

November 15th - 18th, 2024

50th International Conference

Shizuoka Grandship, Shizuoka, Japan



Moving JALT into the Future: Opportunity, Diversity, and Excellence



JALT

THE JAPAN ASSOCIATION FOR LANGUAGE TEACHING
全国語学教育学会

Breaking Barriers: Engage, Empower and Bridge the Gap to Real-World Success

Visit our booth and presentations!



Yamanaka
Junko



Joseph
Shaules



Michael
Rost



Marc
Helgesen



John
Wiltshier



Stuart
Connor

Title	Date/Time & Room	Presenters
Beyond Resistance: Activating Engagement in English Learning	Date: Saturday, 16 November Time: 11:50 AM - 12:50 PM (60 min) Room: 1101	Yamanaka Junko (Aichi Gakuin University) Joseph Shaules (Rikkyo University) <i>Co-author of Impact Issues</i>
Beyond Playlists: Unlocking the Power of Listening Materials	Date: Saturday, 16 November Time: 2:10 PM - 3:10 PM (60 min) Room: Conference Hall	Michael Rost (Lateral Communications), Marc Helgesen & John Wiltshier (Miyagi Gakuin Women's University) <i>Co-authors and series editor of English Firsthand</i>
Engaged Listening: Involving Students in Listening Practice	Date: Sunday, 17 November Time: 12:35 PM - 1:35 PM (60 min) Room: A/V Hall (2F)	Michael Rost (Lateral Communications) <i>Series editor of English Firsthand, Impact Issues and Contemporary Topics</i>
Language Learning and Employability in a Post-ChatGPT World	Date: Sunday, 17 November Time: 2:55 PM - 3:20 PM (25 min) Room: 1002	Stuart Connor (Pearson Japan)

Morning Coffee/Afternoon Tea Announcement

Date: Saturday, 16 November **Place:** Booth 14
Time:
10:00-10:30 AM – Morning Coffee with Marc
4:00-4:30 PM – Afternoon Tea with John



Date: Sunday, 17 November **Place:** Booth 14
Time:
10:00-10:30 AM – Morning Coffee with Stuart

Submit your interests and get a special gift at our booth!



JALT2024

Moving JALT into the Future

50th Annual International Conference
on Language Teaching and Learning
& Educational Materials Exhibition
November 15–18, 2024

全国語学教育学会
第50回年次国際大会教材展示会
2024年11月15日～2024年11月18日

<https://jalt.org/conference/jalt2024>

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SITE DETAILS

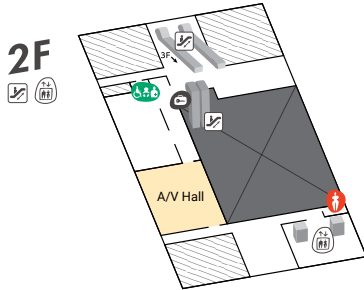
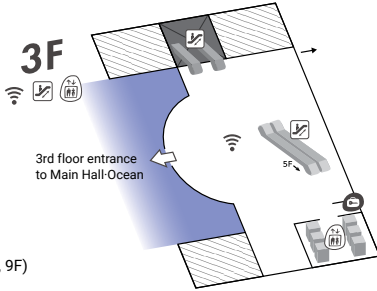
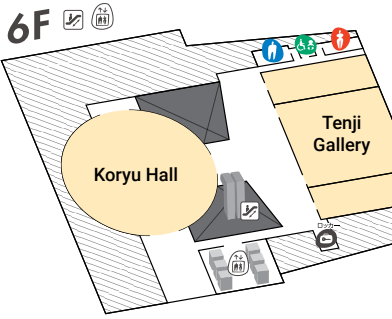
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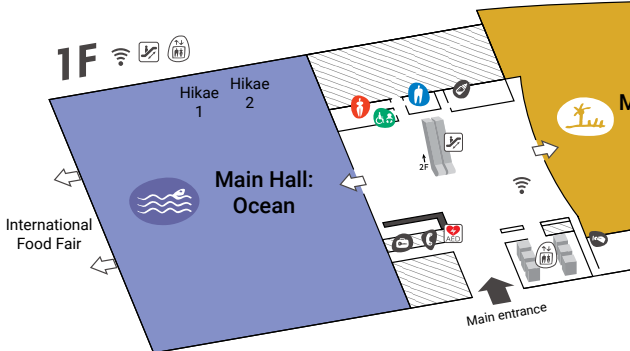
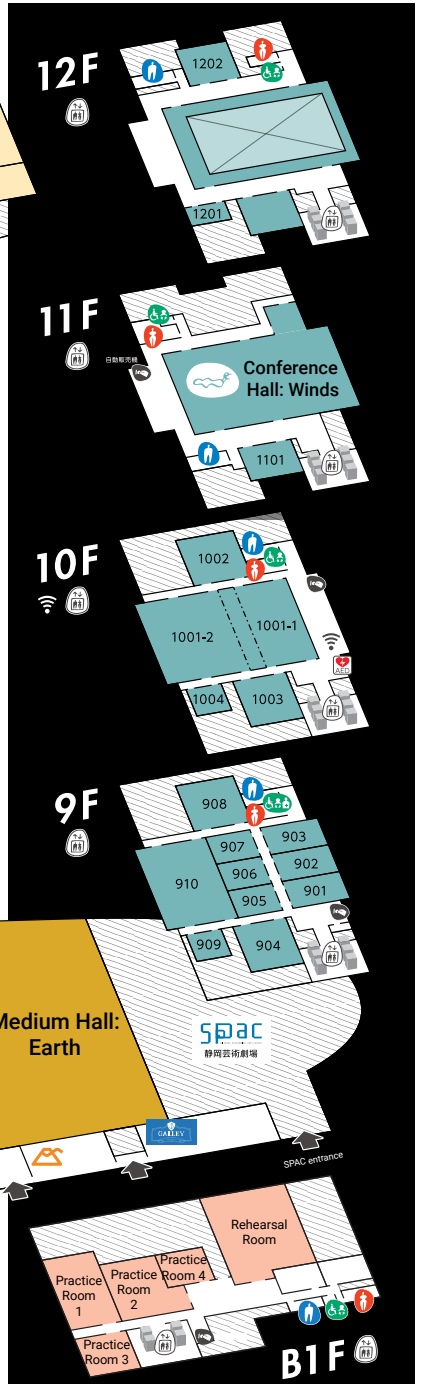
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Site Map



- Women's toilet
- Men's toilet
- Accessible toilet
- Stoma-friendly accessible toilet (2F, 9F)
- Lockers
- Vending machine
- Public telephone
- Breastfeeding room
- Defibrillator
- Wi-Fi
- Escalator
- Elevator



Schedule

Click on each hyperlinked item for more detail.

(All times are Japan Standard Time: JST)

Friday, November 15

13:00–18:30 [Technology in Teaching \(TnT\) and Professional Development \(PD\) Workshops – 9F](#)

19:00–20:30 [Welcome Reception – Koryu Hall \(6F\)](#)

Saturday, November 16

09:00–18:00 [Educational Materials Exhibition \(EME\) Main Hall \(1F\)](#)

09:30–09:55 [Opening Ceremony – Medium Hall \(1F\)](#)
[Announcement and Presentation of JALT Awards](#)

10:00–11:00 [Plenary A: Andy Curtis and Liying Cheng – Medium Hall \(1F\)](#)

11:00–13:20 [JALT Special Interest Group \(SIGs\), Forums and Meetings – B1, 9–10F, Main Hall \(1F\)](#)

11:15–15:10 [JALT Junior: Teaching Young Learners – 9F](#)

11:15–15:35 [Graduate Student Showcase – B1, 9F](#)

11:15–16:20 [Featured and Invited Speakers – Conference Hall \(11F\), 1001-2 \(10F\)](#)

11:15–16:20 [JALT Sponsor Presentations – B1, 10–11F](#)

11:15–16:20 [Concurrent Sessions – B1F, A/V Hall \(2F\), Main Hall \(1F\), 9–12F](#)

11:15–16:20 [Mind and Body Space – Tenji Gallery \(6F\)](#)

11:50–13:20 [Poster Sessions – Main Hall \(1F\)](#)

13:35–14:35 [Poster Sessions – Main Hall \(1F\)](#)

- 14:45–16:15 Poster Sessions – Main Hall (1F)
- 15:20–16:20 JALT Junior: Teaching Young Learners – 11F
- 15:50–19:25 JALT Special Interest Group (SIGs), Forums and Meetings – B1, 9–10F, Main Hall (1F)
- 15:50–18:15 Mind and Body Space – Tenji Gallery (6F)
- 16:35–17:35 Plenary B: Avril Haye-Matsui – Medium Hall (1F)
- 17:50–19:15 Graduate Student Showcase – B1, 9F
- 17:50–19:25 Concurrent Sessions – B1F, A/V Hall (2F), Main Hall (1F), 9–12F
- 17:50–19:25 JALT Junior: Teaching Young Learners – 9F
- 19:30–21:00 Michele Steele Best of JALT Awards Ceremony – Koryu Hall (6F)

Sunday November 17

- 09:00–15:30 Educational Materials Exhibition (EME) – Main Hall (1F)
- 09:30–10:30 JALT Executive Board Meeting (EBM) – Medium Hall (1F)
- 09:30–10:30 Concurrent Sessions – B1F, A/V Hall (2F), Main Hall (1F), 9–12F
- 09:30–10:30 JALT Junior: Teaching Young Learners – 9F
- 10:25–14:50 JALT Special Interest Group (SIGs), Forums and Meetings – B1, 9–10F, Main Hall (1F)
- 10:45–11:45 Plenary C: Ryoko Kubota – Medium Hall (1F)
- 12:00–15:20 JALT Sponsor Presentations – B1, A/V Hall (2F), 10–11F
- 12:00–13:30 Poster Sessions – Main Hall (1F)
- 12:00–15:15 Graduate Student Showcase – 9F, 12F

Schedule

- 12:00–15:20 Concurrent Sessions – B1F, A/V Hall (2F), Main Hall (1F), 9–12F
- 12:00–15:20 Featured and Invited Speakers – Conference Hall (11F), 1001-2 (10F)
- 12:00–15:20 JALT Junior: Teaching Young Learners – 9F
- 12:00–15:20 JALT Sponsor Presentations – B1, A/V Hall (2F), 10–11F
- 13:45–15:15 JALT Special Interest Group (SIGs), Forums and Meetings – B1, 9–10F, Main Hall (1F)
- 13:45–15:15 Poster Sessions – Main Hall (1F)
- 15:35–16:35 Plenary D: Janina Tubby – Medium Hall (1F)
- 16:25–17:25 JALT Special Interest Group (SIGs), Forums and Meetings – B1, 9–10F, Main Hall (1F)
- 16:50–17:15 Featured and Invited Speakers – Conference Hall (11F), 1001-2 (10F)
- 16:50–19:00 Concurrent Sessions – B1F, A/V Hall, Main Hall (1F), 9–12F
- 16:50–19:00 Graduate Student Showcase – 9F, 12F

Monday November 18

- 09:30–12:50 Concurrent Sessions – 9–11F
- 13:00–14:00 Plenary Workshop – Conference Hall (11F)
- 14:00–15:00 Panel Discussion with Closing Ceremony – Conference Hall (11F)

Koen Meigi

JALT2024は、下記の機関より後援をいただいております。

文部科学省

国際交流基金

日本学術会議

静岡市

静岡県教育委員会

静岡市教育委員会

We received *koen meigi* for JALT2024 from the following organizations:

Ministry of Education, Culture, Sports, Science and Technology – Japan

The Japan Foundation

Science Council of Japan

City of Shizuoka

Shizuoka Prefectural Board of Education

Shizuoka City Board of Education

Welcome Messages

Conference Chairs

Dear colleagues and friends from Japan and beyond.

With great pleasure, we would like to welcome you to the JALT 50th Annual International Conference in Shizuoka. Together, JALT celebrates this milestone of being a significant part of language teaching and learning in Japan for five decades. The conference theme, “Moving JALT into the Future: Opportunity, Diversity, and Excellence,” focuses on embracing the diversity of both educators and learners, ensuring that all are included, and drawing on the potential within our professional community to face the challenges and seize the opportunities of the future.

For over nearly half a century, the language education landscape in Japan has evolved in many ways. At the JALT 50th Annual International Conference, along with JALT Junior, we look forward to sessions demonstrating excellence in research, creative teaching methods, practical approaches for our classrooms, and strategies to ensure our association and language learning in Japan continues to respect diversity and ensure inclusivity. The sub-themes of our conference this year include diversity, equity, inclusion and belonging, methodology and practice, professional

community, technology and language education, and research. We hope that the variety of presentations at the conference will provide an opportunity for all to enhance their knowledge, skills, and understanding in many areas, and provide the stimulus for new and fresh ideas that we can use to work with our learners.

JALT2024 is the first International Conference where there are three conference chairs: Richmond Stroupe has been working with university and professional language learners from Asia since 1989, is a former JALT President, and is currently a Professor at Soka University. Naomi Fujishima is the former JALT Vice President and a Professor Emeritus at Okayama University. She has supported JALT in countless roles in her local chapter and in national positions over the years. Emily Choong is a Lecturer at Utsunomiya University in Tochigi and is also a dedicated officer in JALT. As a young language educator in Japan, Emily represents the future opportunities that JALT can share with a new generation of professionals.

This year, we are honored to present five distinguished plenary speakers, beginning with JALT's first ever joint Opening Plenary on Saturday morning by Dr. Andy Curtis and Dr. Liying Cheng from City University of Macau. In the afternoon, we are privileged to welcome Dr. Avril Haye-Matsui from Aichi Prefectural University, and on Sunday morning, we look



forward to our third plenary session by Dr. Ryuko Kubota from University of British Columbia. Finally, we are delighted to feature Janina Tubby from Kobe Bilingual School as the JALT Junior plenary speaker.

We would also like to highlight our invited speakers, Francisca Maria Ivone (Bill Balsamo Asian Scholar speaker) from Universitas Negeri Malang and Robert Chartrand (Kevin Cleary speaker) from Kurume University. In addition, Featured Speaker sessions will be led by Charles Browne (Meiji Gakuin University), Melissa Reed (Macquarie University), Morten Hunke (Brandenburg University of Applied Sciences), and Ryoko Okamoto and Erin Noxon (Sagano High School). On Friday, the Technology in Teaching and Professional Development workshops will be available for those who are able to join us early to enhance their teaching skills related to technology in the humanities and social sciences through these practical, hands-on sessions. These special workshops are always popular and led by our own experts from the JALT community.

We would also like to extend our heartfelt appreciation to the JALT2024 Conference Planning team and the JALT Central Office (JCO) staff for their months of meticulous preparation. Without their dedication behind-the-scenes, our JALT International Conference would not be possible. Our gratitude also goes to our invaluable student volunteers at the conference, known as our “Pink Shirt” Interns, for their generous commitment of time and effort. And we would also like to thank all of our JALT Sponsors and Chapters and SIGs which have generously supported the JALT2024 International Conference and our teaching and learning community throughout the years.

As you join us in Shizuoka, we encourage you to share your diverse backgrounds, unique experiences, and perspectives in language education from across Japan and various international contexts. We look forward to discussing the challenges, recognizing the opportunities, and highlighting the strategies and excellence that exist in our field of language teaching and learning. We are excited to reconnect with friends and colleagues, and also see many new faces at GRANSHIP.

Thank you for being a part of JALT’s 50th International Conference, and we hope your experience is both professionally and personally rewarding.

Richmond Stroupe, Naomi Fujishima, and Emily Choong
Conference Chairs, JALT2024 Shizuoka

The Mayor of Shizuoka City

祝辞

静岡市長 難波 喬司



本日こそ静岡市に、言語教育関係者の皆様をお迎えし、第50回全国語学教育学会年次国際大会が盛大に開催されますことを心よりお慶び申し上げます。また、本大会開催にあたりご尽力されました関係者の皆様に深く敬意を表します。

本市で3年前に開催される予定だった本大会が、コロナ禍の収束により、このように改めて本開催されることを大変嬉しく思います。

さて、全国語学教育学会年次国際大会には、今まで多くの皆様をご参加され、言語教育の発展のため研鑽を積まれてきたと伺っております。今、世界の各地で紛争が起こり、世界が分断されつつある社会情勢のなか、国を超え世界中の人々と語学を通して交流されている貴会のご活動には大変勇気づけられます。

本市においても、多様性を大切に人々が交流し続けられるまちの実現に向け歩んでいく所存です。

結びに本大会のご成功と、貴会のますますのご発展とご活躍を祈念いたします。

Message of Congratulations

It is my immense joy to welcome you all to Shizuoka City on the grand occasion of the 50th Annual JALT International Conference on Language Teaching and Learning. Allow me to express my deepest respect for everyone involved in making this conference a reality.

I am delighted that this conference, originally scheduled to be held in Shizuoka City three years ago, has finally come to fruition following the end of the Covid-19 pandemic.

I understand that a vast array of language educators, learners, and administrators have attended this conference over the years, furthering their studies for the continued development of the language education

field. In these times, with wars waging around the world and global society becoming increasingly divided, it is incredibly encouraging to see people from across the globe coming together like this to collaborate around language learning.

The City of Shizuoka, too, strives to be a “City of World Standards,” where diversity is prized, and people can continue to collaborate.

In closing, please allow me to offer my heartfelt wishes for a successful conference and the continued growth of JALT.

NANBA Takashi
Mayor of Shizuoka City

KINSEIDO ELT 2025



*Kinseido is the
Proud Sponsor of the 2024
Michelle Steele
Best of JALT Reception*

**Saturday, Nov. 16
7:30–9:00 PM
Koryu Hall (6F)**

– See you there!

HAVE A GREAT CONFERENCE!

Plenary Speakers

Joint Plenary: Andy Curtis and Liying Cheng

50 Years of JALT – And a Journey of More Than a Century

To say that Life is a Journey is to invoke a saying so well-known that it is sometimes thought of as a cliché. However, in the case of international educators, the metaphor of the life-long journey is especially apt, and one which brings to mind the famous poem by Robert Frost, *The Road Not Taken*. Published in 1915, the poem concludes: “Two roads diverged in a wood, and I – I took the one less traveled by, And that has made all the difference.” Now, after 50 years of life as an association, JALT can look back at half-a-century of change and challenges, of growth and development. And likewise, so shall we two, as JALT’s first ever joint plenary co-speakers, be reflecting on our combined journeys, together yet in different directions, of a total of more than a century by now, covering dozens of countries, working with thousands of teachers, and traveling more than a million kilometers, around the world and back again. Ending, in some ways, where we began, and peering, tentatively, into some possible futures, including the end of the EFL/ESL distinction, the end of a historical monopoly on the ownership of English by a select few countries, and the recent and important rise of English as an International Language, owned by all, used by all. And in relation to the conference themes, we will also be sharing our personal and professional experiences of trials and tribulations, joys and pains, highs and lows in relation to Opportunity, Diversity, and Excellence.

Saturday, 10:00–11:00, Medium Hall

Sponsored by The Testing and Evaluation (TEVAL) SIG, Okinawa Chapter and Tokyo Chapter

Additional Presentations:

Andy Curtis: *The New Peace Linguistics: Words and Worlds, War and Peace*

Sunday, 14:20–15:20, Conference Hall

Liying Cheng: *Assessing for Student Success*

Sunday, 12:00–13:00, Conference Hall



Andy Curtis (PhD) is a Specially Appointed Professor in the Faculty of Humanities and Social Sciences at the City University of Macau. From 2015 to 2016, Dr. Curtis served as the 50th President of the TESOL International Association. He has (co)authored and (co)edited 200 publications, presented to 50,000 language educators in 100 countries, and his work has been read by 100,000 language educators in 150 countries.



Liying Cheng (PhD) is Professor and Dean, School of Education, City University of Macau. Prior to joining the City University of Macau, she has been Professor and Director of Assessment and Evaluation Group at the Faculty of Education, Queen's University, Ontario, Canada. Her seminal research on washback illustrates the global impact of large-scale testing on instruction, and the relationships between assessment and instruction – with 2.4 million CAN\$ of research grants and more than 170 publications.

Avril Haye-Matsui

We Are All Diverse: Celebrating Diversity in English Language Teaching

This journey of embracing diversity in our teaching practice, can be a transformative one, offering educators a chance for personal growth and professional development. Moreover, the dichotomy between native and non-native speaker teachers, far from being beneficial, has proven to be outdated and a source of more harm than good to the development of English language teacher identity (Houghton & Rivers, 2013). This dichotomy has resulted in discriminatory practices towards teachers who do not fulfill certain racial, gender and nationality criteria, such as being denied job opportunities or facing unequal treatment in the workplace. As a result, it has limited students' access to cultural funds of knowledge and diverse teaching methods. It is now time to move beyond such limiting discourses and celebrate the different things teachers from all backgrounds bring to the table. In this talk, I will discuss how teachers can use their diverse identities to create meaningful student learning experiences. Using examples from my teaching career and stories from my research participants, I will illustrate how important it is for students and teachers to increase their awareness of diversity-related issues and the positive impact such awareness has on increasingly diverse student populations. In a world marked by divisions, the act of embracing diversity not only becomes a path to excellence but also a gateway to a multitude of opportunities for all.

Saturday, 16:30–17:30, Medium Hall

Sponsored by JALT

Additional Presentation:

Diversity and Teaching Practice

Monday, 13:00–14:00, Conference Hall



Dr. **Avril Haye-Matsui**, a lecturer at Aichi Prefectural University, holds a PhD in applied linguistics from Ochanomizu University. Her research focuses on intersectionality, teacher identity, and social justice in ELT. She explored the experiences and identity development of African Diaspora women in Japan. Dr. Haye-Matsui co-founded Black Women in Japan and founded the Women’s Empowerment Circle. She resides in central Japan with her family.

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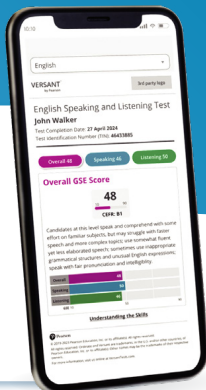
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Ryuko Kubota

Justice-Affirming Language Teaching Through Praxis

As threats to human dignity and existence are growing in our society, language educators have increasingly recognized the importance of equity, diversity, inclusion, and social justice. This trend is consistent with our professional mission to promote cross-cultural communication which contributes to protecting human dignity and building solidarity across differences. Central to this mission is justice-affirming language teaching for raising critical consciousness of how oppressive forces affect the lives of individuals who are positioned differently in power hierarchies. This pedagogical framework also requires what Paulo Freire called “praxis” or committed critical reflection and action for transformation. In this presentation, I will outline the conceptual foundation of justice-affirming language teaching by shedding light on critical pedagogy, antiracism, decolonial/ anticolonial thinking and praxis, and intersectional justice. While these orientations synergically work to advance justice, they are also confronted with obstacles. They include enduring coloniality and Eurocentrism, neoliberal ideology that imposes norm-based accountability, a risk of becoming complicit with normative ideas and practices, a tension between universal rights and the contextual meaning of justice, and a tendency of merely thinking or talking but not acting. One way of exercising praxis is mobilizing knowledge in the form of public scholarship. I will share some examples and invite the audience to explore how a justice-affirming vision can be put into praxis.

Sunday, 10:45–11:45, Medium Hall

Sponsored by JALT

Additional Presentation:

Embracing the Diversity of English and English Users

Saturday, 11:45-12:45, Conference Hall



Ryuko Kubota is a Professor in the Department of Language and Literacy Education at University of British Columbia. Her research draws on critical approaches to language education, especially focusing on antiracism, intersectional justice, language ideologies, and critical pedagogies. Previously, she taught EFL in public schools in Japan and JFL in higher education in the United States. She is a co-editor of *Discourses of identity: Language learning, teaching, and reclamation perspectives in Japan* (Palgrave, 2023).

NATIONAL GEOGRAPHIC LEARNING

PATHWAYS

Third Edition with **spark**

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Listening, Speaking, and Critical Thinking

Reading, Writing, and Critical Thinking

Booth No.5

← Check out our presentations. Happy to see you there!

Janina Tubby

Transform Education: Embrace Diversity and Excellence

How can we help our students strive for excellence, embrace diversity, and maximize opportunity? As we celebrate JALT 50 we find ourselves reflecting on our journeys as educators in Japan, and looking forward to where we must go.

Sixteen years ago, I founded KOBILS, a bilingual international school in Kobe, with the aim of cultivating creative thinkers bold enough to take responsibility for their own learning, make mistakes, embrace diversity, and view challenges as opportunities for growth. In this session I share innovative strategies and examples from our work at KOBILS that transcend traditional language teaching to foster resilience, autonomy, creativity and flexible thinking, and enhance social-emotional learning among students of all ages.

I propose a three-pronged approach that 1) integrates soft skills with highly engaging, collaborative learning 2) encourages students to identify what needs changing in our world, speak up and speak out against everyday injustice, and fiercely protect the environment, and 3) leverages the power of AI to responsibly boost students' academic contributions without overshadowing their individual voices.

Join me in exploring this plan that transforms language classrooms into incubators of innovation and empathy. Let's rethink and reshape our approaches to teaching, to ensure we equip our students with the skills, tools and mindset to thrive in an ever-changing world. Let's commit to making a difference by embracing opportunity, celebrating diversity, and striving for excellence so it is reflected back in our students' achievements, contributions and their love of learning.

Sunday, 15:30–16:30, Medium Hall

Sponsored by Teaching Younger Learners (TYL) and School Owners' (SO) SIGs

Additional Presentation:

Rethinking Assessment for Future Success

Saturday, 15:20–16:20, Conference Hall



Janina Tubby is the founding head at Kobe Bilingual School (KOBILS), a bilingual international elementary school, kindergarten, and licensed daycare. With 30 years of diverse educational leadership experience, from university to corporate setting to public school, Janina is committed to pushing educational boundaries and fostering resilience, creativity, and a passion for learning and seizing opportunity in her students and the education system as a whole.

Meet the Plenary

Main Hall 1F Booth B



Saturday November 16

11:15–12:15
15:00–16:00

Janina Tubby
Dr. Liying Chen

Sunday November 17

09:30–10:30
12:30–13:30
14:00–15:00

Dr. Andy Curtis
Dr. Avril Haye-Matsui
Dr. Ryuko Kubota

Featured Speakers

Morten Hunke

CEFR Quo Vadis? – Myths, Recent Trends, and Perspectives

The recent development of the CEFR looks towards creating opportunities for more transparent language education, with an emphasis on mediation to raise awareness and foster inclusion in the interaction of groups with a diverse background. As a framework, it aims to develop excellence for learners and teachers at the same time by its reference levels. The speaker will exemplify by a range of international case studies what the CEFR contributes to the future.

Saturday, 12:25–13:25, Room 1001-2

Sponsored by CEFR and Language Portfolio (CEFR & LP) SIG

Additional Presentation:

The Journey of the CEFR Journal: Multiplying Best Practice

Sunday, 12:30–12:55, Room 1001-2



Morten Hunke is a long-term CEFR LP SIG member and officer. He has teaching experience in the UK, Sweden, Germany, and Japan. He was in charge of strategy and innovation at the high-stake test developing TestDaF-Institute in Bochum, Germany. He is a member of EALTA. He is co-founder and a co-editor of the CEFR Journal – Research and Practice, which gained a lot of international attention. He is an author and co-editor of various publications.

Melissa Reed

Teacher Connectivity: Empowering Growth

Over the last few years, teachers have been increasingly self-directing their professional development to adapt to rapidly changing circumstances (Mercer et al., 2023). This includes an increase in the importance of face-to-face and online networks and communities. However, with the vast number of networking opportunities, it is important to be strategic. In this workshop, participants will identify professional development needs, and opportunities to meet these through developing connections and productive learning conversations with peers.

Sunday, 13:05–14:05, Room 1001-2

Sponsored by Macquarie University

Additional Presentation:

The Power of Talk: Dialogic Learning in the Classroom

Saturday, 14:40–15:05, Room 1001-2



Melissa Reed is a Lecturer in Applied Linguistics and TESOL at Macquarie University. She has over 15 years' experience in the English language teaching sector as a teacher, manager, researcher, and teacher educator. Her research interests focus on professional development and teacher education (e.g. Reed & Chappell, 2021; Reed et al., in press), and she is currently involved in a classroom project investigating dialogic approaches in university education. She has presented papers at national and international conferences. She was a member of the English Australia CPD Framework Review Steering Committee.

Ryoko Okamoto and Erin Noxon

Global Village: Inquiry to Develop International Mindedness

This interactive workshop will engage participants in exploring global diversity and issues through various activities including the “If the World Were a Village of 100 People” concept. Through these active lessons designed around inquiry-based learning and international exchange, attendees will learn and share practical strategies for integrating global education into language teaching. As teachers, we can foster global citizenship and empathy in students through creative, exciting, and thought-provoking learning experiences.

Saturday, 11:10–12:10, Room 904

Sponsored by Teaching Younger Learners (TYL) SIG

Additional Presentation:
Learning Diversity Through Inquiry and Global Citizenship

Sunday, 12:00–12:25, Room 904

Reading Fusion 1
Andrew S. Bennett
SECOND EDITION

Reading Fusion 2
Andrew S. Bennett
SECOND EDITION

Nan'un-do 2025

Q&A&G
Questions and Answers and Grammar
A Workbook for Strengthening English Grammar and Activating Oral and Written Communication
Jono David

Public Speaking
An Introduction to Presentations, Speeches, Videos, and Interviews
Peter Vincent

Communication

Creatives

Course Materials for University EFL Class

New!



Ryoko Okamoto has been a high school teacher for more than 30 years in Japan. She has developed and launched a variety of international exchange, study abroad, and global education programs in Kyoto Prefectural Schools as well as assisting with the development of National debate programs for English language education. She is currently the head of the Global Education department at Sagano High School.



Dr. **Erin Noxon** has taught all grades K-12 over the past 20 years and currently teaches at Sagano High School in Kyoto. She is a Google Certified Innovator and helps to coordinate international exchange programs and interactions at Sagano High School. Together Ms. Okamoto and Dr. Noxon have developed a variety of inquiry-based classes and experiences for students and have helped their school to receive grants from MEXT, Panasonic, and Mitsubishi.

Charles Browne

The NCSL Project: Words and Tools for Success

This presentation introduces the New General Service List Project, consisting of 7 open-source vocabulary lists tailored for ESL/EFL learners. It showcases various free online tools for teaching, learning, and research, including gamified flashcards, a Wordle game, and an AI-powered text profiling tool. Each corpus-based list targets specific genres like daily English and academic English, offering extremely high coverage. Modular development enables flexibility, and ongoing research confirms their efficacy in various contexts, including high-stakes exams.

Saturday, 13:30–14:30, Room 1001-2

Sponsored by Kinseido Publishing Company Ltd.

Additional Presentation:

Teacher Development Through Mentorship

Sunday, 12:00–12:25, Room 1001-2



Dr. **Charles Browne** is Professor of Applied Linguistics at Meiji Gakuin University as well as Director of the English Department's MA and PhD Program and creator of their EFL teacher-training program. He is an internationally-renowned public speaker having given more than 50 plenary or keynote addresses at academic conferences around the world as well as a TEDx Talk on his main area of research, second language vocabulary acquisition. Dr. Browne is also a US State Department English Language Specialist, helping governments around the world with tailor-made teacher training programs that promote

cross-cultural understanding and excellence in teaching. He was the first National Chairperson of the cross-cultural exchange JET (Japan Exchange & Teaching) Program and has served on multiple Japanese Ministry of Education national committees including the steering committee for the JET Program. Dr. Browne has written dozens of books, articles and research in the areas of second language learning. In addition to his work in creating many important new corpus-based word lists and a wide range of free online tools to teach, learn, and create texts based on these lists, he has also developed countless free online extensive reading, extensive listening, and vocabulary learning sites, tools, and apps and has worked relentlessly to share this knowledge through presentations, seminars, and hands-on workshops around the world.



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Kevin Cleary Invited Speaker

Robert Chartrand

Reflections From a Language Learner and Teacher

I was born in the east side of Montreal. I spoke only French until my parents sent me to an English elementary school in the 5th grade. My father had insisted that I learn English because he felt that as a unilingual French speaker, he had missed out on career opportunities. Thus began my journey as a second language learner. It took me about one year to learn enough English to be able to understand what was going on around me and to make friends. I remember the daily frustrations and the inability to comprehend the English language. Fortunately, though, I remember the process of learning English and this has served me well in my career as a language teacher. In this talk, I would like to explore some of the more interesting facets of second language acquisition including the topics of raising children in a bilingual environment, what it means to be a competent language teacher, to be trilingual and how to acquire languages. It has taken me a great amount of effort to learn English and Japanese and this is a powerful tool to remember when I walk into the classroom and teach a language. I would like to reflect on my career as a language learner, language teacher, an educational technology enthusiast and more recently on my experience on advising a secondary school in Japan. And finally, how we can improve the curriculum and teaching strategies in order to remain competitive in a society with declining demographics.

Sunday, 13:10–14:10, Conference Hall



Robert Chartrand is from Montreal, Canada and has been living in Fukuoka since 1983. He is a Professor at the Institute of Foreign Language Education, Kurume University. His research interests are in second language acquisition and educational technology. He completed a Master's degree in TESOL at the School for International Training, and a PhD. in Information Engineering at the Kyushu Institute of Technology. He has served in various leadership roles in JALT for over 20 years.



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*Facilitating links between research,
practice, and publication*

Forum at JALT 2024:

Sunday, November 17th, 12:00-1:00pm
Rehearsal Room, B1

**Autonomy and Motivation:
Empowering Learners and Teachers**

<https://www.candlinandmynard.com>

Bill Balsamo Asian Scholar

Francisca Maria Ivone

Crafting “Choose Your Own Adventure” Stories

This immersive 60-minute workshop session will explore how low- and high-tech approaches may be combined and sequenced to create dynamic language learning experiences. Participants will create their own “choose your own adventure” stories utilizing task-based language teaching (TBLT) scenarios, which combine conventional tools with cutting-edge generative AI technology. They will use both paper and pen and chatbots to draft plots, extend narratives, and create branching routes, all while emphasizing communication, collaboration, critical thinking, and creativity. This hands-on session gives participants practical experience of partaking in flexible and engaging language learning activities. Throughout the workshop, we will address the pedagogical benefits of combining and sequencing low- and high-tech means, with an emphasis on their ability to enhance language learning, critical thinking, and narrative skills.

Participants will leave with practical techniques for adopting these language learning ideas in their own language teaching and learning contexts. Whether the participants are language teachers or technology enthusiasts, this session offers a unique opportunity to leverage both traditional and innovative tools to enrich the language learning experience. They will gain practical skills and insights to revolutionize their language teaching or learning practices, ensuring they can effectively blend these approaches in their own language teaching and learning environments.

Saturday, 12:55–13:55, Conference Hall



Francisca Maria Ivone, an associate professor of applied linguistics at Universitas Negeri Malang, Indonesia, specializes in listening and reading comprehension, extensive reading (ER), extensive listening and viewing (EL/V), and Technology-Enhanced Language Learning (TELL). She shares her expertise at national and international conferences and webinars across Asia, and her research appears in journal publications and book chapters. Ivone also serves on the board of directors for Indonesia Technology-Enhanced Language Learning (iTELL) and Indonesia Extensive Reading Association (IERA).

Special Sessions

Technology in Teaching (TnT) and Professional Development (PD) Workshops

Language teachers are constantly looking for new ways to connect and interact with students. To achieve this goal, technology often plays a key part by helping to produce both engaging and effective lessons. JALT's TnT Workshops allow educators to keep up with the ever-changing technology being used to facilitate language learning. Presenters of each workshop are specialists in their discipline and are able to break down and demonstrate seemingly complex concepts for participants. From generative AI, to cutting edge digital tools, to programming, it's all here. These sessions will allow attendees to acquire practical knowledge and innovative ideas that they can take back to their own classrooms. We hope you will join us to learn about some of the latest and greatest uses of technology with regards to language teaching. Participants are encouraged to bring Wi-Fi or cellular-connected devices to actively engage in the sessions.

Coinciding with the TnT Workshops, there are a number of Professional Development (PD) sessions which are less dependent on computer and digital technology. These workshops help to enhance and expand a teacher's repertoire of skills. Presenters of PD sessions will expertly guide you in developing essential pedagogical skills as well as some of the softer ones. If you are looking for ideas related to class planning, classroom activities, or class management, these are the sessions for you. This year's PD workshops also include opportunities for personal growth where participants can reflect on their own teaching methods and maybe even achieve a higher state of consciousness!

The Technology in Teaching (TnT) and Professional Development (PD) Workshops are scheduled to take place on Friday, November 15th between 13:00 and 18:30. All sessions will be held on the 9th Floor of the Shizuoka Granship. Participants can find the complete schedule, including workshop summaries, [here](#). Please do make use of [CVENT](#) to receive updates and make the most of your experience with the Technology in Teaching and Professional Development Workshops.

Poster Sessions JALT 2024

Why not check out the poster sessions at this year's conference? **Conveniently located on the first floor in the center of the Education Materials Exhibition (EME) Hall**, poster sessions offer you a unique and more personal presentation experience.

There will be four poster sessions and over 40 posters, offering you a variety of research topics.

Join us in the first-floor center of the EME Main Hall, browse the posters, and enjoy a one-on-one chat with a presenter or two!

Poster sessions will be held:

Session 1: Saturday, November 16, 11:50–13:20

Session 2: Saturday, November 16, 14:45–16:15

Session 3: Sunday, November 17, 12:00–13:30

Session 4: Sunday, November, 13:45–15:15

Don't forget to vote for the best poster presentation for each session!

Scan the QR code on another device or just click on it to go to the voting page.



Mind & Body Sessions

All Mind & Body sessions are held in the Tenji Gallery (6F).

Saturday 11:50–12:15	A Short Taiji Chuan Workout (25 minutes) Martin Pauly – University of Tsukuba
Saturday 12:25–12:50	Reiki Relaxation (25 minutes) Rhea Metituk – Myongji University
Saturday 13:35–15:05	Improve Learner Focus and Teaching Ability With Nutrition (90 minutes) Dominic Jones – Sendai Seiyo Gakuin College Daniel Dean – Tohoku Gakuin University
Saturday 15:20–16:20	Death Café (60 minutes) Masatoshi Shoji – Shokei Gakuin University
Saturday 17:50–18:15	Lymph Drainage (25 minutes) Masatoshi Shoji – Shokei Gakuin University
Sunday 09:30–10:30	Juggling for Beginners (60 minutes) Rhea Metituk – Myongji University
Sunday 12:00–12:25	Teacher’s Room Fitness (25 minutes) Dominic Jones – Sendai Seiyo Gakuin College Daniel Dean – Tohoku Gakuin University
Sunday 12:35–13:00	Reiki Relaxation (25 minutes) Rhea Metituk – Myongji University
Sunday 13:35–15:05	Performance Stress Inoculation Training for Students (90 minutes) Dominic Jones – Sendai Seiyo Gakuin College Daniel Dean – Tohoku Gakuin University

Graduate Student Showcase Sessions

Saturday
11:15–12:45
Room 902
Akita International University
Chair: Dr. Tomohisa Machida
Presenters: Xu, Queena; Kim, June Ha; Huang, Peifen; Ling, Wing Yiu; Ito, Natsuki

Saturday
11:15–12:45
Room 906
University of Tsukuba
Chair: Dr. Rie Koizumi
Presenters: TANA; Sekine, Junko; Nikeshala, Kotuwila; Ueno, Masakazu; Imazawa, Maki

Saturday
13:00–14:00
Room 902
Soka University (Part 1)
Chair: Dr. Richmond Stroupe
Presenters: Regmi, Deepak; Murungu, Doris Wairimu; Nishikata, Misa

Saturday
14:10–15:40
Room 902
Soka University (Part 2)
Chair: Dr. Richmond Stroupe
Presenters: Wadhwa, Sanya; Woolston, Will Dana; Tuffour, Ameyaw Gabriel; Hiramatsu, Risa

Saturday
17:50–19:20
Practice Rm 3 (B1)
Waseda University
Chair: Dr. Theron Muller
Presenters: Zhang, Qian; Shao, Jing Yi; Jaloldinova, Iroda; Chalkiadaki, Aikaterini

Saturday
17:50–19:20
Room 902
Ryukoku University
Chair: Dr. Takaaki Hiratsuka
Presenters: Bito, Ayaka; Hitomi, Maki; Kondo, Yuki; Nall, Matthew; Oleksandra, Kviat; Suzuki, Krys

Sunday
09:30–10:30
Room 902
Tsuda University
Chair: Dr. Saeko Toyoshima
Presenters: Shimamura, Chieri; Kishi, Ryoko

- Sunday
12:00–13:30
Room 1201
University of Birmingham and Waseda University
Chair: Dr. Patrick Kiernan
Presenters: Mishiro, Deepti; Xiang, Li; Verla Uchida, Adrienne; Lim, Steven
- Sunday
12:00–13:30
Room 902
Kanda University of International Studies (KUIS) (Part 1)
Chair: Dr. Gordon Myskow
Presenters: Nakagawa, Mizuki; Sang, Philista; Kudo, Norimasa; Bickle, Ruth
- Sunday
13:45–15:15
Room 902
Kanda University of International Studies (KUIS) (Part 2)
Chair: Dr. Gordon Myskow
Presenters: Bulanon, Maria; Gumble, Maximilian; Russell, Troy; Nakamura, Kaori
- Sunday
16:50–17:50
Room 902
Temple University (Part 1)
Chair: Dr. David Beglar
Presenters: Starkey, Stephen; Martin, Aaron; Kreider, Kyle
- Sunday
18:00–19:00
Room 902
Temple University (Part 2)
Chair: Dr. David Beglar
Presenters: Gann, David; Gruender, Michael; Nguyen, Dung

Welcome Reception

If you came to Shizuoka early to attend the Friday workshops, get a head start on networking or collaborating, or settle in before things get busy, join us at the Welcome Reception. Join the conference organizers, your fellow early birds, and our plenary, invited, and featured speakers at the Welcome Reception on Friday, November 15. Stop by and say “Hi” and start your conference weekend with a friendly chat, a beverage, and light refreshments before heading out to dinner with old friends or new ones.

Friday, 19:00–20:30, Koryu Hall (6F)

Michelle Steele: Best of JALT Award Ceremony

The Michele Steele Best of JALT Awards program started over two decades ago to honor the speakers who make JALT events such valuable experiences. Since 2010, we have held a special reception at the JALT International Conference to celebrate the winners of this award – and this year is no exception. At JALT2020, the Executive Board of JALT unanimously voted on changing the name of the Best of JALT to The Michele Steele Best of JALT Award in recognition of the late Michele Steele’s inspiring and devoted love of honoring JALT members for their enriching work through an annual social event. This year, the Michele Steele Best of JALT Awards event will be held at the JALT2024 Annual International Conference on Saturday, November 16, from 19:30 in the 6th Floor Koryu Hall. Come and join us to honor [this year’s winners](#).

