

Saturday 5/17 Poster Session Presentations

Building 3 Room 250, 11:30 – 12:30

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

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

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

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

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

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

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

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

Facilitating Educational Development in Central Asia
Palmer, R.

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

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

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

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

Presenting autoethnography as both process and product
Hayasaki, A.

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

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

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

Towards new pedagogical signatures for learner autonomy
Barfield, A.

児童の漢字書字学習に及ぼす効果について
Ching, S. H.

Sunday 5/18 Poster Session Presentations

Building 3 Room 250, 11:05 – 12:05

"Face Needs" and Engagement in the Japanese EFL Classroom

Barber, Z.

Adapting the US Navy's "Greenie board" to promote and assess participation in university English classrooms

Newbill, N.

Applying Cognitive Neuroscience Insights to the Language Classroom

Alp, B.

Brain-based emotion-involved activities enhancing agency and autonomy

Kanazawa, Y. & Kamenická, J.

Bridging the gap between shallow and deep reflections

Wills, J.

Ethical AI use in business writing to build student autonomy and agency

MacKenzie, A.

Exploratory Practice: Two birds (student output/data), one stone (PEPAs)

Kira, A.

Harnessing Padlet's motivational power through collaborative learning and reflection

Rankin, J.

Promoting Inclusivity in a SALC via Cross-Department Collaboration and PBL

Brown, T., Pemberton, C., & Marzin, E.

Promoting Learner Well-Being in a Self-Access Learning Center: Practical Strategies for Agency and Autonomy

Lee, E.

Scaffolding educational transitions with near-peer role models

Hooper, D.

Specificity in Writing: Insights for English Academic Instruction

Sharmin, S.

Step-by-Step Approach to Developing English Teaching Proficiency

Kita, Y. & Cvitkovic, R.

Student Perceptions of an AI Chatbot to Measure and Enhance EFL Speaking

Van Deusen, B.

Supporting Educators in an Active Research Community for Promoting Learner Autonomy

Bennett, P., Razafindratsimba, D. V. A., & Wongsarnpigoon, I.

Teacher Agency, Positioning, and Sensemaking in an International Virtual Exchange

Haga, Satchie

The Impact of Hands-On STEM Activities on Students' International Posture

Wood, M. & Ramachandran, P.

Understanding Agency and Autonomy through Collaborative Auto-Ethnography

Lu, L.

Using AI-Generated Music in a Class Project to Enhance Collaboration

Sneath, R.