educational Experiences in Japan	Sato, M. SDGs through CLIL & generative Al: Awareness and action as global citizens	Bethell, C. [Englishbooks] The Future of Educations Content, is our responsibility
		Warrington, S. Navigating Learning Advisor Agency in Constrained Professional Contexts	Sparrow, R. Practical Uses of Al for Teachers and Students	Kurose, R. & Dizon, G. Comparing JLPT and ChatGPT-generated reading comprehension items	Fujü, N. Using OMT to Enhance Japanese EFL Students' Citation Skills	Parsons, A. Facilitating learning beyond the classroom through student-led activities			Eto, T., Ishige, A., Itabashi, T. Minority students representing their roots at a language festival	Sakurada, M. [EdulinX] E-Learning Programs for Higher Education Institutions
		Uehara, S. Students' Beliefs of the Impact of Generative AI in English Education	Oshima, S. How to Maximize the Benefits of Guest Speakers in Lessons	Aubrey, S. The effect of synchronous computer-mediated and face-to-face communication modes on second language learner engagement in collaborative pre-task planning for task performances	Li, O. Empowering Student Choices: Al Tools in Academic Writing	Fujishima, C. S. From Vision to Implementation: National Objectives and Classroom Practices in Japan		Chi, C. L2 Perception of Rhetorical Effect of Greco- Latinate and Anglo-Saxon Words	Pardeilhan, M. Performance and empowerment in language learning: A practical study	

Party 18:15-20:00

## PanSIG 2025 Block Schedule – Saturday, May 17

Description	Time	Building 3								
		Posters					s and Forums			
5	0.00.00	3-250	3-203	3-204	3-205	3-102	3-103	3-201	3-202	3-302
Registration	9:00-9:30									
Opening Ceremony	9:30-10:00									
Plenary	10:00-11:00									
SALC Showcase	11:00-12:00									
Poster session	11:30-12:30	Poster session								
Presentations	12:30-12:55		Suthsthothon, P. Integrating game-based learning in teaching young learners reading skills			Howarth, M. & Villa, J. Vocabulary SIG Forum	Meizilah, T., Ogawa, Y., Ronney, C. & Patterson.	Hofmyer, M., Ohashi, L., Dizon, G., Fujii, N., Obari, H., & Carr, C.	Lavigne, A.,. Nakagome, Jones, B., & Kambara, J., Singh. S.	
	13:05-13:30		Takano, Y. Teaching Writing to Young Learners: Bright Side and Dark Side	Munby, I. Assessing knowledge of collocations among Japanese university students				Pragmatics in Materials: JALTCALL Forum	JALTCALL Forum: Applying AI in Language Education	GILE Forum: The
	13:40-14:05		Siew, K. High School Lessons from an IB Elementary School Classroom	Fukunaga, S. Rethinking washback: How Japan's stratified high schools shape English learning		Takade, T. Exploring the CEFR's Influence on a Japan's Courses of Study		Clark, G., Carroll, S. Addressing ableism in ELT: From individual blame to systemic change	Hsu, L. Teachers' Beliefs and Practices on Listening Instruction in EFL Classrooms	Donnery, E. Giving Agency and Fostering Autonomy through SDG 5, Gender Equality
	14:15-14:40		Taguchi, A. English Pronunciation Exercises Using Songs	Wilson, L. "The request should be polite yet assertive" - Hong Kong English coursebook speech acts		Schmidt, G., Nagai, N., Imig, A., & Roque de Hishiyama, A. CEFR L. PSIG Forum: 21st Century Skills and the CEFR: Action Research, Plurilingualism and Mediation		Brown, T.  ALL SIG Forum: Inspiring ICLE Forum: F. Autonomy in Accessible Intercultural Le Language Learning COIL and Effec	Rakhshandehroo, M., Benthlen, G., & Sandu, R.	Schaefer, E., Kawata, M., Martin, J.
	14:50-15:15		Carle, J. Independent textbook publishing: A guide for educators	Campbell-Larsen, J. A quantitative and qualitative description of L2 development					ICLE Forum: Fostering Intercultural Learning: COIL and Effective Classroom Resources	TEVAL Forum: Beyond Scores: Examining Rater Types and Acoustic Influence in L2 Testing
Coffee Break	15:15-15:45									
	15:45-16:10		Young, D. & Schaefer, M. Attribution of Authorship for Collaboratively Created Materials	Ferrari, R. The Use of Mind Maps in Aiding Vocabulary Retention		Maune, J., Villanueva, C., Hooper, T., McIroy, T., Kuze, K., & Hasegawa, A.  LiLT forum: Literature in Language Teaching		Araki, S., Tu, S. P., Hao, J., Feroze, M. A., & Ronald, J.	ld, J. Tuttle, T.	
	16:20-16:45		Thornton, K. & Alizadeh, M. The potential role of immersive technologies in enhancing the SALC experience	Kavanagh, B. & Birdsell, B. The Impact of Textual Enhancement on Phrasal Verb Acquisition: A Whiteboard Video Study				ER Forum: Working Together to Build an ER friendly University Across Languages	Pragmatics SIG Forum: Pragmatics and Languagess Learning: From Research to the Classroom	GALE SIG Forum: Hybrid How-Tos: Two Tried & True Procedures from JALT Organizations
Presentations	16:55-17:20		Walker, L. Boosting Learner Agency Through Creative Projects in an L2 English Literature Classroom	Sequences in Language		Campos, M., MacKenzie, A., 6 Uebara, S.	Hawkinson, E., Alizaden, M., Figuena, R., Garcia, Kuroda, J. M., Gloria, C., & M., Deterala, S., & Pugoy, Thomas, J.	M., Figueroa, R., Garcia, G. M., Deterala, S., & Pugoy, R. A.	S. Co, M. K., Clark, G., Glasgow, G. P., Kim, M., Yao, Y., & Carroll, S. M.	
	17:30-17:55		Gasaway, T. Graphic Novels in the Classroom: Connecting to Culture through Reading	Kawashima, C. Exploring the Speech Act of Requesting in High School Grammar Instruction		Navigating the PanSIG Journal: From Submission to Review		Teacher Development SIG Forum: Reflective Practices & Creative Teaching: Paths to Agency & Autonomy	MAVR SIG Forum: Expanding Realities: MAVR Innovations for Global Learning and Collaboration	Developing Inclusive Workplaces: A DEI Workshop on Microaggressions (JALT DEI Committee)
Party	18:15-20:00									