Saturday, 19:30–21:00, Koryu Hall (6F)

Annual Meetings and Forums

JALT Officers Meetings

Executive Board Meeting

Sunday, 09:30–10:30, Medium Hall

Membership Chair

Saturday, 17:50–18:50, Medium Hall

Program Chair

Saturday, 17:50–18:50, Medium Hall

JALT Special Interest Group (SIG)

Annual General Meetings

Bilingualism (BIL)

Sunday, 13:45–14:30, Room Hikae 1 (1F)

Global Issues in Language Education (GILE)

Sunday, 13:45–14:10, Room 901

Materials Writing and Design (MW)

Sunday, 12:00–12:45, Room 903

Other Language Educators (OLE)

Sunday, 13:45–14:30, Room 907

Teacher Development (TD)

Saturday, 19:00–19:25, Room 901

JALT Special Interest Group Forums

Art, Research, and Teaching (ART)

Sunday, 13:45–15:15, Room 903

Bilingualism (BIL)

Sunday, 12:00–13:30, Hikae 1 (1F)

CEFR and Language Portfolio (CEFR & FLP)

Saturday, 14:45–16:15, Hikae 2 (1F)

College and University Educators (CUE)

Saturday, 17:50–19:20, Conference Hall (11F)

Computer Assisted Language Learning (CALL)

Sunday, 16:50–18:10, Rehearsal Room (B1)

Critical Thinking (CT)

Saturday, 17:50–19:20, Room 903

Global Englishes (GE)

Sunday, 14:20–15:20, Hikae 1 (2F)

Global Issues in Language Education (GILE)

Saturday, 17:50–19:20, Hikae 1 (2F)

Learner Development (LD)

Saturday, 14:45–16:15, A/V Hall (2F)

Lifelong Language Learning (LLL) & School Owners (SO) – Joint Forum

Sunday, 13:45–15:15, Hikae 2 (1F)

Listening (LIST)

Sunday, 12:00–13:00, Practice Room 2 (B1)

Literature in Language Teaching (LILT)

Saturday, 17:50–19:20, Hikae 2 (1F)

Materials Writing (MW)

Saturday, 14:45–16:15, Practice Room 1 (B1)

Mind, Brain, and Education (BRAIN)

Saturday, 13:35–14:35, Main Hall (EME) Poster Presentation

Other Language Educators (OLE)

Saturday, 11:15–12:45, Room 907

Performance in Education (PIE)

Saturday, 13:00–14:30, Practice Room 1 (B1)

Pragmatics (PRAG)

Saturday, 11:15–12:00, Room 903

School Owners (SO) & Lifelong Language Learning (LLL) – Joint Forum

Sunday, 13:45–15:15, Hikae 2 (1F)

Study Abroad (SA)

Saturday, 17:50–19:20, Room 906

Task Based Learning (TBL)

Saturday, 14:45–16:15, Room 908

Teacher Development (TD)

Sunday, 12:00–13:30, Room 908

Teaching Young Learners (TYL)

Sunday, 13:45–15:15, Room 904

Vocabulary (VOCAB)

Saturday, 14:45–16:15, Practice Room 2 (B1)

**JALT Special Interest Group Combined
Annual General Meetings and Forums**

Accessibility in Language Learning (ALL)

Saturday, 11:15–12:45, Hikae 2 (1F)

Gender Awareness in Language Education (GALE)

Sunday, 12:00–13:30, Room 906

Intercultural Communication in Language Education (ICLE)

Saturday, 11:15–12:45, Hikae 1 (2F)

Testing and Evaluation (TEVAL)

Sunday, 13:45–15:15, Room 908

Other Meetings

Breaking in(to research) is hard to do! (Peer Writers Forum)

Saturday, 13:00–14:30, Hikae 1 (2F)

Diversity, Equity, Inclusion, and Belonging Workshop

Sunday, 14:20–15:20, Practice Room 2 (B1)

Getting Your Research Funded Through JALT

Saturday, 14:45–15:45, Room 903

The Language Teacher (TLT) Staff Meeting

Saturday, 11:15–12:15, Room 1004

Opportunities to Grow Professionally with JALT Publications

Saturday, 14:45–16:15, Main Hall (EME) Poster Presentation

Opportunities to Publish with JALT: Inside Perspectives

Sunday, 13:10–14:10, Practice Room 2 (B1)

Friday November 15

13:00

Integrating Generative AI Into Academic Writing Classrooms

Talandis Jr., Jerry
Muller, Theron

901

13:00 – 14:30 (90 min)

Technology in Teaching (TnT)

This practical workshop addresses integrating generative AI (GAI) tools like ChatGPT into English academic writing classrooms. We will share three activities: 1) Teaching students prompt engineering to effectively interact with GAI tools; 2) Incorporating GAI into a reflective process-writing workflow; and 3) A creative writing task to engage students with GAI ethics. We will conclude by discussing practical issues concerning GAI implementation in the language classroom and by inviting interested participants to discuss possible collaborations.

Roles of Large Class ELT Teachers: Navigating With ICT Skill

Duwadi, Binod

902

13:00 – 13:45 (45 min)

Technology in Teaching (TnT)

I am exploring how the large classes demand the teachers to use modern technology and their expertise to navigate with their large class issues. There exist a couple of practice level challenges in large sized classes (Duwadi, 2020), for instance physical space, giving individual attention, checking assignment, and providing feedback, (Robertson, 2019). It makes real learning next to impossible. Teacher-centered rote method become almost inevitable. With so many students, what else can even a motivated teacher do?

Achieving Better Assessment and Accountability Using Spreads

903

MacLean, George

13:00 – 14:30 (90 min)

Technology in Teaching (TnT)

This workshop will show how to build and maintain two parallel and related spreadsheets for any given course: one for the teacher that serves as a gradebook, and one for students that records homework, student feedback, and what was done in each class. Participants will be given templates that they can adapt for their individual teaching contexts, and a step by step demonstration and discussion of how to use and modify them will ensue.

Indico for EFL Event Management: Set Your Team Up for Success

905

Carr, Geoffrey

Clark, Gretchen

Jenkins, Adam

13:00 – 14:30 (90 min)

Professional Development (PD)

Targeted at EFL professionals tasked with conference management, this interactive workshop leads participants through the basics of event management on Indico. By walking through configuration of each stage of the event, participants will learn how to leverage Indico's comprehensive suite of tools. Attendees will leave with actionable insights and best practices for using Indico to enhance the impact and reach of conferences, making the most of this powerful platform to foster academic excellence and collaboration.

14:00

Brain-Friendly Study Skills: Plans That Work for Your Dreams

902

Masda, Yuka

14:00 – 15:30 (90 min)

Professional Development (PD)

Supported by research findings, the study skills workshops propose a bottom-up, holistic approach to learning for you and your students. They

are composed of digestible science and practical solutions on various intriguing themes. Why does your New Year's resolution always fail? This session continues from the last year's workshop on goal setting and bravely tackles the formidable enterprise of schedule planning and task management to help make your dreams - and resolutions - come true.

14:45

AI Tools for Quantifying Speaking Assessments

Cvitkovic, Robert

901

14:45 – 15:30 (45 min)

Technology in Teaching (TnT)

This workshop describes how to use AI tools to assess speaking and pronunciation skills, offering a solution to the time-consuming process traditionally requiring human raters and transcription for comprehensibility and intelligibility scores. An AI methodology is introduced that simplifies these assessments, incorporating AI-developed rubrics and tools for precise scoring. By transitioning from subjective to objective, quantifiable methods, this approach provides educators with fast, accurate speaking proficiency data, quantifying speaking evaluation.

Applying Google's Applied Digital Skills to Your Teaching!

Paterson, Rab

903

14:45 – 15:30 (45 min)

Technology in Teaching (TnT)

Google has a wide range of apps in its portfolio, some more useful and well-known than others. One of the apps that is a real timer saver for teachers (of all age groups) and very useful indeed, is the Applied Digital Skills Lesson Collection. This 45-minute workshop will introduce attendees to this curricular ecosystem and show how to use it efficiently, covering the many pros and a few cons, and end with a Q&A.

15:00

Breathe, Teach, Thrive: Cultivating Mindfulness for Educators

Sharma, Prateek

905

15:00 – 15:45 (45 min)

Professional Development (PD)

This workshop aims to enhance the holistic wellness of university educators through mindfulness and breathing activities. By integrating evidence-based practices with philosophical literature, participants will explore techniques to manage stress, improve focus, and foster emotional resilience. The workshop will provide a supportive space for educators to prioritize self-care, ultimately contributing to a positive teaching environment. Through interactive sessions, I aim to equip university teachers with practical tools for maintaining optimal mental and emotional well-being.

15:45

Master the Art of Prompt Engineering ChatGPT and GenAI

Pack, Austin

Escalante, Juan

Gillette, Natasha

901

15:45 – 16:30 (45 min)

Technology in Teaching (TnT)

This 45-minute workshop introduces educators to the effective use of generative AI tools like ChatGPT, Gemini, and Claude, following Ingley and Pack's (2023) prompt engineering framework. It offers hands-on experience in creating educational materials, assessments, and written feedback (Carlson, et al., 2023) through interactive stations. Each station emphasizes practical, hands-on learning, facilitated by experts. Attendees are advised to bring a digital device to engage with generative AI tools.

Critical Incidents in Teacher and Trainer Development

Cruse, David

902

15:45 – 16:30 (45 min)

Professional Development (PD)

Critical incidents (particular challenges or dilemmas encountered whilst teaching) have long been used to empower novice teachers and trainers to reflect and develop their practice. In this workshop, participants will see examples of critical incidents which have caused the presenter to reflect and have spurred his professional development. Participants will examine these and relate them to their own practice, as well as having the opportunity to discuss critical incidents in their own development.

16:45

Effective Use of TBL/PBL Exercises in the Classroom

Brooks, William

902

16:45 – 17:30 (45 min)

Professional Development (PD)

Task-Based Learning (TBL) and Project-Based Learning (PBL) are effective methodologies that prioritize engaging students in completing tasks to create genuine language proficiency by immersing them in a natural context (Ellis et al., 2019; Long 1985; Nunan 1989; Willis 1996). The facilitator will showcase successful TBL and PBL project ideas in this session, demonstrating their application in business English, writing, and conversation classes. The session will include practical case studies, pair and group work exercises.

Channeling Creativity With Coding (and Animation)

Mural, Mike

903

16:45 – 17:30 (45 min)

Technology in Teaching (TnT)

Creativity, especially with regards to coding and animation, is becoming ever more popular in schools, and this now includes students using it for classroom projects. This workshop will demonstrate how to implement computer programming and animation into your program for student projects and extend it throughout the year.

17:00

Using Tabletop Role-Playing Games to Encourage Bilingualism

905

Gutierrez, Timothy

17:00 – 18:30 (90 min)

Professional Development (PD)

In addition to 2024 marking the 50th anniversary of JALT, it also marks the 50th year of the first tabletop role-playing game (Peterson, 2020) which has used role-playing and problem solving tasks (Jackson, 2022) to engage people of all ages since then. Come learn-by-doing this engaging game which can be used to promote language learning with children of all ages. Of special focus will be on using tabletop role-playing to engage children of bilingual families.

17:45

Using ChatGPT for Developing Students' Academic Writing

901

Spero, Thatcher

17:45 – 18:30 (45 min)

Technology in Teaching (TnT)

This workshop will demonstrate how teachers can guide students' use of ChatGPT in responsible and productive ways to benefit their learning when developing academic writing. Participants of this workshop can expect to develop a more nuanced and complex understanding of the use of AI-powered technology like ChatGPT in education, be introduced to tools that can be used for these purposes, and acquire specific skills for incorporating these tools into their teaching.

Celling Like Hotcakes: The Spreadsheet Gradebook Solution

903

Rubrecht, Brian

17:45 – 18:30 (45 min)

Technology in Teaching (TnT)

Instructors are often tasked with course-centric administrative duties such as attendance taking, lesson planning, and tracking and calculating students' grades. While commercial and open-source electronic gradebooks

may be used, the common yet often overlooked spreadsheet may actually offer instructors more power and flexibility. The workshop both presents the benefits and drawbacks of various gradebook options and details the many ways spreadsheets may be used effectively to carry out instructors' various course-centric tasks and responsibilities.

Saturday November 16

10:00

50 Years of JALT and a Journey of More Than a Century

Curtis, Andy – City University of Macau
Cheng, Liying – City University of Macau

Medium Hall

10:00 – 11:00 (60 min)

*Teacher and Professional Development: General
Plenary Session*

50 years is a long time, and for most of us, 50 years is the majority of a lifetime. This, then, is an ideal opportunity to look back – as associations, as individuals, and as travelling companions – to see where we have come from, where we are now, how we got to be here, and where we might be headed in the future.

Sponsored by JALT

11:15

Experiences of Flow Among Elementary EFL Learners in Japan

901

Fujimoto, Ellie – Hinode Gakuen

11:15 – 11:40 (25 min)

*Psychology & Language Learning: Teaching Children
Research-Oriented Short Presentation*

This narrative inquiry reports on experiences of flow among three elementary school students learning English in public schools. The learning activities that make these students invest their full attention and feel capable will be discussed. The kinds of feedback they get from their teachers during the task will also be highlighted. This presentation aims to help teachers of English design tasks that contribute to children's well-being in the language classroom.

JALT Junior

Graduate Student Showcase for Akita International University

Machida, Tomohisa (Chair) – Akita International University

902

11:15 – 12:45 (90 min)

Learner Development: General

Graduate Student Showcase (90 min)

Emergent Leadership Roles in Group Discussion

Xu, Queena

In group discussions, emergent leaders can appear and take lead to steer the discussion toward its goals. Multiple students can emerge as leaders with some subsequently withdrawing in the presence of another leader. This study analyzes the dynamics in which emergent leadership roles appear and disappear.

Understanding Team Teaching Anxiety Between JTE and ALT

Kim, June Ha

Japanese Teachers of English (JTEs) and foreign Assistant Language Teachers (ALTs) often express concerns about collaborating effectively and managing classroom dynamics. This study delves into their anxieties surrounding team teaching and offers strategies for overcoming these challenges.

Analyzing the Verbal Classroom Interaction between Teacher and Students

Huang, Peifen

This research takes the approach of Conversation Analysis (CA) to analyze the classroom interaction between the teacher and the students in a teaching practicum to reflect on the effectiveness of teaching and to find improvements for further EFL teaching practice.

Rethinking Debate Education: An MA Student's Reflection on Teaching Practicum

Ling, Wing Yiu

Critical thinking is an important element in liberal arts education. Debate is considered to be a tool to help students develop critical thinking abilities and how to present arguments and rebuttals convincingly and elegantly.

Through the teaching practicum in an undergraduate EAP program, the author reflects on her teaching and rethinks how debate education should be taught for liberal arts education to better facilitate the development of critical thinking.

Integrating English Rhythm Practice for Senior High School Students

Ito, Natsuki

This study examines how to raise students' awareness of English suprasegmental features. The teacher conducted a three-hour practicum, aiming to help students understand English-stressed rhythm with some activities. The findings on facilitating students' perceptions of English sound will be discussed.

Pragmatics SIG AGM

Ronald, Jim – Hiroshima Shudo University

903

11:15 – 12:00 (45 min)

*Non-teaching Area: Non-teaching Context
SIG AGM*

This is the Annual General Meeting for the Pragmatics SIG. There will be Committee member reports and announcements followed by the election for next year. Questions and suggestions for future activities will be encouraged. Both members and nonmembers are welcome.

Global Village: Inquiry to Develop International Mindedness

Okamoto, Ryoko – Sagano High School

Noxon, Erin – Sagano High School

904

11:15 – 12:15 (60 min)

*Pedagogy: General
Featured Speaker Workshop*

This interactive workshop will engage participants in exploring global diversity and issues through various activities including the “if the world were a village of 100 people” concept. Through these active lessons designed around inquiry-based learning and international exchange, attendees will learn and share practical strategies for integrating global education into language teaching. As teachers we can foster global citizenship

and empathy in students through creative, exciting, and thought-provoking learning experiences.

Sponsored by TYL / JALT Junior

Elementary School Grades 3 to 6 Vocabulary Learning

Rachman, Elly S. – Temple University Japan

905

11:15 – 11:40 (25 min)

*Teaching Younger Learners: Teaching Children
Research-Oriented Short Presentation*

In 2020 MEXT mandated English as a compulsory subject for Grade 5 and 6. It has been 5 years since the regulation was enacted. Students learn English vocabulary through listening, speaking, reading, writing, and communication. Do students make any progress in vocabulary acquisition? This presentation is to report Grades 3 to 6 vocabulary retention. This can give a suggestion to teachers on how to assess their students' vocabulary progress.

JALT Junior

Graduate Student Showcase for Tsukuba University

Koizumi, Rie (Chair) – University of Tsukuba

906

11:15 – 12:45 (90 min)

*Learner Development: General
Graduate Student Showcase (90 min)*

The Effects of Processing Instruction on Object Relative Clauses

TANA

The study investigated the effects of processing instruction in the interpretation and production of English object relative clauses (ORCs). Sixty-five Mongolian university students participated. The processing instruction group made significant improvements in the interpretation of ORCs, not in the production.

***Phonological Awareness of Connected Speech and Listening
Development: Systematic Review***

Sekine, Junko

This is a part of an ongoing systematic review for investigating reciprocal relations between phonological awareness of connected speech (CS) and listening development. The study is based on a hypothesis that recognizing CS may help top-down processing of listening.

A Systematic Review Focusing on Fluency Activities

Nikeshala, Kotuwila Kankanamalage Kaushali Samadhi

Developing fluency is important for second language (L2) speaking proficiency. This systematic review synthesizes research on the impact of fluency activities on L2 learners' fluency, aiming to provide a comprehensive list of methods to enhance fluency development.

***Blocked and Interleaved Task Repetition Activities for L2 Fluency
Development***

Ueno, Masakazu

Studies have compared blocked and interleaved practices in task repetition for a short period and shown different results. This study examines which practice is more effective in developing L2 speech fluency for a longer period among Japanese high school students.

***The Effects of Collaborative Dialogue on EFL Students' Individual
Writing***

Imazawa, Maki

Languaging solves problems in L2 learning. This study investigates the effectiveness of collaborative dialogue on EFL students' individual writing, compared to self-directed talk. Results suggested the need to use both collaborative dialogue and self-directed talk in class.

Teaching and Learning on a Multilingual Stage

Gunske von Kölln, Martina – Fukushima University

Roque de Hishiyama, Adiene – Seikei University

Wright, Pornsri – Kanda University of International Studies

Ichimura, Yoshiko – Temple University, Japan Campus

Rude, Markus – Dokkyo University

Qi, Wu – University of Tsukuba

907

11:15 – 12:45 (90 min)

*Japanese and Other Language Teaching & Learning: College & University
Education
Forum*

This forum focuses on maximizing strategies in foreign language courses. Presenter A reports on designing task-oriented lessons in German Classes at the A1 level. Presenter B analyzes the inclusion of text mediation processes in Spanish activities. Presenter C shows the results of exploring culture and religion through Thai folktales. Presenter D describes sessions of language and culture for international students. Presenters E and F refer to problems for acquiring Chinese tones and potential remedies.

Student Perceptions of Online Written Corrective Feedback

Marlowe, Paul – Kindai University

Asaba, Mayumi – Kyoto Sangyo University

908

11:15 – 11:40 (25 min)

*Pedagogy: College & University Education
Research-Oriented Short Presentation*

The presenters will share findings from a mixed-methods pilot study on learners' responses to online written corrective feedback during process writing tasks. While existing research highlights the importance of learner engagement, the presenters investigated how students of differing proficiency levels interpret, process, and respond to different types of feedback in an online environment. Moreover, the presenters will discuss learner perceptions as well as the role of proficiency in addressing feedback.

How Do University Students Disagree in English?

Kaku, Keishin – Kanda University of International Studies

Huntley, Melissa – University of Shimane

909

11:15 – 11:40 (25 min)

Language Skills: College & University Education

Research-Oriented Short Presentation

Disagreeing is an important life skill, but it can be difficult for Japanese learners due to the cultural pressure around conflict. How do students go about creating and voicing disagreements when part of their cognitive load is preoccupied with overriding their own cultural norms? In our research, we look at what contentious topics are motivating for students, how they structured arguments, and linguistic features and strategies they used in an asynchronous video disagreement project.

Grading ER in a Coordinated Program

Benevides, Marcos – J. F. Oberlin University

1001-1

11:15 – 11:40 (25 min)

Language Skills: College & University Education

Practice-Oriented Short Workshop

This presentation describes how extensive reading (ER) is implemented and coordinated across 50+ required English course sections at a large private university in Tokyo. The focus is on upholding basic ER principles (i.e.: read a lot, read regularly, choose what to read), while still being able to grade fairly in a practical manner for 1,800+ students at three proficiency levels. The program employs a combination of Xreading, M-Reader, and printed books.

Sponsored by Atama-ii Books

Using AI Chatbots to Improve Students' Speaking & Listening

Schwartz, Alan – EnglishCentral, Inc.

1001-2

11:15 – 12:15 (60 min)

Technology: College & University Education

Practice-Oriented Long Workshop

This presentation covers the technology and pedagogy behind MiMi, an AI-powered chatbot used in communicative English programs at over 20 Japanese universities. We review the accuracy and efficacy of the chatbot,

including its pedagogy and impact on student motivation, and how GenAI can also be used to provide real-time feedback and assess students' communication competence. The presentation will include a review of data from deployments with over 10,000 students in Japan this past fall.

Sponsored by EnglishCentral, Inc.

Phonetic, Lexical, and Interactional Cues to Proficiency

Cangemi, Francesco – University of Tokyo

1002

11:15 – 12:15 (60 min)

*Materials and Assessment: General
Research-Oriented Long Presentation*

Quantifying L2 proficiency is a challenging task. This is particularly true for real-life situations, which are difficult to capture in standardized tests. To quantify real-life proficiency, I combined phonetic, lexical, and interactional metrics. From a 1-hour corpus of video recordings of English interviews with Japanese students, I extracted pruned speech rate, variety of lexical types, and percentage of between-interviewer transitions. These three simple metrics correlate well with students' CEFR and TOEIC scores. (Japanese subtitles included).

Facing Challenges: Making SDGs Our Own

Collins, Peter J. – Tokai University

Kobayashi, Megumi – Seikei University

1003

11:15 – 12:15 (60 min)

*Learner Development: College & University Education
Practice-Oriented Long Workshop*

Facing Challenges helps students to explore current topics about global issues, build fluency, and develop critical thinking skills. Units feature interactive warm-ups drawing on students' background knowledge, short videos present local responses to global issues, and reading passages tie the videos to sustainable development goals (SDGs) and provide note-taking practice. Additionally, listening enables students to interpret Japan-specific infographics. Communicative mini-projects and writing prompts help them consolidate their learning and apply it to themselves.

Sponsored by Kinseido Co., Ltd.

A Tour of “New Conversations in Class”

Vannieu, Bruno – Alma Publishing

1101

11:15 – 11:40 (25 min)

Language Classroom Content: College & University Education

Practice-Oriented Short Workshop

New Conversations in Class is a series of two textbooks born in the Japanese university context with one clear goal: to help unblock students who have never had a real-time conversation in English. The two semester-long courses are fully supported with optional password-protected Japanese translations. We will give a quick tour of the textbooks' format, usability and supporting websites, and help you decide whether they are a good fit for your teaching context.

Sponsored by Nellie's English Books

Boosting Listening and Self-Efficacy Through Reading Aloud

Tsuruta, Kazue – Tokyo Kasei University

1202

11:15 – 11:40 (25 min)

Language Skills: College & University Education

Research-Oriented Short Presentation

This presentation presents an action research project that explores the impact of reading-aloud training on listening comprehension and psychological aspects of 30 Japanese vocational school students. Over seven weeks, participants engaged in reading-aloud sessions and improved their phonological awareness and automaticity in spoken language, leading to enhanced listening skills and increased motivation. The study highlights how focused reading-aloud practices can bolster learners' confidence and self-efficacy in English language acquisition.

Online Extensive Reading Activity in a Classroom: Xreading

Nagai, Emi – Temple University Osaka Campus

A/V Hall (2F)

11:15 – 11:40 (25 min)

Learner Development: College & University Education

Research-Oriented Short Presentation

Presentation in Japanese

研究により多読が言語学習に多くの利益をもたらすことが認められている。今回の発表はクラス内で活用できる多読プログラムXreadingの概要と大学生120名が1学期間を使って

多読に取り組んだ様子を講師目線で観察した結果を元に、日本人英語講師がクラス内で有効的にこのプログラムを活用する方法を紹介する。

Transforming English Education in Japan

Chartrand, Robert – JALT Board of Directors Auditor

Conference Hall

11:15 – 11:40 (25 min)

*Teacher and Professional Development: General
Practice-Oriented Short Workshop*

In response to Japan's declining demographics, I advised a private high school in Tokyo to transition from traditional English teaching methods to a curriculum focused on practical skills, aligned with the CEFR and Cambridge English Qualifications. Challenges included reconciling MEXT requirements with global standards and improving teaching quality. Strategies employed were online reading and vocabulary programs, along with international exchanges to boost literacy, motivation, and cultural understanding. English education became more practical and engaging.

Sponsored by JALT

Intercultural Interactions in a High School Study Abroad

Kawashima, Mayumi – Sophia University

Hikae 1 (1F)

11:15 – 11:40 (25 min)

*Sociocultural-Linguistics & Pragmatics: Junior/Senior High School
Research-Oriented Short Presentation*

This longitudinal study investigated a Japanese high school student's 10-month study abroad experience in the U.S. The participant's reported interactional episodes were analyzed through linguistic, sociolinguistic, and sociocultural lenses. Findings highlighted the prevalence of sociolinguistic and sociocultural issues, the participant's self-management approach to handling interactional problems, and context-dependent strategies. These findings suggest the significance of sociolinguistic and sociocultural aspects of student support to enhance language and intercultural learning for Japanese high school students studying abroad.

Narrative and Critical Thinking Skills Training for Fluency

Hayashi, Patrizia – Meikai University

Rode, Tyson – Meikai University

Hikae 1 (2F)

11:15 – 11:40 (25 min)

Learner Development: General

Practice-Oriented Short Workshop

In this presentation, two university educators examine the relationship between narrative (storytelling) skills and critical thinking skills, reflecting on the explicit instruction and practice of these skills in terms of the pedagogical implications for EFL learners' oral fluency development and perceived communication confidence. The presenters describe the application of a thinking routine to enhance storytelling skills intended to build students' ability to narrate a series of events and the results of the approach taken.

Understanding Accessibility Through Collective Efforts

Takasugi, Catherine – Aoyama Gakuin University

Moriya, Ryota – Chuo University

Jenkins, Adam – Shizuoka Institute of Science and Technology

Hikae 2 (1F)

11:15 – 12:45 (90 min)

Teacher and Professional Development: General

Combined SIG AGM/Forum

The Accessibility in Language Learning special interest group (SIG) would like to invite conference participants to our (un)conference session. This 'flipped' approach is aimed at helping us better understand the needs of our JALT community. In small discussion groups share with us your classroom accessibility challenges, explore potential solutions, and use our collective knowledge to find workable tools to support you in your educational setting.

The Impact of Teacher Wellbeing on Classroom Success

Bergeron, Sylvain – Gunma University

Hikae 2 (2F)

11:15 – 11:40 (25 min)

Teacher and Professional Development: College & University Education

Practice-Oriented Short Workshop

In the increasingly challenging setting of the university EFL classroom, the wellbeing of teachers is often overlooked. This in turn, makes it more

difficult for teachers to cope with the demands of our profession. Inspired by the work of Eyre (2017) and Mercer & Gregersen (2020), this presentation will invite participants to consider a back-to-basics approach to health and balance by exploring the connection that exists between teacher well-being and effective classroom dynamics.

Sponsored by Gunma JALT

Public Review: Key in Revising the Language Curriculum

Ador Dionisio, Ricardo – Department of Education Central Office

Atendido, Editha – Department of Education

Koryu Hall (6F)

11:15 – 11:40 (25 min)

Language Classroom Content: General

Research-Oriented Short Presentation

To address the gaps in the 2016 language curriculum, the Philippine Department of Education added another vetting layer to the revised language curriculum known as “Public Review,” which values the stakeholders’ inputs as an essential variable to finalize the content of the curriculum.

This paper aims to determine how the public review becomes an assistive mechanism in the shaping of the revised language curriculum in terms of topical content including domains, standards, and competencies.

Sponsored by Philippine Association for Language Teaching (PALT)

Introducing the Official TOEFL Vocabulary Guide

Sasayama, Shoko – Waseda University

Practice Room 1 (B1)

11:15 – 11:40 (25 min)

Materials and Assessment: General

Research-Oriented Short Presentation

This session introduces a new learning resource, the Official TOEFL Vocabulary Guide. The book features approximately 2,000 of the most important words from the official TOEFL corpus, a word list produced by ETS researchers from TOEFL iBT test content and related materials. Words are accompanied by English definitions and sample sentences/phrases based on test content, audio recordings by TOEFL test voice actors, and Japanese translations created by expert human translators.

Sponsored by ETS Japan

JASAL Forum: Evolutions in Self-Access Language Learning

Francis, Agnes Maria – Konan Women's University

Uehara, Suwako – The University of Electro-Communications

Vye, Stacey – Saitama University

Thornton, Katherine – Otemon Gakuin University

Practice Room 2 (B1)

11:15 – 12:45 (90 min)

*Learner Development: College & University Education
Forum*

In recent years, self-access language learning, whether delivered through curricula or custom-made facilities, needs to constantly evolve to stay relevant to student needs and learning preferences. In this year's JASAL Forum, the three presenters will share recent evolutions in their self-access practices. These include innovations to a learner autonomy curriculum, an evaluation of self-access facilities and an investigation into facilitating supportive behaviours in hybrid self-access spaces. The presentations will be followed by discussion.

Sponsored by Japan Association for Self-Access Learning (JASAL)

Japanese Students' Patterns of Engagement in a COIL Project

Sandu, Roxana – Toyo University

Cusen, Oana – Kwansei Gakuin University

Practice Room 3 (B1)

11:15 – 11:40 (25 min)

*Learner Development: College & University Education
Research-Oriented Short Presentation*

This presentation will cover the implementation process for a four-week collaborative online international learning (COIL) project at a Japanese University in collaboration with two American universities, with a particular focus on Japanese students' patterns of engagement in intercultural interactions. The main objective of this study is to demonstrate how continuous reflexive practice could inform teachers of their students' engagement and/or resistance to intercultural communication.

The Language Teacher (TLT) Staff Meeting

Lyddon, Paul – TLT Senior Editor, University of Shizuoka

Practice Room 4 (B1)

11:15 – 12:15 (60 min)

Non-teaching Area: Non-teaching Context Meeting

This is the JALT2023 **The Language Teacher** (TLT) annual staff meeting. All current editors, copyeditors, proofreaders, and reviewers are encouraged to join, but anyone is welcome, especially those interested in volunteering to become a part of our team!

It's the Little Things: Creating TBLT Textbook Components

Harris, Justin – Kindai University

Leeming, Paul – Kindai University

Rehearsal Room (B1)

11:15 – 11:40 (25 min)

Materials and Assessment: College & University Education Practice-Oriented Short Workshop

When designing textbooks or curricula for language learners, having an overall grand principle is important. However, textbooks and curricula are made up of smaller parts and each of these should also reflect that principle. The speakers will outline how mini-tasks within textbooks designed with a task-based language teaching (TBLT) approach reflect the educational framework. These tasks can also be incorporated into most classrooms without the need for a textbook.

Sponsored by ABAX Ltd.

11:50

Gentle Teaching: Redirecting Students' Disruptive Behavior

Nguyen, Dung – Temple University Japan

901

11:50 – 12:15 (25 min)

Teaching Younger Learners: Teaching Children Practice-Oriented Short Workshop

This workshop introduces gentle teaching – a philosophy emphasizing relationships, safety, security, and belonging – as an approach for positively managing behaviors and cultivating supportive learning environments for young learners. Through case examples and adapted tools from existing

literature, participants will analyze underlying reasons for disruptive behavior and find needs-based solutions aligned with gentle teaching. The workshop aims to equip attendees with a supportive, strengths-based framework for addressing challenges through empathy, care, and community-building.

JALT Junior

Examination of Youth Overseas Program Participant Traits

Chujo, Junko – Tokyo City University

905

11:50 – 12:15 (25 min)

*Teaching Younger Learners: Junior/Senior High School
Research-Oriented Short Presentation*

This study examined the traits of 60 Japanese youth who participated in a study abroad program. The empirical study focused on their affective variables using a pre-departure questionnaire. Understanding students' traits helps educators identify what pedagogical goals to target and what resources in the EFL setting bridge classroom learning to the world to foster students' engagement in study abroad experiences that develop their worldwide view.

JALT Junior

Collaborative Action Research for Curriculum Development

Shibata, Naoya – Nagoya University of Foreign Studies

908

11:50 – 12:15 (25 min)

*Teacher and Professional Development: Junior/Senior High School
Research-Oriented Short Presentation*

This presentation aims to report on the usefulness of collaborative action research for curriculum development at a private high school in central Japan, based on Engeström's (1999) model of activity theory. Findings illustrate that collaborative action research is crucial for successful curriculum and teacher development. Having (near) experts and other institutional teachers and researchers would also be preferable to facilitate research-practice dialogues and curriculum development efficiently and effectively.

Sponsored by JACET (The Japan Association of College English Teachers)

Developing Critical Thinking Skills via Multimodal Projects

Toland, Sean H. – The International University of Kagoshima

909

11:50 – 12:15 (25 min)

*Technology: College & University Education
Research-Oriented Short Presentation*

This presentation highlights the findings from a qualitative case study that investigated the value of integrating a socially conscious project-based language learning digital storytelling project into a 1st-year Japanese university English for academic purposes (EAP) course. The researcher also discusses how practical multimodal projects can be integrated into a wide variety of instructional contexts.

Eigo.AI: A Fully AI-powered 4-Skills Platform for ELLs

Raine, Paul – Eigo.AI

1001-1

11:50 – 12:15 (25 min)

*Technology: College & University Education
Practice-Oriented Short Workshop*

The age of AI brings significant implications for language teachers and learners. Utilizing large language models (LLMs) and AI technologies can enhance learning outcomes. Despite technological advancements, core pedagogy remains the same: students need exposure to comprehensible language forms and opportunities for productive use with feedback. Eigo.AI, the world's first fully AI-powered 4-skills English learning platform, offers quality, level-appropriate lessons, and AI-powered feedback on speaking and writing, all easily monitored by teachers.

Sponsored by Eigo.AI

Beyond Resistance: Activating Engagement in English Learning

Yamanaka, Junko – Aichi Gakuin University

Joseph, Shaules – Rikkyo University

1101

11:50 – 12:50 (60 min)

*Language Skills: College & University Education
Research-Oriented Long Presentation*

Research shows that psychological resistance towards language learning is particularly high in Japan. This presentation will share research results,

explore the nature of learner resistance, and discuss how to structure activities that lower resistance and raise engagement through meaningful communication. The presentation will include sample activities and participants will discuss their experience with learner resistance, and how these ideas can be applied to their teaching context.

Sponsored by Pearson Japan

Utilising YouTube to Enhance EFL Speaking Performance

Christopher, Adam – Atomi University

1202

11:50 – 12:15 (25 min)

Technology: College & University Education

Research-Oriented Short Presentation

This study investigates the efficacy of utilising YouTube videos as a pedagogical tool for enhancing English as a foreign language (EFL) speaking abilities among Japanese university students. The study sample consisted of 26 students enrolled in speaking classes at a private institution in Japan.

Does Profanity Have a Place in the Language Classroom?

Gillis-Furutaka, Amanda – Kyoto Sangyo University

A/V Hall (2F)

11:50 – 12:50 (60 min)

Language Classroom Content: College & University Education

Practice-Oriented Long Workshop

Profanity can be found in almost all the world's spoken, written, and sign languages, but never in foreign language textbooks! This leaves our students unprepared when they interact with native speakers while studying and traveling abroad, or when gaming and using social media online.

The speaker will explain what we know about the use of profanity from historical and brain science perspectives and share materials she uses to approach this topic with university students.

Embracing the Diversity of English and English Users

Kubota, Ryuko – University of British Columbia, Canada

Conference Hall

11:50 – 12:50 (60 min)

Sociopolitical Factors: General

Research-Oriented Long Presentation

In language teaching and sociolinguistics research, the heterogeneity of English has been addressed with various paradigms, such as world Englishes and nonnative speakerhood. While they challenge normative understandings of language forms and practices, they tend to overlook experiences of language users with various intersectional identities and critical awareness raising for transformation. This workshop will introduce a documentary film created to overcome these limitations and invite the audience to generate ideas for critical awareness raising.

Sponsored by JALT

Using Speed Reading as a Tool for Helping Low Level Learners

Chang, Tekka – Ryukoku University

Moriarty, Robert – Meikai University

Hikae 1 (1F)

11:50 – 12:15 (25 min)

Language Classroom Content: College & University Education

Research-Oriented Short Presentation

Do your university students have an impending high-stakes test, like the Eiken IBA, with text beyond their current reading abilities? Come learn how to incorporate a speed reading course (Jarrell et al., 2022; Millet, 2017) into your tight schedule and boost their reading speed and attitudes toward English with little hassle. We will demonstrate our own experiences and provide opportunities for sharing tips and ideas.

An Activity Theory Exploration of Service Learning As ELT

Tajabadi, Azar – The Hong Kong Polytechnic University: Cho, Seong-bin –

The Hong Kong Polytechnic University

Shim, Hyunkyu – The Hong Kong Polytechnic University

Hikae 1 (2F)

11:50 – 12:15 (25 min)

Teacher and Professional Development: College & University Education

Research-Oriented Short Presentation

The research focuses on Hong Kong university students' experiences, as novice teachers, during a service-learning course. Six participants were involved in 60 hours of lesson planning and teaching over an academic semester. A thematic analysis of 12 narrative interviews and 66 reflective reports from the lens of activity theory revealed the complex, interconnected, and evolving factors that shaped and reshaped each students' goals, motives, and outcomes before and after the teaching experience.

Enhance L2 Writing?: AI for Beginner-Level College Students

Emi, Hennessy – University of Fukui

Hikae 2 (2F)

11:50 – 12:15 (25 min)

Technology: College & University Education

Practice-Oriented Short Workshop

Is using ChatGPT helpful in editing writing assignments? The presentation will cover its impact on a general English class of 27 1st-year engineering students at a Japanese national university who have a common European framework of reference (CEFR) level of A1. The speaker will introduce class design, preliminary analysis of ChatGPT feedback, student feedback through questionnaires, and pre- and posttest results to assess if there is any observable benefit of using ChatGPT in EFL.

Mentoring Teachers in EAR: A Path to Growth

Lamsal, Kamal Raj – Nepal English Language Teachers' Association

Koryu Hall (6F)

11:50 – 12:15 (25 min)

Teacher and Professional Development: Junior/Senior High School

Research-Oriented Short Presentation

Exploratory Action research (EAR) is a way of exploring challenges, implementing strategies, and reflecting on outcomes to improve teaching practices. Following a six-month mentorship, the presenter discusses the

global practices of the EAR, local adaptation, challenges faced by mentors and mentees, strategies used to address them, and results of the EAR. The participants will explore insights into the EAR, apply strategy, and adapt practices to improve their classroom practices and enhance professional development.

Sponsored by Nepal English Language Teachers' Association

Fostering Intercultural Sensitivity With COIL Projects

Jones, Brent – Konan University, Hirao School of Management

Main Hall (EME)

11:50 – 13:20 (90 min)

Learner Development: College & University Education

Poster Session

This presentation examines a collaborative online project with Japanese, Indonesian, and Filipino students, focusing on intercultural sensitivity using the Intercultural Development Inventory (IDI). It highlights a student-led conference on global issues, enriched by diverse activities and discussions. The session will showcase key IDI findings, revealing enhanced communication skills, cultural awareness, and understanding of global challenges. Attendees will explore the IDI's role in fostering international sensitivity in higher education.

Student Language Learning Preferences: A Focus on DEI

Hirata, Yoko – Hokkai-Gakuen University

Main Hall (EME)

11:50 – 13:20 (90 min)

Teacher and Professional Development: College & University Education

Poster Session

The aim of this study is to explore Japanese university students' language learning preferences and styles, with particular focus on diversity, equity and inclusion (DEI). Students in this study faced various issues related to diversity, educational inequities, and other personal concerns. Individual students exhibit distinct learning preferences and needs that are closely related to their personal and educational backgrounds.

A Comparative Study of Boosters in Written Media Discourse

Fujimura-Wilson, Kayo – Yamaguchi University

Main Hall (EME)

11:50 – 13:20 (90 min)

Sociocultural-Linguistics & Pragmatics: College & University Education
Poster Session

In written texts, boosters are used to “express convictions and represent strong claims as well as to mark involvement and solidarity with readers” (Hyland, 1998). This study illustrates the way in which boosters are used in media articles written in English by the Japanese and British broadcasts to observe how their use is limited in Japanese media articles. This investigation focuses on the difficulties faced by Japanese writers when using boosters.

Examining Intensifiers Taught in English Language Textbooks

Wilson, Timothy – Hiroshima Shudo University

Main Hall (EME)

11:50 – 13:20 (90 min)

Sociocultural-Linguistics & Pragmatics: College & University Education
Poster Session

Japanese learners of English often have trouble telling the different meanings of words apart, especially when the words are synonyms or, specifically, intensifiers. This study examines the use and variety of intensifiers that are introduced and taught in four commonly used communication-focused textbooks in Japan (2 American and 2 British). Intensifiers were extracted and analysed to determine whether there was a difference in the quantity and type used.

Introducing an Original Mobile EFL Vocabulary Game

Stone, Adam – Fukuoka University

Main Hall (EME)

11:50 – 13:20 (90 min)

Technology: College & University Education
Poster Session

Writing activities generate a significant amount of student-created content, and providing individual feedback can become overwhelming. This content can serve as a valuable resource for other classroom activities. This non-zero-sum game utilizes this content and provides feedback on comprehensibility from peers and grammatical evaluation from the teacher.

Students can participate in this long-form asynchronous game at their own pace. Attendees are invited to try this scalable game to see how it can meet their needs.

eTulay-Filipino Project: An Open Online Course in Filipino

Avena, Allan – University of the Philippines Diliman
 Sabangan, Larry Boy – University of the Philippines Diliman
 Santos, Khimwel – University of the Philippines Diliman

Main Hall (EME)

11:50 – 13:20 (90 min)

*Language Classroom Content: College & University Education
 Poster Session*

Amid the pandemic, teaching and learning in the Philippines face challenges but also opportunities for tech-driven projects fostering the Filipino language. However, there's a gap in utilizing Open Online courses. The eTULAY-FILIPINO Project addresses this, offering Basic Filipino Grammar and Academic Writing courses. With modules, it employs interactive learning for senior high school and undergraduate students, integrating technology for effective and accessible learning. It serves as a vital resource for both academic and broader communities.

Learning English Through Movie Subtitle Analysis

Driscoll, Nicholas – Baiko Gakuin University

Main Hall (EME)

11:50 – 13:20 (90 min)

*Language Classroom Content: College & University Education
 Poster Session*

A group presentation suitable for intermediate to upper-intermediate English speakers. Students in an English through movies class choose a film to study translation differences between the original English and the Japanese subtitles. Using scripts and choosing categories for subtitle discrepancies, students are required to introduce a movie and introduce and explain differences such as grammatical changes, shifts in formality, colloquialisms, etc, in a college classroom setting.

Analyzing an Unsuccessful Telecollaborative Project

Takamine, Kaori – UiT the Arctic University of Norway

Main Hall (EME)

11:50 – 13:20 (90 min)

*Japanese and Other Language Teaching & Learning: College & University Education
Poster Session*

Telecollaborative learning enhances language skills and intercultural competence but faces challenges such as communication and collaboration problems due to participants' diverse academic backgrounds and educational objectives. This study examines Norwegian L2 students' telecollaboration project with engineering students, revealing communication barriers and benefits. Despite communication problems, Norwegian L2 students gained linguistic skills through interaction and project tasks. The findings underscore the importance of task design, motivation, and pre-project training for successful telecollaboration in language learning.

Comparison of Linguaskill and TOEIC Scores at a University

Aoyama, Tomoe – Cambridge University Press & Assessment

Practice Room 1 (B1)

11:50 – 12:15 (25 min)

*Materials and Assessment: College & University Education
Research-Oriented Short Presentation*

This study presents Linguaskill-TOEIC conversion tables based on empirical data from a large number of test takers at a Japanese university. These tables provide a useful method for converting Linguaskill listening and reading scores to TOEIC scores, or vice versa, specifically for Japanese university students and similar learning contexts. Additionally, the research examines the correlations between Linguaskill scores across the four skills to determine how strongly they are associated with each other.

Sponsored by Cambridge University Press & Assessment

A YouTube Video Creation Project for Language Learners

Beirne, Denver Beirne – Asia University

Practice Room 3 (B1)

11:50 – 12:15 (25 min)

Language Classroom Content: College & University Education

Practice-Oriented Short Workshop

YouTube is a popular hive of authentic natural language. Therefore, it is an ideal tool to support language learning and student engagement. This presentation describes a project where students create their own unique YouTube videos. Learners analyse, discuss and document the communicative traits of successful YouTubers. Then, students mimic these communication styles. Through extensive guided practice, learners improve their understanding of online English and enhance their general English communication skills in this student-centered project.

Stretch Your Students' Horizons with Stretch 2nd Edition

Peacock, Rob – Oxford University Press

Rehearsal Room (B1)

11:50 – 12:50 (60 min)

Language Classroom Content: College & University Education

Practice-Oriented Long Workshop

How can we inspire students to participate actively in a global society? In this session we will look at five interdependent skills clusters for 21st century learning, as well as some practical classroom methods for learner development. We will see how teaching communication strategies, building discussions around engaging and relevant video material, and presentation practice with examples from nonnative speakers can guide students to greater fluency and make global skills accessible for all.

