

PanSIG 2025 Block Schedule – Saturday, May 17

Description	Time	Building 4
		Plenaries
Registration	9:00-9:30	4-101
Opening Ceremony	9:30-10:00	Opening Ceremony
Plenary	10:00-11:00	Dr. John Marshall Reeve Plenary: Benefits of Autonomy-Supportive Teaching
SALC Showcase	11:00-12:00	
Poster session	11:30-12:30	
Presentations	12:30-12:55	
	13:05-13:30	
	13:40-14:05	
	14:15-14:40	
	14:50-15:15	
Coffee Break	15:15-15:45	
Presentations	15:45-16:10	
	16:20-16:45	
	16:55-17:20	
	17:30-17:55	
Party	18:15-20:00	

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 Showcases (feat. Gifu Shotoku Gakuin U)	SALC Showcases (feat. Chiba University)										
		Lees, D. Supporting Autonomy: Paper- and Cloud-based Awareness and Access Techniques	Imnoon, S. Exploring the Impacts of Theme-based Supplementary Practice on Writing Skills and Metacognitive Strategy Utilization among Thai University Students	Ibañez, J. M. Fostering Autonomy in Online Collaboration for Communicative Competence	Pulido Arcas, J. A. Team-based learning as a tool to foster critical thinking: using photograph	Sabirighori, U. & Riggsbee, 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 Slays and Rural Engagement in Akita	Nagai, E. An Original Interpretation of an English Song		
		MacDonald, E. Student reflection on classroom English use using a reflective tool	Muller, T., Adamson, J. L. & Weatherford, Y. Teacher Perspectives on Agency and Autonomy in Sociolinguistics Classrooms	Minns, O. Exercising agency against language ideologies: foreign English teachers learning Japanese in Japan	Humphries, S., Ueki, M., & Allen, T. Empowering students: Keys to a successful study abroad experience	Yamashita, H. Engaging students as agents of their learning in test-preparation course	Flier, 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 biased 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. [Kinseob] Reason and Respond: Strategies for Critical Thinking	
			Mazorodze, T. Learner Agency: Students' Views on Using ChatGPT and Google Translate in Essay Writing	Inwin, B. Enhancing Peer Feedback Practices in Speaking Classes With Technology	Bedi, B. Supporting student autonomy in L2 Icelandic online classes	Reed, J. Developing Student Leadership Skills using Tabletop Games	Razafindratsimba, D. V. A. & Mynard, J. Publishing in learner autonomy: Insights and advice from editors	Rucynski, J. Exploring the role of humor in intercultural communication	Koyama, D. Toward a Localized Model of Diffusion of Innovations Theory: Generative AI in English-Medium Instruction	Ebine, S. [EnglishCentral] Harnessing GenAI Tutors to Enhance Student Speaking Outcomes	
		Kidd, J. & Banwell, R. Transforming a University Commons into a Self-Access Learning Center	Yanada, M. & Shishikura, K. Empowering autonomy: Part-time teachers' collaborative pathways to success	Ross, G. & Dennison, J. Enhancing ESL Speaking Skills with AI: Crafting Mobile-Friendly ChatGPT Prompts	Lim, G. AI-empowered interviews for Learning and Teaching: Benefits and Challenges	Toyama, K. & Dansako, R. Intrusive r in L2 English of Native Japanese Speaker: Analysis and Comparison with British Vernacular	Terashima, A., Bordilovskaya, A., & Dalziel, G. Collaborative reflection as a path to autonomous professional development	Jackson, L. & Estevez, A. Teacher Assessments of Critical Thinking in Japanese University EFL Classes	Taube-Shibata, J. Using Koop 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. AI-related technostress among Japanese EFL university students	Lavolette, E. Promoting learner autonomy through COIL: Japan-Korea game creation project	Walsh, N. Promoting Learning Through Collaborative Content Creation and Peer Teaching	Szirmai, M. Teacher agency and autonomy in Japan: Insights from 30 years of experience	Kanzaka, I., Arora, K., & Stroupe, R. Developing Critical Thinking Skills and Depth of Knowledge in an EAP Course	Kennett, B. & Lachlan, J. [L/Professionals] What Case Studies Tell us about Critical Language Pedagogy in University EFL Teaching in Japan	Paul, D. [L/Professionals] 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 Duethnography in Academic Research Writing: An Action Research Study	Obari, H. Integrating CLIL and AI in English Education	Bankier, J. How to Stop Students Using ChatGPT in Their Writing (If You Want to)	Shelton-Strong, S. Experiencing Advising in Language Learning as an Advisor Education 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 Fair!	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., & Dillenschneider, R. CLIL for University Curricula: A Promising New Shared Resource	Civkovic, R., Massoud, O., & Kita, Y. AI-Powered Segmental Sound Training for EFL Comprehensibility		Garrica, A. & Wongsuppamongkol, I. Encouraging English use in self-access spaces: Barriers and Support	Carroll, S. M. Reframing ELT: Emergent strategy for inclusion and justice	Aracena, H. Black Japanese Students Analyzing their Educational Experiences in Japan	Sato, M. SDGs through CLIL & generative AI: Awareness and action as global citizens	Bethell, C. [Englishbooks] The Future of Educational Content: Is our responsibility	
		Warrington, S. Navigating Learning Advisor Agency in Constrained Professional Contexts	Sparrow, R. Practical Uses of AI for Teachers and Students	Kurose, R. & Dizon, G. Comparing JLPT and ChatGPT-generated reading comprehension items	Fujii, N. Using OMT to Enhance Japanese EFL Students' Citation Skills	Parsons, A. Facilitating learning beyond the classroom through student-led activities			Eto, T., Ishige, A., Itabashi, T. Minority students representing their roots at a language festival	Sakurada, M. [Edulink] 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: AI Tools in Academic Writing	Fujishima, C. S. From Vision to Implementation: National Objectives and Classroom Practices in Japan		Chi, C. L1 Perception of Rhetorical Effect of Greco-Latinate and Anglo-Saxon Words	Pardisihan, M. Performance and empowerment in language learning: A practical study		