Sponsored by Oxford University Press

A Short Taiji Chuan Workout

Pauly, Martin – University of Tsukuba

Tenji Gallery

11:50 – 12:15 (25 min)

Non-teaching Area: Non-teaching Context

Mind / Body Space

After a short explanation of Taiji chuan, and an introduction to our local group, you are invited to join the warmup exercises and then the basic 24 Form.

12:25

Insights From HRT and Senka Led Elementary School English

Fennelly, Mark Graham – Shikoku University

Fukuda, Steve Toshihisa – Bunkyo University

Kaiser, Meagan Renee – Tokushima University

901

12:25 – 12:50 (25 min)

*Teacher and Professional Development: Teaching Children
Research-Oriented Short Presentation*

The new curriculum introduced in 2020 has brought challenges and an increase in the number of Senka teachers involved in English instruction at elementary schools across Japan. This presentation will focus on discussion of classroom observation data, providing insights into HRT and Senka successes in student understanding and English teaching methods respectively and assisting in answering the question, “What might HRTs and Senka learn from each other in the future through peer mentorship training?”

JALT Junior

Adopting CLIL in Japan: An Indepth University Case Study

Wadden, Paul – Juntendo University

Shiroza, Saran – International Christian University

Hale, Chris Carl – Akita International University

Lacy, Bethany – Juntendo University

Umehara, Hiroaki – Juntendo University

Dilenschneider, Robert – Jichi Medical University

903

12:25 – 12:50 (25 min)

*Language Classroom Content: College & University Education
Research-Oriented Short Presentation*

This presentation describes the background, rationale, challenges, and implementation of a comprehensive content and language integrated learning (CLIL) curriculum in a 1st-year English program of 240 Japanese university students. Through semi-intensive CLIL study of liberal arts rather than use of commercial communication-based EFL textbooks, the researchers and curriculum designers found high levels of student

engagement as well as TOEFL ITP score gains up to 140% greater than for students in the six-year pre-existing curriculum.

Motivating Young, EFL Students in Japan With PBL Lessons

Kato, Katie – Hello Bear Publishing

904

12:25 – 13:25 (60 min)

*Teaching Younger Learners: Conversation/Language School
Practice-Oriented Long Workshop*

Project-based learning (PBL) is a popular teaching method around the world that has been proven effective in increasing student confidence and motivation. Implementing projects in an EFL classroom with young learners can be challenging, but equally rewarding. The presenter will share examples of age and level appropriate projects that have helped motivate and inspire elementary and JHS students in Japan. How to scaffold PBL lessons for student success will also be discussed.

JALT Junior

Performing Arts as a Vehicle for Language Learning

Miyamoto, Shannon – Kindai University

905

12:25 – 12:50 (25 min)

*Teaching Younger Learners: Teaching Children
Research-Oriented Short Presentation*

This presentation will discuss the various benefits that participating in a theater arts drama program can have on L2 students' English language skills development. Positive outcomes from group collaboration, critical thinking skills, inferencing, and overall experiences learning and producing a short play with students in elementary through high school will be discussed.

JALT Junior

Student Perceptions: Shaping Pedagogy

Taylor, Samuel – Kyushu Sangyo University

908

12:25 – 12:50 (25 min)

Pedagogy: College & University Education
Research-Oriented Short Presentation

What can we learn from the experiences and perceptions of students about teaching? How can we use student views of English education to improve the effectiveness of classroom instruction? Large-scale quantitative survey data ($N=342$) at a Japanese university indicated that teaching and learning may benefit from emphasizing the ways students are likely to use English after graduation, explaining the rationale for pedagogy, and including means of improving students' confidence in using English.

Schrödinger's Turn: An Interactional Examination of WTC

Ducker, Nathan – Miyazaki Municipal University

909

12:25 – 12:50 (25 min)

Language Classroom Content: College & University Education
Research-Oriented Short Presentation

Pedagogical advice concerning willingness to communicate (WTC) is often ineffective as it focuses on teacher-led interventions but negates learner agency. This study examined classroom talk and WTC using idiodynamic methodology and conversation analysis. Results showed conversational maneuvers simultaneously stimulate and impinge subsequent WTC and talk, contingent on interlocutor reactions: a conversational superposition. Consequently, learners must learn to recognize and respond to conversational asymmetry and turn-taking junctures, and employ if-then protocols to promote WTC and talk.

Career Journeys in Japan

Kidd, Josh – Utsunomiya University

Cook, Melodie – University of Niigata Prefecture

Humphries, Simon – Kansai University

Kashiwa, Mayumi – Kanda University of International Studies

Linton, Kane – Macquarie University

Shachter, Jonathan – Kyushu Sangyo University

1001-1

12:25 – 13:25 (60 min)

Non-teaching Area: Non-teaching Context

Short Forum

In this forum, six Macquarie alumni discuss their career paths since graduation. From podcasting to publishing to academia, this diverse group at different stages in their careers will discuss the highs, lows, twists and turns of their career journeys. After sharing their experiences, there will be plenty of time for discussion and questions about building careers in Japan.

Sponsored by Macquarie University

CEFR Quo Vadis? – Myths, Recent Trends, and Perspectives

Hunke, Morten – Brandenburg University of Applied Sciences

1001-2

12:25 – 13:25 (60 min)

Teacher and Professional Development: College & University Education

Featured Speaker Workshop

The recent development of the common European framework of reference (CEFR) looks towards creating opportunities for more transparent language education, with an emphasis on mediation to raise awareness and foster inclusion of groups with a diverse background. As a framework it aims to develop excellence for learners and teachers at the same time by its reference levels. The speaker will exemplify by a range of international case studies what the CEFR contributes to the future.

Sponsored by CEFR & LP SIG

Professional Legitimacy of Primary School English Teachers

Ardini, Anandayu Suri – Universitas Islam Indonesia

1002

12:25 – 12:50 (25 min)

*Teacher and Professional Development: Teaching Children
Research-Oriented Short Presentation*

The study examines the struggle of two Indonesian primary school English language teachers to establish their professional status, revealing that their professional legitimacy is partly influenced by political factors and conflicting interests, and suggests policymakers should encourage reforms to legitimize their profession.

Xreading: What's New and What's Next

Goldberg, Paul – Xreading

1003

12:25 – 13:25 (60 min)

*Language Classroom Content: General
Practice-Oriented Long Workshop*

Xreading is an online library that gives students access to thousands of graded readers while allowing instructors to track their reading progress. Since its launch in 2014, the system has been continuously updated and improved with new features and more books. In this presentation, the founder of Xreading will explain the newest features and improvements, and review what is planned for the future, including our new textbook series and collaborative online international learning (COIL) project.

Sponsored by Nellie's English Books

Extensive or Extrinsic: A Case Study in Extensive Reading

McDowell, Leigh – Nara Institute of Science and Technology

1202

12:25 – 12:50 (25 min)

*Language Skills: College & University Education
Research-Oriented Short Presentation*

How 'extensive' do learners need to read in order to improve their overall English language proficiency? This case study in extensive reading offers insightful empirical data and analysis to shed light on this and other pertinent questions. Drawing on the data generated in this study, this presentation highlights best practices and principles for cultivating sound

and sustained extensive reading habits in university-level learners, and avoiding imposing on them an alternative form of 'extrinsic' reading.

Binning the Book Reports

Lawson, Andy – NIC International College in Japan

Hayford, Jack – NIC International College in Japan

Hikae 1 (1F)

12:25 – 12:50 (25 min)

*Language Classroom Content: College & University Education
Practice-Oriented Short Workshop*

Surveys have shown many students consistently avoid reading graded readers (paper or electronic), and instead focus their efforts on finding an online summary to complete the dreaded required book reports. This workshop is an opportunity to share a wide range of alternative activities, providing ideas that teachers can use to assess students in a way that encourages them to actually read the texts and develop a more positive attitude, as genuine extensive reading should.

Enhancing Learning Through Collaboration: Insights from CEFR

Ochiai, Naoko – Ibaraki Prefectural University of Health Sciences

Hikae 2 (2F)

12:25 – 12:50 (25 min)

*Technology: College & University Education
Research-Oriented Short Presentation*

This presentation explores incorporating group and pair work in language education, emphasizing mediation in the common European framework for reference of languages (CEFR) companion volume (CV). By aligning textbook exercises with collaborative tasks and using AI and digital tools (like Padlet, AnswerGarden, Wordwall and Kahoot!), students interact with new peers, enhance their language proficiency and social skills while reducing anxiety. This approach demonstrates an increased effect of collaborative learning in the CEFR CV.

Sponsored by Ibaraki Chapter

Utilizing Malay Local Wisdom in Students' Listening Module

Kurniawan – Universitas Lancang Kuning

Koryu Hall (6F)

12:25 – 12:50 (25 min)

Materials and Assessment: College & University Education

Research-Oriented Short Presentation

The study aims to develop listening English modules based on Malay local wisdom. The approach used the analyze, design, develop, implement, and evaluate (ADDIE) model. The data were analyzed qualitatively using the N-VIVO software, and the quantitative data were analyzed using the fuzzy Delphi and Aiken's V methods. The results indicate that the module is generally suitable for use at the university level as an alternative to bring students closer to their contextual learning.

Sponsored by TEFLIN

Designing Themed Task-Based Materials: Widgets Inc.

Benevides, Marcos – J. F. Oberlin University

Valvona, Chris – Okinawa Christian University

Practice Room 1 (B1)

12:25 – 12:50 (25 min)

Pedagogy: General

Practice-Oriented Short Workshop

This presentation describes the development of a task-based course from its inception in the classroom to publication as a coursebook. We describe how and why relative task complexity can be a practical organizing principle for any task-based language teaching (TBLT) course. Then, we provide an easy-to-use framework that can guide teachers in their own themed task design in any context. This session will be relevant to all those interested in task-based, project-based, and action-oriented approaches.

Sponsored by Atama-ii Books

Translanguaging in Japanese University Language Advising

Tong, Dylan – Soka University

Practice Room 3 (B1)

12:25 – 12:50 (25 min)

Sociocultural-Linguistics & Pragmatics: College & University Education

Research-Oriented Short Presentation

While translanguaging research in Japan has increased in recent years, its use in language advising remains underresearched. This study utilized

interviews with language advisors and students as well as observations of language advising sessions to explore the perceived benefits and concerns regarding translanguaging in this context. Functions of translanguaging and potential techniques for taking advantage of translanguaging in language advising will be discussed.

Reiki Relaxation

Tenji Gallery

Metituk, Rhea – Myongji University

12:25 – 12:50 (25 min)

Non-teaching Area: Non-teaching Context

Mind / Body Space

Reiki is a hands-on energy healing technique that can provide rest and relaxation. Attendees may be seated while listening to calm music and enjoy receiving a short Reiki session to reboot and boost their energy. No special clothing is required.

13:00

Creating a News Programme Using Canva

901

Takahashi, Yukari – Sanno University

13:00 – 13:25 (25 min)

Teaching Younger Learners: Junior/Senior High School

Research-Oriented Short Presentation

Canva is a free online graphic design platform where high-quality posters, presentation slides, and videos can be created. This research investigates how using Canva impacts the motivation for language learning and news-related knowledge among 1st-year junior high school students. Through a Canva project, students learn TV news structures and expressions, culminating in the creation of their own news programmes.

JALT Junior

Graduate Student Showcase for Soka University (Part 1)

Stroupe, Richmond (Chair) – Soka University

902

13:00 – 14:00 (60 min)

*Learner Development: General
Graduate Student Showcase*

Students' Perception and Experiences of South Asian ELTs in Japan

Regmi, Deepak

This research investigates the factors influencing the identity construction of South Asian ELTs in Japan. The study employs interviews and surveys to collect information from teachers, students, and the college administration to provide insights and promote diversity in ELT.

Women of Colour Teaching English in Japan

Murungu, Doris Wairimu

The study reviews the experiences of Asian, Caribbean, African, and African American women as English language educators in Japan. The research examines how the teachers navigate cultural, language, and race issues and their contribution to diversity in the Japanese educational landscape.

Technology and Teaching Methodology Integrated Course for pre-service English teachers

Nishikata, Misa

With MEXT adopting the new technology framework, the GIGA school program, new challenges arise for language teachers to implement technology in class. This study aims to investigate the current state of pre-service English teachers' education and possible areas of improvements.

Fostering Social Awareness Through Picture Books

Benthien, Gaby – Shumei University

903

13:00 – 13:25 (25 min)

*Teacher and Professional Development: General
Research-Oriented Short Presentation*

Picture books in L2 classes may not only foster linguistic skills but can also help students understand different perspectives and encourage

social awareness and critical thinking. This presentation focuses on an exploratory action research project to investigate the integration of picture book usage into preservice teacher education courses, and to explore how preservice teachers feel about using this resource in the future. While the value of picture books is undisputed, challenges related to integration remain.

Grammar and Language Functions in Interaction and Production

905

Nakazumi, Yukiharu – Kagawa University

13:00 – 13:25 (25 min)

*Teaching Younger Learners: Junior/Senior High School**Research-Oriented Short Presentation*

MEXT's revised course of study (CS) has newly introduced the notion of "five skill areas" by dividing speaking into interaction and production. In this study, dialogues and plural sentences used in the sections of English grammar and language-use functions were collected from English textbooks in Japan in addition to ELT textbooks. Results suggested the importance of teaching grammar and language-use functions in terms of English for interaction and production.

JALT Junior

Collaborative and Inclusive Strategies in Spanish Classes

Silva, Cecilia – Tohoku University

Budding, Carlos – Akita International University

Roque de Hishiyama, Adiene – International Christian University

907

13:00 – 14:30 (90 min)

*Japanese and Other Language Teaching & Learning: College & University**Education**Forum*

Presentation in Spanish and English

Educadores de Español como Lengua Extranjera analizarán temas relativos al aprendizaje de lenguas. Silva: lectura colaborativa en una clase multinivel; Budding: integración de las reflexiones de los estudiantes en la evaluación; Roque de Hishiyama: SDG, canciones y storytelling; reporta sus investigaciones sobre el aprendizaje de español con una contextualización

lingüística, intercultural y comunicativa. Educadores y estudiantes de otros idiomas son bienvenidos a participar en el taller de español.

The Effects of OCF on System Learning of the Past Tense

Choo, Siow Chin – Universiti Teknologi MARA Sabah Branch

908

13:00 – 13:25 (25 min)

Learner Development: General

Research-Oriented Short Presentation

The present study examined the effects of oral corrective feedback (OCF) on system learning (i.e., the ability to generalize grammar rules to novel items). The effects of OCF were measured using oral, written, and grammaticality judgment tests. The results revealed that participants of both recasts and prompts demonstrated system learning in selected tasks. The findings of the study suggest that the type of OCF has no differential effects on system learning of the past tense.

Positive Interactive Patterns in Group Writing

Kan, Ning – National Taiwan Normal University

909

13:00 – 13:25 (25 min)

Other Learners & Contexts: Junior/Senior High School

Research-Oriented Short Presentation

The study explores the effect of assigned roles in online collaborative writing activities, which was conducted on Google Docs. The three assigned roles used in this study influenced the interactive patterns of writing members. The connection and relationship between writing performance and interactive patterns will be discussed.

AI Generated Written Corrective Feedback, Is It Any Good?

Pack, Austin – Brigham Young University-Hawaii

Escalante, Juan – Brigham Young University-Hawaii

Gillette, Natasha – Brigham Young University-Hawaii

1002

13:00 – 13:25 (25 min)

Technology: College & University Education

Research-Oriented Short Presentation

Writing is a fundamental skill in education that can enhance critical thinking, develop language skills, and increase knowledge. Written corrective

feedback plays an important role in helping English language learners to improve the quality of their writing. This paper explores the capabilities of a custom GPT (a generative AI tool) in providing written corrective feedback on English language learners' writing to improve grammatical accuracy, as well as compares the generated feedback with that from teachers.

General Academic English and TOEFL ITP Preparation

Okada, Takeshi – EGAP Consortium Japan

1101

13:00 – 13:25 (25 min)

Materials and Assessment: College & University Education

Research-Oriented Short Presentation

This presentation aims to introduce the recently developed e-learning platform named General Academic English and TOEFL ITP Preparation being launched by Edusoft, whose content has been created in collaboration between ETS Japan and EJC (EGAP Japan Consortium). The presentation also focuses on the importance of EGAP (English for General Academic Purposes) in undergraduate education at Japanese universities.

Sponsored by ETS Japan

Can AI Teach Us to Speak Our L2?

Carney, Nathaniel – Kobe College

1202

13:00 – 13:25 (25 min)

Technology: General

Research-Oriented Short Presentation

AI tools are beginning to be utilized to support L2 speaking instruction in educational institutions in Japan. This presentation reviews a series of 31 empirical studies published between 2018 and 2024 to examine researchers' findings about using AI tools to teach L2 speaking. The review shows how progress in AI and AI tools is changing the potential of this new technology for improving learners' L2 speaking ability.

Not Just Data Collection: Q-sorts to Promote Deeper Learning

Custance, Imogen M. – Osaka Jogakuin College and University

A/V Hall (2F)

13:00 – 13:25 (25 min)

*Language Classroom Content: General
Practice-Oriented Short Workshop*

Q methodology presents an intriguing and holistic alternative to more commonly used survey-based data collection methods for understanding individual differences in language learning. However, the Q-sort activity at its heart has rich potential as a pedagogical activity in and of itself. This workshop will demonstrate the sorting activity and describe potential uses in the language learning classroom.

Crafting “Choose Your Own Adventure” Stories

Ivone, Francisca Maria – State University of Malang

Conference Hall

13:00 – 14:00 (60 min)

*Pedagogy: General
Practice-Oriented Long Workshop*

This 60-minute workshop session will combine low-tech and high-tech approaches to create flexible and exciting language learning activities. Participants will make “choose your own adventure” stories using traditional paper and pen as well as generative AI tools. The workshop will give them practical experience in integrating AI into task-based language learning, emphasising communication, collaboration, critical thinking, and creativity. Pedagogical benefits will be investigated, including suggestions for language educators and technology enthusiasts.

Sponsored by JALT

Using AI to Create Real-Life Conversations

Janjua, Najma – Kawasaki Medical School

Hikae 1 (1F)

13:00 – 13:25 (25 min)

*Technology: College & University Education
Practice-Oriented Short Workshop*

Acquiring conversational ability in the target language is the ultimate goal of most English language learners. This workshop will demonstrate how real-life conversations can be created using an AI tool called Roshi. ai. The presenter will explain the conversation-creating process and share

examples of conversations created using the tool. Incorporating real-life conversations into English language lessons allows learners to experience language in its natural context, bridging the gap between classroom learning and real-world communication.

Breaking In(to Research) is Hard to Do!

Ikeguchi, Cecilia – Gakushuin University
 Howard, Anne McLellan – Miyazaki International University
 Clements, Peter – Shizuoka University
 Hauser, Eric – University of Electro-Communications
 Beggs, Megan – Jissen Gakuen Junior and Senior High School

Hikae 1 (2F)

13:00 – 14:30 (90 min)

Teacher and Professional Development: General Forum

New researchers can find it daunting to begin trying to publish. Likewise, veteran researchers sometimes find themselves struggling with the technicalities of the writing and publication processes. In this forum, we aim to demystify these challenges by providing advice to prospective authors from both veterans and beginners, about ethics, research, and publishing. By the end of this forum, attendees will walk away feeling more confident about their research endeavors.

Does the ELSA App Really Help Students Improve Pronunciation?

Murrell, Hudson – Sanyo Onoda City University
 Sato, Tomoe – Yokohama City University

Hikae 2 (1F)

13:00 – 13:25 (25 min)

*Language Skills: College & University Education
 Research-Oriented Short Presentation*

Explore the transformative impact of the ELSA (English Language Speech Assistant) app on English pronunciation among university students. Confronting challenges posed by large class sizes, the study investigates whether personalized AI tools can enhance students' awareness and actual improvement in pronunciation. Over eight weeks, students engaged with ELSA, underwent self-assessment tests, and reflected on their

progress through video comparisons. The findings illuminate the potential of AI-driven pronunciation coaches in addressing individual needs.

Empowering Educators: Disability Rights and Reality in Japan

Thomas, Gavin – Kiaora
Stockwell, Teresa – Okayama University

Hikae 2 (1F)

13:00 – 13:25 (25 min)

*Teacher and Professional Development: College & University Education
Practice-Oriented Short Workshop*

In Japan, laws ensuring equal access to education and employment for individuals with disabilities remain vague and challenging to implement. This presentation explores the experiences of educators with disabilities in Japan, examining both progress and ongoing challenges. Through real-life case scenarios, it highlights the impact of current laws, school policies, and societal attitudes on the quality of life and professional experiences of these educators.

Sponsored by Okayama Chapter (First-time Presenter Submission)

Engineering Students' Struggles in Group Discussion

Zainal Abidin, Noor Azlinda – Universiti Malaysia Pahang Al-Sultan
Abdullah

Koryu Hall (6F)

13:00 – 13:25 (25 min)

*Language Skills: College & University Education
Research-Oriented Short Presentation*

This study investigates the challenges faced by engineering students during group discussions, employing a quantitative survey method. The research aims to identify specific struggles that hinder effective collaboration, such as communication barriers, role ambiguity, and conflict management. Data were collected from a sample of students, revealing that many encountered difficulties in expressing ideas, managing time, and coordinating tasks. The findings suggest a need for targeted interventions to enhance teamwork skills and improve group dynamics.

Issues in Performance in Education (PIE): Beginners & Beyond

Bergman, Kevin – Musashi High School/Musashi University

Bussinguer-Khavari, Vivian – Kwansei Gakuin University

Kobayashi, Dawn – Onomichi City University

Fernandes, Elisabeth – Konan University

Rees, Gordon – Yokkaichi University

Gallagher, Anthony Brian – Meijo University

Practice Room 1 (B1)

13:00 – 14:30 (90 min)

Pedagogy: General

Forum

This forum explores the issues facing performance in education (PIE) teaching, evaluating, researching, and performing. This will be a completely interactive experience for the panelists and audience, with questions and topics introduced by any of the participants at any time. PIE beginners and experienced practitioners are all welcome. If you are interested in PIE and want to know all about it, this forum is for you.

Designing Effective Materials for CLIL With Technology

Wright, Alex – Meiji University

Practice Room 3 (B1)

13:00 – 13:25 (25 min)

Materials and Assessment: College & University Education

Research-Oriented Short Presentation

Finding appropriate materials for content and language integrated learning (CLIL) classes can be challenging because there are many subjects where there are few or no materials available. This presentation will examine a variety of tools and methods teachers can use to help them develop and modify their own materials. AI and vocabulary profiling tools for creating, evaluating, and editing materials will be introduced. The benefits and limitations of these tools will also be discussed.

13:35

Autonomous Learning Skills Across Language Levels

Stein, Kevin – Clark Memorial International High School

Letson, James – Clark Memorial International High School

901

13:35 – 14:00 (25 min)

Teaching Younger Learners: Junior/Senior High School

Practice-Oriented Short Workshop

Two teachers at a private high school in Sapporo will give a detailed explanation of how they utilize preparation for the Eiken, a standardized English 4-skills language exam, to help their students develop autonomous language learning skills which are transferable to a wide variety of settings. Participants will leave the presentation with knowledge of specific activities and materials which can be utilized in a variety of classrooms with minimal modification.

JALT Junior

Use and Abuse of AI: A Workshop for Teachers

Ohashi, Louise – Gakushuin University

903

13:35 – 14:35 (60 min)

Technology: General

Practice-Oriented Long Workshop

With the sudden influx of AI tools, many educators need guidance to exploit their potential benefits and curb student misuse. This workshop will demonstrate how to use AI tools such as writing assistants, chatbots, translation/transcription aids, and AI hubs to develop all four skills. In addition, the presenter will suggest ways to limit misuse of AI, with participants encouraged to share their concerns, exchange information, offer advice, and network with others for on-going support.

An Evidence-Informed Literacy Programme for Japanese Elementary Schools

904

Pratt, Laura – British Council Tokyo

13:35 – 14:00 (25 min)

*Teaching Younger Learners: Teaching Children
Research-Oriented Short Presentation*

In this presentation, I will outline the development and implementation of a six-year literacy programme in a public elementary school in rural Japan. The presentation will cover the creation of locally-appropriate curriculum and teaching resources as well as the training and support offered to teachers in order to implement them. I will also present the preliminary outcomes of this programme, which has led to improvements in students' phonological awareness and independent reading skills.

JALT Junior

The Impact of Extended English Exposure on Student Attitudes

905

Vaivrand, Calvin Vincent Benet – University of Tsukuba

13:35 – 14:00 (25 min)

*Teaching Younger Learners: Junior/Senior High School
Research-Oriented Short Presentation*

Currently, the “Chu-ichi Gap” is one of the major problems Japan is facing in its English education system. However, research into how students' emotions shift upon graduating primary school and entering junior high school is scarce. The current study tracked 25 *eikaiwa* students who graduated elementary and entered junior high school in 2024. Results indicated that learners with goals for learning English upon graduating elementary did not show major negative shifts in junior high school.

JALT Junior

Achieving Goals in Extensive Reading: Strategies of Successful Students

Parsons, Andre – Hokkaido University of Education – Hakodate Campus
908 13:35 – 14:00 (25 min)

Language Skills: College & University Education
Research-Oriented Short Presentation

In extensive reading (ER), teachers often must set goals and deadlines to ensure students are reading regularly. Despite busy university schedules, some students are successful in meeting these goals consistently. However, what do these students do to achieve their targets? To shed light on this topic, students were asked weekly about how they achieved their goals. Findings from successful students will be presented, offering insights for teachers interested in supporting student goal achievement in ER.

A Longitudinal Study of AI's Impact on English Proficiency

Obari, Hiroyuki – Globiz Professional University
909 13:35 – 14:00 (25 min)

Technology: College & University Education
Research-Oriented Short Presentation

A 28-week study involving 25 university students assessed the impact of AI tools, including ChatGPT and text-to-speech technologies, on writing and speaking skills. The study found significant improvements in students' language abilities through assignments like photo essays, bilingual presentations, and writing tasks, utilizing AI for feedback and edits. Over 66% reported better writing skills, with a high appreciation for AI's role in ideation, grammar, and vocabulary enhancement. The study highlights AI's potential.

Unlocking IELTS: A Guide for Educators New to IELTS

Blokker, Vincent – IELTS
1001-1 13:35 – 14:35 (60 min)

Materials and Assessment: College & University Education
Practice-Oriented Long Workshop

This workshop is tailored for English teachers new to IELTS. Attendees will learn about the fundamentals of the IELTS test format, scoring, and

how it measures English proficiency. The session will provide practical strategies to help teachers guide their students effectively through each test component. Participants will explore a range of official and free resources to enhance their teaching methods and understand IELTS assessment scales to improve both teacher performance and student success.

Sponsored by IELTS

The NGSL Project: Words and Tools for Success

Browne, Charles – Meiji Gakuin University

1001-2

13:35 – 14:35 (60 min)

Pedagogy: College & University Education

Featured Speaker Workshop

This presentation introduces the new general service list project, consisting of 7 open-source vocabulary lists tailored for ESL/EFL learners. It showcases various free online tools for teaching, learning, and research, including gamified flashcards, a Wordle game, and an AI-powered text profiling tool. Each corpus-based list targets specific genres like daily English and academic English, offering extremely high coverage. Modular development enables flexibility, and ongoing research confirms their efficacy in various contexts, including high-stakes exams.

Sponsored by Kinseido Publishing Company Ltd.

Collaborative Writing of Vignettes for Research Purposes

Neff, Joel – Utsunomiya University

Kasumi, Arciaga – Utsunomiya University

1002

13:35 – 14:00 (25 min)

Materials and Assessment: College & University Education

Practice-Oriented Short Workshop

Vignettes are an effective but underutilized tool for gauging student interest and opinions. In 2023, instructors at a national university wrote a series of vignettes for research designed to gauge student and teacher perceptions regarding the ethical use of AI. Their experience in writing, reviewing, and assessing the resultant data led them to the conclusion that vignettes are best written collaboratively. In this workshop, participants will work collaboratively to construct both guidelines and vignettes.

Investigating L1 Use in EMI Classes at Japanese Universities

Oga, Mayumi – Ritsumeikan University

Hsu, Jeng-yih Tim – National Kaohsiung University of Science and
Technology

1202

13:35 – 14:00 (25 min)

Pedagogy: College & University Education

Research-Oriented Short Presentation

This study examined teachers' use of students' L1 and the students' perception of it in four English-medium instruction (EMI) classes at four universities in Japan. The results showed that the teachers' use of Japanese ranged from 0% to 24.4%. Approximately 92.7% of the students felt that the use of Japanese helped them better understand the subject matter; however, 21.7% of them had a neutral or negative perception of teachers' use of Japanese.

A Fluency-First Approach to Teaching Listening

Beglar, David – Temple University Japan Campus

Kerrigan, Robert – Shitennoji University

Nemoto, Tomoko – Temple University Japan Campus

A/V Hall (2F)

13:35 – 14:00 (25 min)

Language Skills: General

Practice-Oriented Short Workshop

In this presentation, we introduce a fluency-first approach to teaching listening. We first outline key principles of fluency development. We then present an approach to teaching listening in which listening input is mostly or entirely comprehensible to listeners and listening fluency development receives attention from the beginning of instruction. We then describe four listening tasks that can help learners develop greater listening fluency and consider non-listening tasks that contribute indirectly to listening fluency development.

Gakuchika Videos: Boosting Self-Efficacy in Job Seekers

Sato, Manami – Kyoto University of Advanced Science

Hikae 1 (1F)

13:35 – 14:00 (25 min)

*Learner Development: College & University Education
Research-Oriented Short Presentation*

This presentation focuses on integrating “Gakuchika” videos into English education to enhance motivation for college job seekers. “Gakuchika” reflects students’ dedicated pursuits during their academic years, and is a common question in job interviews. Companies are now requesting one-minute Gakuchika videos in addition to traditional entry sheets. This approach aims to boost both intrinsic and extrinsic motivation levels in college students, enhancing students’ confidence, self-efficacy, and public speaking skills to be competitive with job markets.

LBC: Camping Excursions for University Students

Kirchmeyer, Branden Carl – Sojo University

Ott, Chris – Sojo University

Hikae 2 (2F)

13:35 – 14:00 (25 min)

*Psychology & Language Learning: College & University Education
Research-Oriented Short Presentation*

Researchers conducted a mixed-methods study to investigate how a camping excursion was used by non-English majored university students in Japan for language learning beyond the classroom (LBC). Qualitative data collected via questionnaires and observations of participant behavior are considered alongside quantitative analysis of survey responses from both excursion participants and non-participants. Plans for future investigations of how campground environments may affect attitudes and behavior in classroom-based language classrooms are also discussed.

Using Digital Games in Translation Education

Chen, Yulin – Yuan Ze University

Koryu Hall (6F)

13:35 – 14:00 (25 min)

*Technology: College & University Education
Research-Oriented Short Presentation*

This study evaluates the impact of digital games on translation education. Survey-based research examines their influence on skill development and

student participation. Findings indicate a positive correlation between game usage and increased student engagement. These games offer immersive environments for linguistic exploration and translation practice. The study suggests that game-based approaches foster innovative teaching methods. This research contributes to the discourse on technology-enhanced learning in translation studies, highlighting gamification's educational benefits.

Sponsored by ETAROC

Life & Brain Science: Neurodiversity in Students & Teachers

Burke, Alexandra – Shiga University

Toland, Sean – The International University of Kagoshima

Masda, Yuka – Tokyo University of Pharmacy and Life Sciences

Main Hall (EME)

13:35 – 14:35 (60 min)

*Psychology & Language Learning: General
Poster Session*

Neurodiversity is gaining greater recognition but there is a need for more information to help educators provide the best learning environment for neurologically diverse students. Our forum will take a poster format for members of our JALT community to explain their experiences having dyslexia, dyspraxia, dyscalculia, or other neurological divergences, or being on the attention deficit hyperactivity disorder (ADHD) or autism spectrums. Researchers will present facts, key ideas, together with many practical classroom interventions.

Examining Near-Peer Role Modeling and Learner Motivation

Hooper, Daniel – Tokyo Kasei University

Egitim, Soyhan – Toyo University

Practice Room 3 (B1)

13:35 – 14:00 (25 min)

*Psychology & Language Learning: College & University Education
Research-Oriented Short Presentation*

This presentation explores near-peer role modeling (NPRM) in university English classes, revealing its impact on basic psychological need (BPN) satisfaction and frustration. This presentation highlights how NPRM predicts autonomy and relatedness satisfaction, with negative correlations in autonomy and relatedness frustration. Competence satisfaction and

frustration lack clear association, but qualitative insights indicate mixed competence feelings influenced by low confidence and L2 self-concept. This presentation emphasizes addressing learner beliefs and growth mind-sets in NPRM for effective outcomes.

The Future Is Now: Exploring Pathways 3rd Edition

Boon, Andrew – Toyo Gakuen University

Rehearsal Room (B1)

13:35 – 14:35 (60 min)

Materials and Assessment: College & University Education

Practice-Oriented Long Workshop

The 3rd edition of *Pathways* introduces a range of new features designed to enhance student learning and engagement. This presentation provides an in-depth walkthrough of a unit, highlighting the updated content, interactive exercises, and digital resources available through the new Spark learning management system (LMS) that can support language development and critical thinking skills. Discover how *Pathways 3rd Edition* can help your students on their journey towards greater cultural awareness, global competence, and academic success.

Sponsored by National Geographic Learning

Improve Learner Focus and Teaching Ability With Nutrition

Jones, Dominic – Sendai Seiyō Gakuin College

Dean, Daniel – Tohoku Gakuin University

Tenji Gallery

13:35 – 15:05 (90 min)

Other Learners & Contexts: General

Mind / Body Space

This session shares practical advice about nutritional choices that affect how teachers teach and students learn. Topics such as glycemic index, nootropics, and volatile insulin response will be explored. Participants will be guided to put together a lunch and snack plan that will increase their performance and that of their students. The session will be followed by questions and answers.

14:10

Reading Skills Development in Japanese Primary Schools

Nakao, Kaori – Seinan Gakuin

Oga-Baldwin, W. L. Quint – Waseda

901

14:10 – 14:35 (25 min)

*Teaching Younger Learners: Teaching Children**Research-Oriented Short Presentation*

Presentation in Japanese

This study tested the differences and growth of primary school students' (grades 3–6) Phoneme-Grapheme Recognition skills across two semesters. Semester 1 and Semester 3 students ($N=256$, female $n=130$) completed the same phoneme-grapheme recognition test. ANOVA (analysis of variance) and follow-up pairwise tests assessed achievement differences between grades and across the two-semester gap. Based on these results, I will present the development of teaching materials and methods for improving phonemic awareness in elementary schools in Japan.

JALT Junior

Graduate Student Showcase for Soka University (Part 2)

Stroupe, Richmond (Chair) – Soka University

902

14:10 – 15:40 (90 min)

*Learner Development: General**Graduate Student Showcase (90 min)*

Enhancing Intercultural Awareness in EFL Japan Through Effective Intercultural Strategies.

Wadhwa, Sanya

The presentation discusses the importance of Intercultural awareness in the context of EFL Japan university students. The role of Intercultural awareness is discussed to elaborate the importance of intercultural communication in learning. Here the strategies to enhance the IA in learning is emphasized.

Integrating Multimodal Media and Information Literacy into EFL

Woolston, Will Dana

In the 21st century, the advent of recent leaps forward in communicative technology has fundamentally changed the landscape through which language is used. This Teaching and Learning Project seeks to develop a multimodal curriculum that is verisimilitudinous with modern communication.

English Writing and Social Studies Essay Performance in Ghana

Tuffour, Ameyaw Gabriel

This research investigates factors affecting the essay writing skills of Ghanaian high school students in Social Studies. Surveys, interviews, and document analysis are utilized to examine the impact of teacher collaboration on the writing performance of students in standardized examinations.

The Relationship Between Learner Motivation and Teacher Motivation

Hiramatsu, Risa

This presentation will discuss how learner motivation and teacher motivation interrelate. Interviews with learners and teachers will be conducted to identify how they think learner motivation and teacher motivation influence each other.

Flipped Learning in EFL Junior High School English Lesson

Hagihara, Kosuke – Nara Prefectural Kokusai Junior and Senior High School

904

14:10 – 14:35 (25 min)

*Teaching Younger Learners: Junior/Senior High School
Practice-Oriented Short Workshop*

This practice-based presentation will focus on the implementation of flipped learning into EFL junior high school English lessons. Before class, the students watched videos at home to learn new vocabulary and understand the topic of the passage. During class, the students read the passage and wrote their own opinions in English. The presenter will show the actual practice, the results of the postclass questionnaire, and the challenges for implementation.

JALT Junior

Reimagine Language Learning: Learn Through Play!

Kropp, Merete – Komazawa Park International School

905

14:10 – 15:10 (60 min)

*Teaching Younger Learners: Teaching Children
Practice-Oriented Long Workshop*

How can we transform L2 learning settings and formats to be more in line with current research and best-practices in early childhood education? This seminar will start by clearly defining play and the role that it has in language learning. Practical ideas and examples will be shared for teachers to use when setting up and implementing a play-based classroom where learning outcomes often exceed expectations.

*Sponsored by Tokyo Association of International Preschools / JALT
Junior*

Do Fillers Enhance or Decrease L2 Speaker Fluency?

Tanaka, Yusuke – Fukuoka University

Setoguchi, Ayaka – Kyoto University

Chika, Taishi – Kansai University

Kanzawa, Katsunori – Kyoto Institute of Technology

908

14:10 – 14:35 (25 min)

*Materials and Assessment: College & University Education
Research-Oriented Short Presentation*

Presentation in Japanese

Our analysis of the Kyoto institute of technology speaking test corpus reveals that using fillers up to about 5% does not significantly affect speaking test scores. However, when filler usage increases to 35%, a slight negative correlation with scores emerges, a trend that becomes more pronounced above about 35%. These results challenge the binary perspective of fillers as purely negative or positive for L2 speaker fluency, demonstrating that their impact depends on their usage frequency.

Empowering Learners Through Scriptwriting & Storyboarding

Buck, Jonathan – Toyo University / Keio University

909

14:10 – 14:35 (25 min)

*Language Classroom Content: College & University Education
Research-Oriented Short Presentation*

In the realm of Japanese higher education, content and language integrated learning (CLIL) is gaining traction for English acquisition. This presentation dissects a CLIL course segment on film theory, emphasizing scriptwriting and storyboarding skills. It explores course development, showcasing the seamless blend of language acquisition and subject content. Through learner-produced content and educator reflections, it offers insights into effective CLIL pedagogy within Japanese contexts

AI-Powered TOEIC Product Tailored for University Students

Jensson, Arnar – Coori Japan

1003

14:10 – 14:35 (25 min)

*Technology: College & University Education
Practice-Oriented Short Workshop*

Introducing an online TOEIC program tailored for a 15-week Japanese university curriculum. The program offers adaptive learning through AI-driven explanations and feedback, ensuring students stay on track with engaging 15-minute modules for both in-class and outside-class study. Features include gamification through trophies; high-frequency, TOEIC-centric vocabulary learning; and adaptive listening exercises. Data show that the program boosts TOEIC scores by 40 points in just one semester.

Sponsored by EnglishCentral, Inc.

Pragmatics for Future Success: What Students Aspire to Learn

Oda-Sheehan, Sanae – Ochanomizu University

1202

14:10 – 14:35 (25 min)

*Sociocultural-Linguistics & Pragmatics: General
Research-Oriented Short Presentation*

To promote the teaching and learning of L2 pragmatics, it is critical for teachers to realize its importance through the voices and needs of learners. This study reports on a survey and interviews of university students' perceptions of communicative efforts. The findings indicate their wishes and

intentions to learn pragmatics more explicitly to ensure their professional success. It is time for teachers to address such needs and build a solid bridge between school and society.

Metacognitive Knowledge Approaches in Listening Instruction

Madarbakus-Ring, Naheen – University of Tsukuba

A/V Hall (2F)

14:10 – 14:35 (25 min)

Pedagogy: College & University Education

Research-Oriented Short Presentation

Metacognitive knowledge allows learners to process, control, or direct their listening to help them reflect on their approaches to second language listening. This study consisted of five listening lessons in a tertiary-level English program using classroom-based ($n=11$) and self-led ($n=13$) instruction. The results showed that both groups approached using the listening tasks differently but identified the same difficulties. The presentation concludes by suggesting how to implement listening journals in different classroom contexts.

Beyond Playlists: Unlocking the Power of Listening Materials

Rost, Michael – Author, Editor, Teacher Trainer, Researcher

Helgesen, Marc – Miyagi Gakuin Women's University

Wiltshier, John – Miyagi Gakuin Women's University

Conference Hall

14:10 – 15:10 (60 min)

Language Skills: College & University Education

Practice-Oriented Long Workshop

Making listening materials is more complex than many people realize. This session will help you notice what is actually in your coursebook, why it is there, and what may be missing. The authors will show how they help students make real progress using examples from *Teaching and Researching Listening* and *English Firsthand*. We'll share concrete strategies, how practice interacts with theory and ideas from practitioners that will improve your classroom.

Sponsored by Pearson Japan

Using Debate Tasks in University CLIL Courses

Singh, Shalvin – Kanda University of International Studies

Hikae 2 (2F)

14:10 – 14:35 (25 min)

*Language Classroom Content: College & University Education
Practice-Oriented Short Workshop*

This workshop discusses practical approaches to using debates in university classes, particularly in content and language integrated learning (CLIL) courses. Attendees will be introduced to different ways to use debates in language classes, shown tasks to promote the acquisition of debate skills (e.g., formulating challenging questions, disagreeing appropriately, articulating detailed ideas supported with logic and research) and encouraged to share their own approaches and experiences with using debate tasks in their distinct teaching contexts.

Understanding Generation MZ in English Language Teaching

Metituk, Rhea – Myongji University

Koryu Hall (6F)

14:10 – 14:35 (25 min)

*Psychology & Language Learning: College & University Education
Practice-Oriented Short Workshop*

This presentation delves into the unique characteristics and learning preferences of Generation Millennials and Gen Z (MZ) in the context of English language teaching, specifically in university conversation classes taught in South Korea. It examines effective pedagogical approaches, including digital tools, personalized learning, and fostering critical thinking. Attendees will gain practical strategies for engaging and motivating Generation MZ through insights, ensuring their language learning experiences are relevant, impactful, and future-ready.

Sponsored by KOTESOL

Study Away Opportunities for Japanese University Students

Garth, Christopher – Japan Center for Michigan Universities

Sorenson, Samuel – Japan Center for Michigan Universities

Practice Room 2 (B1)

14:10 – 14:35 (25 min)

Non-teaching Area: College & University Education

Practice-Oriented Short Workshop

Japan Center for Michigan Universities offers study away options in Hikone, Shiga for students at Japanese universities. Come to this presentation if you are an administrator or instructor of such students and would like to learn more about opportunities for them.

Sponsored by Japan Center for Michigan Universities

Engaging Teacher Talks While Talking and Reading Together

Yasunaga, Akie – Tokyo Keizai University

Practice Room 3 (B1)

14:10 – 14:35 (25 min)

Language Classroom Content: College & University Education

Research-Oriented Short Presentation

This presentation examines teachers' literate talks while talking and reading together with students based on the new literacy studies (the NLS), which views literacy as a social practice connecting oracy and literacy. The theoretical constructs draw on the typology of metadiscourse markers used by popular TED Talk speakers. Applying the typology, the presenter shares classroom teacher talk to engage students.

JALT Junior

14:45

TBLT Adventures: Engaging Young Language Learners in Japan

901

Cullen, Teri – J-Kaiwa English School

14:45 – 15:10 (25 min)

Teaching Younger Learners: Conversation/Language School

Practice-Oriented Short Workshop

Task-based language teaching (TLBT) prioritizes meaningful tasks over language targets. Despite its proven benefits, it faces resistance in many language teaching contexts in Japan. This presentation seeks to bridge

theory and practice by demonstrating TBLT's adaptability in the language classroom. Focused on young learners, the workshop will explore practical strategies such as information-gathering and group translation tasks, using a mix of authentic and teacher-made materials to illustrate TBLT's effectiveness across different ages and proficiencies.

JALT Junior

Getting Your Research Funded Through JALT

Sholdt, Gregory – Kobe University

Collins, Peter – Tokai University

903

14:45 – 15:45 (60 min)

Teacher and Professional Development: General Practice-Oriented Long Workshop

Each year, JALT awards up to three research grants to members with no outside funding sources. The goal of this presentation is to explain the details, requirements, and scheduling of the JALT Research Grants. Examples of previous research will be shared along with tips for strong applications. Participants will be able to ask questions and receive guidance on potential research projects suitable for the grants.

EFL Children and ER Motivation: Methods That Work Best

Ito, Lesley – Big Bow English Lab

904

14:45 – 15:10 (25 min)

Teaching Younger Learners: Teaching Children Research-Oriented Short Presentation

Teaching a child how to read is important, but so is creating a classroom environment where they are motivated to do extensive reading (ER). Methods that work well with children in English-speaking countries are not always effective in an EFL environment. The presenter will share their recently published action research on teacher read alouds, a method that worked best with children in an EFL environment, and demonstrate how it can be easily implemented.

JALT Junior

Social Media English Learning and Native-Speakerism in Japan

907

Lawrence, Luke – Nihon University

14:45 – 15:10 (25 min)

*Sociocultural-Linguistics & Pragmatics: College & University Education
Research-Oriented Short Presentation*

In this study, we carry out a multimodal critical discourse analysis (MCDA) of native-speakerist aspects of ELT-related Instagram reels. We explore what aspects of native-speakerist ideologies are perpetuated and what modes and semiotic resources are deployed to promulgate them. By situating this study in the “real” world of social media and drawing on MCDA to analyze authentic language materials, we hope to highlight this hitherto under-researched strain of native-speakerism which is prevalent in Japan.

Implementing TBLT in a Large-Scale University Program

Campbell, Alana – J. F. Oberlin University

Childress, Lonnie – J. F. Oberlin University

Dinunzio, Nick – J. F. Oberlin University

Juteau, David – J. F. Oberlin University

Tuncay, Stephanie – J. F. Oberlin University

Yuyama, Keiko – J. F. Oberlin University

908

14:45 – 16:15 (90 min)

*Pedagogy: College & University Education
Forum*

This year's SIG Forum showcases the task-based program at a large private university in Tokyo. The program comprises about 1,800 students in 100+ sections of two required 1st-year courses. Instructors will present a series of short connected investigations into some successes and continuing challenges over the past 5-6 years of program implementation; these include: teacher training, task/project assessment, materials selection, class management, and program coordination. The focus is on discussing practical yet principled TBLT ideas.

Developing Communication in Nursing: An Interactive Textbook

1001-1

Zeff, B. Bricklin – Hokkai-Gakuen University

14:45 – 15:45 (60 min)

Pedagogy: College & University Education

Practice-Oriented Long Workshop

This presentation introduces English Communication for Nursing, a coursebook designed to enhance nursing communication skills through focused dialogues, key expressions, and essential vocabulary. The coursebook includes interactive video technology for vocabulary building and speaking practice and an online component using chatbot technology for role-play scenarios. Students practice expressions and terminology in dialogues mirroring real-life healthcare settings. Various tasks help students understand and practice the material. Implementation strategies and feedback are also discussed.

Sponsored by Tryalogue Education

The Power of Talk: Dialogic Learning in the Classroom

1001-2

Reed, Melissa – Macquarie University

14:45 – 15:10 (25 min)

Pedagogy: General

Practice-Oriented Short Workshop

Not all classroom talk is created equal. Dialogic learning offers a framework for classroom dialogue and education in general which encourages deep learning, critical thinking, collaboration and empathy (Wegerif et al., 2019). Through valuing different perspectives, it can promote inclusive learning environments and improve learner outcomes (Phillipson, 2020). In this workshop, participants will learn about implementing strategies for dialogic learning in the classroom, and engage in discussion activities encompassing the principles of dialogic learning.

Sponsored by Macquarie University

The Pandemic's Effect on Teacher Identity, Beliefs, and PD

Roloff Rothman, Jennie – Kanda University of International Studies

Verla Uchida, Adrienne – Tokyo City University

1002

14:45 – 15:10 (25 min)

Teacher and Professional Development: General

Research-Oriented Short Presentation

In Japan, the COVID-19 pandemic dramatically shifted how educators, researchers, and the public perceive teacher well-being and professional development (PD). This government-sponsored research project examines how teaching during the COVID-19 pandemic and the return to traditional lessons have impacted language teachers' identities, beliefs, and teaching practices. The researchers will share results from a narrative frames survey and the emergent themes from that data, which were used to conduct interviews and explore the findings more deeply.

Activities & Ideas for Critical Thinking Skills Development

Culligan, Brent – Aoyama Gakuin University

1003

14:45 – 15:45 (60 min)

Learner Development: General

Practice-Oriented Long Workshop

There is a wide range of opinions about what critical thinking actually is. For the presenter, the focus is first and foremost on helping students to develop their own informed opinions on current issues and topics and express them clearly. This session will explore what kinds of content are needed to help this to happen as well as discuss a range of classroom activities aligned to Bloom's Taxonomy which can help students along this journey.

Sponsored by Kinseido Publishing Co. Ltd.

Critical Thinking: What Lies Beneath – The Subtext

Graham-Marr, Alastair – Abax Ltd / Tokyo University of Science (Retired)

1101

14:45 – 15:10 (25 min)

Materials and Assessment: College & University Education

Practice-Oriented Short Workshop

Critical thinking is a vitally important concept that has sadly been hijacked as an educational buzzword and misused to the point of rendering it near

meaningless. However, it remains a needed, yet undeveloped, thinking skill for interacting in any language: native, second, or foreign. Critical thinking entails getting an understanding of the subtext: the assumptions and veiled messages that are loaded into all forms of discourse. This workshop will explore this further.

Sponsored by ABAX Ltd.

An Exploration of Diverse Learner Development Communities

Mynard, Jo – Kanda University of International Studies

Kato, Satoko – Kanda University of International Studies

Underwood, James – Chuo University

Ikeda, Ken – Otsuma University

Yarwood, Amelia – University of Sydney

A/V Hall (2F)

14:45 – 16:15 (90 min)

*Learner Development: General
Forum*

We invite participants and attendees to share, explore, and reflect on the benefits and challenges that we have experienced in taking part in different professional communities to do with language education, particularly learner development, learner autonomy, learner advising, and self-access learning. In the forum, participants will have opportunities in pairs and small groups to discuss and reflect on the here and now of collaboration between practitioners, and practitioners, and learners.

Exploring Culture and Identity Through J-Pop

Woldeab, Sammy – Kanda University of International Studies

Hikae 1 (1F)

14:45 – 15:10 (25 min)

*Language Classroom Content: College & University Education
Practice-Oriented Short Workshop*

Popular music can provide a tangible connection between the individual and culture. Students in a content and language integrated learning (CLIL)-based course at a university in Japan spent a semester exploring the question “What is J-pop?” This workshop will examine the connections to culture and identity through sample activities and creative works. Participants will hear about the successes and challenges of creating such a course and have the opportunity to ask questions and discuss.

Creating AI Prompts for L2 Essay Self-Evaluation

Visgatis, Brad – Osaka International University
Swenson, Tamara – Osaka Jogakuin University

Hikae 1 (2F)

14:45 – 15:10 (25 min)

*Technology: College & University Education
Research-Oriented Short Presentation*

This presentation will focus on providing prompts that help students to use generative AI (ChatGPT and others) to improve their essays instead of writing assignments for them. Presenters will explain the stages taken to prepare model prompt, discuss how Japanese university students have used these to improve their English essays, and provide templates for other educators to help students use AI prompts for essay self-evaluation.

The CEFR and CEFR/CV in the Classroom: Needs of Teachers

Schmidt, Maria Gabriela – Nihon University

Nagai, Noriko – Ibaraki University

Oi, Yoko – Waseda University

Hikae 2 (1F)

14:45 – 16:15 (90 min)

*Teacher and Professional Development: College & University Education
Forum*

This three-part forum addresses the needs of teachers using the common European framework for reference of languages (CEFR) and its companion volume (CEFR/CV) efficiently. The first presentation focuses on mediation for transforming the conventional 4 skill-based classroom to a dynamic action-oriented language classroom. The second dives into analyzing writing task difficulty for Japanese university students. The third reflects on considering dynamic and formative assessment of interactive tasks in the classroom.

LOTE and English Motivations After Compulsory Courses

Takahashi, Chika – Ehime University

Hikae 2 (2F)

14:45 – 15:10 (25 min)

*Psychology & Language Learning: College & University Education
Research-Oriented Short Presentation*

The study reports on the three-year motivational development of a university student who went through a year-long compulsory period of learning

German and English, along with elective courses in Korean. Helped by positive learning experiences and her ideal Korean-self, the interviewee remained motivated to study Korean without being negatively influenced by global English. The study indicated the possibility of a learner-created multilingual context and diversity in languages other than English (LOTE) learning experiences.

Management Students' SDG Storytelling: Bridging EGP and ESP

Lin, Shu-wen – Fu Jen Catholic University

Koryu Hall (6F)

14:45 – 15:10 (25 min)

*Language Skills: College & University Education
Research-Oriented Short Presentation*

This study integrates a digital storytelling project into an intermediate English course for first-year management students, bridging the gap between English for general purposes (EGP) and English for specific purposes (ESP). By exploring and creating digital stories about global issues, students develop ESP skills and gain confidence in learning specialized content. This presentation focuses on the design and implementation of this semester-long project, highlighting its potential to foster critical academic competencies.

Sponsored by ETA-ROC

From Words to Phrases: High-Frequency Spoken Collocations

Nakayama, Shusaku – Osaka University of Economics and Law

Main Hall (EME)

14:45 – 16:15 (90 min)

*Materials and Assessment: General
Poster Session*

This study is a preliminary report on my research project concerning the development of a list of high-frequency collocations in spoken contexts. To obtain collocation candidates consisting of high-frequency words, node words were selected from the New General Service List – Spoken. The identification of collocation candidates was performed using the LancsBox X 3.0.0 and the Online Oxford Collocation Dictionary of English. The completed list comprises 773 different collocations.

Translation Software: Lifting the Prohibition

Paton, Stephen – Chikushi Jogakuen University

Main Hall (EME)

14:45 – 16:15 (90 min)

*Learner Development: College & University Education
Poster Session*

Students in a writing class were allowed to use translation software to produce complete essays, which they were then to edit. Original translation software output was to be presented on the left of the page, with their edited version of it on the right. It was hoped that skills in identifying errors, such as incorrect pronouns, subject-verb agreement, and pluralisation would be developed, and would lead students towards critically analysing the output of translation software.

The SDGs Service List and Effective Ways to Learn Vocabulary

Sheridan, Robert – Kindai University

Main Hall (EME)

14:45 – 16:15 (90 min)

*Materials and Assessment: General
Poster Session*

This poster presentation first introduces the sustainable development goals (SDGs) Service List and electronic study sets that can be used to study these words. It then shows how student-made word cards are effective to help students increase their knowledge of both high-frequency and specialized vocabulary. Finally, it demonstrates five engaging, collaborative activities to study student-made word cards and one assessment method to evaluate students' knowledge of them that can be easily implemented in any classroom.

Pragmatic Knowledge in Japanese High School EFL Textbooks

Kawashima, Chie – Oyama Johnan High School

Main Hall (EME)

14:45 – 16:15 (90 min)

*Sociocultural-Linguistics & Pragmatics: Junior/Senior High School
Poster Session*

This study investigates the latest Ministry-approved Japanese high school EFL textbook series. Its aim is to assess the extent to which learners' pragmatic competence can be enhanced through these materials and to identify any deficiencies that teachers should address. The findings of the

study uncover both shortcomings and potential value in these materials for improving learners' pragmatic ability. Ultimately, practical recommendations are provided regarding the adaptation of these materials for effective classroom instruction.

Exploring the ZPD Between “Me” and “AI-Assisted Me”

Head, Ellen – Miyazaki International University

Main Hall (EME)

14:45 – 16:15 (90 min)

Learner Development: College & University Education

Poster Session

The presentation draws on audio-recorded conversations, analysis of written work, and revision behavior of four senior thesis students to explore the idea that there is a “zone of proximal development” (ZPD) between the students' unaided level and the level of content that they create by using AI-assisted translation to help with academic tasks. Can we ethically say that the student is the author? To what extent are the skills and knowledge they display, transferable?

Rikejo and ER: Setting Up Female STEM Majors for Success!

Kimura, Julia – Mukogawa Women's University

Main Hall (EME)

14:45 – 16:15 (90 min)

Pedagogy: College & University Education

Poster Session

Extensive reading (ER) improves students' reading speed, comprehension, and overall language proficiency. Reading skills are critical for STEM majors. As there has been little research on the benefits of online ER for female STEM majors, the purpose of this study was to fill this gap. Students participated in silent reading. The online ER platform provided qualitative data. After one year, qualitative data were collected, which demonstrated how women can benefit from online ER.

Diverse Viewpoints (Teacher, Student, AI) on PBL Practices

Barfield, Andy – Chuo University

Main Hall (EME)

14:45 – 16:15 (90 min)

Learner Development: College & University Education

Poster Session

This presentation explores diverse perspectives about what took place, worked or didn't work (and why), in the initial year of a PBL (project-based learning) course on local-global issues. Drawing on (a) the teacher's written reflections, (b) student quotations, reflections, and artefacts from different projects, and (c) ChatGPT evaluations of both, the poster highlights commonalities and contradictions between viewpoints, and invites participants to share their experiences with PBL and ideas for using AI in practitioner research.

Opportunities to Grow Professionally with JALT Publications

Lacy, Bethany – JALT2023 PCP Editor-in-Chief, Juntendo University

Lyddon, Paul – TLT Senior Editor, University of Shizuoka

Muller, Theron – JALT Publications Board Chair, Waseda University

Main Hall (EME)

14:45 – 16:15 (90 min)

Teacher and Professional Development: General

Poster Session

Do you want to diversify your professional contributions through the volunteer opportunities that JALT Publications offer? Join our team! Editors from *The Language Teacher* and the JALT Postconference Publication (PCP) will discuss the valuable professional development opportunities we provide our diverse volunteers, where they gain insights into the publication process, broaden their skill repertoires, expand their professional networks, and improve their own writing for publication. Visit to learn about JALT publications staff roles and responsibilities.

Viewpoints on Generative AI in the Material Writer's Toolkit

Solomon, Joshua Lee – Hirosaki University
 Grandon, Marcus – University of Birmingham
 Neff, Joel – Tochigi Chapter President
 Bridge, Stephen – Tokyo International University
 Carle, John – Kindai University

Practice Room 1 (B1)

14:45 – 16:15 (90 min)

Materials and Assessment: General Forum

While much recent debate on generative AI has centered around its effects on student users, this forum seeks to discuss various perspectives on and experiences with emerging AI technologies in the development of educational materials. Panelists will present their opinions on the use and misuse of different kinds of technologies during different stages of the development process, considering both the strengths and weaknesses of the tools they have investigated.

Practical Applications of Lexical Sophistication

Nicklin, Christopher – The University of Tokyo

Practice Room 2 (B1)

14:45 – 15:45 (60 min)

Pedagogy: College & University Education Short Forum

Language teaching stakeholders, such as teachers and textbook writers, generally rely on corpus-derived frequency to create wordlists for pedagogical purposes, which can be problematic. In this presentation, I will introduce research involving lexical sophistication indices as predictors of L2 word difficulty. I will also present a study involving the practical application of lexical sophistication research to wordlist development.

The PhD Viva Experience: Insights and Reflections

Duplice, John – Meiji University

Practice Room 3 (B1)

14:45 – 15:10 (25 min)

Teacher and Professional Development: General Research-Oriented Short Presentation

The viva voce, or oral defense, represents a pivotal moment in a PhD candidate's academic journey. This presentation delves into the multifaceted

experience of defending a doctoral thesis. It covers three critical dimensions: diverse viva examination formats, findings from past participants, and the presenter's own personal viva experience. By blending personal anecdotes with research, this presentation aims to demystify the viva process.

15:20

Not Just a Book: Engaging Students by Meeting the Author

Mathieson, Paul – Nara Medical University

Wadden, Paul – Juntendo University

904

15:20 – 15:45 (25 min)

Language Classroom Content: College & University Education

Practice-Oriented Short Workshop

Students often encounter extensive reading texts as written by distant or even anonymous authors. This presentation describes a “meet-the-author” experience of three university classes giving students the opportunity to ask how the author conceived the themes, chose the settings, created the contents, and many other questions. It explains the preparation and format, the key role of a publisher, and positive motivation and learning outcomes indicated by students, whose views were transformed by the experience.

Representing Diversity in Teacher-Made ELT Materials

Prasetya, Willy – Universitas Islam Indonesia

905

15:20 – 15:45 (25 min)

Materials and Assessment: Junior/Senior High School

Research-Oriented Short Presentation

Despite extensive research on diversity representation in Indonesian ELT textbooks, little is known about how English teachers represent diversity in teacher-made materials. This study explores three Indonesian English teachers' perspectives and practices of representing diversity in teaching materials they created. The results indicated that intercultural experiences shaped their perspectives on diversity. Also, professional development activities informed their practices of representing diversity in teaching

materials, especially with the utilization of multimodal texts and critically engaging activities.

Macquarie Research Students' Roundtable

909

Humphries, Simon – Kansai University

Reed, Melissa – Macquarie University

15:20 – 16:20 (60 min)

*Non-teaching Area: Non-teaching Context
Meeting*

This roundtable will allow current Macquarie research students to share their research as a work-in-progress with fellow participants and alumni. It is a good way for participants to discuss their progress or problems and receive constructive feedback or advice in an informal, relaxed setting. Participants, please prepare a summary of your research (one side of A4 x 5 copies). Any Macquarie students and alumni are welcome to join, listen, and advise.

Sponsored by Macquarie University

Engaging With the Casebook Method in Teacher Education

1001-2

Barkhuizen, Gary – University of Auckland

15:20 – 16:20 (60 min)

*Teacher and Professional Development: General
Practice-Oriented Long Workshop*

Cases in teacher education are short narratives that draw attention to issues and dilemmas relevant to classroom teachers. I present findings of an exploratory survey study that evaluated student teachers' experiences with the casebook method in two graduate courses in New Zealand. Findings reveal a high level of engagement with the cases and students report meaningful learning about teaching. The audience will be encouraged to consider the casebook method in their teaching contexts.

Longitudinal Research on EFL Novice Teacher Development

Sato, Kazuyoshi – Nagoya University of Foreign Studies

1002

15:20 – 15:45 (25 min)

Teacher and Professional Development: College & University Education
Research-Oriented Short Presentation

This longitudinal study keeps track on five novice elementary school teachers who received a two-year preservice teacher preparation program based on TBLT (Task-based Language Teaching) and reveal how they try to “apply the teaching methods they were trained to use” (Farrell, 2012, p. 447) in their school contexts later as novice teachers for three years.

AI as an Aid in Developing Learner Self-Regulation

Collett, Paul – Shimonoseki City University

1101

15:20 – 15:45 (25 min)

Psychology & Language Learning: General
Research-Oriented Short Presentation

Use of an AI bot to help students regulate their learning via goal setting and reflection will be introduced. The rationale and theory behind this approach and the steps involved in its implementation will be covered. Data on student engagement and outcomes gathered via a mixed-methods analysis will be presented to help illustrate how AI-supported learning interventions can be tailored to meet the needs of language learners.

A Procedure for Linking Longitudinal Many-Facet Data

Denison, Clint – Mukogawa Women’s University

1202

15:20 – 15:45 (25 min)

Materials and Assessment: General
Practice-Oriented Short Workshop

Tests involving multiple facets of measurement (e.g., test takers, topics, raters, and evaluation criteria) are common, and many-facet Rasch measurement (Linacre, 1994) is well-suited to analyzing such data. However, in longitudinal situations where the ability of learners is expected to change over time, changes in other facets can obfuscate learner development. In this practice-oriented workshop, I explain a five-step procedure that links longitudinal many-facet data while allowing for learner development to be examined precisely.

Rethinking Assessment for Future Success

Tubby, Janina – Kobe Bilingual School (KOBILS)

Conference Hall

15:20 – 16:20 (60 min)

*Materials and Assessment: General
Practice-Oriented Long Workshop*

This workshop explores innovative assessment strategies that align with the themes of opportunity, diversity, and excellence. Participants will embrace practical methods to create a holistic view of student abilities such as formative assessments, project-based learning, and self-assessment techniques to create a holistic view of student abilities. The session also integrates AI in assessments to provide personalized feedback. Attendees will leave with actionable strategies to transform traditional assessment practices to better prepare students for future success.

JALT Junior

Utilisation of Kahoot! In University Pathway Programs

Clark, Mitchell – Independent Researcher

Hikae 1 (1F)

15:20 – 15:45 (25 min)

*Language Classroom Content: College & University Education
Practice-Oriented Short Workshop*

This session introduces the utilisation of Kahoot! as a gamification tool. The presenter incorporates Kahoot! to supplement core teaching materials and increase learner motivation while delivering university pathway programs to international students in Australia. Recent research has investigated the positive impact of gamification resources on learning. Audience members will have an opportunity to participate in a Kahoot! quiz. The session will conclude with a discussion about using gamification as a pedagogical resource.

Engaging Readers via Creative Japanese Book Trailer Contests

Hakone, Kaori – Osaka Jogakuin University

Hikae 2 (2F)

15:20 – 15:45 (25 min)

*Japanese and Other Language Teaching & Learning: General
Research-Oriented Short Presentation*

This presentation reports on a reading promotion contest, where participants created book trailers to summarize and inspire interest in a Japanese

book. Survey and interview data indicate participants appreciate the opportunity for interpretation, the public recognition of winning trailers, and developing connections beyond the classroom. The data indicate that having an authentic audience motivates participants. The presenter will provide suggestions for setting up similar opportunities.

CoI and the Future of ELT Professional Development Groups

Free, Michael – Chuncheon National University of Education

Koryu Hall (6F)

15:20 – 15:45 (25 min)

*Teacher and Professional Development: College & University Education
Research-Oriented Short Presentation*

This presentation revisits the Community of Inquiry (CoI) framework and its relevance for the future of our professional development organisations. It examines the framework's social, cognitive, and teaching presences from the perspectives of practitioners, leaders, and CPD advocates. The presenter posits that professional organisations could benefit from incorporating CoI into long-term plans, leveraging its emphasis on collaborative learning and social interaction to provide meaningful professional development opportunities for organisations' members across diverse cultural contexts.

Sponsored by Korea TESOL

Zip Zap English: A Kinesthetic Warm-Up for Adolescents

Regier, Christopher – Osaka Seikei University

Practice Room 3 (B1)

15:20 – 15:45 (25 min)

*Pedagogy: College & University Education
Practice-Oriented Short Workshop*

Engaging warm-up activities at the onset of an English as a Foreign Language (EFL) class is crucial for leveraging students' background knowledge and encouraging active participation. This presentation offers educators a hands-on experience for adapting a theatre arts game into the EFL classroom with insights into scaffolding techniques that can enhance and foster student engagement. Join me to explore this captivating strategy that can energize EFL adolescent learners at the beginning of a lesson.

Introducing AI in a 4-skills Academic English Program

Sakurai, Shizuka – Tohoku University
 Spring, Ryan – Tohoku University
 Nakamura, Sachiko – Tohoku University
 Takeda, Jessie – Tohoku University

Rehearsal Room (B1)

15:20 – 16:20 (60 min)

*Technology: College & University Education
 Practice-Oriented Long Workshop*

Can AI be successfully integrated into a pre-existing Academic English Program? This spring, we deployed an AI chatbot to provide productive skill practice and real-time feedback to 2,500 students in their 2nd year of an EGAP (English for General Academic Purposes) Curriculum. In this presentation, we introduce the two-year curriculum, its successes and challenges, and various AI integration. We specifically focus on the challenges, outcomes, and future directions of AI in our program.

Sponsored by EnglishCentral, Inc.

Death Café

Shoji, Masatoshi – Shokei Gakuin University

Tenji Gallery

15:20 – 16:20 (60 min)

*Non-teaching Area: Non-teaching Context
 Mind / Body Space*

Death Café is an event where people gather to talk about death. Death Café is a group-directed discussion of death with no agenda, objectives or themes. It is a discussion group rather than a grief support or counseling session. If available, Japanese green tea will be served.

15:55

AI & EMI: Evolving Higher Education in Japan and Beyond

Spero, Thatcher – Musashino University

901

15:55 – 16:20 (25 min)

*Technology: College & University Education
 Research-Oriented Short Presentation*

Through a case study at one university in Japan where ChatGPT was incorporated into English-medium instruction (EMI) pedagogy to assist

students with engaging in developing writing compositions, this presentation highlights the promises and pitfalls of using AI-powered tools in such environments. It explores how these tools can be used to promote access, inclusion, and equity in local contexts, and discusses how this can contribute to the democratization of higher education internationalization beyond the Anglophone sphere.

Learner Difficulties From the Extensive Listening Journal

Ring, Liam – Asia University

Madarbakus-Ring, Naheen – University of Tsukuba

903

15:55 – 16:20 (25 min)

Learner Development: College & University Education

Research-Oriented Short Presentation

Journaling allows learners to document their own study experiences through personal narratives and can provide teachers with insights into their learners' difficulties. This presentation outlines using journals in extensive listening programs, examining five weekly journal accounts of 19 2nd-to-4th-year business university learners. The learners reported speed, accent, and topic contributing to varying difficulty. The study concludes by suggesting how to use journals to build learners' listening confidence and improve their approaches to second language listening.

A Development of New Shadowing: Selective Shadowing

Hamada, Yo – Akita University

904

15:55 – 16:20 (25 min)

Pedagogy: College & University Education

Research-Oriented Short Presentation

This study investigated the effect of selective-shadowing on aural vocabulary acquisition. To examine the effect, Japanese university students engaged in selective-shadowing practice for five days. In the pre- and post-tests, the participants took a 50-item receptive aural vocabulary test. In each training, they followed selective-shadowing procedures. The results showed that the selective-shadowing was effective for acquiring receptive aural vocabulary. In the presentation, the detailed procedure will be also demonstrated.

The Policymaking Process for Incorporating ESAT-J

Kurokawa, Satoshi – Nagoya University

905

15:55 – 16:20 (25 min)

Sociopolitical Factors: General

Research-Oriented Short Presentation

Presentation in Japanese

本稿では、English Speaking Achievement Test for Junior High School Students (ESAT-J)開発の経緯を調査する。東京都教育委員会は、一度は、英語民間試験を導入することを検討していたが、学習指導要領の指導内容とスピーキングテストの内容を一致させることを重視し、独自作成に至った。また、ESAT-Jは、受験料と受験場所の問題は解決するための方策を実施しており、その結果、導入できたと考察された。

The Impact of TBLT Approach on Motivation and Self-Confidence

Lee, Saeun – Prefectural University of Kumamoto

906

15:55 – 16:20 (25 min)

Pedagogy: College & University Education

Research-Oriented Short Presentation

Presentation in English and Japanese

Task-based language teaching (TBLT) has been employed in EFL education, building upon the success of communicative language teaching. Despite its widespread adoption in Asia, there is limited empirical research on TBLT implementation and its effects on students' motivation and self-confidence. This study investigates non-English major university students' experiences in TBLT classes over two semesters, focusing on motivation and self-confidence. The findings indicate an increase in motivation and self-confidence, but the long-term effects are still uncertain.

Examining Students' Writing Habits With a Revision Tracker

Brereton, Peter – International Christian University

Cousins, Emily – International Christian University

907

15:55 – 16:20 (25 min)

Pedagogy: College & University Education

Practice-Oriented Short Workshop

To gain insights into students' writing habits and time management in a first-year academic writing course, we used a document revision history

tool to track students' active writing time across different stages of the writing process. In this workshop, we share our findings before inviting participants to discuss practical implications of our study for their own teaching contexts, such as designing and scaffolding writing assignments, and communicating with students about the writing process.

IELTS 2024: New Features and Teacher Resources

Nakamura, Katsuyasu – IELTS

1001-1

15:55 – 16:20 (25 min)

*Materials and Assessment: College & University Education
Research-Oriented Short Presentation*

This session will explore the latest innovations of IELTS, from “One Skill Retake” to faster result delivery. It offers teachers a comprehensive overview of how these changes enhance the testing experience. Discover how the world’s leading English test continues to evolve by prioritizing our customers’ needs which is driving its growing popularity both globally and in Japan. Teachers will also become familiar with the latest free resources and tools to effectively utilize in their classrooms.

Sponsored by IELTS

Lexical Bundles in a Corpus of Student Academic Writing

Terashima, Alexandra – University of Tokyo

1002

15:55 – 16:20 (25 min)

*Materials and Assessment: College & University Education
Research-Oriented Short Presentation*

This study describes an analysis of formulaic language use by Japanese undergraduate students in academic writing. Here, I examined a learner corpus consisting of scientific-style papers written by 1st-year Japanese undergraduate students as a final product of a semester-long compulsory academic writing course. The aim of the study was to identify the most common 4-word lexical bundles in the corpus and compare the use of bundles between published and student writers.

Updates on the TOEFL Family

1003

Norris, John – ETS Japan

15:55 – 16:20 (25 min)

*Materials and Assessment: General
Research-Oriented Short Presentation*

This session provides updates on the TOEFL Family of assessments and associated teaching and learning resources. Recent developments in the design, delivery, and scoring of TOEFL tests (e.g., TOEFL iBT, TOEFL ITP, TOEFL Essentials, TOEFL YSS) are described along with associated research backing. Also highlighted are further activities, materials, and other resources intended to support English language teachers and learners.

Sponsored by ETS Japan

Computer Translation in the Classroom – Student Thoughts

1101

Hennessy, Jonathan – Toyo University

15:55 – 16:20 (25 min)

*Technology: College & University Education
Research-Oriented Short Presentation*

This presentation reports on a survey of Japanese university students regarding their thoughts about the appropriateness and value of computer translation in the language classroom. The survey shows that nearly all students believe translation has at least some place in the classroom and that it can be a valuable tool for language acquisition. The results will be drawn on to suggest ways to design a computer translation policy that can work for teachers and students.

COIL Curriculum Development: From Concept to Implementation

1202

Arciaga, Kasumi – Utsunomiya University

Kidd, Josh – Utsunomiya University

15:55 – 16:20 (25 min)

*Language Classroom Content: College & University Education
Practice-Oriented Short Workshop*

This presentation explores the integration of collaborative online international learning (COIL) as an innovative pedagogical strategy to globalize universities and elevate intercultural competence. Highlighting a national

university's COIL program, the emphasis is placed on fundamental principles like intercultural communication and digital literacy to foster a vibrant learning atmosphere. Additionally, the presenters will introduce the planning process, discussing challenges and effective strategies involved in implementing this innovative curriculum.

Effects of VR Tour Guiding on Learning English

Satake, Yoshiho – Aoyama Gakuin University

Hikae 1 (2F)

15:55 – 16:20 (25 min)

Technology: College & University Education

Research-Oriented Short Presentation

This study examines the effects of using VR for English teaching in Japan, focusing on virtual tour guiding in English by nine university students. The study found improvements in English proficiency and self-assessment by conducting five sets of activities involving research, writing, and performing tours in virtual spaces. The participants appreciated the freedom of choice, immersive experience, and gamification aspects of using avatars.

Toward Evaluating EMI Programs in Higher Education

Laoriandee, Wutthiphong – Thailand TESOL

Koryu Hall (6F)

15:55 – 16:20 (25 min)

Other Learners & Contexts: College & University Education

Research-Oriented Short Presentation

In this presentation, I will discuss the development of a framework for evaluating English-medium instruction (EMI) in higher education, focusing on the critical components that should be prioritized. Based on findings from interviews with various stakeholders, including students, lecturers, program administrators, and support staff, I propose the following components as a starting point for evaluating EMI: Language, Structure, Culture, and Resources. Recommendations for future research and practical implications are also discussed.

Sponsored by Thailand TESOL

Learning-Oriented Speaking Assessment Using AI Technology

Koizumi, Rie – University of Tsukuba

In'nami, Yo – Chuo University

Practice Room 2 (B1)

15:55 – 16:20 (25 min)

Materials and Assessment: College & University Education

Research-Oriented Short Presentation

This presentation explores how feedback from an AI-scored speaking test, Speechace, was perceived and used by 1st-year university students ($N=44$). They completed identical tasks twice, initially without preparation and subsequently with practice based on AI-provided feedback. Preliminary analysis suggested that although test scores (e.g., pronunciation and fluency) did not differ between trials, students generally viewed the feedback positively and attempted to integrate it into their learning endeavors.

Motivation, Teacher Guidance, Oral and Socioemotional Skills

Lin, Ming-chia – National Academy for Educational Research

Practice Room 3 (B1)

15:55 – 16:20 (25 min)

Psychology & Language Learning: Junior/Senior High School

Research-Oriented Short Presentation

This study utilizes an exploratory sequential design, to quantitatively and qualitatively explore the integration of social and emotional learning (SEL) in dual-language courses for EFL students. The quantitative survey, administered to Grade 11 and 12 students across two schools ($N=208$), validated various SEL measures. Multivariate analysis of covariance results ($n=88$) indicated that value beliefs positively influenced performances, while ability self-concept values correlated with SEL skills. Qualitative interviews revealed the developmental skills trajectory.

16:35

We are All Diverse: Celebrating Diversity in ELT

Haye-Matsui, Avril – Aichi Prefectural University

Medium Hall

16:35 – 17:35 (60 min)

*Sociopolitical Factors: General
Plenary Session*

Avril Haye-Matsui will be delivering a talk on the significance of diversity and related matters in English language teaching in Japan. She will acknowledge the positive changes toward inclusion and diversity within the JALT organization and will also explore ways we can further enhance these aspects as we move forward. We will discuss how we can become even more diverse as we head into the future.

Sponsored by JALT

17:50

TLfU: A Relational Approach to Inclusive Language Teaching

Letson, James – Clark Memorial International High School

901

17:50 – 18:15 (25 min)

*Pedagogy: Junior/Senior High School
Research-Oriented Short Presentation*

Providing “inclusive education” in the secondary school language classroom involves delivering lessons which are truly inclusive and engaging for all students, regardless of ability, background, or any possible physical, social, emotional, behavioral, or developmental issues that students may have. This paper offers a practicable solution to this significant challenge in the form of “Teaching Language for Understanding (TLfU)”, an approach which translates inclusive practices from physical education into the language classroom.

JALT Junior

Graduate Student Showcase for Ryukoku University

Hiratsuka, Takaaki (Chair) – Ryukoku University

902

17:50 – 19:20 (90 min)

*Learner Development: General
Graduate Student Showcase*

Learners' Social Lives in a Telecollaboration Program Implemented in the Japanese University

Bito, Ayaka

This study investigates the impact of telecollaboration programs on Japanese university learners' academic and personal development. By conducting narrative interviews, the study seeks to gain a comprehensive understanding of social lives through telecollaboration programs in the Japanese university context.

Exploring L2 Writing: Students and Teachers as Co-constructors of Meaning

Hitomi, Maki

Dialogic pedagogy, the collaborative process, is essential in learning as it helps to co-construct knowledge and deepen understanding. Applied this idea to writing, students' mental and teachers' pedagogical engagement in an L2 writing course will be focused through Exploratory Practice.

Factors Affecting English-Speaking Attitudes of Japanese University Students

Kondo, Yuki

Considering the current situation of English education in Japan, I will present Japanese EFL learners' attitudes towards anxiety over English speaking activities. By comparing findings and literature reviews, I will introduce pedagogical implications.

Shaping the Future: Language Teacher Identity in the 21st Century

Nall, Matthew

Going forward, language teachers will need to constantly adapt to changing educational environments, emphasizing the need for the (re)

negotiation of their professional identities. This presentation highlights language teacher identity negotiation for the coming future.

A Duoethnography of a Ukrainian Student and a Japanese Professor

Oleksandra, Kviat

This presentation introduces a duoethnography between a Ukrainian graduate student and a Japanese professor by exploring native-speakerism and trans-speakerism in English language education. The findings revealed prominent themes in their past, present, and future lives.

ALTs' Roles in Japan's Elementary Schools: New Course of Study

Suzuki, Krys

By exploring ALTs' perspectives on their roles in Japan's elementary Schools, we can get a deeper understanding of how their roles align with the educational objectives of the New Course of Study, providing implications for enhanced collaborative practices/team teaching.

Sponsored by Ryukoku University

JALT Critical Thinking SIG Forum

Bufton, Nicholas A. – Takasaki City University of Economics

Hayashi, Patrizia M. J. – Meikai University

Rode, Tyson – Meikai University

Jennings, Stephen – Tokyo University of Science

903

17:50 – 19:20 (90 min)

*Pedagogy: College & University Education
Forum*

The JALT Critical Thinking SIG Forum will feature presentations that promote the use and development of critical thinking in language courses. Among the topics to be discussed are media literacy, active learning, the analysis of lectures, self-assessment and evaluation, and global citizenship. Join us for a lively discussion of these topics as they relate to critical thinking. Additionally, future opportunities for participating, presenting, and publishing in the SIG will be presented.

The Magic Formula for Orthographic Mapping

Kenner, Keff – University of Nagano

904

17:50 – 18:15 (25 min)

*Teaching Younger Learners: Teaching Children
Research-Oriented Short Presentation*

This study explores the effectiveness of teaching phonics and Dolch sight words on reading readiness to second language learners at the elementary school level. Buttressed by phonics and graded readers, most students attain a common European framework of reference (CEFR) Level A1 by the 5th or 6th grades. The teaching of phonics lays the groundwork for decoding skills while the intensive learning of sight words provides the sight strategy to become skilled readers.

Sponsored by JALT Shinshu / JALT Junior

Applying Assessment Scale for Elementary Classroom English

Kano, Akiko – Sophia University Junior College Division
Kuroki, Chika – Elementary School, University of Tsukuba

905

17:50 – 18:15 (25 min)

*Teacher and Professional Development: Teaching Children
Research-Oriented Short Presentation*

In association with an assessment scale of classroom English language proficiency developed to improve teaching skills and teacher training (Nakata et al., 2023), practices in elementary school classrooms by graduate students majoring in TESOL will be analyzed to examine teachers' language use effectiveness. In terms of expertise in English, the analysis and findings of this presentation give suggestions to assistant language teachers (ALTs) for the effective use of English in their teaching in classrooms.

JALT Junior

Study Abroad Logistics: New Era, New Challenges

Legge, Thomas – Momoyama Gakuin University

Bovee, Nicholas – Kyushu Sangyo University

Beggs, Megan – Jissen Gakuen Junior and Senior HS

Townsend, Jana – Hiroshima Shudo University

Allen, Todd – Kansai University

Shiozawa, Tadashi – Chubu University

906

17:50 – 19:20 (90 min)

Other Learners & Contexts: College & University Education

Forum

This panel explores the logistical challenges and innovations facing educators and administrators responsible for study abroad programs. Panelists will discuss the setting up of new programs, visits to potential providers, visas, contracts, never-ending paperwork, and more. They'll talk about recruiting students in a time of economic instability, pre-departure preparations, chaperoning, problem-solving, and post-departure assessment. If you are involved in study abroad, or might be in the future, this is the session for you!

Action-Oriented Approaches With German Learners (A1/A2)

Voegel, Bertlinde – Osaka University

Gunske von Kölln, Martina – Fukushima University

Schmidt, Maria Gabriela – Nihon University

907

17:50 – 19:20 (90 min)

Japanese and Other Language Teaching & Learning: College & University

Education

Forum

Presentation in German

In diesem Forum stellen die Vortragenden vier Versuche ihres Deutschunterrichts für AnfängerInnen nach dem Prinzip der Handlungsorientierung vor. Gunske von Koelln stellt ein Kooperationsprojekt mit Lernenden einer anderen Universität vor. Schmidt überarbeitete einen ersten Versuch eines handlungsorientierten Unterrichts zum Thema „Familie“. Bei Vögel schreiben und kommentieren die Lernenden kurze Impulstexte zum Thema „Lebensmittelproduktion“. (Vorträge auf Deutsch)

“My ICLE Share”: Intercultural Activities for Everyone

Hale, Chris Carl – Akita International University

Xu, Queena – Akita International University

Kim, June Ha – Akita International University

Ling, Wing Yiu – Akita International University

Marzin, Emily – Kanda University of International Studies

908

17:50 – 19:20 (90 min)

Language Skills: College & University Education

Combined SIG AGM/Forum

The presenters in this forum will introduce two different activities including visual storytelling to cultivate intercultural communication, and additional language learning and identity formation. The first activity leads students towards an ethnographic exploration of culture by observing and describing photographs that depict the reality of people in different countries. In the second activity, students created a video ethnography of a multilingual individual discussing how learning an additional language informed and shaped their identity.

Multilingual Identity in Heritage Language Learning

Huang, Hung Tzu – National Tsing Hua University, Taiwan

909

17:50 – 18:15 (25 min)

Psychology & Language Learning: College & University Education

Research-Oriented Short Presentation

This study examines Taiwanese college students' experiences in learning English and heritage languages within a multilingual setting. It discusses how the presence of global English interacts with identity-related heritage language learning motivation to shape students' development of a multilingual identity.

Japanese Culture and Traditions: Conversation Starters

Leonard, Todd Jay – University of Teacher Education Fukuoka

1001-1

17:50 – 18:50 (60 min)

Learner Development: College & University Education

Practice-Oriented Long Workshop

Japanese students can find it difficult to talk about themselves and their own Japanese life, culture, and traditions to others when traveling or

meeting new people. This session offers many pertinent topics and exercises to help and guide students gently into how to speak confidently about themselves, their life and culture using a variety of activities that offer practice in all four skills on topics that are related to their own life and culture.

Sponsored by Kinseido Co., Ltd.

The NGSL Special Purpose Toolkit

Culligan, Brent – Aoyama Gakuin University

Browne, Charles – Meiji Gakuin University

1001-2

17:50 – 18:15 (25 min)

*Materials and Assessment: General
Practice-Oriented Short Workshop*

The NGSL Toolkit, part of the New General Service List Project, assists teachers and programs in creating English for Specific Purposes (ESP) wordlists. It addresses challenges faced by ESP list creators and introduces the use of NGSL resources. Creating wordlists requires significant effort, and their utility outside specific programs may be limited. The toolkit offers a framework for decision-making and data compilation. This session will elaborate on integrating ESP wordlists with the NGSL Project.

How to Independently Publish Textbooks and Coursebooks

Carle, John – Kindai University

1002

17:50 – 18:15 (25 min)

*Materials and Assessment: College & University Education
Practice-Oriented Short Workshop*

This presentation is designed for educators interested in independently creating a textbook or coursebook. It will guide participants through the process of writing, designing, and publishing their work. Attendees will learn about generating content, collaborating with editors and designers, and navigating the steps to market their book, including securing an ISBN and interacting with printers and booksellers. The aim is to help others understand the multi-level and detailed processes of independent publication.

Chatbot-Powered Role-Plays for Nursing English Coursework

Zeff, B. Bricklin – Hokkai-Gakuen University

1003

17:50 – 18:15 (25 min)

*Language Classroom Content: College & University Education
Research-Oriented Short Presentation*

This presentation explores the development and application of a specialized chatbot tailored for a nursing English course, with a primary objective of augmenting student engagement through situational content and responsiveness to key expressions and vocabulary. The chatbot system was integrated into a nursing English course, facilitating the collection of valuable feedback from participants. Findings from the study underscore the chatbot's effectiveness in encouraging more verbal practice of target expressions and vocabulary through role-play scenarios.

10 Ways to Stop Your Students From Learning

Ryan, Stephen M. – Sanyo Gakuen University

1101

17:50 – 18:15 (25 min)

*Psychology & Language Learning: General
Practice-Oriented Short Workshop*

The evidence is in. We now have a good understanding of the basics of what it takes to support a student's learning and, conversely, what teachers do that gets in the way of learning. This presentation will focus on 10 of these factors with the intention of having teachers reflect on their teaching and on ways in which they could change their practices to reflect more closely what the evidence shows to be learning-enhancing activities.

Innovations for Japanese Higher Education and Sustainability

Ramachandran, Parvathy – Kanazawa Institute of Technology

Spero, Thatcher – Musashino University

Obari, Hiroyuki – Globiz Professional University

Conference Hall

17:50 – 19:20 (90 min)

*Other Learners & Contexts: College & University Education
Forum*

The College and University Educators (CUE) SIG forum features three presentations on university education in Japan. 1) innovative strategies for incorporating sustainability into classes to develop deeper understandings

of environmental, social and economic issues. 2) exploration of critical pedagogies for enhancing English-Medium Instruction to support sustainable internationalization and foster global citizenship education through culturally and linguistically responsive teaching. 3) how interactive methods and AI integration enhance 21st-century skills and cross-cultural sensitivity.

The Challenges of Teaching Writing as a Non-Native Speaker

Shimazaki, Haruko – Tsuru University

Kawasaki, Mutsumi – Gifu University

Hikae 1 (1F)

17:50 – 18:50 (60 min)

*Teacher and Professional Development: College & University Education
Practice-Oriented Long Workshop*

In this practice-oriented workshop, two Japanese teachers of English will describe their experience of teaching English writing classes at the university level. They will discuss the challenges they faced, and explain how they were able to overcome them. The aim of the workshop is to encourage and support Japanese teachers who are currently teaching writing classes, as well as those who hope to take on the challenge of teaching them in the future.

Global Issues in Language Education (GILE) Forum

Savage, Michael – Tokyo Woman's Christian University

Faden, Margalit – Tokai University

Cotter, Matthew – Hokusei Gakuen University Junior College

Cardiff, Philip – Kanda University of International Studies

Jerrems, Michelle – Kanda University of International Studies

Hikae 1 (2F)

17:50 – 19:20 (90 min)

*Sociopolitical Factors: College & University Education
Forum*

For the 18th successive year, the Global Issues special interest group (SIG) forum will be an open idea-sharing session. This well-received session linked to global issues and international understanding will feature classroom teachers' mini-reports, and innovative ideas on teaching activities, materials writing, and curriculum design. Handouts, lesson plans, and teaching resources will be available to peruse and take home. Come join

our unique session! Learn the latest teaching approaches and share your own ideas.

Sponsored by Global Issues in Language Education SIG

Moving Into the Future: Literature in Language Teaching SIG Forum

Hillis, Mary – Ritsumeikan University

Igawa, Jennifer – Meiji Gakuin University

Villanueva, Camilo – Nagoya University of Foreign Studies

Shershnova, Anna – Kyoto University of Advanced Science

Hikae 2 (1F)

17:50 – 19:20 (90 min)

Language Classroom Content: College & University Education Forum

This year's Literature in Language Teaching (LiLT) SIG forum includes short presentations about using literature and creative writing in the language classroom. Presenters will discuss current and future trends in literature and language instruction, sharing different approaches and methodologies applicable in various teaching situations. The session will be of interest to those already teaching with literature or for anyone considering approaches using literature. Participants will be invited to discuss these ideas.

The Curse of CALU – Reclaiming L2 Literacy From the Robots

Selman, Alexander Luke – Rikkyo University

Hikae 2 (2F)

17:50 – 18:15 (25 min)

Language Skills: College & University Education Practice-Oriented Short Workshop

With the proliferation of artificial intelligence, text generators and automatic translators, computer assisted language learning (CALL) has in many cases been replaced by computer assisted language use (CALU). As such our goals as L2 teachers are undermined. This presentation reports on an attempt to return digital devices to a support role and focus on reading and writing classes that help students develop their autonomous, non-cyborg, L2 literacy skills.

JALT Membership Chairs Meeting

Choong, Emily – Utsunomiya University

Medium Hall

17:50 – 18:50 (60 min)

Non-teaching Area: Non-teaching Context Meeting

This is the annual in-person meeting for all JALT Membership Chairs and Co-chairs. JALT members or prospective members who are interested in volunteering in a Chapter and/or special interest group (SIG) are also welcome to attend this meeting to learn more about the membership role.

JALT Program Chairs Meeting

White, Chelanna – Reitaku University

Medium Hall

17:50 – 18:50 (60 min)

Non-teaching Area: Non-teaching Context Meeting

We welcome all special interest group (SIG) and chapter program chairs to this meeting. The agenda will be available on BaseCamp.

Identifying Writer Voice in Argumentation Essays

Rinnert, Carol – Hiroshima City University

Kobayashi, Hiroe – Hiroshima University

Practice Room 1 (B1)

17:50 – 18:50 (60 min)

*Language Classroom Content: College & University Education
Practice-Oriented Long Workshop*

A strong writer identity or “voice” is associated with higher evaluations of essays (Zhao, 2013, 2017), but how can L2 writers learn to project strong writer voice? This workshop provides practice in recognizing writer voice in argumentation essays by novice, intermediate, and advanced writers. The presenters demonstrate how selected text features for each level contribute to six different voice aspects (reflective, logical, assertive, cautious, objective, interactive) and help participants identify them in L2 English essays.

Bringing Taiwan and Japan Closer: A COIL Experience

Hsu, Jeng-yih Tim – National Kaohsiung University of Science and
Technology, Kaohsiung, Taiwan

Birch, Gregory – Seisen Jogakuin College

Practice Room 2 (B1)

17:50 – 18:15 (25 min)

Technology: College & University Education

Research-Oriented Short Presentation

This study documents a collaborative-online-international-learning (COIL) exchange between a Taiwanese and Japanese university. This study explored changes in students' willingness to communicate in English, learning engagement, intercultural awareness, and student performance during presentations as well as teacher and student views of course effectiveness. The findings suggest that the exchange has enhanced students' engagement and improved intercultural awareness. It is confirmed that trust, team dynamics, and task selection are essential components of a successful COIL course.

Graduate Student Showcase for Waseda University

Muller, Theron (Chair – Waseda University)

Practice Room 3 (B1)

17:50 – 19:20 (90 min)

Learner Development: General

Graduate Student Showcase (90 min)

Enhancing Language Learners' Global Competence Through Openness and Extraversion

Qian, Zhang

This action research investigation aims to improve the openness and extraversion of the big five theory among Japanese college L2 learners, targeting enhancement of their communication skills. The research involves researcher-participant collaboration, aiming for tangible improvements in language learning.

Second Language Students' Silence: Developing Effective Classrooms Support Systems

Yi, Shao Jing

This action research-inspired study investigates the phenomenon of classroom silence among L2 students, identifying key factors such as student-related, cultural, teacher-related, and environmental influences. The research aims to develop solutions for enhancing classroom interaction and participation.

Supporting Foreign Language Dyslectic Students' Learning: Teachers' and Parents' Roles

Jaloldinova, Iroda

This action research investigation examines the challenges faced by foreign language teachers in teaching English to dyslexic students in an elementary school. The study aims to develop a collaborative learning system through teacher-parent partnership, emphasizing practical solutions for effective instruction.

Learning from International Students' Culture Shock Experiences: Developing Support Systems

Chalkiadaki, Aikaterini

This action research study explores culture shock in MEXT scholars at Japanese universities, identifying phases of culture shock experienced, aspects of unfamiliarity encountered, and coping mechanisms employed. Using qualitative methods, it develops strategies to improve adaptation and intercultural communication.

Boosting Study Abroad: Target Language Socializing Success

Fukada, Yoshifumi – Toyo University

Rehearsal Room (B1)

17:50 – 18:15 (25 min)

Other Learners & Contexts: College & University Education

Research-Oriented Short Presentation

This longitudinal qualitative study examines Japanese international students' self-initiated, target language (TL) mediated socializing during their study abroad. Data were collected from nine students using pre-surveys, network mapping, informal interviews, reflective writing, and diary

entries. Analysis employed thematic coding within the frameworks of situated learning (Lave & Wenger, 1994) and affinity space (Gee, 2004). The findings highlight the dynamic, fluid, and temporal nature of students' socializing and the ecological complexities in their TL-mediated socializing opportunities.

Lymph Drainage

Tenji Gallery

Shoji, Masatoshi – Shokei Gakuin University

17:50 – 18:15 (25 min)

Non-teaching Area: Non-teaching Context

Mind / Body Space

Lymphatic massage can reduce swelling and improve circulation throughout the lymphatic system. Lymphatic massage usually forms part of a treatment program called decongestive lymphatic therapy (DLT)

Creating a Curriculum for Social-Emotional Learning (K1-K3)

Hasegawa, Alison – Rikkyo University

18:25 – 18:50 (25 min)

Teaching Younger Learners: Teaching Children

Research-Oriented Short Presentation

In this presentation, a bespoke curriculum, called “the happy reading project,” designed for an English language immersion kindergarten, will be introduced. This new curriculum's goal is to develop two important skills; self-awareness, or ME Skills, and social awareness, or WE Skills. The chosen medium is a specialized library of picture books that are read aloud to learners weekly, combined with lively group discussions. The main principles behind this approach and early results will also be shared.

JALT Junior

18:25

Goodwill or Wind-Chill? Measuring Institutional Ethos

Burden, Peter – Okayama Shoka University

1002

18:25 – 18:50 (25 min)

Sociopolitical Factors: General

Research-Oriented Short Presentation

Investigating and measuring school “ethos” plays a useful role in the study of school dynamics. Ethos can be described in terms of the “feel” of the environment and is composed of values and beliefs. This study examines institutional ethos through an ‘ethos indicator’ questionnaire administered to 237 1st-year students. Five constructs – “atmosphere,” “fostering relationships,” “pressure,” “classroom stimulation,” and “values” – emerged from the data. Findings serve as a springboard for discussing ethos where you work.

How Many Items Are Needed to Measure Vocabulary Knowledge?

Nemoto, Tomoko – Temple University Japan Campus

Beglar, David – Temple University Japan Campus

1003

18:25 – 18:50 (25 min)

Materials and Assessment: College & University Education

Practice-Oriented Short Workshop

In this presentation, we propose a method by which researchers can achieve an estimate of learners’ vocabulary knowledge using a smaller number of items per 1,000 word frequency band than what has been previously proposed. We first explain the logic underlying the Rasch measurement model, show how to construct a test that yields a reliable estimate of vocabulary knowledge, and present test data illustrating the advantages and costs of using different numbers of test items.

AI-Enhanced Speaking Skills Assessment

Cvitkovic, Robert – Teikyo University

Massoud, Omar – Sofia University Junior College

1101

18:25 – 18:50 (25 min)

Materials and Assessment: College & University Education

Practice-Oriented Short Workshop

This presentation introduces an AI-based approach to efficiently and accurately assess speaking skills, focusing on comprehensibility and intelligibility. Traditional methods, requiring human evaluators and transcription, are time-consuming and impractical for many educators. By integrating AI tools for assessment, including AI-developed rubrics and transcription, this methodology offers a streamlined, objective way to evaluate speaking proficiency. It represents a shift towards leveraging technology in language education, promising educators rapid, reliable evaluation metrics to enhance teaching effectiveness.

15 Quick Tips for a More Memorable, Engaging Class

Hughes, Devon – Tokyo International University

1202

18:25 – 18:50 (25 min)

Teacher and Professional Development: College & University Education

Practice-Oriented Short Workshop

Do you want something you can take and immediately apply to your classroom? Do your students need perking (or waking) up? Look no further! This presentation will cover a variety of tips for easier classroom management and livening up classroom routines, collected through my years of multiple educational and teaching contexts, trial and error, and peer observations. These tips apply to a broad range of course types and proficiency levels.

Developing Interactional Competence for Higher Education

Vasquez, P. Ezra – University of North Texas

A/V Hall (2F)

18:25 – 18:50 (25 min)

Sociocultural-Linguistics & Pragmatics: College & University Education

Practice-Oriented Short Workshop

International students often struggle to acquire the interactional competence (IC) required to succeed in higher education. This 25-minute

workshop will cover classroom activities based on existing literature to help students identify and practice strategies to navigate interactional competence in higher education settings. Tasks covered will include the use of group activities and educational technology.

Exploring Willingness to Communicate Through a New Digital Approach

Toyoda, Junko – Kansaigaidai University

Bollman, Joshua – Kansaigaidai University

Taguchi, Tatsuya – Aichi University of Education

Rehearsal Room (B1)

18:25 – 18:50 (25 min)

Psychology & Language Learning: College & University Education

Research-Oriented Short Presentation

The present study attempted to investigate the fluctuation of Japanese college learners' situational willingness to communicate (WTC) in English through the experience sampling method (ESM), a new online research method that repeatedly collects real time data from research subjects through smartphones. The presentation will discuss how much our participants were willing to speak English in real time in an English class, and how their situational WTC fluctuated depending on types of in-class language use experienced.

19:00

Teacher Development SIG Annual General Meeting

JALT Teacher Development (TD) Special Interest Group (SIG) – Toyo University.

901

19:00 – 19:25 (25 min)

Non-teaching Area: Non-teaching Context

SIG AGM (25 min)

The Teacher Development Special Interest Group (SIG) Annual General Meeting (AGM).

Input Factors in Sentence Construction Learning in Child L2

Hu, Chieh-Fang Hu – University of Taipei

904

19:00 – 19:25 (25 min)

*Teaching Younger Learners: Teaching Children
Research-Oriented Short Presentation*

The study explored how information richness at the discourse level and referential ambiguity at the lexical level impact L2 sentence construction learning in fourth-grade Mandarin-speaking children. Results from two experiments showed that information richness did not facilitate learning in object-cleft and subject-cleft constructions; it sometimes hindered learning, particularly in cases of referential ambiguity. Findings suggest that richer contextual information poses challenges for L2 children in extracting syntactic structures and connecting surface forms with intended meanings.

JALT Junior

Enhancing Communication Skills by Focus-on-Form Instruction

Matsui, Megumi – Nagoya University of Foreign Studies

905

19:00 – 19:25 (25 min)

*Language Classroom Content: Junior/Senior High School
Research-Oriented Short Presentation*

This study will report on how six first-year Japanese junior high school students improved their speaking and writing skills in English through focus-on-form instruction (FFI). Results from recorded transcribed conversations, written output, questionnaires, interviews, and student self-assessments revealed that students could gradually improve their English speaking skills in communicative tasks and writing skills in essays. The audience will receive the practical examples of FFI that can be used in various educational contexts.

JALT Junior

From Teaching to Textbook: Creating a Conversation Course

De Vishlin, Carolyn – Aichi University

Drew, James – Nagoya Gakuin University

Edwards, Sian – Aichi University

Pritchard, Adam – Aichi University

1001-1

19:00 – 19:25 (25 min)

Language Classroom Content: College & University Education

Practice-Oriented Short Workshop

The search for a replacement university conversation textbook proved challenging after the discontinuation of the previous one. Criteria for the new textbook included a strong conversation focus, ample practice, familiar topics, and addressing learner errors. Opting to create a custom textbook, teachers spent three years developing it alongside supplementary materials, including slideshows, and lesson plans. This presentation will detail this journey, offering insights and recommendations and discussing the crafting and refining of materials for publication.

The Role of Input Frequency on English Nominal Suffixes

Thatchatham, Chanikarn – Graduate School, Chulalongkorn University

Pongpairoj, Nattama – Graduate School, Chulalongkorn University

1002

19:00 – 19:25 (25 min)

Sociocultural-Linguistics & Pragmatics: College & University Education

Research-Oriented Short Presentation

This study investigates how input frequency enhances the acquisition of English nominal suffixes by L1 Thai learners at the intermediate and advanced proficiency levels. It was hypothesized that input frequency, i.e., token frequency (word frequency) and type frequency (suffix frequency), facilitates second language acquisition. A grammaticality judgment test (GJT) and a fill-in-the-blank test were administered to 60 L1 Thai learners at the intermediate and the advanced proficiency levels, 30 per group.

Promoting Linguistic Awareness Through World Writing Systems

1003

Cates, Kip – Tottori University

19:00 – 19:25 (25 min)

*Language Classroom Content: General
Practice-Oriented Short Workshop*

To function effectively in a global age, students need a basic understanding of the major scripts in our multicultural world. The EFL classroom can be an exciting place to explore these. This workshop will introduce ideas for designing a thematic unit on “world writing systems.” Join me to become an “instant linguist” and learn how teaching the world’s alphabets can promote English skills, linguistic knowledge, global awareness, cultural understanding and curiosity about the wider world!

Psychological Needs and Creative Potential in an EFL Context

1101

Birdsell, Brian – Iwate-Aomori

19:00 – 19:25 (25 min)

*Psychology & Language Learning: College & University Education
Research-Oriented Short Presentation*

In this study, I explore basic psychological needs theory (BPNT) in an EFL context and its relationship with creativity. BPNT argues that when autonomy, competence, relatedness, and novelty are satisfied, this produces optimal conditions for growth, learning, and well-being. Student participants responded to a survey to measure the satisfaction and frustration of these four basic needs and completed a set of creativity tasks. The rationale of conducting this study, results, and limitations will be discussed.

Teacher Psychology and Classroom Teaching in Universities

Hikae 1 (1F)

Suemori, Saki – University of Tsukuba

19:00 – 19:25 (25 min)

*Psychology & Language Learning: College & University Education
Research-Oriented Short Presentation*

Teacher psychology has gotten more attention these days, but not enough studies have been conducted. This study investigated the relationship of teacher psychology and teaching in the classroom. The participants were tertiary-level English teachers working in Japan. The study employed

multiple-choice questionnaires on resilience and enjoyment, alongside semi-structured interviews. The findings showed that when teachers are resilient and enjoy their work, they tend to implement challenging methods and overcome the difficulties they face.

Evolution of a CLIL Course

Lorentzen, Andria – International Christian University

Practice Room 1 (B1)

19:00 – 19:25 (25 min)

Materials and Assessment: College & University Education

Research-Oriented Short Presentation

Content and language integrated learning (CLIL) courses are becoming more widespread at universities in Japan and offer an opportunity for educators to develop and improve materials. This presentation will give a brief overview of the process of creating a CLIL course, then share a comparative analysis of materials that were made and adapted over six semesters. Insights on material creation and adaptation, as well as strategies for future course creation will be discussed.

Students As Film Directors, Producers, Writers and Beyond

Ford, Ashley – Nagoya City University

Practice Room 2 (B1)

19:00 – 19:25 (25 min)

Pedagogy: College & University Education

Practice-Oriented Short Workshop

Filmmaking in language classrooms can motivate learners and develop 21st-century skills, but also present challenges such as equal participation from group members, time and task management, and target language use. Assigning diverse functional and technical roles such as director, producer, writer, cinematographer, and more, can help address these issues while enhancing language learning. Participants will explore these film production roles more deeply, the skills and knowledge they provide, and how they impact learner empowerment.

Sunday November 17

09:30

English Anxiety Sources Among Elementary School Teachers

Machida, Tomohisa – Akita International University

901

09:30 – 09:55 (25 min)

*Teaching Younger Learners: Teaching Children
Research-Oriented Short Presentation*

This presentation explores how anxiety sources regarding teaching English among Japanese elementary school teachers have evolved over a decade. Through annual surveys of 40 in-service training participants, the presenter examines the prevalent sources of anxiety. While historically dominated by concerns over teachers' own English proficiency, this study shed light on the impact of the MEXT's policy changes, such as the revision of the course of study. Findings and potential needs among teachers will be discussed.

JALT Junior

Graduate Student Showcase for Tsuda University

Toyoshima, Saeko (Chair) – Tsuda University

902

09:30 – 10:30 (60 min)

*Learner Development: General
Graduate Student Showcase*

Effective Instruction of Oral Production in Japanese Elementary English Education

Shimamura, Chieri

The present study discusses the effectiveness of language pre-task planning and phonics instruction for students who rely on katakana writing in their presentation tasks. It examines whether students improve their reading of English words and simple expressions through the instruction.

Language Learner Motivation and Engagement Through Peer Interactions

Kishi, Ryoko

This research examined how language learning through peer interactions influenced high school students' motivation and engagement. It was expected that peer interactions would give them more opportunities to interact and enhance their motivation and engagement in language learning.

Implementing Small Teaching: Tiny Changes, Big Consequences

Gutkovskii, Aleksandr – Toyo University

903

09:30 – 09:55 (25 min)

*Teacher and Professional Development: College & University Education
Practice-Oriented Short Workshop*

This practice-oriented presentation draws inspiration from James M. Lang's concept of small teaching. Small teaching emphasizes the importance of small incremental changes to one's teaching routine and the positive effect these changes have on students' learning. The presenter will discuss his experience with implementing small teaching in his classroom. We will address examples of such changes (some successful, some not) and try to brainstorm how you can implement small teaching elements in your classes.

A Showcase of Engaging Language Activities for Grade 6

Lupas, Maria – Sophia University Junior College Division

Kano, Akiko – Sophia University Junior College Division

Nakazawa, Atsuko – Rikkyo University

904

09:30 – 09:55 (25 min)

*Teaching Younger Learners: Teaching Children
Practice-Oriented Short Workshop*

Participants in this workshop will do a simulation of an easy-to-manage "English day camp" that was organized in 2023 and administered throughout the year to a total of over 1,200 children in elementary grade 6. The day camp involved several 15-minute activities based on the goals in MEXT's course of studies (2017). Feedback from grade 6 participants showed their

motivation and enthusiasm for expressing their thoughts and requests in English after the day camp.

JALT Junior

Factors Affecting Job Satisfaction for ALTs

Marchesseau, Gerard – Naruto University of Education

905

09:30 – 09:55 (25 min)

*Teacher and Professional Development: Assistant Language Teachers
Research-Oriented Short Presentation*

Three focus groups were conducted in two small and one medium-sized city in a rural Japanese prefecture. The data was coded into semantic units, and then categorized into broader themes. Major factors affecting job satisfaction include the quality of communication outside of the classroom, role division in the classroom, and dissatisfaction with textbooks and material. The data also reveal interesting cultural issues which are less obvious to team-teachers and observers.

JALT Junior

Immersive Learning: Stimulating AR & VR in the Classroom

Teixeira, David – Teikyo University

906

09:30 – 09:55 (25 min)

*Technology: General
Research-Oriented Short Presentation*

Although new immersive technologies such as augmented reality (AR) and virtual reality (VR) are being pushed for innovative educational uses, the main question for educators is judging their usefulness and effectiveness in the classroom. This presentation details case studies involving AR and VR used in small- and medium-sized classes as supplementary materials or essential in-class resources and suggests methods that can elevate content comprehension, improve critical thinking skills, and motivate students.

Digital Transformations? AI in Japanese Education Policy

Smith, Cameron – Aichi Gakuin University

908

09:30 – 09:55 (25 min)

Sociopolitical Factors: College & University Education
Research-Oriented Short Presentation

Many educators are by now aware of government pressure to reform curricula to meet the challenges and opportunities of generative AI. This presentation analyses the latest (2023) five-yearly basic plan for the promotion of education approaches AI. It explains policies and targets laid out in the plan, and elucidates various concepts therein, such as “society 5.0”, “digital transformation” (DX), and “wellbeing”. It offers advice on how to use these pressures to instigate positive change.

Building Communities of Practice for Team-Taught CLIL

Olson, Nate – Toyo Gakuen University

909

09:30 – 09:55 (25 min)

Teacher and Professional Development: Junior/Senior High School
Research-Oriented Short Presentation

Soft content and language integrated learning (CLIL) has been heralded as a third revolution in English language teaching and the approach required to achieve the aims of globalism. This presentation illuminates the dynamics in a community of practice for achieving success in team-taught CLIL collaborations and showcases the situation of team teaching as a viable community of practice to further localize and diffuse soft CLIL as an educational innovation in Japanese secondary school contexts.

Promoting Inclusivity Through CLIL Coursetakers' Projects

Marzin, Emily – Kanda University of International Studies

1001-2

09:30 – 09:55 (25 min)

Language Classroom Content: College & University Education
Research-Oriented Short Presentation

This study illustrates how project-based learning can be used to support inclusivity in a university setting. Students taking LGBTQ+ and disabilities studies courses applied course content through projects aimed at improving inclusivity in the university's self-access learning center. Students' reflections, peer evaluations, and evaluations of staff members in the

LGBTQ+ and disabled communities were analyzed. Coursetakers learned to overcome institutional barriers and introduced some effective ideas to support some of the targeted communities' needs.

Reading Fluency Training in CLIL Programs

Van Amelsvoort, Marcel – Juntendo University

1002

09:30 – 09:55 (25 min)

Pedagogy: College & University Education

Practice-Oriented Short Workshop

Reading fluency training is essential for building reading proficiency. This presentation compares two approaches – repeated reading and extensive reading – commonly used in content and language integrated learning (CLIL) or Reading for Learning programs, emphasizing the value of the former, especially for students with different L1 orthography, preparing for content courses taught in English. I focus on effective implementation in a tertiary CLIL program, detailing material creation, instructor onboarding, and management, and present teacher and student outcome data.

Exploring Psychology of Language Learning in a CLIL Course

Castro, Eduardo – Kanda University of International Studies

Vola Ambinintsoa Razafindratsimba, Dominique – Kanda University of

International Studies

1003

09:30 – 09:55 (25 min)

Learner Development: College & University Education

Research-Oriented Short Presentation

This presentation introduces a content and language integrated learning (CLIL) course designed to provide university students with knowledge, skills, and strategies to comprehend and manage psychological factors in language learning. We also discuss our findings from the analysis of questionnaires and portfolio reflections, which suggest that the reflection on psychological factors related to language learning led to an increase in students' self-awareness, self-perception, sense of personal growth, and the creation of a positive learning community.

Combining POGIL and CLIL for Enhanced Language and Science

1101

Ellinger, James – Nippon Medical School

09:30 – 09:55 (25 min)

Materials and Assessment: College & University Education

Practice-Oriented Short Workshop

Explore the combination of content-based language integrated learning (CLIL) and process-oriented guided inquiry learning (POGIL). POGIL is a team-based, student-centered framework initially developed for science teaching, but shares common threads with language teaching. In this workshop attendees will experience a POGIL activity that the presenter has used in a science themed CLIL course offered for humanities and science students. Teachers from diverse backgrounds are encouraged to attend.

Activating Learners' Passive Vocabulary

Ogasawara, Mellisa – Aomori University of Health and Welfare

Horne, Chris – Aomori University of Health and Welfare

1202

09:30 – 09:55 (25 min)

Language Skills: College & University Education

Practice-Oriented Short Workshop

Passive vocabulary refers to words learners comprehend but may not actively incorporate into spoken or written communication. Activating passive vocabulary is crucial in enhancing learners' overall fluency. This presentation highlights the significance of activating passive vocabulary and presents strategies, including context-rich activities, word associations, and structured speaking tasks. These approaches enable learners to unlock their vocabulary potential, enhancing their language production skills.

Why Students Gain (or Lose) Willingness to Communicate

Carson, Eleanor – Matsuyama University

Willey, Ian – Kagawa University

Kawamoto, Julia – Ehime University

A/V Hall (2F)

09:30 – 09:55 (25 min)

Psychology & Language Learning: College & University Education

Research-Oriented Short Presentation

Second language willingness to communicate (L2WTC) and international posture (IP) are linked to proficiency in EFL learners. Using online surveys, this study examined trends in L2WTC and IP among students at three Japanese universities, and also identified students whose L2WTC or IP increased or decreased significantly. Students' L2WTC anxiety decreased after one term of instruction. Interviews with students suggest that boredom and other psychological issues may lead to decreases in L2WTC and IP.

Centering Plurilingual Experiences Through Language Mapping

Yao, Yaya – Kyushu University

Hikae 1 (1F)

09:30 – 09:55 (25 min)

Pedagogy: College & University Education

Research-Oriented Short Presentation

There is a growing impetus to counter native-speakerism and deficit thinking in EFL. Plurilingualism and translanguaging are asset-based conceptual stances supporting this push. This study applied an arts-based method at a self-access center. The method, language mapping, supports (emergent) multilinguals to express language practices and experiences in plurilingual, multimodal ways. Findings highlight the potential of arts-based methods in exploring multilinguals' affective relationships with their named languages and in facilitating plurilingual spaces centering linguistic diversity.

Replacing Textbooks: A Case Study in Curriculum Redesign

Cochrane, Robert – Nanzan University

Hikae 2 (1F)

09:30 – 09:55 (25 min)

*Pedagogy: College & University Education
Research-Oriented Short Presentation*

This case study of a yearlong academic English course examines a holistic, process, and production-based curriculum, which replaced traditional exams with portfolio-style assessments. Designed around a task-based and/or project-based framework, the curriculum enhanced both language and academic skills by exchanging conventional textbook-style activities with collaborative research projects. This presentation discusses the theoretical foundations, design, and assessment processes of the approach, as well as insights from students' experiences and perceptions.

The Effects of Aptitude and Anxiety on L2 Performance

Cheng, Yuh-show – National Taiwan Normal University

Hikae 2 (2F)

09:30 – 09:55 (25 min)

*Psychology & Language Learning: College & University Education
Research-Oriented Short Presentation*

To address the limitations of previous studies, this study examined the associations of foreign language aptitude and four language-skill-specific anxieties to performance in four L2 language skills. The participants were 324 university students in Taiwan, who received at least 10 years of formal English education. The results reveal that for experienced L2 learners, language anxiety had a stronger effect than foreign language aptitude on learners' performance across all four language skills.

November Executive Board Meeting

Kaneko, Clare – JALT

Medium Hall

09:30 – 10:30 (60 min)

*Non-teaching Area: Non-teaching Context
Meeting*

This is the 3rd Executive Board Meeting (EBM) for 2024. Any JALT members are welcome to attend.

Not Any, Not One: Expressing Negative Existence in English

Campbell-Larsen, John – Kyoto Women's University

Practice Room 1 (B1)

09:30 – 09:55 (25 min)

*Language Classroom Content: General
Research-Oriented Short Presentation*

The negation systems of Japanese and English have significant differences that can cause problems for learners. In this presentation I detail the results of an action research project that evaluated learners' ability to produce negative existential statements (e.g., There is no/there aren't any), I explain the concept-checking methodology used to teach the structures and describe post-teaching results. The need for principled and systematic teaching of negation is highlighted.

Listening Techniques to Incentivize Speaking

Florescu, Cosmin – University of Tsukuba

Practice Room 2 (B1)

09:30 – 10:30 (60 min)

*Language Skills: College & University Education
Practice-Oriented Long Workshop*

Are you tired of asking your students to engage in (unscripted) pair talk only to be met with a resentful glare? Drawing inspiration from doctor-patient communication studies, this workshop aims to introduce five specific techniques language teachers can use to enhance their students' motivation to speak while still paying attention to their conversation partner.

Language & Intercultural Education: Beyond WEIRD Approaches

Ray, Ishita – Business Communication Facilitators Association of India

Shaules, Joseph – Japan Intercultural Institute

Rehearsal Room (B1)

09:30 – 10:30 (60 min)

*Pedagogy: College & University Education
Research-Oriented Long Presentation*

Reports on a study on language and intercultural education in India which reveals gaps between dominant approaches – which rely heavily on abstract concepts and ideological outcomes – and the needs of diverse, enmeshed societies. Presentation argues for moving towards an

experienced-based approach that is grounded in how the mind works. Implications will be discussed and examples will be shared.

Juggling for Beginners

Tenji Gallery

Metituk, Rhea – Myongji University

09:30 – 10:30 (60 min)

Non-teaching Area: Non-teaching Context

Mind / Body Space

Juggling is an art representing the primordial archetype of the wise fool, poised on the precipice of unknown, new adventures. Join this session to craft your juggling balls and learn how to juggle in a chill hangout session. The juggling balls may double as stress balls for the nervous flyers when homeward bound.

10:05

Child-Authored Picture Books: Creativity & Critical Thinking

Kimura, Yukako – St. Ursula Primary and Middle School

901

10:05 – 10:30 (25 min)

Teaching Younger Learners: Teaching Children

Practice-Oriented Short Workshop

Children concentrate most when they take pride in their creativity, even in energetic classrooms. This study explores engaging methods for developing four skills through the creation of quiz picture books with young learners. The presenter will focus on the process of nurturing students to become critical and creative learners and demonstrate how even the youngest students can create picture books to entertain their peers.

JALT Junior

The Homestay as a Context for Intercultural Development

Ottoson, Kevin – Nagoya University of Foreign Studies

903

10:05 – 10:30 (25 min)

Sociocultural-Linguistics & Pragmatics: College & University Education

Research-Oriented Short Presentation

Recent Japanese governmental initiatives have increased access for students to study abroad. Despite the fact many of these students will

live with a host family, this situation's impact is underresearched. This presentation offers findings from the diaries, reflections, and open-ended questionnaires that were given to 21 Japanese university students before and after a four-week study abroad in the United States. Analysis of the findings helps inform the development that students attribute to their homestay experience.

Pupils' Learning Strategies in Primary English Lessons

Shino, Ayano – Tokyo Gakugei University

904

10:05 – 10:30 (25 min)

*Teaching Younger Learners: Teaching Children
Research-Oriented Short Presentation*

This study investigates how pupils mutually help each other to deepen their understanding with the help of homeroom teachers (HRTs) and assistant language teachers (ALTs) in English lessons in a Japanese primary school. The results reveal that learners use various strategies such as 1) requesting help at the vocabulary level, 2) requesting help at the whole set utterance level, and 3) offering to help each other and help achieve clear understanding during English classes.

JALT Junior

Using MOOC Camps in Building Communities of Practice

Mabuan, Romualdo – Far Eastern University-Manila

Ebron, Gregorio Jr. – gregorio.ebron27@gmail.com

906

10:05 – 10:30 (25 min)

*Teacher and Professional Development: General
Research-Oriented Short Presentation*

This research explores the transformative impact of massive open online course (MOOC) camps on communities of practice (CoPs) among Filipino educators from 2014 to the present. Using a qualitative design and drawing from diffusion of innovations, social capital, technology acceptance, and cultural-historical activity theories, the study identifies propelling forces (tailwinds), inhibiting factors (headwinds), and unexpected challenges (crosswinds) in the diffusion and evolution of CoPs. Emphasizing MOOC camps' role in fostering collaboration, the findings inform policymakers

Digital Tools to Evaluate Students' Intercultural Competence

Kane, Eleanor – University of Shimane
 Huntley, Melissa – University of Shimane

907

10:05 – 10:30 (25 min)

Technology: College & University Education
Research-Oriented Short Presentation

We examine Virtual Exchanges (VE) at a Japanese public university that aim to develop students' intercultural competence. We first outline the virtual projects, then introduce BEVI-j, an online Japanese-language survey suited to assessing international learning experiences, capable of showing how students' beliefs and values change after intercultural experiences. Finally, we describe how we used this tool to debrief students on differences among their views even before VE, and share students' post VE results.

Enhancing Sentence Reading Speed and Accuracy

Shimono, Torrin – Kindai University

908

10:05 – 10:30 (25 min)

Psychology & Language Learning: College & University Education
Research-Oriented Short Presentation

Enhancing reading fluency is crucial for L2 English learners, and effective approaches include extensive, timed, repeated, and oral reading. However, the impact of these methods on the automaticity of sentence processing is unclear. Thus, this study examines how such reading fluency techniques affect L2 learners' automatization of sentence reading speed and accuracy over one academic year. The results indicate improvements in automatization, particularly with the group that had a comprehensive approach to reading fluency development.

Results show significant enhancement in comprehension scores ($M = 81.03$), demonstrating the efficacy of tailored teaching methods.

Evolving Study Abroad: Insights From Program Managers

Humphries, Simon – Kansai University

1001-1

10:05 – 10:30 (25 min)

*Sociopolitical Factors: College & University Education
Research-Oriented Short Presentation*

This presentation explores how technological advancements, the COVID-19 pandemic, and geopolitical shifts have prompted a reassessment of study abroad (SA) initiatives. Based on qualitative surveys, the presenter will share program adaptation strategies from SA negotiation team colleagues and partner university coordinators. He will share key findings on technological integration, financial innovation, diversified experiences, and the importance of cultural support structures. Audience members can gain insights for optimizing mobility programs in the dynamic global context.

How Ideal Classmates Still Motivate Students After COVID-19

Falout, Joseph – Nihon University

Fukuda, Tetsuya – Juntendo University

Fukada, Yoshifumi – Toyo University

1001-2

10:05 – 10:30 (25 min)

*Psychology & Language Learning: College & University Education
Research-Oriented Short Presentation*

After the lockdowns due to the Covid-19 pandemic, it seems imperative that students feel comfortable enough in the communicative language classroom to help each other learn English. One way to encourage social engagement and EFL-learning motivation is through a simple classroom intervention called ideal classmates priming (ICP). We compared our current students' benefits with those in our past studies, and will explain how the results can be applied to other teachers' communicative classrooms.

In-Class Activities for Extensive Reading

Johnson, David – Kyushu Sangyo University

Matthews, Paul – Kyushu Sangyo University

1002

10:05 – 10:30 (25 min)

Language Classroom Content: College & University Education

Practice-Oriented Short Workshop

This workshop will introduce ways in which online extensive reading (ER) can be combined with in-class activities to encourage students to enjoy reading in English. Xreading caters to language learners' diverse needs: students choose their own books from a digital library. However, autonomous learning environments may be unfamiliar and isolating for some students. This workshop will showcase teaching practices that maximize the potential of ER and demonstrate ways to bring creativity to the language classroom.

Adult EFL Learners' Oral Corrective Feedback Usage

Yang, Chi-chuan – National Taiwan University of Science and Technology

1003

10:05 – 10:30 (25 min)

Language Skills: Teaching Mature/Lifelong Learners

Research-Oriented Short Presentation

This study investigates adult English as a foreign language learners' perceptions and uptake of oral corrective feedback (OCF) in a workplace context. Employing qualitative methodologies, the research explores explicit and implicit OCF strategies. Findings reveal positive attitudes toward both approaches, with a preference for implicit OCF. Participants recognize the value of explicit correction when self-correction is challenging. This study contributes to the understanding of OCF practices for adult EFL learners in professional settings.

Self-Repair Practices and L2 Speaking Development

Finn, Nathaniel – Soka University

1101

10:05 – 10:30 (25 min)

Learner Development: College & University Education

Research-Oriented Short Presentation

This presentation examines the development of speaking ability in L2 English learners by analyzing their linguistic and interactional performance

over time. Focusing on the development of nine Japanese university students across three proficiency levels, the presenter will report on changes in syntactic complexity, accuracy, and fluency at three points in time. Differences in the use of self-repair practices (i.e., self-correction) by proficiency level will be discussed, as will differing paths of development.

Constraints to Foster Creativity in Language Learning Tasks

Tin, Tan Bee – University of Auckland

1202

10:05 – 10:30 (25 min)

Japanese and Other Language Teaching & Learning: General Practice-Oriented Short Workshop

Creativity plays a vital role in L2 learning. Among various factors, constraints (limitations and rules) as enablers of creativity and creative language use have been widely acknowledged. This presentation proposes how language teachers can find and use new micro-constraints to foster students' creative language use. Using autoethnographic data sources, I demonstrate two task constraints to stimulate creativity in language learning tasks: exclusionary constraints (avoiding confirmation-based salient patterns) and focusing constraints (requiring violation-based salient patterns).

Examining a Positive Psychology Model in a Japanese Context

Apple, Matthew – Ritsumeikan University

Neff, Peter – Doshisha University

A/V Hall (2F)

10:05 – 10:30 (25 min)

Psychology & Language Learning: College & University Education Research-Oriented Short Presentation

This Rasch validation study of the three-level conceptual framework of positive psychology termed the positive L2 self-system examines the validity and relationship of the positive psychology-related constructs of language learning enjoyment, passion for L2 learning, L2 self-efficacy, hope, and flourishing for learners of English at four Japanese universities. The presenters argue for the need for a positively oriented approach to foreign language teaching and research.

EFL Posttask Transcribing: Noticing and L2 Development

Hartman, Emma – International Christian University

Hikae 1 (1F)

10:05 – 10:30 (25 min)

*Pedagogy: Junior/Senior High School
Research-Oriented Short Presentation*

This research presentation investigates how posttask transcribing, self-correction, and feedback relates to EFL learner noticing and L2 development. Quantitative findings indicated learners noticing a wide variety of errors. However, the feedback conditions of no feedback, peer feedback, and teacher feedback did not differentially affect L2 development of modals and plurals. Analysis of six case studies indicated how learners often integrated their self-corrections and teacher corrective feedback into their performances.

Retention Training for Learning Idiomatic Expressions

Nakamura, Sachiko – Tohoku University

Spring, Ryan – Tohoku University

Hikae 2 (1F)

10:05 – 10:30 (25 min)

*Materials and Assessment: College & University Education
Research-Oriented Short Presentation*

This study explores the impact of retention training on learning idiomatic expressions among EFL learners. It involves activities where participants listen to sentences with idioms, reproduce them orally with textual clues initially, and then without. The training targets phonological short-term memory (PSTM), essential for language learning. Around 160 EFL students participated in this study, undergoing pre- and posttreatment idiomatic expression tests. Triangulation of quantitative and qualitative data is used to assess the effectiveness of the training.

Preparing Preservice Teachers (PSTs) for Inclusive Teaching

Polim, Hidayat – Soka University

Hikae 2 (2F)

10:05 – 10:30 (25 min)

*Sociopolitical Factors: General
Research-Oriented Short Presentation*

The presentation centers on how English language teacher education helps prepare preservice teachers (PSTs) for inclusive teaching for

students with specific learning difficulties (SpLDs). The presenter will talk about challenges and issues based on the analysis of the preliminary results of the study. Insights on how to prepare PSTs to effectively support students with SpLDs in the realm of English language teaching will be discussed.

Cultivating Students as Teacher-Partner-Leaders

MacDonald, Ewen – Kanda University of International Studies

Hooper, Daniel – Tokyo Kasei University

Practice Room 1 (B1)

10:05 – 10:30 (25 min)

Pedagogy: General

Practice-Oriented Short Workshop

We will demonstrate two classroom interventions based upon partnership with students in which we show trust and empower them to take more active leadership roles: (1) action logging, where students provide regular feedback to the teacher to guide their classroom practices, and (2) near-peer modeling, where the focus of the class is shifted to student leaders who can inspire others. Attendees will reflect on how they could apply these techniques to their own teaching contexts.

JALT Junior

10:45

Justice-Affirming Language Teaching Through Praxis

Kubota, Ryuko – University of British Columbia, Canada

Medium Hall

10:45 – 11:45 (60 min)

Sociopolitical Factors: General

Plenary Session

Justice-affirming language education aims to raise critical consciousness of how oppressive forces affect the lives of teachers and learners who are positioned differently in power hierarchies. This presentation will outline its conceptual foundations by shedding light on critical pedagogy, antiracism, decolonial and anticolonial thinking and praxis, and intersectional justice. This orientation also necessitates praxis – committed reflection and action

for transformation. Some examples created as a form of public scholarship demonstrate how praxis can be enacted.

Sponsored by JALT

12:00

The AI Revolution: A New Frontier in Early Education

Ichimoea, Marius-Adrian – Romond Academy

901

12:00 – 12:25 (25 min)

Teaching Younger Learners: Teaching Children

Research-Oriented Short Presentation

This presentation addresses the integration of large language models (LLMs) and generative AI in elementary education. It comprises two parts: a theoretical overview emphasizing the necessity of AI in teaching, and a practical guide detailing my experience using AI tools like ChatGPT, DALL-E, and others for diverse educational purposes. The aim is to demonstrate the indispensable value of these technologies in modern teaching and advocate for their inclusion in elementary school curricula.

JALT Junior

Graduate Student Showcase for KUIS (Part 1)

Myskow, Gordon (Chair) – Kanda University of International Studies

902

12:00 – 13:30 (90 min)

Learner Development: General

Graduate Student Showcase (90 min)

Vocabulary Development with English Songs in High School Settings

Nakagawa, Mizuki

While English songs can entertain students in English lessons, they are also authentic materials to support them in learning high-frequency vocabulary. This presentation explores how beneficial it is to use English songs for students' vocabulary development in high school contexts.

Visible Thinking Routines and Student Engagement in Junior High School

Sang, Philista

Inquiry-based learning in EFL settings can be challenging due to the need for language proficiency, critical thinking, and effective communication skills. The presenter proposes practical visible thinking routines and provides insights for using them to improve student participation and understanding.

Teaching Conversation Strategies: Reflecting, and Monitoring Learning Through Strategy Diaries

Kudo, Norimasa

Conversation strategies are crucial for developing communicative competence and engaging in unstructured conversations. The presenter will explore ways to implement conversation strategy learning in different communicative activities, especially strategy diaries to encourage students to monitor their use over time.

Techniques for Incorporating High-Frequency Vocabulary Into the Young Learner Classroom

Bickle, Ruth

Words are the building blocks of language development, so young learners should be exposed to the most useful words. This presentation will explore techniques for incorporating high-frequency words from the New Dolch List into the young learner classroom.

Materials Writers Meeting: Publishing Textbooks / Elections

Carle, John – MW SIG

12:00 – 12:45 (45 min)

Non-teaching Area: General

SIG AGM

903

Join the Materials Writers special interest group (SIG) for comprehensive insights into textbook publishing, writing graded readers, online content, and more. We offer support to members in all aspects of publishing, be it for personal classrooms, established publishers, or independent publishing. Opting for the right SIG will enhance your JALT experience, and

becoming an officer opens numerous doors for professional development. Members enjoy article publishing opportunities in our journal, *Between the Keys*.

Learning Diversity Through Inquiry and Global Citizenship

Okamoto, Ryoko – Sagano High School: Noxon, Erin – Sagano High School
904 12:00 – 12:25 (25 min)

Pedagogy: General

Practice-Oriented Short Workshop

We'll discuss inquiry-based learning and international mindedness in education, reviewing important points about diversity everyone should teach in our global world. We'll outline benefits, challenges, and strategies for integrating these concepts into teaching practices in order to develop empathy and critical thinking skills. Tachi We'll review a variety of activities covered in-depth later in our workshop. Our goal is to prepare students to be global citizens, capable of navigating and contributing to a diverse world.

Sponsored by TYL / JALT Junior

GALE SIG Forum

Rathore, Chhayankdhar Singh – Konan Women's University
 Kita, Yoko – Kyoto Notre Dame University
 Nix, Mike – Chuo University Tuttle, Terry – ECC Best Career

906

12:00 – 13:30 (90 min)

Sociopolitical Factors: General

Combined SIG AGM/Forum

This year, the Gender Awareness in Language Education special interest group (SIG) Forum features multiple short presentations. Kita shows how the lives of women activists demonstrate the importance of women's education. Nix describes teaching research on LGBTQ+ topics that centers the community's experiences. Rathore shares the process of introducing Pride displays and decorations in a Self-Access Learning Center.

French Forum: Forging Opportunities Through Learner Autonomy

Fortin, Eric – St. Mary's College

Szirmai, Monika – Hiroshima International University

Salagnon, Benjamin – Osaka University

907

12:00 – 13:30 (90 min)

Japanese and Other Language Teaching & Learning: College & University Education Forum

French

Il y aura trois présentations: la première communicante parlera de l'utilisation des logiciels Duolingo et Mondly dans ses classes, et les réactions des étudiants. Le deuxième communicant parlera de l'utilisation des "modèles" (modèles écrits mais aussi modèles audios et vidéos/numériques) pour favoriser la pratique autonome des étudiants. Le troisième communicant parlera des difficultés de faire avancer l'autonomisation dans une classe facultative pour des étudiants de la profession d'infirmière, et quelques idées pour les atténuer.

Teacher Development Special Interest Group (SIG) Forum

Sampson, Ross – Toyo university

Shimada, Miori – Toyo university

Thomas, Jon – Hakodate university

Correia, Natalie – Hakodate La Salle Academy

908

12:00 – 13:30 (90 min)

Teacher and Professional Development: General Forum

The format for this year's Teacher Development forum will be an interactive workshop. Each workshop leader will share a story related to themselves and their teaching context in connection with the JALT theme prompts of opportunity, diversity, and excellence. They will talk about the potential evolution of their identity and practice and involve the audience too. If you have time, please come and join this interactive forum event.

Effects of Study Abroad Service Learning on Career Paths

Takamiya, Yumi – University of Alabama at Birmingham

909

12:00 – 12:25 (25 min)

Japanese and Other Language Teaching & Learning: College & University Education

Research-Oriented Short Presentation

This presentation investigates the integration of service-learning into study abroad (SA) programs for career development. Recent interest in the United States emphasizes the effectiveness of service-learning activities in SA programs, particularly for Japanese learners who often go on to pursue teaching careers in Japan. A study conducted in Fall 2023 involved seven American students engaging in reciprocal cultural exchange at an elementary school. Results show increased motivation to teach in Japan and enhanced intercultural competence.

Links: Developing a Textbook Series for ER

Harris, Justin – Kinki University

Leeming, Paul – Kinki University

1001-1

12:00 – 13:00 (60 min)

Pedagogy: College & University Education

Practice-Oriented Long Workshop

The benefits of extensive reading (ER) are well-known to most language teachers and researchers, but implementing it in the classroom poses several problems. One result is that ER is often assigned as homework and not as part of regular lessons. This presentation will outline a new four-skills communication textbook series that attempts to solve this problem. The series follows a task-based approach, integrating ER through Xreading.com, and now includes a low-level textbook for beginners.

Sponsored by englishbooks.jp

Teacher Development Through Mentorship

Browne, Charles – Meiji Gakuin University

1001-2

12:00 – 12:25 (25 min)

*Learner Development: College & University Education
Practice-Oriented Short Workshop*

I have always struggled with developing ways to help my students succeed taking into consideration their specific contexts. Through a process of trial and error, my approach now focuses on mentorship; in the way I conduct my own classes and try to help them, but also how I encourage them to lead their own classes and help each other. I will provide a brief background about my program, specific approaches for student success, and the thinking behind them.

Sponsored by Kinseido Publishing Company Ltd.

Joint Graduate Student Showcase for University of Birmingham & Waseda University

Kiernan, Patrick (Chair) – Meiji University

1201

12:00 – 13:30 (90 min)

*Learner Development: General
Graduate Student Showcase*

Analyzing Gesture Dynamics in L2 Classroom

Mishiro, Deepti

The impact of Nonverbal communication on L2 classrooms is undeniable. This experimental study examines the functions of L2 learners' gestures. The results suggest a vital role of gestures in L2 classrooms and offer insights for future research.

Dynamic Assessment of Aural Vocabulary Knowledge and Listening Fluency in L2 Learners

Xiang, Li

This study developed aural single-word and multi-word lists, assessing participants' audio form-meaning mapping and automation as well as exploring the impact of aural vocabulary knowledge on listening fluency, thus integrating quantitative and qualitative data analyses.

An Overview of English Teaching in Japan and Its Implications

Uchida, Adrienne Verla

This presentation will outline the current state of English language teaching in Japan as understood from the literature. I aim to highlight current challenges and propose ways teacher educators can support pre-service teachers transitioning to in-service teaching.

Investigating the JSL Motivation of Long-Term Residents in Japan

Lim, Steven

This study utilized Q methodology to examine the motivation of Japanese as a second language (JSL) learners who had been living in Japan for over a decade. Interviews also explored key events which shaped the participants' attitudes towards the language.

Critically Thinking Through Social Media Comments

Tanaka, Jay – Hosei University

1202

12:00 – 12:25 (25 min)

Pedagogy: College & University Education

Practice-Oriented Short Workshop

This practice-oriented workshop builds on a three-step approach that tasks students with analyzing controversial issues through critical thinking. Workshop participants will take the role of students and analyze social media comments on a specific controversial issue. They will also reflect on the necessary elements to motivate student discussion and how to provide a safe classroom environment for sharing opinions. Participants will also reflect on how to adjust the teaching approach to their specific contexts.

Case Studies in Business Innovation

Benevides, Marcos – J. F. Oberlin University

Valvona, Chris – Okinawa Christian University

Firth, Mark – J. F. Oberlin University

A/V Hall (2F)

12:00 – 12:25 (25 min)

Pedagogy: College & University Education

Practice-Oriented Short Workshop

This presentation showcases a new task-based business English book that features real-world case study readings for discussion. *Case Studies*

in Business Innovation (2024, Atama-ii Books) is based on the case study approach, which invites students to focus on, debate, and role-play specific situations and explore how and why they happened. The book comprises 30 short readings with related questions and tasks, and is suitable for general university courses, business English courses, 1:1 tutoring, and self-study.

Sponsored by Atama-ii Books

Assessing for Student Success

Cheng, Liying – City University of Macau

Conference Hall

12:00 – 13:00 (60 min)

Materials and Assessment: General Practice-Oriented Long Workshop

This workshop will help teachers to engage in using quality classroom assessment practices to support student learning. Alignment, as a guiding principle for high quality assessment, along with validity, reliability, fairness, consequences, and practicality, are viewed as central aspects of assessment practices which support student learning. Classroom assessment includes events, tools, processes, and decisions. These four major dimensions of classroom assessment will be explored.

Sponsored by JALT

Bilingualism Special Interest Group SIG Forum

Alexandra, Shaitan – Meiji Gakuin University

Hikae 1 (1F)

12:00 – 13:30 (90 min)

Non-teaching Area: College & University Education Forum

In Japanese, the word “hāfu” – a colloquial term for people who are half-Japanese – is a label that some accept, but others reject, preferring such terms as “daburu” (double) or “mikkusu” (mix). The Bilingualism SIG Forum invites its members to join the discussion of mixed-race individuals’ experiences living in Japan. This year’s forum will feature Bilal Kawazoe’s film “Whole,” which tackles the experience of being mixed-race in Japan.

Enhancing English Instruction for Japanese Nursing Students

MacCallum, Hayley – Yokohama City University

Levine-Ogura, Jonathan – Iwate Medical University

Pauly, Martin – Tsuchiura School of Nursing

Porter, Mathew – Fukuoka Jo Gakuin Nursing University

Mathieson, Paul – Nara Medicine University

Capper, Simon – Japanese Red Cross Hiroshima College of Nursing

Hikae 1 (2F)

12:00 – 13:00 (60 min)

Language Skills: College & University Education

Short Forum

This forum is sponsored by the Japan Association for Nursing English Teaching. The moderator will introduce key challenges as language educators working with nursing students at Japanese universities. Panelists, experienced educators in the field, will share insights and strategies on those challenges, including collaborating with content specialists, selecting textbooks, designing materials, and managing large classes. Participants are encouraged to share their experiences as we collectively explore ideas for advancing nursing English education.

Sponsored by Japan Association for Nursing English Teaching (JANET)

Creative Writing Activities for the EFL Classroom

Crocker, Nathan – Matsuyama University

Hikae 2 (2F)

12:00 – 12:25 (25 min)

Language Classroom Content: College & University Education

Practice-Oriented Short Workshop

Creative writing is beneficial to EFL students in significant ways. This workshop introduces two creative writing activities for use in EFL lessons. In the first, students create original characters with character attributes by designing wanted posters. Secondly, students draw a map to create the setting and plot points of a story. These activities were chosen because of the support they give students to create a character and tell a story in English.

Sponsored by Matsuyama Chapter

International Forum: Opportunity, Diversity, and Excellence

MacLean, George – JALT IAC

Koryu Hall (6F)

12:00 – 13:30 (90 min)

Non-teaching Area: General Forum

The International Forum offers an excellent opportunity to learn from panelists who represent JALT's international partner organizations in Asia. This year's forum will include representatives from eight of JALT's international partners. The panelists will share their educational experiences and diverse perspectives in relation to this year's conference theme. After their presentations, there will be 15–20 minutes for discussion between the panelists, including representatives from JALT's other partner organizations, and the audience.

Language Learning, Interaction, and Social Anxiety

Xethakis, Larry – Tokai University

Main Hall (EME)

12:00 – 13:30 (90 min)

Psychology & Language Learning: College & University Education Poster Session

This presentation outlines the adverse effect of social anxiety on language learning and highlights means to reduce its impact in the classroom. I describe student reported triggers of anxiety, the development of a short measure of classroom social anxiety based on these triggers, and activities to ease feelings of unease gleaned from student interviews, research, and professional experience to help teachers manage the impact of this often overlooked form of anxiety.

Preschool Development: Games for Language & Social and Emotional Learning

Sedaghat, Martin – Niigata University of Health and Welfare

Main Hall (EME)

12:00 – 13:30 (90 min)

Teaching Younger Learners: Teaching Children Poster Session

This study looked at the impact of games on language and social-emotional skills by observing children playing non-digital games in the classroom. Results suggested that games chosen and mediated by teachers can create

spaces for young learners to play and experiment with language on an individual basis, as well as to collaborate with peers and increase language complexity. Additionally, games can provide opportunities for children to practice social and emotional skills vital to their development.

Prioritizing the Writing Process Through Research Portfolios

Hooper, Todd – Setsunan University

12:00 – 13:30 (90 min)

Pedagogy: College & University Education

Poster Session

Main Hall (EME)

With the growing use of machine translation and AI by students, it is necessary to adopt a process-oriented approach to writing. In this presentation, the speaker will introduce how research portfolios can be used to emphasize the writing process. Advice on how to build these portfolios and how to discuss and use them with students will be given. Examples from the speaker’s 4th-year seminar will be provided.

Benefit of Peer Review in a World of AI-Generated Content

Armstrong, Matthew – Kyushu University

McCarthy, Tanya – Kyoto University

12:00 – 13:30 (90 min)

Pedagogy: College & University Education

Poster Session

Main Hall (EME)

As academic writing courses become more inundated with AI-generated content, many instructors are questioning the benefit of traditional peer-review practices vs. feedback given by AI on academic essays. This presentation discusses human peer review as a more beneficial and practical approach to identifying AI-generated text, avoiding plagiarism, critically thinking about the writing process, and assessing the final product.

Examining Accommodations for Learner Diversity With UDL

Suzuki, Heather – Fukuyama University

Main Hall (EME)

12:00 – 13:30 (90 min)

Sociopolitical Factors: College & University Education
Poster Session

This presentation will discuss the accommodations or adjustments made for diverse learners including those with disabilities or special learning needs by English teachers at Japanese universities. The main objective is to examine teachers' experiences with accommodating students in English classes, elucidating who receives accommodations and what accommodations are provided. The universal design for learning guidelines will be used to categorize and discuss the accommodations made by English teachers to help all learners access learning.

Introducing and Assessing 'The Sachi Chronicles'

Kimber, Larry – Fukuoka University

Apple, Derrick – Ritsumeikan APU

Main Hall (EME)

12:00 – 13:30 (90 min)

Materials and Assessment: College & University Education
Poster Session

A newly produced teaching resource for first-year university students employs a 12-episode story of a high school girl named 'Sachi.' In this poster presentation, the creation, implementation and evaluation of 'The Sachi Chronicles' will be documented.

Providing a Framework for Annotating Academic Texts

Peloghitis, John – International Christian University

Main Hall (EME)

12:00 – 13:30 (90 min)

Pedagogy: College & University Education
Poster Session

While annotations can play a crucial role in enhancing reading skills and deepening comprehension, reading instructors sometimes struggle to train students to annotate effectively. The following poster presentation aims to provide a framework and rationale for incorporating annotations into a reading course. It introduces a systematic 10-step procedure, starting with teachers describing annotation techniques and guidelines and finishing

with getting students to personalize their comments and providing opportunities for peer collaboration.

Student Awareness of Negative AI Impact on College Learning

Trent, Nobuko – Gakushuin University

Main Hall (EME)

12:00 – 13:30 (90 min)

Pedagogy: College & University Education

Poster Session

The study reports college students' awareness of AI's impact on learning, focusing on 72 English students who utilize AI for class tasks. Students reveal concerns about misinformation, diminished critical thinking, and loss of originality. Students learning language pragmatics also struggle with AI language appropriateness. Non-AI users' concerns about fair assessment are warranted. Based on their practical experiences, students also proposed tangible solutions including school rules and reforming assessment processes for a balanced AI-inclusive educational environment.

The Discussion Ladder: A Metacognitive Speaking Strategy

Barbudo, Prumel – Meikai University

Main Hall (EME)

12:00 – 13:30 (90 min)

Language Skills: Junior/Senior High School

Poster Session

In group discussions, how do you make quieter students have more opportunities to contribute? This poster offers a scaffolding tool called “the discussion ladder” to enhance group discussions in academic speaking classes. Drawing from scaffolding research, the discussion ladder empowers students to articulate thoughts while actively listening. It fosters critical speaking and listening skills, ensuring all students engage meaningfully. Attendees will receive practical insights into promoting metacognitive engagement and making academic speaking classes more successful.

English Language Education in Sub-Saharan Africa

Glasgow, Gregory Paul – Kanda University of International Studies
 Addo, Eugene Hayford – Soka University
 Ameyaw, Gabriel Tuffour – Soka University
 Ojong, Akem Solange – Soka University

Practice Room 1 (B1)

12:00 – 13:30 (90 min)

Sociopolitical Factors: General Forum

In this forum, the presenters introduce and explore the intricate relationship between multilingualism and English language education in Africa. They address how colonial legacies intertwine with current language policies and pedagogical practices across the continent, drawing on examples from Ghana and Cameroon to highlight implementational effects on stakeholders involved. Comparisons with language policies in Japan and worldwide will also be drawn, raising awareness about universal challenges in achieving inclusivity and equity in language education.

Listening Special Interest Group Forum

Madarbakus-Ring, Naheen – University of Tsukuba
 Ducker, Nathan – Miyazaki Municipal University
 Jones, Marc – Toyo University

Practice Room 2 (B1)

12:00 – 13:00 (60 min)

Language Skills: College & University Education Meeting

The forum has two parts. First, our members will showcase their current projects and research progress. This year, Nathan Ducker talks about investigating the dynamic nature of real-time listening using a pedal mechanism and Naheen Madarbakus-Ring presents an overview explaining a digital approach to Academic Extensive listening. Second, our Annual General Meeting (AGM) includes the results from our 2024 election, and the current and future plans for the Listening SIG.

Native Speakerism and Japanese University Students

Suzuki, Asami – Sophia University

Practice Room 3 (B1)

12:00 – 12:25 (25 min)

*Sociocultural-Linguistics & Pragmatics: College & University Education
Research-Oriented Short Presentation*

The term “native-speakerism” was coined by Adrian Holliday to describe the practice of idealization of native English speakers in the field of English Language Teaching. While native-speakerism seems to intensify as English spreads globally, it is noteworthy that the shift toward plurilingualism has been encouraged, making more varieties of English acceptable. The study explores how this shift in linguistic attitudes has affected Japanese university students and the way they perceive themselves as English language users.

Autonomy and Motivation: Empowering Learners and Teachers

Mynard, Jo – Kanda University of International Studies

Cook, Melodie – University of Niigata

Watkins, Satoko – Kanda University of International Studies

Burke, Alexandra – Shiga University

Young, Davey – Sophia University

Egitim, Soyhan – Toyo University

Rehearsal Room (B1)

12:00 – 13:00 (60 min)

*Psychology & Language Learning: College & University Education
Short Forum*

This forum includes three short presentations showcasing how colleagues in Japan are empowering learners by focusing on leadership, autonomy, and motivation. We will see examples of classroom activities and outside-class support that remove barriers and help students to thrive. We also look at how teachers feel empowered through professional development, particularly by collaborating with others and publishing their work. Meet some of our editors and authors and find out more about publishing with us.

Sponsored by Candlin & Mynard ePublishing Limited

Teacher's Room Fitness

Jones, Dominic – Sendai Seiyō Gakuin College
Dean, Daniel – Tohoku Gakuin University

Tenji Gallery

12:00 – 12:25 (25 min)

*Other Learners & Contexts: General
Mind / Body Space*

Teachers spend a good proportion of their time sitting behind a desk preparing lessons. It is not good for the body or mind to spend too much time being sedentary. This workshop will introduce exercises that you can do quickly in your room, scaled to your level of fitness.

12:35

The Professional Goals of Contract Teachers in Universities

Wang, Marian – Konan University

Hikae 2 (1F)

12:35 – 13:00 (25 min)

*Teacher and Professional Development: College & University Education
Research-Oriented Short Presentation*

Limited-term contract positions at Japanese universities have been rising since the mid-1990s (Talbot & Mercer, 2018). In this presentation, the professional goals of limited-term contract teachers at Japanese universities will be shared. The findings from this study were analyzed and interpreted applying Biesta et al.'s (2015) agency model of the past, present, and future while situating them within the categories of life and professional histories, concerns, and future aspirations.

Enhancing EFL Students' Writing Skills via Online Peer-DA

Imsa-ard, Pariwat – Thammasat University

Practice Room 3 (B1)

12:35 – 13:00 (25 min)

*Materials and Assessment: College & University Education
Research-Oriented Short Presentation*

Utilizing the zone of proximal development (ZPD) framework, this research highlights the active role of peer interactions in skill development. This presentation shares the impact of online peer-dynamic assessment (Online peer-DA) through peer dialogic interactions on EFL undergraduates' writing skills. Results show significant improvement in writing skills

post-intervention, supported by positive student attitudes. The findings suggest the effectiveness of online peer-DA in enhancing writing skills, offering valuable insights for language education stakeholders.

The Gap Between Learning English and Preparing for Tests

Lim, Steven – Waseda University

901

12:35 – 13:00 (25 min)

Teaching Younger Learners: Junior/Senior High School

Research-Oriented Short Presentation

This study examines teachers' beliefs regarding which aspects of English (e.g., speaking, writing, vocabulary) were most important to learning the language compared to passing entrance examinations. Junior high school teachers ($n = 50$) believed listening and speaking to be the most important skills for learning English, but the least important for passing high school entrance examinations. Reasons for this discrepancy are examined as well as potential ways to bridge the gap.

JALT Junior

The Power of Reflection in the Young Learners' Classroom

Braun, Amy – Seto Solan Primary School

904

12:35 – 13:35 (60 min)

Teaching Younger Learners: Teaching Children

Practice-Oriented Long Workshop

Reflection has been attributed to being beneficial to students' learning journey. Dorynei (2014), Murphey (2001), and Pinter (2023) have looked into how reflection is used in the classroom. We will talk about and look at various reflection tools that were used in an elementary English class. Some tools used were small group discussions, action logs, and newsletters. Attendees can use reflective practices in their classroom with the ideas and examples introduced in this presentation!

JALT Junior

Empowering Peer Feedback in Collaborative Writing

Sugahara, Naomi – Toyo Senior High School

905

12:35 – 13:00 (25 min)

*Language Classroom Content: Junior/Senior High School
Practice-Oriented Short Workshop*

This presentation outlines a strategy for implementing L2 collaborative writing in Japanese secondary school contexts. Drawing on previous action research identifying writing anxiety and avoidance behaviors, the presenter reviews relevant literature (i.e., collaborative writing and peer feedback) and proposes pedagogical actions to address these issues. By incorporating collaborative writing and peer feedback strategies, this study will explore techniques for alleviating student anxieties and enhancing language learning through writing tasks in high school contexts.

JALT Junior

How University Students Are Using Machine Translation (MT)

Inaba, Midori – Aichi University of Education

909

12:35 – 13:00 (25 min)

*Language Skills: College & University Education
Research-Oriented Short Presentation*

Presentation in Japanese

本研究では、大学生によるMachine Translation (MT) の使用実態を明らかにし、学習ツールとしての有用性を考察した。学生はMT使用において、不便さや訳出の問題に直面しながらも、それを解決すべき方策や活用方法を見出し対処していた。MTは主体的、自律的学習を支援し得ることが示唆された。

The Journey of the CEFR Journal: Multiplying Best Practice

Hunke, Morten – Brandenburg University of Applied Sciences

1001-2

12:35 – 13:00 (25 min)

*Teacher and Professional Development: College & University Education
Practice-Oriented Short Workshop*

Creating a platform for teachers, researchers, practitioners in the field of language learning and teaching has been the prime objective of this journal. We pride ourselves in helping, aiding, and guiding (potential) contributors along the way of getting published. We have incorporated the principle of epistemic respect into our reviewer guidelines. And we have

installed strong peer review components into the reviewing process. In short, we are attempting to multiply best practice, in many ways.

Sponsored by CEFR & LP SIG

Global Competency Development Through English Model UN

Hollenback, Michael – Kobe City University of Foreign Studies
Fast, Thomas – Notre Dame Seishin University

1002

12:35 – 13:00 (25 min)

*Learner Development: College & University Education
Research-Oriented Short Presentation*

Participation in English-language Model United Nations conferences has a proven record of being instrumental in the development of language knowledge and skills. However, the ability of these conferences to develop global competencies (GC) of students lacks similar academic research. This presentation introduces the concept of GC and their development through education and then introduces a quantitative study of student development of GC through their participation in an international English-language Model United Nations conference.

Transitioning from MyELT to Spark to Enhance Engagement

White, David – National Geographic Learning

1101

12:35 – 13:35 (60 min)

*Materials and Assessment: College & University Education
Practice-Oriented Long Workshop*

This session offers comprehensive guidance on transitioning from MyELT to our new Spark learning management system (LMS). The Spark platform offers integrated digital tools that support every stage of teaching and learning. Come discover Spark’s enhanced user experience, improved functionality, and student engagement features. We will walk-through the streamlined migration process from MyELT and offer practical tips for a smooth switch. Our goal is to show how the transition to Spark enhances the educational experience.

Sponsored by National Geographic Learning

Engaged listening: Involving Students in Listening Practice

Rost, Michael – Author, Editor, Teacher Trainer, Researcher

A/V Hall (2F)

12:35 – 13:35 (60 min)

Language Skills: College & University Education

Research-Oriented Long Presentation

Engaged listening is the basis of communication and a criterion for success in the workplace, yet few teaching methodologies succeed at building conscious skills and strategies. This presentation provides an outline for understanding listening as an interactive ability: metrics for measuring it, conditions for developing it, the nature of processing, essential listener strategies, and targeted practices for developing it. Presentation participants will explore active listening practices and assessments to employ with their own students.

Sponsored by Pearson Japan

Paper Writing in the Age of AI Driven Language Tools

Mazorodze, Timothy – Reitaku University

Hikae 2 (2F)

12:35 – 13:00 (25 min)

Materials and Assessment: College & University Education

Practice-Oriented Short Workshop

The adoption of technology in language education appeared to be tending towards paperless classrooms, but, recently, paper writing assignments have resurged in the language classroom. This presentation explores the resurgence of paper writing in a society where computers have become ubiquitous. Based on the practice at one university, the presenter examines the rationale of paper writing in the age of computing technology and investigates the attitudes of both students and instructors to paper writing assignments.

Sponsored by JALT Tokyo Chapter

Reiki Relaxation

Tenji Gallery

Metituk, Rhea – Myongji University

12:35 – 13:00 (25 min)

*Non-teaching Area: Non-teaching Context
Mind / Body Space*

Reiki is a hands-on energy healing technique that can provide rest and relaxation. Attendees may be seated while listening to calm music and enjoy receiving a short reiki session to reboot and boost their energy. No special clothing is required.

13:10

An Examination of the “Impersonal You” in Language Textbooks

Teuber, Daniel – Osaka Sangyo University

1202

13:10 – 13:35 (25 min)

*Materials and Assessment: General
Research-Oriented Short Presentation*

The “impersonal you” or “generic you” refers to when the pronoun “you” means something akin to “anyone” or “everyone,” as in the sentence, “You only live once.” A survey of English language textbooks was conducted to learn to what degree the “impersonal you” is present and how it is taught. The presentation discusses the results of the survey and the possible reasons why the “impersonal you” is not often explicitly taught in textbooks.

Short-Term Study Tours: Considering the Host Students

Sholdt, Gregory – Kobe University

903

13:10 – 13:35 (25 min)

*Pedagogy: College & University Education
Practice-Oriented Short Workshop*

The presenter will introduce typical goals and forms of short-term study abroad tours, identify key areas of consideration from the perspective of the host university’s students, and share examples of disruptive and beneficial interactions. Planned interactions between visiting and host students should be mutually beneficial, complementary to planned curriculum, and

voluntary when outside a classroom. Audience members will have an opportunity to share and discuss their own experiences with visiting students joining their classrooms.

Translanguaging and CLIL: Examining Power and Criticality

Fegan, Corey – Saitama University

909

13:10 – 13:35 (25 min)

Sociopolitical Factors: College & University Education

Research-Oriented Short Presentation

Translanguaging, here meaning intermixing of languages for pedagogical purposes, is a common part of many content and language integrated learning (CLIL) classrooms, as well as more typical language classes. This presentation examines how two ideas of interacting with use of multiple languages affected areas where languages do not fully overlap. Suggestions for adapting research ideologies into teaching practices to better suit student realities are presented.

Teaching Global Englishes through a CLIL approach

Kane, Eleanor – University of Shimane

1001-1

13:10 – 14:10 (60 min)

Pedagogy: College & University Education

Practice-Oriented Long Workshop

This workshop uses content and language integrated learning (CLIL) methodology to scaffold student learning about the history and influence of English, English role model allowances, native speakerdom, and discrimination faced by speakers of various Englishes. I will introduce tasks from *What are Global Englishes?* a CLIL textbook with an equal focus on content and language, and a focus on form through teaching new academic word list (NAWL) vocabulary and academic language skills.

Sponsored by englishbooks.jp

Teacher Connectivity: Empowering Growth

Reed, Melissa – Macquarie University

1001-2

13:10 – 14:10 (60 min)

*Teacher and Professional Development: General
Featured Speaker Workshop*

Over the last few years, teachers have been increasingly self-directing their professional development to adapt to rapidly changing circumstances (Mercer et al., 2023). This includes an increase in the importance of face-to-face and online networks and communities. However, with the vast number of networking opportunities, it is important to be strategic. In this workshop, participants will identify professional development needs, and opportunities to meet these through developing connections and productive learning conversations with peers.

Sponsored by Macquarie University

Principles for Building AI Literacy in the Classroom

Senna, Manuel – University of Tokyo

1002

13:10 – 13:35 (25 min)

*Pedagogy: General
Practice-Oriented Short Workshop*

How do we help students develop AI literacy, a skill as important today as Internet and media literacy? In this session, we'll look at how integrating AI in the classroom affects the philosophy that underpins education, particularly Bloom's taxonomy. The focus here is on developing global principles for good instructional design that integrates generative AI and develops AI literacy. This session is not level-specific and should be of interest to a wide range of contexts.

NGSL Profiler: Simplifying EFL Materials the Easy Way!

Browne, Charles – Meiji Gakuin University

1003

13:10 – 14:10 (60 min)

*Language Classroom Content: General
Practice-Oriented Long Workshop*

The NGSL Profiler is a novel corpus-based tool (Browne, 2024) designed to simplify materials to a learners' levels. Part of the New General Service List Project, it joins a suite of free teaching resources. Inspired by tools like

OGTE and AntWordProfiler, it caters to educators and content creators, offering intuitive profiling and AI-powered text creation and simplification. This session introduces the NGSL Profiler and explores its integration with other NGSL resources for enhanced language learning.

Sponsored by Kinseido Co., Ltd.

Reflections from a Language Learner and Teacher

Chartrand, Robert – JALT Board of Directors Auditor

Conference Hall

13:10 – 14:10 (60 min)

*Teacher and Professional Development: Other
Practice-Oriented Long Workshop*

This talk will be a reflective discussion on how I became a language learner and teacher. I will touch on the topics of second language acquisition and how to use the process of learning languages to be an effective language teacher. I will discuss my passion for educational technology, including recent advances in artificial intelligence, as well as advising a secondary school in Japan in order to remain competitive in a society with declining demographics.

Sponsored by JALT

Maximizing Diversity Through Teaching Assistant Training

Larking, Malcolm – Ritsumeikan Asia Pacific University

Hikae 1 (2F)

13:10 – 13:35 (25 min)

*Teacher and Professional Development: College & University Education
Research-Oriented Short Presentation*

This presentation explores a teaching assistant (TA) training program at an international university EFL program in Japan. The program empowers international students as role models and mentors, promoting intercultural competence, and language skills. A survey of 74 international TAs reveals the effectiveness of the training workshops, particularly group reflection activities. However, TAs desired more training in discussion facilitation, managing difficult students, relationship building, and group dynamics. Practical advice for effective training techniques will be discussed.

Using Micro-lessons to Teach Critical Thinking Skills

Lingle, Will – University of Aizu

13:10 – 13:35 (25 min)

Hikae 2 (1F)

Pedagogy: College & University Education
Research-Oriented Short Presentation

Micro-lessons have been shown to benefit students in language learning contexts, but can they be used to teach critical thinking skills in a second language? Pre- and posttests were used to evaluate the effectiveness of free online video micro-lessons in teaching logical fallacies to Japanese university students. The students also submitted written feedback responses that indicated how difficult each fallacy was to learn, as well as their overall preference for direct instruction vs. micro-lesson methods.

Fostering Language Learner Autonomy in Japanese Universities

Bartholomy, Ashley – Aichi University

13:10 – 13:35 (25 min)

Hikae 2 (2F)

Learner Development: College & University Education
Research-Oriented Short Presentation

This presentation will share research on language learner autonomy in a Japanese university context, through a qualitative research synthesis (QRS) of classroom studies within the last five years. Common approaches to fostering autonomy will be discussed, including reflection, goal setting, and how to encourage students to take ownership of their learning. This presentation aims to promote ways to help students become more motivated learners through a review of recent classroom research.

Sponsored by JALT Toyohashi Chapter

Opportunities to Publish with JALT: Inside Perspectives

Geluso, Joe – JALT Journal Assistant Editor, Nihon University

Koyama, Dennis – JALT Journal Editor, Sophia University

Cook, Melodie – JALT Journal Reviews Editor, University of Niigata

Lacy, Bethany – JALT2023 PCP Editor-in-Chief, Juntendo University

Lyddon, Paul – TLT Senior Editor, University of Shizuoka

Muller, Theron – JALT Publications Board Chair, Waseda University

Practice Room 2 (B1)

13:10 – 14:10 (60 min)

Teacher and Professional Development: General

Practice-Oriented Long Workshop

Are you interested in the opportunities that JALT Publications offer to share your research findings and teaching ideas with a wider audience but are not sure how to do that? Editors from *The Language Teacher*, *JALT Journal*, and the *JALT Postconference Publication* will provide an overview of publication processes, including submissions and reviews, offer advice on preparing successful submissions, and answer your questions. Novice and experienced authors alike are welcome!

English Speaking Anxiety Reduction in University Students

Moskowitz, Nicole – Kwansei Gakuin University

Practice Room 3 (B1)

13:10 – 13:35 (25 min)

Psychology & Language Learning: College & University Education

Research-Oriented Short Presentation

How does a 15-week treatment of students creating five Flipgrid videos every 2–3 weeks affect foreign language speaking anxiety (FLSA)? A FLSA survey was created from an anxiety scale to serve as pre- and posttests. The experimental group and control group were compared, showing that FLSA was higher in four items and one category for the control group, while surprisingly, FLSA was higher in one item and one category for the experimental group.

Student Peer Interaction Network (SPIN) Forum

Barker, David – Gifu University

Practice Room 4 (B1)

13:10 – 14:10 (60 min)

*Teacher and Professional Development: College & University Education
Short Forum*

This session will look at the process through which Japanese universities advertise for and recruit both full- and part-time teachers. We will discuss the application procedure, with a particular focus on the preparation of official documents and other material that is sometimes required. The presenter will then explain how interviews are normally conducted, and he will set out the criteria that interviewers tend to focus on in making their selection.

Native-Speakerism and Trans-Speakerism: Entering a New Era

Hiratsuka, Takaaki – Ryukoku University

Rehearsal Room (B1)

13:10 – 14:10 (60 min)

*Teacher and Professional Development: General
Research-Oriented Long Presentation*

This presentation challenges entrenched biases rooted in native-speakerism, advocating for a transformative shift in how we perceive language practitioners and researchers. Embracing the liberating ideology of trans-speakerism, the presentation pioneers a discourse that prioritizes diversity, equity, and inclusion for all language speakers, teachers, and researchers. Under the auspices of trans-speakerism, which champions Global Englishes, intercultural awareness, and professionalism, attendees are called to create an empowering landscape for both present and future ELT professionals.

Sponsored by Cambridge University Press & Assessment

13:45

The Language Center Lament: We’re Teachers, Not Ad Agents!

Berman, Shari Joy – Hirosaki University Graduate School of Medicine

Tada, Megumi – Hirosaki University

Main Hall (EME)

13:45 – 14:10 (90 min)

Teacher and Professional Development: College & University Education

Poster Session

University language centers require constant promotion/advertising. Despite top-notch content and successful mentoring of students for exchanges, graduate schools, dream jobs, etc., our programs are “extra”! We must constantly recruit attendees to assure funding. Motivated learners find us; the rest need us to find them. Displaying 12 years of English Lounge and Medical English Forum posters, emails, Teams posts, etc., this interactive session endeavors to engage attendees in discussion of both successful and ill-fated promotion strategies.

Linguistic Landscape in Japan: From a Pedagogical Lens

Matsumoto, Yumi – University of Pennsylvania

Takamiya, Yumi – University of Alabama at Birmingham

901

13:45 – 14:10 (25 min)

Japanese and Other Language Teaching & Learning: College & University Education

Research-Oriented Short Presentation

This presentation discusses possible affordances of using linguistic landscape (LL) signs as learning and/or teaching materials for Japanese as foreign language (JFL) at universities. Despite interests in LL research, pedagogical applications of LL are under-researched. We explore how linguistic signs become authentic materials for JFL and analyze our collected signs through a pedagogical lens, exploring the potential for employing LL signs to develop learners’ critical awareness of Japanese linguistic and cultural norms through discussion.

Graduate Student Showcase for KUIS (Part 2)

Myskow, Gordon (Chair) – Kanda University of International Studies

902

13:45 – 15:15 (90 min)

Learner Development: General

Graduate Student Showcase (90 min)

A Linguistic Analysis of an L1 Storybook: Issues and Implications

Bulanon, Maria Gerardina Ciceron

It is important to choose reading texts that are at the appropriate level for students. The presenter reports findings from a readability and vocabulary analysis of an L1 storybook and shares techniques for adapting it for L2 kindergarten students.

Comparative Readability of High School Entrance Exams

Gumble, Maximilian

High school entrance exams play a critical role in English education. However, compared with university entrance exams, much less is known about their comparative difficulty. The presenter reports exploratory findings comparing the readability of public and private high school exams.

Introducing a Web Application for Supporting Learners With Genre-Based Writing

Russell, Troy

Devising arguments in support of opinions is something writers need to do not only in school but throughout their professional lives. This presentation introduces a web application for helping learners write a common yet challenging arguing genre, the Exposition.

Scaffolding Literacy Development for Japanese EFL Elementary School Students

Nakamura, Kaori

A key challenge of literacy development at the elementary level is ensuring curriculum cohesion with junior high school. The presenter proposes a pedagogical action plan for developing critical literacy skills of elementary school students using songs and picture books.

ART Forum: Art, Research, and Teaching

Olson, Robert – Hokkaido University of Science

Wiegand, Matt – Musashino Art University

Ford, Ashley – Nagoya City University

Valies, Kinsella – Jissen Women's University

Metituk, Rhea – Myongji University

903

13:45 – 15:15 (90 min)

*Language Classroom Content: College & University Education
Forum*

The Art, Research, and Teaching (ART) group will host a forum about methods for using the visual arts in the language classroom. It will feature hands-on workshops and offbeat presentations about drawing comics, making films, and creating flashcards. In academic terms: the ART forum will investigate multimodality and visual materials in the EFL/ESL learning environment. Not an artist? Can't draw anything better than a stick figure? No problem! The ART Forum is for you!

Teaching Younger Learners Special Interest Group Forum

Noxon, Erin – Sagano High School

904

13:45 – 15:15 (90 min)

*Teaching Younger Learners: Teaching Children
Forum*

Welcome to the Teaching Younger Learners Forum! Part of this meeting will be a chance for you to meet our officers and get to know everyone, and then we will have some awesome programs for you! We look forward to meeting you guys, let's all work together to have an amazing time, it's so nice to get together with the big TYL family!

Global Issues in Language Education (GILE) SIG Annual General Meeting

Roloff Rothman, Jennie – GILE SIG

905

13:45 – 14:10 (25 min)

*Sociopolitical Factors: Non-teaching Context
SIG AGM (25 min)*

This will be the Annual General Meeting (AGM) of the Global Issues in Language Education (GILE) special interest group (SIG) of JALT. We will

discuss SIG events and activities as well as announce the results of the officer elections. Current and prospective SIG members are welcome.

Pragmatics and Globalization

Ogawa, Yosuke – Kobe University

Trent, Nobuko – Seijo University

Yibifu, Tilabi – National Institute of Technology, Akita College

906

13:45 – 15:15 (90 min)

Sociocultural-Linguistics & Pragmatics: College & University Education Forum

As the world becomes increasingly globalized by frequent and dense intercultural contact, we have to urgently respond to learners’ needs in language and intercultural pragmatics education. This forum will contribute conceptual frameworks from a variety of aspects for lessons teaching pragmatics, interaction, communication, and discourse with the impact of globalization in mind. The panel then will invite participants to discuss these issues in depth and share their ideas about pragmatics and globalization.

Sponsored by Pragmatics SIG

Other Language Educators SIG AGM: Information Exchange & Future Activities

Silva, Cecilia – Tohoku University

Voegel, Bertlinde – Osaka University

Schmidt, Maria Gabriela – Nihon University

Roque de Hishiyama, Adiene – Seikei University

Campos, Miguel – Toyo University

907

13:45 – 14:30 (45 min)

Non-teaching Area: Non-teaching Context SIG AGM

All those interested in a wider representation of teaching and learning languages and cultures beyond English will gather at this year’s meeting aimed at extending this affiliate special interest group (SIG), reporting on past events, planning new ones, exchanging necessary information, and providing an update on recent developments in our field. We will also

discuss needs and goals in the FL2 classroom and beyond, reflect on recent changes, and how to cope with them.

Showcasing the History and Future of Shiken

Sanchez Murillo, Benjamin – Tsuru University
 Martin, Jeffrey – Temple University Japan Campus

908

13:45 – 15:15 (90 min)

*Materials and Assessment: College & University Education
 Combined SIG AGM/Forum*

The Testing and Evaluation (TEVAL) SIG’s forum showcases the history and future of its bi-annual publication, *Shiken*. Its language testing-related articles cover construct validity, task performance, fairness, washback effects, L2 motivation, and peer feedback, and appeal to language teachers, program administrators, and SLA researchers. Join us for a lively discussion about *Shiken*’s value to JALT members and future readers. The annual general meeting (AGM) for the SIG will follow and all are welcome.

Conceptions of Discourse-Oriented Language Learning

Chang, Peichin – National Taiwan Normal University

909

13:45 – 14:10 (25 min)

*Psychology & Language Learning: Junior/Senior High School
 Research-Oriented Short Presentation*

The study explored a total of 20 senior high teachers’ and students’ conceptions of discourse-oriented language learning (DOLL). This approach sees learners as active agents involved in meaning-making that is socio-culturally appropriate. The results revealed that contrary to past findings, teachers held rather nuanced conceptions associated with DOLL, whereas the students had far less precise and shallow conceptions.

Creating Video Instructions With Screen Recording Using Loom

1002

Toriida, Marie-Claude – Hanazono University

13:45 – 14:10 (25 min)

Technology: College & University Education

Practice-Oriented Short Workshop

Loom is a free video messaging tool with screen recording capabilities. In education, teachers can use it to create video content to deliver clear instructions to their students. In this presentation, participants will be introduced to the basics of Loom. Numerous resources to help navigate Loom will also be offered. It is hoped that participants will benefit from the presentation by discovering a new digital tool that could be helpful in their teaching contexts.

A Sure-Fire Way of Managing Communication Classes in Japan

1101

Vannieu, Bruno – Alma Publishing

13:45 – 14:45 (60 min)

Pedagogy: College & University Education

Practice-Oriented Long Workshop

In this hands-on workshop, I will introduce a simple class management technique called the “progress sheet,” and show how it can be used to gain traction and create a positive class dynamic, regardless of the initial motivation, size, and academic level of the class. This technique works in all kinds of language classes, but here we will focus on the challenging context of low-intermediate oral communication courses.

Sponsored by Nellie's English Books

Integration to Belonging: English FLT's Experience in Japan

1202

Germain, Bladimie – Reitaku University

13:45 – 14:10 (25 min)

Teacher and Professional Development: College & University Education

Research-Oriented Short Presentation

This presentation explores the under-valued areas of English foreign language teachers' (EFLT's) integration and belonging, emphasising the links between professional efficacy, teaching, and institutional commitment.

EFLTs often struggle with feelings of isolation and a lack of belonging, which was thought to be simply hindered by language barriers and cultural differences. This presentation will analyse EFLT discourse to provide a deeper understanding of the importance of integration and belonging and practical approaches to achieve them.

Introducing Envoy by IDP a New Online Adaptive English Test

Ichikawa, Tomoko – IDP Education (Envoy by IDP)

A/V Hall (2F)

13:45 – 14:10 (25 min)

Technology: College & University Education

Research-Oriented Short Presentation

Envoy by IDP is a new online, accurate and adaptive English language proficiency test. Designed with teachers in mind. Envoy is powered by the latest AI technology, delivering CEFR-aligned results within 2 hours of taking the test. It is flexible in design, and can test one or multiple skills depending on your organization’s needs. Join us to hear more about this innovative new product and how it can help create efficiencies and assess your students.

Sponsored by Envoy by IDP

Bilingualism Special Interest Group Annual General Meeting

Shaitan, Alexandra – Meiji Gakuin University

Hikae 1 (1F)

13:45 – 14:30 (45 min)

Non-teaching Area: General

SIG AGM

The Bilingualism SIG invites its members and those interested in bi- and multilingualism to join the Annual General Meeting (AGM). This is a great opportunity to become a member and become actively involved in the SIG’s yearly activities. Everyone’s voice and opinions matter. We look forward to having a fruitful discussion. The decision making team (DMT) members will report on their roles and responsibilities as a SIG officer. We look forward to welcoming everyone.

Developing Writer Identity in Argumentation Essays

Kobayashi, Hiroe – Hiroshima University
Rinnert, Carol – Hiroshima City University

Hikae 1 (2F)

13:45 – 14:10 (25 min)

*Language Classroom Content: College & University Education
Research-Oriented Short Presentation*

A strong writer presence or “voice” can help to make argumentation writing more persuasive. To clarify the elusive concept of L2 writer voice, we propose a text-based voice construction model by analyzing major rhetorical features (including discourse structure and metadiscourse) in English and Japanese argumentation essays by 103 writers. The study sheds new light on writer identity and how it may develop, from Personal to Emergent to Mature Voice, across different levels of writers.

Creativity and Imagination in Lifelong Language Learning

Yanase, Chiyuki – Keio University

Doyle, Marc – Sophia University; Iida, Ruth – Rainbow Phonics Children’s
English School; Dias, Joseph – Aoyama Gakuin University

Hikae 2 (1F)

13:45 – 15:15 (90 min)

*Language Classroom Content: General
Forum*

In our fast-evolving world, traditional lifestyles and work models are becoming obsolete. Eagleman and Brandt (2017) contend that to succeed in this new era, learners must develop the ability to establish fresh social conventions. This necessitates nurturing their imagination and creativity. This forum seeks to investigate how language classes can cultivate these vital skills, offering ideas and activities for consideration, and encouraging participants to contribute their perspectives and inquiries.

Pan-Asian Consortium (PAC) Meeting

MacLean, George – JALT IAC

Koryu Hall (6F)

13:45 – 15:15 (90 min)

*Non-teaching Area: General
Forum*

This meeting is for representatives of the Pan-Asian Consortium of Language Teaching Societies (PAC) organizations: English Teachers’

Association of the Republic of China (ETA-ROC), Far Eastern English Language Teachers' Association, Korea TESOL (KOTESOL), Philippine Association for Language Teaching (PALT), and the Japan Association for Language Teaching (JALT). PAC members will share ideas and seek ways to collaborate in order to improve language education in Asia.

Enhancing Literature Circles Through Reading Response Logs

Gill, Andrew – Kanda University of International Studies

Main Hall (EME)

13:45 – 15:15 (90 min)

Language Classroom Content: College & University Education

Poster Session

This poster presentation chronicles an accelerated reading (AR) project conducted over several years at a private university in Japan, monitoring and evaluating students' transition from assigned roles to reading response logs. It will focus on adaptations made to traditional response logs to enhance students' learning experience, such as creating an "Ask the Teacher" section within the response log, as well as incorporating preview time into the Literature Circles themselves to better prepare students for discussion.

Factors Impacting Language Teacher Well-Being in Japanese HE

Polczynska, Malgorzata – Kanda University of International Studies

Cardiff, Philip – Kanda University of International Studies

Main Hall (EME)

13:45 – 15:15 (90 min)

Teacher and Professional Development: College & University Education

Poster Session

There is growing recognition of the importance of teacher well-being and increased interest in related research. This poster presentation will outline a mixed-methods study exploring the factors which are perceived as important for language teacher well-being and how they can be facilitated in the context of higher education. The presentation may be of interest to various stakeholders within the context of higher education, including teachers, faculty leaders or professional development convenors.

GoogleSheets: Suggestions for Automated Record-Keeping

Lees, David – Kyoto University

Beaton, Jason – Kansai University of International Studies

Main Hall (EME)

13:45 – 15:15 (90 min)

Technology: General

Poster Session

With an aim for keeping instructors' routine-work simple, effective, and efficient, this poster presentation offers several practical "take-home" suggestions for employing GoogleSheets and GoogleForms to provide routine guided practice activities to students, all while automatically recording, grading, and ranking students' attainment. Utilizing modular designs, conditional formatting, and algorithms to link sheets, instructors can produce "dashboards" permitting general overviews of student progress, sheets for more detailed analyses, as well as auto-generating "report cards" for each student.

AI Writing Advancement: ChatGPT, Skills & Integrity

Massoud, Omar – Sophia University

Cvitkovic, Robert – Teikyo University

Main Hall (EME)

13:45 – 15:15 (90 min)

Technology: College & University Education

Poster Session

This poster session explores the use of AI tools like ChatGPT and Grammarly in an English writing class at a Japanese university, highlighting their role in personalizing learning and maintaining academic integrity. By examining AI's impact on writing proficiency, vocabulary expansion, and grammatical accuracy, alongside traditional teaching methods, the study assesses whether these tools support skill acquisition, foster dependency, or both. It provides insights into integrating technology in language education, enhancing learner engagement and outcomes.

Oral Language Practice With Metaverse Technology

Takase, Nami – Shizuoka University

13:45 – 15:15 (90 min)

Technology: College & University Education

Poster Session

This study explores the use of virtual reality (VR) in language learning, focusing on Japanese university students learning English. Utilizing the “Wander” application on Oculus Quest 2, students engaged in speaking tasks within a VR environment. Posttest results indicated improvement in oral proficiency, with increased word counts. Student feedback reported that VR provided helpful cues for language practice. Challenges in implementing VR in traditional classrooms will also be discussed.

The Impact of VR on Language Learning Outcomes & Engagement

Alizadeh, Mehrasa – Otemon Gakuin University

13:45 – 15:15 (90 min)

Technology: College & University Education

Poster Session

This study investigates the longitudinal impact of VR on students' learning outcomes and engagement. A quasi-experimental study was conducted with two groups in Zoom and VR. Over eight weeks, the students practiced small talk skills, and their performance was assessed by independent raters. Results indicate improvement over time in both groups. To delve deeper into this finding, the performance of high-achieving and low-achieving students will be analyzed in relation to their engagement and anxiety levels. This research is funded by the Japan Society for the Promotion of Science Grants-in-Aid for Scientific Research (Project Number: 22K13756).

Using Cards in the Language Classroom

Mielke, Michael – Sapporo University

Main Hall (EME)

13:45 – 15:15 (90 min)

*Teacher and Professional Development: General
Poster Session*

Using different types of cards and card activities can enhance a language classroom. Single cards allow focusing on particular words while decks of cards can allow you to create many kinds of activities to practice using those words. Card activities can work in one-on-one lessons and large groups. This poster presentation will show a myriad of effective card activities as well as how to make beautiful, long lasting, cards quickly, cheaply, and collaboratively.

Learner Development Through Critical Thinking Activities

Moreau, Robert – Meiji University

Main Hall (EME)

13:45 – 15:15 (90 min)

*Learner Development: College & University Education
Poster Session*

In this poster presentation I will discuss a series of weekly critical thinking activities introduced in a first-year classroom at a Japanese university. The activities and methodology for implementing and researching these tasks, have been adapted from Hadley and Boon (2023). Insights garnered from the teacher's and students' reflections on these activities will be discussed. To better understand the students' personal development through completing these tasks, pre- and posttask questionnaires will also be explored.

Motivational Trajectories of Two Novice English Teachers

Shim, Hyunkyuu – The Hong Kong Polytechnic University: Cho, Seong-bin –

The Hong Kong Polytechnic University

Tajabadi, Azar – The Hong Kong Polytechnic University

Main Hall (EME)

13:45 – 15:15 (90 min)

*Teacher and Professional Development: College & University Education
Poster Session*

The present study focuses on the motivational trajectories of two Hong Kong university students enrolled in a service-learning subject during

a semester. The students received training for six weeks and delivered teaching for an additional six weeks. They completed a motigraph to graphically present their perceived levels of motivation at different pivotal points in time. This was followed by a narrative interview. Thematic analysis was used to find factors fostering and hindering motivation for teaching.

The Great PIE Bake-Off: A Performance in Education Sampler

Kluge, David – Chukyo University (Adjunct Professor)

Bergman, Kevin – High School

Rees, Gordon – Yoikkaichi University

Ford, Ashley – Nagoya City University

Kobayashi, Dawn – Onomichi City University

Kinsman, Darren – Sendai University

Practice Room 1 (B1)

13:45 – 15:15 (90 min)

*Language Skills: General
Forum*

Six expert PIE (Performance in Education) chefs share their recipes for PIE activities. Chef David's Chicken Pot PIE spices up debates. Chef Kevin's PIE-a-la-Mode relieves stress problems in presentations. Chef Gordon's Happy Hamburger PIE makes a great demonstration speech. Chef Ashley's Cinematic PIE encourages diners to take the "Cinematography Challenge." Try Chef Dawn's Stargazy PIE for interesting role-plays. Chef Darren's Pecan PIE creates an unforgettable scene. Take this wonderful recipe cookbook home with you!

Student Notations in Their Book: What Are Students Writing?

Romney, Cameron – Kyoto Women's University

Practice Room 3 (B1)

13:45 – 14:10 (25 min)

*Materials and Assessment: College & University Education
Research-Oriented Short Presentation*

While many teachers use textbooks in the classroom, little is known about how students actually utilize these textbooks. This study analyzed the kinds and frequencies of notations students made in their books. The presenter will discuss the rationale, methodology, results, and implications of the study and show examples of student notations. Participants should

come away with a better understanding of how students are using textbooks and how they can harness these behaviors for better outcomes.

Performance Stress Inoculation Training for Students

Jones, Dominic – Sendai Seiyo Gakuin College

Dean, Daniel – Tohoku Gakuin University

Tenji Gallery

13:45 – 14:45 (60 min)

*Psychology & Language Learning: General
Mind / Body Space*

Help! I can't speak. When we are helping students prepare for presentations, speech contests, and interviews, there is often a disconnect between their performance in practice and their live performance. This workshop will introduce some fun practice drills to help to inoculate your students to the stress of performance, so they can shine under pressure.

14:20

Fostering Well-Being in Classroom: Empathy, Trust & Openness

Jackson, Koon Yat Lee – Toyo University

Ronald, Jim – Hiroshima Shudo University

Yamamoto, Kie – Toyo University

901

14:20 – 15:20 (60 min)

*Psychology & Language Learning: College & University Education
Practice-Oriented Long Workshop*

In this workshop, presenters will introduce practical tips and activities that can be seamlessly integrated into everyday teaching practices, focusing on learner well-being. Drawing on theories in positive psychology, they will propose ways in which a language classroom can become a community for students to flourish and the roles teachers can play. Participants are encouraged to actively share their teaching experiences and engage in discussions on how to create a supportive and autonomous classroom community.

JET ALT's Perspectives and Roles: A Thematic Analysis

Guevarra, Krissa – Kansai Gaidai University

905

14:20 – 14:45 (25 min)

*Teacher and Professional Development: Assistant Language Teachers
Research-Oriented Short Presentation*

This study compared the perceptions of two assistant language teachers (ALTs) in the JET program and explored the factors that contributed to their professional development. Thematic analysis was used to analyze semi-structured interviews. Co-teaching was effective due to the teaching strategies they constructed with lead teachers. Collaboration was also instrumental in professional development. These indicate that partnerships between ALTs and lead teachers can be effective through practices that cater to each of their teaching styles.

Student Preferences Regarding Analogue vs Digital Learning

Minshull, Russell – Rikkyo University

909

14:20 – 14:45 (25 min)

*Technology: College & University Education
Research-Oriented Short Presentation*

While paperless classrooms are growing in popularity, concerns remain about increasing screen time, plagiarism, and the impact on student learning. This study explores university students' preferences for analogue vs. digital learning materials in reading and writing courses. A survey ($N=40$) gathered qualitative and quantitative data to identify preferred learning modes and students' beliefs about their effectiveness. The presentation will discuss the findings' implications for course design and propose areas for further research.

How's Your Bedside Manner? An Added Dimension in Nursing English

Capper, Simon – Japanese Red Cross Hiroshima College of Nursing

1001-1

14:20 – 15:20 (60 min)

*Pedagogy: College & University Education
Practice-Oriented Long Workshop*

The Bedside Manner Nursing English series offers extensive add-on materials via the Perceptia Press online learning system (OLS). Utilizing

a hybrid approach, these materials have proven to be a game-changer, saving teachers time by enabling effortless management and evaluation of large classes at the click of a button. This workshop demonstrates the wide range of online activities offered with Bedside Manner Beginner and Bedside Manner Intermediate, giving participants the opportunity to experience the OLS firsthand.

Sponsored by englishbooks.jp

Resume Building: CVs and Research Opportunities

Larson-Hall, Jenifer – University of Kitakyushu

Uehara, Suwako – The University of Electro-Communications

1001-2

14:20 – 15:20 (60 min)

Non-teaching Area: College & University Education

Research-Oriented Long Presentation

This session will address the topics of building up your curriculum vitae (CV) by publishing articles and doing presentations. Two researchers with experience editing journals, doing university job searches, and publishing in international journals will give tips about how to increase your chances of getting a job in Japan.

Realizing Peer Assessment's Potential

Wilkins, Simon – Tokai University

Collins, Peter – Tokai University

1002

14:20 – 14:45 (25 min)

Materials and Assessment: College & University Education

Practice-Oriented Short Workshop

While peer assessment encourages students to support each other's learning and to evolve into lifelong learners, implementing it as a component of speaking tasks is challenging. This workshop offers an efficient, student-centered alternative approach to teacher-generated rubrics. The approach involves the whole class watching and ranking short sample videos together, discussing criteria, and negotiating a holistic rubric with which to assess classmates' speaking. A convenient interactive video tool and useful metalanguage will also be shared.

Preparing Students to Live Well

Murray, Adam – University of the Ryukyus

1003

14:20 – 15:20 (60 min)

Learner Development: College & University Education

Practice-Oriented Long Workshop

The content of textbooks and the associated tasks should be relevant to the learners and their lives. When choosing themes for each unit of instruction, the suggestions and opinions of the learners are invaluable. For this reason, an ongoing dialogue is necessary. In this workshop, the presenter will demonstrate some tools to help understand and facilitate both formal and informal dialogue. The presenter will also introduce ways teachers can make their classes more learner-centered.

Sponsored by Kinseido Publishing Co. Ltd.

Kakkoi English!: An Analysis of Compliments in K-pop Videos

Suzuki, Benio – Utsunomiya University

1202

14:20 – 14:45 (25 min)

Sociocultural-Linguistics & Pragmatics: General

Research-Oriented Short Presentation

This study explores how the speech act of compliment can be a form of Othering in intercultural interaction. By analyzing comments and semiotic repertoires in the videos in which K-pop musicians use languages other than Korean, I attempt to find how complementing one's language skills can be a form of Othering.

AI-enabled Pragmatics in Intercultural Communications Course

Javier, Salazar – The University of Tsukuba

Schwartz, Alan – University of Tsukuba

A/V Hall (2F)

14:20 – 15:20 (60 min)

Technology: College & University Education

Practice-Oriented Long Workshop

Can a GenAI chatbot be used for developing Intercultural Communication (IC) Competence in learners? In this presentation, we will describe our experiences creating an IC Course, derived from leading theoretical models on IC competence in intercultural pragmatics, and designed to be

specifically sensitive to propitiating the kind of introspective conversations needed for IC competence development. Quantitative and qualitative data from the adoption of this IC course at universities in Japan will be shared.

Sponsored by EnglishCentral, Inc.

The New Peace Linguistics: Words and Worlds, War and Peace

Curtis, Andy – City University of Macau

Conference Hall

14:20 – 15:20 (60 min)

*Sociocultural-Linguistics & Pragmatics: General
Research-Oriented Long Presentation*

Although the idea of peace linguistics (PL) has been around for decades, still today few TESOL professionals have heard of it, and even fewer applied linguists. In this workshop we will look at how PL started, how it stalled, and how it can be brought back to life again, in the form of New Peace Linguistics, which looks at how some of the most powerful people in the world use language.

Sponsored by JALT

Global Englishes Special Interest Group (SIG) Forum

Joicey, Ben – Asia

Jones, Marc – Toyo University

Hikae 1 (2F)

14:20 – 15:20 (60 min)

*Pedagogy: General
Short Forum*

Global Englishes (GE) special interest group (SIG) members will share some research interests to stimulate participation in the SIG's activities. Firstly, Ben Joicey will introduce Global Englishes and its teaching implications for those new to the field with some critical analysis for those already familiar with it. Secondly, there will be a discussion led by Marc Jones on developing phonology teaching: Beyond the Lingua Franca Core: Phonology for GELT.

Diversity, Equity, Inclusion, and Belonging Workshop

May Kyaw Oo, May – Nagasaki University
 Amundrud, Thomas – Nara University of Education: Tuttle, Terry –
 Moriguchi Board of Education
 Ikeda, Risa –
 Roloff Rothman, Jennie – Kanda University of International Studies

Practice Room 2 (B1)

14:20 – 15:20 (60 min)

*Non-teaching Area: General
 Practice-Oriented Long Workshop*

Diversity, Equity, Inclusion (DEI) means making organizations like JALT more inclusive and empowering of all current and potential members. This workshop is designed for all conference attendees, whether they are new to or familiar with DEI concepts. It will begin with reviewing important DEI-related terms, and will discuss how to deal with microaggressions in workplaces. It will also introduce the JALT DEI Committee and our recent initiatives. Participants will receive DEI-related resources.

Teacher Self-Efficacy and Their Instructional Language Choice

Nonagase, Momoka – Hagoromo Gakuen High School

Practice Room 3 (B1)

14:20 – 14:45 (25 min)

*Language Classroom Content: Junior/Senior High School
 Research-Oriented Short Presentation*

This study explored influential factors on teachers' reliance on Japanese through interviews and questionnaires from teachers' and students' perspectives. Results suggested teachers' learning experiences and their English proficiency were primary influential factors. Most students wanted to imitate their teachers' manner of speaking; this was not irrespective of the amount of English their teachers used and their teachers' perceived English proficiency. Teachers should openly communicate with their students to help students become motivated toward English learning.

Peer Evaluation as Task Preparation: Widgets Inc.

Benevides, Marcos – J. F. Oberlin University
 Valvona, Chris – Okinawa Christian University

Rehearsal Room (B1)

14:20 – 14:45 (25 min)

*Materials and Assessment: College & University Education
 Practice-Oriented Short Workshop*

This presentation describes how guided peer evaluation of presubmitted work can lead to improved understanding of task objectives, and therefore better performance and outcomes when done prior to students being assigned their own tasks. A practical method is presented using the Moodle “Feedback” function or Google Forms. Examples cover written tasks such as an email and a short business proposal, and oral tasks such as an elevator pitch and an interview. Interest areas: task-based, project-based.

Sponsored by Atama-ii Books

14:55

Native Speaker Ideals and Global English in Japan

Bates, Daniel – Chuo University

Practice Room 3 (B1)

14:55 – 15:20 (25 min)

*Sociocultural-Linguistics & Pragmatics: College & University Education
 Research-Oriented Short Presentation*

While contemporaneous scholarly approaches to global English and related pedagogy are encouraging a shift away from native-speakerisms, the native speaker ideal remains the standard among many learners, especially throughout the expanding circle. This juxtaposition is explored in this presentation through an empirical study examining the language attitudes among Japanese university students to the native speaker ideal, confirming a positive bias towards native speaker ideals and a perceived deficiency in their own English language abilities.

Improving Speaking Fluency

905

Iwai, Kio – Rikkyo University
 Peragine, Michael – Rikkyo University
 Hasstedt, Marc – Rikkyo University

14:55 – 15:20 (25 min)

Language Skills: College & University Education
Practice-Oriented Short Workshop

When teaching English speaking in Japanese schools, the emphasis has traditionally been on accuracy, but fluency is equally important for smooth communication. In this workshop, we will first introduce how our students improved their speaking fluency through weekly fluency practices and by recording their speech rate. The audience will then experience the same fluency practice, measure their speech rate, and discuss how they could adapt this activity to their teaching contexts.

Japanese Style on Acquiring ESL: That Way We Can Speak Easy!

907

Omi, Jun – Tokyo Keizai University

14:55 – 15:20 (25 min)

Psychology & Language Learning: College & University Education
Research-Oriented Short Presentation

Presentation in Japanese

英語発話には消極的ながら日本人はバイト先や街角でのニーズに加えネイティブとの意思疎通に憧れを持っている。そこで①ネイティブに通じる英語力、②実践性高いESL表現、③欧米文化への異文化適応を目標に授業を行い、個別インタビューで学習者の深層心理を探った。具体的な教材や教室活動を学習者の声と共に紹介する。

Facilitating Communication in EMI Courses via ELF Concepts

Hurrell, Ian – Toyo University, Faculty of Business Administration

909

14:55 – 15:20 (25 min)

Learner Development: College & University Education
Research-Oriented Short Presentation

In light of increasing pressure for Japanese universities to offer more English-medium instruction (EMI) courses, this presentation explores the implementation of English as lingua franca (ELF) concepts in a business negotiation skills course at a Japanese university, to facilitate

communication among students coming from 15 countries over four continents. These concepts include accommodation strategies, translanguaging, and trans-cultural communication. This will be supported by students' feedback, highlighting the benefits and challenges they had using these concepts.

Language Learning and Employability in a PostChatGPT World

1002

Connor, Stuart – Pearson Japan

14:55 – 15:20 (25 min)

Language Skills: College & University Education

Research-Oriented Short Presentation

Less than 20% of Japanese people feel that formal education has prepared them for the English skills needed in the workplace. So what is it that employees need that is not currently being taught? Can AI really pick up the slack? This session explores these questions with reference to the latest research and tools that can be used by educators to plug skills gaps and set learners up for future success.

Sponsored by Pearson Japan

Teaching Listening to Low-Level Learners

Graham-Marr, Alastair – Abax Ltd / Tokyo University of Science (Retired)

1101

14:55 – 15:20 (25 min)

Language Classroom Content: General

Practice-Oriented Short Workshop

Undeveloped listening skills can seriously hamper one's ability to learn a foreign language. It is commonly observed that students who spend time listening to English outside the classroom give themselves more chances for language learning success. However, many Asian-based learners struggle to comprehend naturally spoken English, due to the large phonological differences between English and many Asian languages. This presentation will focus on ways to teach listening more effectively.

Sponsored by ABAX Ltd.

A Path to Excellence With AI-Driven Placement Tests

Thépaut, Sabine – Kansai Gaidai University

1202

14:55 – 15:20 (25 min)

*Materials and Assessment: College & University Education
Practice-Oriented Short Workshop*

This session explores a novel AI-based solution to improve English placement accuracy in educational settings and to address traditional methods' limitations. It details the development of an AI-based English placement test, including algorithm training and test design aligned with common European framework of reference (CEFR) benchmarks, and findings from a pilot study at a private Japanese university. Participants will learn how to create accurate, efficient, and cost-effective placement tests for their institutions.

Baito vs. Benkyo: Part-Time Jobs and Final Grades

Goodhew, Mark – Asia University

Hikae 1 (1F)

14:55 – 15:20 (25 min)

*Materials and Assessment: College & University Education
Research-Oriented Short Presentation*

Many, if not most, of our Japanese university students have part-time jobs and must often balance working long hours with their schoolwork. What is the relationship between part-time employment and student assessment? Does having a part-time job and working long hours negatively affect a student's final grade, as we might expect? The presenter will examine the literature on this topic and share the findings of a two-year study conducted with his students.

The Contextualization of Language Education Policy in Japan

Linton, Kane – Macquarie University

Rehearsal Room (B1)

14:55 – 15:20 (25 min)

*Sociopolitical Factors: General
Research-Oriented Short Presentation*

This presentation investigates language education policy at three levels: the system, the institution, and the classroom. Through the lens of Valverde et al.'s survey of mathematics and science opportunities (SMSO) model, insight into the effectiveness of education policy will be provided,

specifically focusing on the successes and failures in the Japanese context. The findings presented will assist attendees in understanding the critical elements of policy development and the difficulties in implementing effective policy.

Sponsored by Macquarie University

15:35

Transform Education: Embrace Diversity and Excellence

Tubby, Janina – Kobe Bilingual School

Medium Hall

15:35 – 16:35 (60 min)

Teaching Younger Learners: General Plenary Session

Celebrating JALT's 50th conference event, this plenary focuses on practical ideas for transforming language education by embracing diversity, creativity, resilience, and excellence. Emphasizing soft skills, collaborative learning, and responsible AI use, it challenges traditional educational models to assure our students are equipped with the skills and mindset to embrace resilience and autonomy, care for the Earth, and thrive in a dynamic world as innovative and empathetic future leaders and contributors.

JALT Junior

16:50

Finding a Role-Model and Focused Narrow Listening & Viewing

Pudelek, Jack – Rikkyo University

901

16:50 – 17:15 (25 min)

*Psychology & Language Learning: College & University Education
Research-Oriented Short Presentation*

Past research has shown the benefits on language learning motivation of near peer role-models. However, there has been limited research into the influence of famous role-models either in terms of native speakers or proficient L2 speakers. This researcher has found no research into the effect of narrow listening to an admired person on motivation to study or listening ability. Therefore, this study hopes to address these lacunae in the field.

Graduate Student Showcase for Temple University (Part 2)

Beglar, David (Chair) – Temple University

902

16:50 – 17:50 (60 min)

*Learner Development: General
Graduate Student Showcase*

Comparing Speaking Assessment Between Human and Automated Raters

Starkey, Stephen

This research looks to compare speaking assessment scores between human raters and an automated testing software program (Versant speaking test) in order to determine how overall scores differ and the implications involved in the results.

Error Correction with a Focus on the Definite Article

Martin, Aaron C.

Relative clauses, along with article usage (a, an, the, zero article) present significant challenges for even highly proficient L2 speakers of English. This study focused on error correction in the usage of articles within the wider context of relative clauses.

High-Frequency Entertainment: Learning Vocabulary Through English Movies

Kreider, Kyle

This study analyzed some of the highest-grossing recent films and their lexical aspects for learning. The results documented that gross profit is not a marker for effective language learning, and less-popular films may be objectively better for acquisition.

Sponsored by Temple University

Further Insights Into Classroom-Based Assessment

Murray, Adam – University of the Ryukyus

Tsuchihira, Taiko – Seitoku University

Miyazaki, Kei – Tokai University

Matsumoto, Kahoko – Tokyo Gakugei University, Graduate School of
Education

903

16:50 – 17:15 (25 min)

Teacher and Professional Development: College & University Education
Research-Oriented Short Presentation

Over the past few years, the researchers have been developing an instrument which consists of 57 items in four sections: biographical information and teaching context, beliefs, teachers' self-efficacy, and teaching practices. In our presentation we will talk about our analysis of the questionnaire responses and follow-up interviews with 40 language educators in Japan. We will conclude with suggestions for teacher education programs for pre- and in-service language educators.

Introducing the CEFR and Language Portfolio: Learner Views

Rundle, Colin – Soka University

Nelson, Forrest – Soka University

Ng, Gee Lian – Soka University

904

16:50 – 17:15 (25 min)

Materials and Assessment: College & University Education
Research-Oriented Short Presentation

This research investigates the introduction of the common European framework of reference (CEFR) and a Japanese version of the European language portfolio in a private university. Online materials to introduce the CEFR and portfolio were developed and used in English classes over one semester. A questionnaire was administered three times to monitor students' understanding and evaluations of the CEFR and the portfolio. The results suggest how to effectively introduce the CEFR and use portfolios.

Problematic Impacts of Cognitive Bias on Teacher Behaviors

Smith, Guy – International Christian University

Peloghitis, John – International Christian University

905

16:50 – 17:15 (25 min)

*Psychology & Language Learning: General
Practice-Oriented Short Workshop*

This presentation addresses the question of how teachers can recognize and reduce the negative impacts of cognitive bias on their instructional objectives when they themselves may not be aware of the impacts due to the nature of the underlying unconscious thinking processes involved. We discuss some key cognitive biases and look at some interventions and strategies that teachers can consider to reduce the adverse outcomes of these biases.

Social Justice in Practice: The Future of Language Teaching

Erdevig, Zoya – Tokyo International University

Edmond, Lucas – Tokyo International University

906

16:50 – 17:15 (25 min)

*Sociopolitical Factors: College & University Education
Practice-Oriented Short Workshop*

Critical language pedagogy emphasizes student-centered learning and engagement with societal issues like discrimination. A world of advancing AI and resurgent nationalism requires a pedagogical shift toward inclusivity and societal engagement. Drawing from classical and recent scholarship, critical pedagogy seeks to empower both students and educators with skills for addressing real-world challenges. Presenters will share practical strategies for implementing social justice-focused language teaching based on their experiences teaching academic English courses in a diverse Tokyo-area university.

Lessons Learned From a Small-Scale Extensive Reading Program

907

Austin, Heather – Kansai Gaidai University
 Scarborough, Courtney – Kansai Gaidai University

16:50 – 17:15 (25 min)

Language Skills: College & University Education
Practice-Oriented Short Workshop

This session explores lessons learned from the implementation of a small-scale extensive reading (ER) program conducted at a Japanese university. After highlighting the pedagogical merits of ER, it goes on to explain the program's design, examine the assessment tools used, and showcase student samples. The reflections of the 96 2nd-year students and two teachers involved are also shared. Participants will take away practical ideas for developing a small-scale ER program of their own.

Changes in Learner Perception and Use of Machine Translation

908

Walker, Lauren – Ritsumeikan Uji High School
 Vollmer, Carl – Ritsumeikan Uji High School

16:50 – 17:15 (25 min)

Technology: Junior/Senior High School
Research-Oriented Short Presentation

This presentation explores how learners utilize machine translation tools (MT) to benefit their language learning. This study presents survey results from high school students in a Japanese study abroad program, revealing how their use and perception of machine translation evolves with increasing language proficiency. Upon analyzing data sets from three student cohorts, the findings suggest that there are strategies educators can introduce into their curriculum to incorporate the use of MT effectively.

Challenges of Recruiting Students for Study Abroad Programs

909

Legge, Thomas – Momoyama Gakuin University

16:50 – 17:15 (25 min)

Other Learners & Contexts: College & University Education
Research-Oriented Short Presentation

This presentation details the experiences of three university administrators responsible for the recruitment and coordination of short and

long-term outbound study abroad programs. It highlights some of the major challenges currently involved in recruiting students to study abroad and offers some suggestions for how study abroad recruitment can be improved.

Generative AI in ELT: Tools, Tutors, Mates, and Tutees

Ivone, Francisca Maria – Universitas Negeri Malang

1001-2

16:50 – 17:15 (25 min)

Technology: General

Practice-Oriented Short Workshop

Generative AI, especially chatbots, is revolutionising English language instruction by taking the roles of tools, tutors, mates, and tutees. This session explores its diverse applications, emphasising interactive settings and personalised learning experiences. We'll examine simulated conversations, customised activities, and instant feedback, as well as AI's role as a learning mate and tutee, fostering natural interactions and development. The talk addresses challenges, transformative opportunities, and future integration in language curricula.

Sponsored by JALT

Answers to Questions on Questioning

Lowes, Jason – Fukuyama University

1003

16:50 – 17:15 (25 min)

Pedagogy: General

Research-Oriented Short Presentation

Effective questioning is an essential part of the teacher's "toolkit" to help them assess what each of the students in a class knows or doesn't know. With this knowledge, a teacher can plan how they should proceed. This presentation will show the results of a study that examines the effectiveness of various questioning protocols. Additionally, it will reveal which, if any, questioning formats students prefer.

Impact of LLM Intervention on Genre Analysis in L2 Writing

Dalziel, Greg – Center for Global Education, University of Tokyo

Senna IV, Manuel – Center for Global Education, University of Tokyo

1101

16:50 – 17:15 (25 min)

Technology: College & University Education

Research-Oriented Short Presentation

Does allowing students to use AI result in a lack of understanding? Or is collaboration with generative AI enough for students to learn? This session reports on the results of an experiment comparing students using AI to a non-AI control group in a university writing class. The results provide insights into the possibilities of leveraging large language models (LLMs) to support genre-based writing instruction and how LLMs shape course design, task scaffolding, and teacher-student interactions.

Motivation Profiling in Language Learning: Insights

Fritz, Robinson – Kyushu University

Shaules, Joseph – Keio University

Schmidt, Gabriela – Nihon University

Miyafusa, Sumiko – Toyo Gakuen University

A/V Hall (2F)

16:50 – 17:50 (60 min)

Psychology & Language Learning: College & University Education

Research-Oriented Long Presentation

This presentation reveals findings from a Ministry of Education-funded study exploring negative student attitudes in foreign language learning. It challenges the binary view of learner motivation, proposing a more nuanced understanding. Using the linguaculture motivation profiler (LMP), data from 1500 Japanese students highlights mixed states of motivation. Pedagogical implications will be discussed to address these complexities, and attendees will be invited to try the LMP during the session.

Factors in L2 English Subject-Verb Agreement Processing

Berteau, Montira – Chulalongkorn University

Pongpairoj, Nattama – Chulalongkorn University

Hikae 1 (1F)

16:50 – 17:15 (25 min)

Psychology & Language Learning: College & University Education

Research-Oriented Short Presentation

This study reports a reading-time experiment examining the effects of linear distance, agreement attraction, and working memory (WM) on the online processing of English third-person singular subject-verb agreement by second language (L2) learners whose first language (L1) is Thai. Following the Linear Distance Hypothesis (Gibson, 1998, 2000), the study predicted that longer reading times (RTs) will be observed in the longer distance and the number feature mismatch contexts by low WM capacity L1 Thai learners.

Embracing Activism: Fostering Equity in Language Teaching

Kyaw Oo, May – Nagasaki University

Hikae 1 (2F)

16:50 – 17:15 (25 min)

Pedagogy: College & University Education

Research-Oriented Short Presentation

This presentation focuses on integrating activism in an academic reading and writing course at the tertiary level. Informed by engaging feminist pedagogies, this talk is for educators interested in incorporating activism in their lessons. Insightful strategies, drawn from personal experiences as an activist and as a “non-native speaker” educator facing discrimination, will be shared. Pedagogical approaches on reclaiming agency and fostering allyship to cultivate inclusive learning environments will also be presented.

Boosting Student Speaking Success With Positive Self-Talk

Kobayashi, Dawn – Onomichi City University

Hikae 2 (1F)

16:50 – 17:15 (25 min)

Psychology & Language Learning: College & University Education

Research-Oriented Short Presentation

Finding ways to boost student speaking ability remains a burning issue in Japan. I hope you will join this session where I will explore the potential of

positive self-talk to boost student speaking performance. I will first present the research findings of an experimental study of the effect of positive self-talk on university students' speaking performance. Then, I will share methods for fostering positive self-talk in speaking tasks and suggest areas for further study.

Expanding Language Learning Opportunities Through ChatGPT

Hollis, Christopher – Tottori University

Practice Room 2 (B1)

16:50 – 17:15 (25 min)

*Learner Development: College & University Education
Practice-Oriented Short Workshop*

In this presentation, I explore the role of ChatGPT in language teaching and provide some ideas for using it in and outside of the classroom. After providing background information, introducing some functions, and discussing the benefits, drawbacks, and challenges of using ChatGPT, I will describe how we have experimented with ChatGPT at our university. I will conclude by providing some uses for ChatGPT in lessons/assignments, offering recommendations and cautions for using ChatGPT in education.

JALTCALL AI Forum: Prompt Engineering and Fine-Tuning GPTs

Swier, Robert – Kindai University

Dykes, Robert – Sojo University

Rehearsal Room (B1)

16:50 – 18:20 (90 min)

*Technology: General
Forum*

Join us for an engaging discussion of prompt engineering and fine-tuning of GPT models for second language acquisition. Learn practical applications in SLA classrooms and participate in a moderated discussion on the transformative role of AI in language learning. This presentation is perfect for educators and technologists looking to better understand or enhance their teaching methods with cutting-edge AI tools.

17:25

Perceptions of Global Englishes Among Non-English Majors

Thornton, Katherine – Otemon Gakuin University

901

17:25 – 17:50 (25 min)

Language Classroom Content: College & University Education

Research-Oriented Short Presentation

Introducing the concept of Global Englishes in the classroom can decentre the native-speaker model dominant in Japanese society and present a more realistic understanding of the communication skills required in the workplace (Galloway, 2017). This study investigated the perceptions of non-English majors to a course strand on Global Englishes. The course content will be described, followed by the results of pre- and postcourse surveys to reveal any changes in attitudes to Global Englishes.

Japanese University Students' Emotions Toward Assessments

Tomacder, Rapunzel – Reitaku University

903

17:25 – 17:50 (25 min)

Psychology & Language Learning: College & University Education

Research-Oriented Short Presentation

This presentation explores Japanese university students' achievement emotions (Pekrun, 2006) toward several types of English language assessment, such as traditional written tests, speaking tests, vocabulary tests, presentations, and projects. Using control-value theory (Pekrun, 2006; 2011) as a theoretical framework and a convergent mixed-methods design (Cresswell & Cresswell, 2018), this study aims to understand what factors contribute to the students' achievement emotions. Recommendations for increasing positive emotions and decreasing negative emotions are discussed.

Developing Listening and Speaking Skills Through Dictogloss

Leis, Adrian – Tohoku Gakuin University

904

17:25 – 18:25 (60 min)

Language Skills: College & University Education

Practice-Oriented Long Workshop

This workshop will begin with participants engaging in one-minute and two-minute speech activities designed to develop students' fluency as well as bottom-up and top-down listening skills. Following this, a dictogloss task will challenge participants to simultaneously call upon their bottom-up and top-down listening skills, topic schemata, and knowledge of the target language. The workshop will conclude with a brief overview of the activities along with theoretical and anecdotal evidence supporting the lesson structure.

L1 Support for L2 Development in Secondary School EFL?

Amundrud, Thomas – Nara University of Education

905

17:25 – 17:50 (25 min)

Pedagogy: Junior/Senior High School

Research-Oriented Short Presentation

Contemporary English Language Teaching (ELT) now recognizes the importance of the L1 in increasing opportunities for student second language (L2) development, but what does this mean for classroom practice? I will show how two Japanese secondary school teachers attempted to use both L1 Japanese and student knowledge to scaffold L2 English development. I will then connect previous research showing the paucity of student L2 output in the teaching observed to suggest radical improvements.

Fostering Peer Interaction Through Post-presentation Q&A

Inako, Ayumi – Kobe City University of Foreign Studies

907

17:25 – 17:50 (25 min)

Language Classroom Content: College & University Education

Practice-Oriented Short Workshop

Oral presentations are common in classrooms, but how to ask questions is rarely addressed. This paper explores how instructions can help foster peer interaction based on my practice in a communication course. I made interventions to scaffold students to ask and answer questions, including

theory-based modeling of question types using systemic functional linguistics (SFL) and legitimation code theory (LCT), and lowering affective barriers. The implications are discussed based on students' performances and reflective feedback.

A Practical Framework for Multiliteracies Instruction

Hourdequin, Peter – Tokoha University

908

17:25 – 17:50 (25 min)

Pedagogy: College & University Education

Practice-Oriented Short Workshop

This practice-focused workshop will share a text analysis framework rooted in genre-based approaches (e.g., Johns, 2002; Hyland, 2007) and the Pedagogy of Multiliteracies (The New London Group, 1996). After introducing the framework and its social utility, the presenter will lead participants in exploring ways it can be used in the teaching of oral communication, writing, and integrated skills at the tertiary level.

Impact of Acculturation Attitudes on Pragmatic Development

Rafeyan, Vahid – Yamanashi Gakuin University

909

17:25 – 17:50 (25 min)

Sociocultural-Linguistics & Pragmatics: College & University Education

Research-Oriented Short Presentation

The acculturation attitude of language learners, which means their willingness to either adopt the culture of the language they are learning or maintain their heritage culture, can have a significant impact on their ability to acquire target language pragmatic skills. The aim of this study was to investigate the relationship between language learners' acculturation attitudes and the effectiveness of pragmatic instruction in helping them develop these skills while studying in the target language country.

One Year of GenAI: Comprehensive Language Learning Study

Irwin, Bradley – Kyoritsu Women's University

1002

17:25 – 17:50 (25 min)

Technology: College & University Education

Research-Oriented Short Presentation

Over a year, this presentation tracks the adoption and impact of GenAI on Japanese university students' language learning through three detailed surveys, assessing changes in use, perceptions, and concerns about accuracy and ethics. The insights gathered are set to inform educators, innovators, and policymakers on best practices for embedding GenAI into educational frameworks, ensuring ethically responsible and pedagogically effective integration of these technologies.

AI Language Models As Teaching Tools in EFL Writing Classes

English, Brian J. – Tama University, School of Global Studies

1003

17:25 – 17:50 (25 min)

Technology: College & University Education

Practice-Oriented Short Workshop

Presentation in Japanese

Using AI large language models (LLMs) in academic writing classes can be valuable for enhancing the revision process. The presenter shares experiences of using LLMs in student-centered activities that raise students' awareness of individual language challenges. The pedagogical rationale of using LLMs is that receiving feedback from an LLM highlights gaps in a student's ability to produce comprehensible output. Recognizing those gaps encourages metalinguistic analysis, deep processing of new vocabulary and reflection on L2 knowledge.

Learning to Teach EMI Intercultural Communication in Japan

Lombardi, Ivan – University of Fukui

Shimono, Hazuki – University of Fukui

1101

17:25 – 17:50 (25 min)

Teacher and Professional Development: College & University Education

Practice-Oriented Short Workshop

The presenters teach an Intercultural Communication course in English to second-year university students in Japan, and will introduce challenges of

an English-medium instruction (EMI) approach to intercultural communication, including students' language skills and the influence of AI-generated text and machine translation. Then, they will explain how they established a professional community of practice, leveraging their diverse backgrounds to learn from each other and simultaneously adapt the course for the post-COVID generation.

Speaking Task Fluency: How Much Does Prompt Genre Matter?

1202

Delve, Michael – Kwansei Gakuin University

Broderick, Jeff – Tokyo Denki University

17:25 – 17:50 (25 min)

Language Skills: College & University Education

Research-Oriented Short Presentation

The current research measures the impact of prompt genre on a 3/2/1 fluency task over one academic semester. Forty-four Japanese university students spoke using narrative and argumentative prompts. Participants' oral fluency was measured at the start, mid-point, and end of the semester. These results were then analysed to see if the variable of narrative or argumentative genre affected spoken fluency.

Scrapbooking Social Issues in University English Classes

Hikae 1 (1F)

Kunert, Hannah – Komazawa University

17:25 – 17:50 (25 min)

Sociopolitical Factors: College & University Education

Practice-Oriented Short Workshop

This presentation reports on the implementation of a new style of reading/writing course at a Japanese university. The goals were threefold: to give students access to examples of authentic language; to raise students' social awareness, and to test "academic scrapbooking" as an alternative to both published textbooks and online portfolios. The successes and challenges of this course will be reported on, as well as what changes were made for the following semester.

Developing Autonomy in an Academic Writing Class

Jerrems, Michelle – Kanda University of International Studies

Blatchford, Tiffani – Kanda University of International Studies

Tsai, I Ting – Kanda University of International Studies

Hikae 1 (2F)

17:25 – 17:50 (25 min)

Learner Development: College & University Education

Research-Oriented Short Presentation

This presentation will outline an action research project implemented in a sophomore academic writing course. This presentation aims to detail the difficulties faced in teaching a low-level writing course, the action research process, successes, and insights gained through the research. It is hoped that the researcher may be able to impart some ideas to fellow writing teachers and build on the existing body of research in this field.

How to Create Valid Reading Tests to Measure Improvement

Oshima, Sachi – Chuo Gakuin University

Hikae 2 (1F)

17:25 – 17:50 (25 min)

Materials and Assessment: College & University Education

Research-Oriented Short Presentation

To measure the improvement of students' reading performance, teachers or researchers need to prepare multiple reading tests, often administered several times during treatment. What is problematic here, however, is that if the difficulty level varies depending on the tests, these tests cannot be considered valid to examine whether students' reading performance has improved. This presentation addresses (a) how I created multiple reading tests while ensuring validity and (b) whether these tests were evaluated as appropriate.

Becoming Researchers in Japan: The Role of Mentors and Peers

Mason, Sarah – Rikkyo University, Macquarie University

Hikae 2 (2F)

17:25 – 17:50 (25 min)

Teacher and Professional Development: College & University Education

Research-Oriented Short Presentation

EFL teachers working in higher education are increasingly required to be research active. This presentation reports on a longitudinal, qualitative

study of nine EFL teachers working in Japanese higher education, as they strove to develop researcher identities. It focuses on the role of social learning spaces and mentorship in that process. Attendees will gain insights into strategies used by the participants to develop as researchers.

Calculating Student Participation Grades Systematically

MacLean, George – University of the Ryukyus

Practice Room 1 (B1)

17:25 – 17:50 (25 min)

Materials and Assessment: College & University Education

Practice-Oriented Short Workshop

This practically oriented workshop will demonstrate systematic, fair and easily explicable protocols for calculating student participation grades. Several tools and techniques will be discussed, notably (a) using spreadsheets and having an easily updated seating plan, (b) regularly calculating student grades, and (c) recording incomplete or late assignments. During the presentation, I will demonstrate how to explain ABC Grades in a syllabus, and how to calculate them, as well as how to describe them to students.

Exploring the Impact of L3 Study on L2 English Motivation

Bailey, Benjamin – Kansai University

Humphries, Simon – Kansai University

Huang, Jerry – Kansai University

Practice Room 2 (B1)

17:25 – 17:50 (25 min)

Psychology & Language Learning: College & University Education

Research-Oriented Short Presentation

There has been a great deal of research into English learning motivation at the Japanese university level. Yet, most of these studies ignore the fact that, while studying English, many students are also studying a third language. In contrast, studies in Europe have focused on the negative effects of Global English on “languages other than English” (LOTEs). We explore a gap in the opposite direction: How does studying a LOTE affect English motivation?

18:00

Phenomenology of Intercultural Communication: “!” in Kenya

Tachino, Tosh – Aoyama Gakuin University

901

18:00 – 18:25 (25 min)

*Sociocultural-Linguistics & Pragmatics: General
Research-Oriented Short Presentation*

Intercultural experience is not always lofty or nice; nor is intercultural communication always civil. This presentation uses the experience of a Japanese delegation to Kenya in February 2024 to illustrate the postpositivist theoretical notion of intercultural experience as intersubjective and dynamic. To practice intercultural communication is to recognize when it happens and to prioritize human relationships, even – and especially – when people are disappointing, upsetting, exasperating, and even threatening.

Graduate Student Showcase for Temple University (Part 1)

Beglar, David (Chair) – Temple University

902

18:00 – 19:00 (60 min)

*Learner Development: General
Graduate Student Showcase*

Integrating Neurosensory Stimulation with Targeted Pronunciation Instruction

Gann, David

This study explores how combining neurosensory stimulation training with targeted pronunciation instruction improves English learners' pronunciation skills, focusing on empirical evidence and practical applications to enhance phonetic accuracy and overall oral proficiency in second language acquisition contexts.

Elkonin Box Practice: Effects on Young L2s Single Word Reading

Gruendner, Michael E.

This research aims to test L1 phoneme drilling, Elkonin Boxes, on promoting phonemic awareness and single word ability of young L2 learners of

English. Can L1 teaching techniques be effectively reproduced in an EFL classroom?

Presentation Formats' Impact on Online Pre-Teen ESL Learners' Experiences

Nguyen, Dung

This mixed-methods study compared 12 pre-teen ESL students' experiences presenting individually, in pairs, and groups online. Surveys evaluated confidence, coordination, motivation and satisfaction across formats. Results indicated pairs balanced these factors best, informing optimal practices for collaborative online language learning.

Sponsored by Temple University

Me-Search for Professional Development

Kim, Miso – Tamagawa University

903

18:00 – 18:25 (25 min)

*Teacher and Professional Development: College & University Education
Practice-Oriented Short Workshop*

This presentation shares (a) how (collaborative) autoethnography can be used as a tool for teacher identity negotiation and professional development, and (b) how doing “non-academic” activities, such as writing books for the public audience, engaging in social media, and organizing lectures and events directed for the general public, can provide fertile ground for professional academic development.

ELT Competency Development in Multiculturalism

Wiwanthamongkhon, Phatsakon – Phranakhon Si Ayutthaya Rajabhat University

Yordming, Thamonthon – Phranakhon Si Ayutthaya Rajabhat University

905

18:00 – 18:25 (25 min)

*Teacher and Professional Development: College & University Education
Research-Oriented Short Presentation*

In the culturally diverse city of Phra Nakhon Si Ayutthaya, Thailand, teaching English is pivotal for fostering cross-cultural communication and sustainable development. This study aimed to develop teaching guidelines for diverse societies, emphasizing responsive learning. Using a

mixed-methods approach, finding key competencies, including language skills, technology integration, learner-centric lesson planning, and effective assessment. These insights provide guidance for educators, forming the basis for curriculum development and teacher training in both local and broader educational contexts.

Student Perceptions of Scaffolding on News Assignments

Hann, Fergus – Tokai University

906

18:00 – 18:25 (25 min)

Language Classroom Content: College & University Education

Research-Oriented Short Presentation

This study explores the perceptions of 60 EFL students regarding scaffolding and feedback during a semester-long global news presentation task. One group completed the task with scaffolding, including vocabulary preview, topic familiarity, and feedback, while the control group completed the task without scaffolding. A questionnaire indicated that topic familiarity and vocabulary previews were important. A comprehension quiz illustrated that the scaffolded group exhibited significantly higher comprehension scores than the control group.

Teacher Development Post-pandemic: Everything Is Usable

Bacala, Frederick – Yokohama City University

907

18:00 – 18:25 (25 min)

Teacher and Professional Development: College & University Education

Practice-Oriented Short Workshop

Learn how to blend old and new! Experiences before, during, and after the pandemic have merged old and new ways. The presenter will discuss classroom culture, how they taught their classes, and the materials or methods they used with students. Although hesitant to use new technology, the presenter found ways to incorporate the new and old ways into classroom culture, ultimately creating innovative classes and materials.

The Symbiosis of Inclusion and Exclusion

Spiri, John – Gifu Shotoku Gakuen University

908

18:00 – 19:00 (60 min)

Sociopolitical Factors: General

Research-Oriented Long Presentation

In society, exclusion is as important as inclusion. For example, teachers should exclude dogmatic content that intends to indoctrinate. This conference's Call for Papers equates diversity and inclusion with excellence. However, diversity is an outcome. Deliberate attempts to diversify are discriminatory, literally, and are not necessarily related to excellence. To purposely increase diversity, people must be divided into groups, then effort made to attract people from “desirable” groups. This approach will be scrutinized and discussed.

Analyzing and Discussing Short Animated Video Stories

Kellem, Harlan – Kwansei Gakuin University

909

18:00 – 18:25 (25 min)

Language Classroom Content: College & University Education

Practice-Oriented Short Workshop

Using stories is a great way to motivate students of all ages and abilities to talk together about relevant and exciting content. Participants in this workshop will be walked through a six-step classroom activity that uses a silent animated short film as content. A basic six-part story structure will be explained and practiced. After using the skills of predicting, understanding, and summarizing a short story, participants will list the themes and make discussion questions.

Beyond the Binder: Crafting Portfolios for Success

Hayford IV, Jack – NIC International College in Japan

Lawson, Andrew – NIC International College in Japan

1002

18:00 – 19:00 (60 min)

Technology: College & University Education

Practice-Oriented Long Workshop

This workshop explores the transformative potential of portfolios to cultivate academic English and digital literacy skills. Through reflection, real-world application, and peer feedback, attendees will discover how

portfolios enhance motivation, critical thinking, and finding great meaning in homework assignments. Drawing from research and practical examples, educators will gain insights into guiding students in portfolio creation, fostering student ownership of their learning, and preparing them for success across various contexts.

Using Duoethnography to Foster Critical Multiliteracies

Jones, Marc – Toyo University

1003

18:00 – 19:00 (60 min)

Pedagogy: College & University Education

Practice-Oriented Long Workshop

Language learners in higher education are expected to show critical thinking in their output. Doing so can be difficult due to university pedagogy being new to them. By using duoethnography (a dialogue-based research method) and multiliteracies pedagogy (using many ways of learning and showing knowledge), learners can engage with topics deeply and connect learning to their lives readily. Attendees will leave understanding how these ideas can be executed in their own classes.

Developing an Innovative Academic Writing Skills Supplement

Banwell, Rory – Utsunomiya University

Kidd, Josh – Utsunomiya University

A/V Hall (2F)

18:00 – 18:25 (25 min)

Language Skills: College & University Education

Practice-Oriented Short Workshop

The Japanese government's emphasis on internationalizing higher education has prompted many universities to design specialized English for academic purposes (EAP) curricula. A crucial component of EAP is the development of academic writing skills; however, commercially available materials may not adequately meet the specific needs of students. This presentation outlines the collaborative development of an innovative writing workbook for 1st-year students at a national university. This presentation will be of interest to institutions considering similar initiatives.

Student Engagement: The Sequence of Aspects in the Classroom

Okunuki, Akiko – Graduate School of Meiji University
 Kashimura, Yushi – Graduate School of Meiji University
 Izumisawa, Makoto – Musashino Junior and Senior High school

Hikae 1 (2F)

18:00 – 18:25 (25 min)

*Psychology & Language Learning: Junior/Senior High School
 Research-Oriented Short Presentation*

Recent attention in foreign language education and research has focused on student engagement, known to consist of behavioral, cognitive, emotional, and social aspects. Our study aimed to investigate the relationships between these aspects using structural equation modeling. Analyzing responses from junior high school students, we found a model with social engagement predicting cognitive, then behavioral, and finally emotional engagement had the best fit. The finding provides insights for enhancing classroom engagement in language learning.

I Am Not a Robot: Teaching Soft Skills in Language Classes

Bulin, Aubra – Okayama University

Hikae 2 (1F)

18:00 – 18:25 (25 min)

*Pedagogy: College & University Education
 Practice-Oriented Short Workshop*

In the age of GenAI, what can teachers do to solidify their place in education? In this session, teachers will reaffirm the value of their lessons by considering the importance of teaching soft skills in the language classroom. The session includes exploring the desired soft skills according to employers and reviewing examples of active learning activities that build soft skills in ways that only humans can do.

EFL University Student Insights Into Speaking Confidence

Valies, Kinsella – Jissen Women's University
Herbach, James – Kwansei Gakuin University

Practice Room 2 (B1)

18:00 – 18:25 (25 min)

*Learner Development: College & University Education
Research-Oriented Short Presentation*

This presentation investigates strategies to bolster student confidence in English Education, particularly in speaking modules, to align with student learning objectives and confidence needs. Cutrone et al. (2023) emphasize the significance of addressing reticent behavior among Japanese EFL learners, hindering their oral proficiency development. Through qualitative analysis of classroom adjustments, including modified rubrics and increased speaking opportunities, this research demonstrates enhanced confidence and satisfaction among university students. Insights gleaned are applicable across communicative academic contexts.

18:35

PLL in Japan: Diversity, Opportunity, and Excellence

Jackson, Daniel – Kanda University of International Studies
Takahashi, Chika – Ehime University

905

18:35 – 19:00 (25 min)

*Psychology & Language Learning: General
Research-Oriented Short Presentation*

This research-oriented presentation examines the topic of the psychology of the language learner (PLL) across multiple levels of education and languages within Japan. Based on an ongoing, critical mixed review of this research literature, we will consider the JALT 2024 conference themes of diversity, opportunity, and excellence. Key points include the roles of various psychological factors in the classroom, representation of languages other than English, and quality control in research.

Exploring Challenges and Solutions in EAP Curriculum Design

Tikhomirova, Elizaveta – Skolkovo Institute of Science and Technology

907

18:35 – 19:00 (25 min)

Materials and Assessment: College & University Education

Practice-Oriented Short Workshop

In designing an English for Academic Purposes (EAP) curriculum at an English-medium instruction (EMI) technical university, educators face various challenges. These include creating engaging content, promoting critical thinking skills, and raising awareness of specific disciplinary conventions. Our solutions involve tailored courses, co-teaching, research-based materials design, use of AI-based resources, and offering opportunities for interdisciplinary collaboration. Furthermore, edutainment approaches help overcome these challenges and enhance the EAP learning experience for students at technical universities.

Monday November 18

09:30

Staff Development and Learning in Study Abroad Support

Murayama, Kanae – Kobe University

901

09:30 – 09:55 (25 min)

Other Learners & Contexts: General

Research-Oriented Short Presentation

In this presentation, the self-reflective work of two non-teaching staff members at a university in Japan through study abroad support will be examined. The presenter will discuss how teaching and non-teaching staff members can collaborate in a learning community as a part of professional development by considering those reflections in study abroad support. Implications for developing international education and exchange at the tertiary education level in Japan into society 5.0 will be further explored.

Enhancing Learners' Understanding of a Song and Motivation

Kimura, Noriko – Ritsumeikan University

902

09:30 – 09:55 (25 min)

*Psychology & Language Learning: College & University Education
Research-Oriented Short Presentation*

This study describes tasks and activities developed for a lesson using a song at a small university and examines whether and how they helped enhance learners' understanding of the lyrics, relatedness to people, and autonomy, which are supposed to induce motivation to do the tasks and activities according to self-determination theory. Data consisted of learners' written products and perceptions of doing the tasks and activities. The presenter will discuss results of analyses of the data.

Making Study Abroad Successful: A Mixed-Methods Study

Crowe, Owen – Osaka International University
Iwasaki, Shin-ya – Osaka International University
Leon, Abram – Osaka International University

904

09:30 – 09:55 (25 min)

*Learner Development: College & University Education
Research-Oriented Short Presentation*

In this presentation we investigate factors contributing to a successful study abroad experience. After reviewing relevant literature on L2 development and intercultural awareness during study abroad, we present the results from a mixed-methods study tracking Japanese university students studying abroad for one semester in Australia. Quantitative and qualitative measures are combined to examine changes in L2 proficiency and intercultural understanding. We conclude by proposing steps that administrators can take to enhance the study abroad experience.

Developing L2 Listenership Behavior Through Virtual Exchange

907

Pouromid, Sajjad – Setsunan University

09:30 – 09:55 (25 min)

*Learner Development: College & University Education**Research-Oriented Short Presentation*

Research on interactional competence has highlighted the importance of demonstrating listenership or reciprocity. This study explored the potential of virtual exchange for improving L2 learners' listenership behavior. Through conversational analysis (CA) methodology, it analyzed data from two groups: 1) language use of learners who participated in virtual exchange and engaged in consciousness-raising and reflection activities and 2) those who did not. The findings indicate that learners in the former group could expand their listenership repertoire.

Examining the Role of Context in the Word Family Debate

Stoeckel, Tim – University of Niigata Prefecture

Shinhara, Yukie – Kwansei Gakuin University

Patterson, A. – Rikkyo University

908

09:30 – 09:55 (25 min)

*Language Skills: College & University Education**Research-Oriented Short Presentation*

This presentation describes research comparing Japanese university students' ($N = 172$) knowledge of 16 base words and 48 morphologically related forms at three levels of contextualization: word only, non-contextualized sentence, and page-length passage. Linear mixed model (LMM) revealed context was a weak predictor of test score (Cohen's $d = .04$). Likewise, base word knowledge ($d = .04$) and context ($d = .02$) were negligible predictors of derivational form knowledge. Hence, assumptions underlying word family use were not supported.

Mastering Blackboard Learn LMS for Innovative Teaching

Nguyen, Philip – Keiwa College

910

09:30 – 09:55 (25 min)

*Technology: College & University Education
Research-Oriented Short Presentation*

This workshop explores Blackboard Learn's role in enhancing digital resources for the classroom, focusing on its adaptability and features like customizable courses and collaborative tools. It aims to assist educators with strategies to improve teaching and student engagement, particularly in language learning. Attendees will learn to utilize Blackboard Learn's potential to create a more interactive and effective learning management system (LMS).

Sustainability in an English for Global Citizenship Course

Imai, Junko – Juntendo University

1001-1

09:30 – 09:55 (25 min)

*Language Classroom Content: College & University Education
Research-Oriented Short Presentation*

This presentation reflects on how an English for Global Citizenship course has evolved at an international liberal arts university in Tokyo. It reviews its theoretical framework, original materials, and the process of incorporating the SDGs. By summarizing findings from student feedback surveys and interviews, the presentation highlights strengths and challenges of the course and the importance of creating learning opportunities beside class hours to activate knowledge and skills obtained within classes for real communication.

Eigo-Chan: Co-creative Activities for Exploratory Learning

Cleminson, Tim – Okayama University

1001-2

09:30 – 10:30 (60 min)

*Pedagogy: College & University Education
Practice-Oriented Long Workshop*

Recent changes in government policy promote student proactivity through exploratory and collaborative learning. This workshop will introduce co-creative and reflective activities for exploratory learning. The activities are multimodal and multilingual and stimulate learner curiosity and

collaboration. The activities can easily be adapted for work at different levels and age groups. Attendees will gain an understanding of exploratory language learning, innovative techniques to develop learning materials, and one activity they can instantly use in their practice.

Implications for Watching Digital Games & Language Learning

1002

Andersson, Shawn – Osaka University

09:30 – 09:55 (25 min)

Technology: Teaching Mature/Lifelong Learners

Research-Oriented Short Presentation

Watching others play digital games is a novel phenomenon, yet it has witnessed massive popularity recently. Nevertheless, while many computer-assisted language learning (CALL) scholars have investigated playing digital games for language-learning purposes, there has been no significant effort to address watching gameplay in this regard. This presentation will provide an overview of the current literature, highlight the potential benefits relative to playing games, and report on the results of a related research project.

Using Intercultural Rhetoric in L2 Writing Classes

1003

Frank, Mark – Toyama University of International Studies

09:30 – 09:55 (25 min)

Language Classroom Content: College & University Education

Practice-Oriented Short Workshop

Beyond grammar and vocabulary, a knowledge of intercultural rhetoric – how culture impacts communication – can help students create dynamic and powerful English texts. This workshop demonstrates how an awareness of cultural rhetorical models can help students produce meaningful texts in English. The workshop will draw from research in contrastive rhetoric and comparative linguistics and the presenter's experience creating local English materials to provide a practical workshop for educators wishing to incorporate rhetorical studies in the classroom.

Reflective Practice as Support for Inclusive Practices

Young, Davey – Sophia University

1101

09:30 – 09:55 (25 min)

Teacher and Professional Development: College & University Education
Research-Oriented Short Presentation

Although language learning presents barriers to students with disabilities, many English language teachers are unprepared to teach such students. Fortunately, reflective practice can help improve the frequency and efficacy of inclusive practices. This report on a mixed-methods study using the concurrent triangulation method found a correlation between reflective practice self-efficacy and inclusive practices self-efficacy, and that reflective practice had a particularly strong influence on participants' inclusive practices related to task organization. Practical implications are discussed.

10:05

Statistical Analysis of Student Performance on Free Writing

Forsythe, Edo – Hirosaki Gakuin University

MacWhinnie, Steven – Hirosaki Gakuin University

901

10:05 – 10:30 (25 min)

Language Skills: College & University Education
Research-Oriented Short Presentation

EFL teachers often use free writing activities in their language classes in an attempt to improve students' writing proficiency. This session looks at statistical analysis of four years' worth of students' free writing data to determine what effects free writing has on students' writing abilities, as well as discusses the changes in fluency observed in both quantitative and qualitative data collected. Attendees will receive ideas for effectively employing free writing in their English language classes.

Students' Beliefs on Study Abroad Programs After Pandemic

Chochol, Akiko – Shizuoka University

Yamamoto, Yoshihiko – Shizuoka University

902

10:05 – 10:30 (25 min)

Other Learners & Contexts: College & University Education

Research-Oriented Short Presentation

This study aimed to reveal how much degree students at a public university plan to participate in virtual programs. The description data was analyzed by coding and categorizing and results indicate that the students are highly motivated to go abroad to experience the diversity of life in person because they can learn practical language skills. The study concludes with on-site programs needed to promote and expand continuously as well as virtual programs.

L2 Listening Problems and Strategies of EMI College Students

Fung, Daniel – The University of Hong Kong

903

10:05 – 10:30 (25 min)

Language Classroom Content: College & University Education

Research-Oriented Short Presentation

Set against the background of the growing popularity of English-medium instruction (EMI) programmes across the globe, this study delves into the listening problems and strategies of L2 English learners. It also examines how these problems and strategies are related to students' prior experience of listening to L2 teacher input in secondary schools. Pedagogical implications will be discussed to highlight the diversified needs of students and the support that can be given to them.

Examining Group Emotions in the L2 Classroom

Marx, Nicholas – Kanazawa Seiryō University

904

10:05 – 10:30 (25 min)

Psychology & Language Learning: College & University Education

Research-Oriented Short Presentation

This presentation explores the concept of group emotions in language learning. While not directly studied in this context, the presentation looks at existing research on factors related to group emotions such as group work and emotions, alongside the findings from a new study on group

emotions in an English language classroom in Japan. It examines the learners' emotional experiences during collaboration and proposes practical implications for future research in the psychology of language learning.

Using Student Artistic Output to Enhance L2 Acquisition

Johnson, Kirk – Chiba Institute of Technology

905

10:05 – 10:30 (25 min)

Language Classroom Content: College & University Education
Practice-Oriented Short Workshop

This presentation focuses on how self-generated artwork can enhance both spoken and written output within a second language acquisition classroom while also critically engaging students in various social issues. Along with the data and assessments obtained, this presentation hopes to provide replicable examples for educators and to show how student artistic output can generate enthusiasm for critical social engagement within SLA settings.

Feedback Timing: Effects of Individual Differences

Matsunaga, Sato – Keio University

906

10:05 – 10:30 (25 min)

Psychology & Language Learning: College & University Education
Research-Oriented Short Presentation

This study investigates the effect of written corrective feedback timing and working memory (WM) capacity on grammar acquisition through synchronous computer-mediated-communication (SCMC). Results show the overall effectiveness of immediate CF over delayed CF. However, analyses show that learners with lower WM benefited from delayed CF. These imply the need for instructors to pay attention to learners' WM capacities (e.g., multitasking abilities), and the importance of using delayed CF especially for students with lower WM capacities.

Crafting CLIL: Material Creation Using Guiding Questions

Livingston, Morgen – Salesio Gakuin Junior and Senior High School

Beggs, Megan – Jissen Gakuen Junior & Senior High School

908

10:05 – 10:30 (25 min)

Materials and Assessment: General

Practice-Oriented Short Workshop

Want to try content and language integrated learning (CLIL) but don't know where to start? Using CLIL but struggling with materials? Then join our workshop! We will explore how to use guiding questions for effective CLIL material development. See example materials from our adolescent CLIL courses and practice answering five key questions to develop and evaluate your own. Come join the discussion and leave with the tools and confidence to improve your CLIL instruction!

The Emancipation Curriculum in Indonesian EFL Teachers' Sigh

Muhtar, Siti Nuraeni – Flinders University

909

10:05 – 10:30 (25 min)

Teacher and Professional Development: Junior/Senior High School

Research-Oriented Short Presentation

This research explores how Indonesian EFL teachers perceive and incorporate emancipation curriculum as the new curriculum in Indonesia. It reveals diverse perspectives, influenced by institutional factors and cultural norms. The findings stress the need for tailored professional development to support teachers in effectively implementing the curriculum practices, emphasizing the importance of aligning educational policies with progressive approaches in the Indonesian EFL context.

Helping Learners Develop Professional English

Song, Katherine – University of the Ryukyus

910

10:05 – 11:05 (60 min)

Sociocultural-Linguistics & Pragmatics: College & University Education

Practice-Oriented Long Workshop

The workshop will address the needs of university students and future professional users of English to develop pragmatic awareness in preparation for status-unequal and high-stakes interactions in their future.

The workshop's focus on appropriate English and classroom activities addressing it are rooted in the presenter's concerns of her typically polite and respectful Japanese and Korean university students and adults' uncharacteristically "crude" English language choices. Attendees' input will be sought to further develop the classroom activities.

Reduction of Items in a Questionnaire of Language Learning

Fukuda, Tetsuya – Juntendo University

1001-1

10:05 – 10:30 (25 min)

*Psychology & Language Learning: College & University Education
Research-Oriented Short Presentation*

This study reduced the number of items in a questionnaire of L2 motivation and school belonging. In a previous study, these psychological constructs were measured with 56 items, but the number should ideally be no more than 30. Thus, in the present study, it was reduced from 56 to 30. The revised version was administered with a small group of university students, and it was found that two constructs were measured successfully.

Near-Term Post-Graduation Student Outcomes in English-Medium

Brown, Howard – University of Niigata Prefecture

1003

10:05 – 10:30 (25 min)

*Sociopolitical Factors: College & University Education
Research-Oriented Short Presentation*

Findings from survey and interview data from English-medium instruction (EMI) programs in Japan show international and domestic students following diverging near-term career paths. International students' lack of Japanese proficiency creates a barrier to entry for both employment opportunities and on-campus career-planning services. Many forge their own path, creating or seeking out opportunities at home or in a third country. For domestic students, many follow the mainstream job-hunting route while benefiting slightly from their EMI experiences.

Reassessing “Success” in Peer Assessment

Robertson, Zachary – Yamaguchi University

1101

10:05 – 10:30 (25 min)

Learner Development: College & University Education

Research-Oriented Short Presentation

Much of EFL and ESL peer assessment research has defined activity success in terms of uptake rates, with less attention being given as to why students elect not to utilize the feedback of a peer. This talk will present a qualitative study specifically targeting feedback refusal in order to explore the underlying factors associated with the act and, more importantly, uncover the potentially overlooked growth it could be signifying.

10:40

A Narrative Inquiry of Filipino English Teachers in Japan

Esteron, Jerico – Gunma Prefectural Shibukawa Seisui High School

901

10:40 – 11:05 (25 min)

Sociopolitical Factors: Assistant Language Teachers

Research-Oriented Short Presentation

This study delves into the lived experiences of Filipino English teachers within the context of Japan’s English language education. Through a narrative inquiry of six Filipino assistant language teachers (ALTs), it explores their identity formation, the biases and prejudices that ELT politics perpetuate, and their agency amidst facing the inequalities. The findings contribute to understanding the complexities of Filipino ALTs’ experiences and promote inclusivity and equity within ELT contexts.

Teaching Vocabulary Using the Keyword Method

Sustenance, Scott – Muroran Institute of Technology

902

10:40 – 11:05 (25 min)

Language Classroom Content: College & University Education

Practice-Oriented Short Workshop

Are you looking for an engaging and effective way to teach vocabulary? This workshop will teach you how to incorporate a mnemonic technique for remembering vocabulary called the keyword method into your language classes. You will be given hands-on experience using the method,

and will be shown how it was integrated into 1st- and 2nd-year English classes in both online and face-to-face environments at two different Japanese universities.

Comparing Scores of the Online and Paper-Based TOEIC L&R

Kanzaki, Masaya – Kanda University of International Studies

903

10:40 – 11:05 (25 min)

Materials and Assessment: General

Research-Oriented Short Presentation

Amid rumors suggesting that the online TOEIC L&R is easier than its paper-based counterpart, this study aimed to verify such claims. A group of 126 students took two online and two paper-based TOEIC L&R, and the scores were analyzed. The average total score of the two online tests was 35 points higher than that of the two paper-based tests. A paired-samples t-test revealed this difference was significant, but the effect size was small.

Interview Projects and Activities for Language Learning

Crosby, Ronald – Gifu Shotoku Gakuen University

Spiri, John – Gifu Shotoku Gakuen University

904

10:40 – 11:05 (25 min)

Language Classroom Content: College & University Education

Practice-Oriented Short Workshop

Interviews have great value in language classes. Interviews have advantages over discussion: they involve preparation; they have clearly defined objectives; participants have clearly defined roles; and they can be utilized as research. “International Interviews,” a class project that involves interviews with citizens of various countries, illustrates these advantages. The presenters have utilized interviewing in several ways, with the “International Interviews” project, with seminar students researching for graduation theses, and as an English Communication class activity.

Surviving in English-Medium Science Classrooms in Hong Kong

905

Pun, Jack – City University of Hong Kong

10:40 – 11:05 (25 min)

*Language Skills: General**Research-Oriented Short Presentation*

Teaching science through English is a growing phenomenon around the world. In this presentation, I will discuss the latest research into English-medium instruction (EMI) around the globe and the challenges that teachers and students face when learning science through English in many cultural contexts. In particular, I will report on a study in Hong Kong which explores the teaching and learning process of EMI in science classrooms.

Classroom Teaching as an Embodiment of Complex Systems

908

Mishima, Masakazu – Rikkyo University

10:40 – 11:05 (25 min)

*Japanese and Other Language Teaching & Learning: College & University Education**Research-Oriented Short Presentation*

This qualitative case study examined a seasoned English language instructor's decisions and actions through the lens of complex systems theory. Data from the instructor and five students were collected in Fall 2019. The study identified the instructor's dynamic adjustments in various forms. Results highlight iterative decision-making based on observed student performance and needs, emphasizing the role of the instructor as an adaptive agent shaping classroom dynamics within a complex system.

Raising Student Grammar Variety for the IELTS Speaking Exam

909

Serebriakoff, Alexandra – Baika Women's University

10:40 – 11:05 (25 min)

*Learner Development: College & University Education**Research-Oriented Short Presentation*

During speaking exams many students only use simple sentences and getting them to use more complex language can be challenging. This presentation covers two projects to raise the variety of grammar used by

students. There was significant improvement in students' responses both in the classroom and under exam conditions. Example worksheets will be made available for attendees. While developed for the IELTS exam this method would also be useful for other kinds of speaking exams.

Book Clubs As Opportunities for Student Investment in SALCs

White, Chelanna – Reitaku University

1001-1

10:40 – 11:05 (25 min)

Language Skills: College & University Education

Research-Oriented Short Presentation

Self-Access Learning Centers (SALCs) are often underutilized by students. The construct of investment may help explain how even motivated students do not use them. This study employs a qualitative survey and semi-structured interviews of members of a book club held through a SALC to determine to what extent book clubs held through SALCs can increase investment in the SALC and in using English both in and out of the classroom.

From Jukugo to Rengo

Gardiner, Austin – Tohoku University

1001-2

10:40 – 11:40 (60 min)

Materials and Assessment: Junior/Senior High School

Research-Oriented Long Presentation

This presentation raises awareness of a change in Japanese terminology. Until recently, the term 'jukugo' described the phenomenon of English words grouping together and forming a specific meaning. Currently, however, 'jukugo' is purposely being replaced with the term 'rengo'. Find out more about the reasons behind this change. The presentation also involves a fun activity in which participants can test each other's knowledge of types of 'rengo' and the most effective ways to test them.

Virtual Exchange + ER: A Combination for Success

Goldberg, Paul – Xreading

1002

10:40 – 11:05 (25 min)

*Pedagogy: College & University Education
Practice-Oriented Short Workshop*

Virtual Exchanges and COIL allow students to communicate with peers around the world which can be highly motivating, however programs often suffer from a lack of content to foster engaging discussions. ER (extensive reading) provides students with input, but many students lack motivation to read. Combining the two, a virtual exchange in which each week students read about a different aspect of their partner's country and prepare questions can result in more engaging interaction.

Reflective Practice for Teacher and Curriculum Development

Toms, Amy – Fukuoka Women's University

Lazic, Dragana – Fukuoka Women's University

1003

10:40 – 11:05 (25 min)

*Teacher and Professional Development: College & University Education
Research-Oriented Short Presentation*

This presentation explores the application of reflective practice (RP) in teacher development, drawing upon a case study of two teachers navigating materials development for oral presentation courses at a Japanese university. Utilizing Korthagen and Vasalos's (2005) onion model to facilitate reflection, challenges and solutions were identified, and teachers' beliefs during the process were explored. This presentation highlights the importance of integrating RP in curriculum development to foster adaptability and empower educators in their ever-changing roles.

Critical Language Pedagogy and Pushback in University EFL

Lachlan, Jackson – Ritsumeikan University

Kennett, Belinda – The University of Queensland

1101

10:40 – 11:05 (25 min)

*Pedagogy: College & University Education
Research-Oriented Short Presentation*

This presentation examines the use of critical language pedagogies (CLP) in Japanese university English classes. We examined the teaching

philosophies and pedagogical choices of 19 self-identifying CLP practitioners. Focusing on the issue of pushback – at the institutional, collegial, and student level – we show how teachers attempted to mitigate resistance to their critical approaches. Reoccurring sources of pushback to CLP included students' sensitivity to criticisms of Japanese society and culture, and balancing the language-content.

11:15

Aquaint: Customizable Chatbot App for Language Learning

Suzuki-Parker, Joseph Torin – Rishsho University

901

11:15 – 11:40 (25 min)

Technology: College & University Education

Practice-Oriented Short Workshop

In this presentation, we showcase an online chatbot application powered by ChatGPT, currently under development. Our application features curated chatbots tailored for practicing English conversations in the classroom and facilitating independent language practice for students. With adaptability to most speaking- and listening-based textbooks, we show how this application can transform language learning; providing educators and learners with a useful resource for interactive language practice, both inside and outside the classroom.

Long-Term English Maintenance Among Bilingual Japanese

Lovely, Esther – Kanagawa University

902

11:15 – 11:40 (25 min)

Other Learners & Contexts: General

Research-Oriented Short Presentation

In this presentation I examine the case stories of four bilingual Japanese people, constructed from qualitative semistructured interviews. I discuss their past communication and cultural experiences overseas, and their use and maintenance of English since returning to Japan. English played a variety of changing roles in various aspects of the participants' lives. The case stories provide useful insights for English language teachers regarding the importance of English for their students' lives in the future.

Coaching and Critical Thinking in Study Abroad Preparation

McCarthy, John – Showa Women's University

Abuza, Junko – Showa Boston Institute

904

11:15 – 11:40 (25 min)

Learner Development: College & University Education

Practice-Oriented Short Workshop

Japanese students attending universities in countries where English is the primary language often struggle with cultural differences related to classroom expectations in addition to the linguistic challenges they face. The presenters will explain how their institution prepared students for this challenge by incorporating a specific set of critical thinking skills into its curriculum and by developing a coaching program to help students set and achieve academic goals.

Using Strategic Interaction to Develop Pragmatic Competence

Meizlish, Taylor – Nagoya University of Foreign Studies

Ziffo, Christopher – Nagoya University of Foreign Studies

905

11:15 – 11:40 (25 min)

Sociocultural-Linguistics & Pragmatics: College & University Education

Research-Oriented Short Presentation

This presentation will examine the effectiveness of strategic interaction (SI), a contextualized type of role-play which uses dramatic tension and conflicting agendas. The main aim of the research was to evaluate its effectiveness in developing pragmatic competence in two speech acts (suggesting and refusing). Pretests and posttests were conducted using discourse completion tasks. Additionally, audio transcriptions of the SI sessions were analyzed, quantitatively and qualitatively.

A New Assessment of Knowledge of Derivational Morphology

Mashima, Amanda – University of Shiga Prefecture

906

11:15 – 11:40 (25 min)

Language Skills: General

Research-Oriented Short Presentation

Morphology understanding assists learners in reading and learning vocabulary. Establishing learners' estimated knowledge of derivational morphology would be beneficial, but no such assessment has been validated.



I developed a preliminary derivational morpheme recognition test of suffixes, and validated it with Rasch modeling. Relative item difficulty, the relationship between proficiency, the ability to identify suffix boundaries, and the need to reconsider the difficulty hierarchy of the word family (WF) 6 levels will be discussed.

Practicing Peace: Communicative Techniques for the Classroom

Nitta, Sadie – Tokyo Gakugei University International Secondary School
907

11:15 – 11:40 (25 min)

Pedagogy: General

Practice-Oriented Short Workshop

Inspired by a task-based curriculum, this practice-oriented workshop aims to introduce a series of techniques for teaching using peace education. More specifically, participants will explore the implications of three tasks, designed to establish positive classroom rapport, empower students to express their identities in the target language, and create “a common language with which [the class] can talk about conflict and work toward peace” (Oxford, 2013, p. 13).

Empowering Blind Students: Utilizing UDL in the Classroom

McCulloch, Heather – Gunma University

908

11:15 – 12:15 (60 min)

Sociopolitical Factors: General

Practice-Oriented Long Workshop

The presenter, along with 2.2 billion other people are blind or nearing blindness. The presenter “sees” a solution that will bridge the gap between DEI (diversity, equity, and inclusion) policies and their implementation. Universal design for learning (UDL) is a framework for maximum inclusion, making education accessible to all learners. The presenter will demonstrate how to create lesson plans and activities that will give students facing sight loss a sense of belonging in a classroom.

Differentiated Instruction Practices Among ESP Teachers

Murtafi'ah, Banatul – Universitas Islam Indonesia

909

11:15 – 11:40 (25 min)

Language Skills: College & University Education
Research-Oriented Short Presentation

This qualitative study attempted to explore how ESP teachers implement differentiated instruction (DI) in their classrooms. Two teachers were interviewed in this research. The results showed that both teachers tailored their teaching content, preferred flexible grouping, gave personalized feedback, built rapport with students, and set a friendly classroom environment. It can be concluded that DI is suitable for ESP teaching since both share focus on addressing the learners' diverse needs.

Genre-Based Approach to Analyzing IELTS Writing

Matsuzono, Yasunori – Meiji Gakuin University

910

11:15 – 11:40 (25 min)

Language Skills: College & University Education
Research-Oriented Short Presentation

The presenter will clarify factors for producing well-evaluated IELTS writing essays, viewing “IELTS Task 1” and “IELTS Task 2” as distinct genres. 72 questions and 30 model essays have been extracted from Cambridge University Press's IELTS workbooks, and the concept of ‘move analysis’ has been applied to elucidate key features regarding essay structures and linguistic features. The findings will be useful for educators to encourage their students to improve performance in the IELTS Writing section.

Examining How Online Learner Dictionaries Define Words

Dilenschneider, Robert – Jichi Medical University

Horness, Paul – Soka University

1001-1

11:15 – 11:40 (25 min)

Technology: General
Research-Oriented Short Presentation

Not all online learner dictionaries define words the same way. This presentation will compare quantitative findings of how online learner dictionaries may vary in terms of both the level of words and number of words they incorporate in definitions to describe words from different parts of speech.

This presentation will also share qualitative findings of learners' views of definitions from different online learner dictionaries and how they may impact learning.

Highs and Lows of University Students' EFL Motivation

Kobayashi, Chiho – Tenri University

1003

11:15 – 11:40 (25 min)

Psychology & Language Learning: College & University Education
Research-Oriented Short Presentation

This study will examine changes in Japanese university students' motivation to learn English over four years. The participants consist of 45 English majors. They will complete a questionnaire and take follow-up interviews at the end of each semester. The data collected through the questionnaire and interviews will be compared with their TOEIC scores. This presentation will report on the results up to the 1st semester of the 3rd year. The pedagogical implications will be discussed.

Exploring Graduation Theses From the Students' Perspective

Hawkes, Martin – The University of Shiga Prefecture

1101

11:15 – 11:40 (25 min)

Language Classroom Content: College & University Education
Research-Oriented Short Presentation

This presentation outlines a 9-month longitudinal case study focusing on Japanese university students' challenges and achievements while writing their graduation theses in English. A thesis is a common graduation requirement in Japanese universities, posing difficulties due to academic demands and external pressures. Monthly student diary entries and two interviews revealed students' struggles with academic tasks, motivation, and extracurricular distractions. The presentation aims to stimulate discussion on supporting students with their thesis writing.

11:50

Maximizing Student Engagement in a Literature in CLIL Course

Redlich, Jeremy – Fuji Women's University

Pattison, Steven – Ritsumeikan Asia Pacific University

901

11:50 – 12:15 (25 min)

Language Classroom Content: College & University Education

Research-Oriented Short Presentation

In this presentation we identify factors that impact student engagement in a literature-in-content and language integrated learning (CLIL) course. We will present ideas for an enhanced engagement course design, which aims to boost student autonomy, lower anxiety towards the target language, and ensure tasks are meaningful. Attendees will learn practical approaches for including student voices in selecting texts, tasks, and assessments, and hear suggestions for engaging students with varying levels of motivation and language proficiency.

What Is Proficiency: Updating Our Current Notions

Sitler, Trevor – Kindai University

902

11:50 – 12:15 (25 min)

Technology: College & University Education

Research-Oriented Short Presentation

This study utilized register analysis, a methodology within corpus linguistics, to describe speech across proficiency levels for the ACTFL (American Council on the Teaching of Foreign Languages) test, as found in the NICT (National Institute of Information and Communication) Japanese learner English corpus. Specifically, it described the language used on a picture description task. Such a description can better inform notions of how each proficiency level speaks and aid future evaluations in task-based language assessment.

Japanese English Speaking Anxiety: In-Person vs. Online

Choong, Emily – Utsunomiya University

904

11:50 – 12:15 (25 min)

Psychology & Language Learning: College & University Education
Research-Oriented Short Presentation

Speaking a foreign language can be intimidating for language learners. Despite extensive research, measuring English speaking anxiety in diverse Japanese classrooms is still challenging. In this presentation, the speaker examines this issue among Japanese undergraduates in both face-to-face and online settings, using a mixed-method approach based on studies in Foreign Language Anxiety (FLA). Results of an adapted questionnaire and interviews are discussed. Attendees are invited to join to discover practical ways to create low-anxiety classrooms.

Understanding the Emotional Intelligence of Japanese Student

Tacker, Jason – Akita Prefectural University

Yamasaki, Aya – Kochi University of Technology

905

11:50 – 12:15 (25 min)

Learner Development: College & University Education
Research-Oriented Short Presentation

This presentation intends to examine a few questions: (1) Are Japanese EFL students emotionally intelligent and in which aspects are they strongest? (2) Does culture play a role in the expression of emotional intelligence among Japanese students? To conclude a discussion on different aspects of why being emotionally intelligent is important in EFL classes.

Concept Mapping as a Learning and Communication Tool

Tsai, Kuei-Ju – National University of Kaohsiung, Taiwan

907

11:50 – 12:15 (25 min)

Language Skills: College & University Education
Research-Oriented Short Presentation

Concept maps are widely used across disciplines as learning tools for organizing knowledge. This exploratory study looked into how EFL learners created concept maps as the visual aid to support their oral presentations, in order to understand the impact of concept mapping both as a learning and communication tool, and its affordances on the development of EFL

learners' multimodal communicative competence, with a particular focus on visual and verbal literacy skills.

Generative AI's Impact on High School English Education

Endo, Hidehiro – Akita International University

909

11:50 – 12:15 (25 min)

*Japanese and Other Language Teaching & Learning: Junior/Senior High School
Research-Oriented Short Presentation*

This study aims to explore high school students' perceptions of generative AI's role in enhancing their English language skills, focusing on the experiences of student-teachers in the 2024 academic year. By emphasizing the perspectives of student-teachers and university seniors (also known as digital natives), this presentation seeks to illuminate potential contributions of generative AI, if any, to English language education.

Outdoor Leadership As TBLT: Effects on L2 Learning

Stephens, Michael Patrick – Ibaraki Christian University

910

11:50 – 12:15 (25 min)

*Learner Development: College & University Education
Research-Oriented Short Presentation*

Outdoor adventure education has long asked students to teach as a method of learning, and recent research in educational psychology has shown the effectiveness of teaching for long-term retention of material in L1 contexts. Researchers in the fields of outdoor education and EFL sought to determine whether teaching-as-task would increase long-term retention of and confidence in the L2. This presentation will describe an out-of-the-box study that opens the backdoor to task-based language teaching.

What It Takes to Reinvent Oneself as an EMP Teacher

Rebeck, Mark – Meijo University

1001-1

11:50 – 12:15 (25 min)

*Teacher and Professional Development: College & University Education
Practice-Oriented Short Workshop*

During a decade-long journey, the presenter has transformed himself from a teacher of English to a teacher for whom English is a tool for teaching medical-related content. This journey has involved reading hundreds of

medical books and required lesson preparation that takes days or weeks and not minutes or hours. In this presentation, the presenter will recount why and how he reinvented himself as an EMP (English for Medical Purposes) teacher.

AWE in Positive Psychology ELT

Helgesen, Marc – Miyagi Gakuin Women’s University

1001-2

11:50 – 12:50 (60 min)

*Psychology & Language Learning: General
Practice-Oriented Long Workshop*

This workshop explores language learning through the positive psychology of “awe,” defined as ‘the feeling of being in the presence of something vast that transcends your current understanding of the world’ (Keltner, 2023). Through engaging activities, participants will consider awesome moments –whether witnessing grand phenomena like Mt. Fuji at sunrise or appreciating the simplicity of a flower breaking through the sidewalk– can underpin practical strategies to infuse positive psychology into language teaching practices.

An Approach for Graduate Students’ Proposal Writing Class

Yagi, Keita – International Christian University

1002

11:50 – 12:50 (60 min)

*Language Classroom Content: College & University Education
Practice-Oriented Long Workshop*

In this workshop, I will demonstrate how I taught a one-term bi-weekly research proposal writing course for graduate students whose major varied. In this diverse class, I made various materials to make their learning experience meaningful. The workshop participants will experience some of the activities. If the participants teach any writing classes at a university level or above, they can find some useful tips to make their course relevant, interactive, and fun.

Alleviating Speaking Anxiety: Practical Tips for Students

Grabowski, Roger – Lakeland University Japan

1101

11:50 – 12:15 (25 min)

*Learner Development: College & University Education
Practice-Oriented Short Workshop*

Surveys of university students report that public speaking is a bigger fear than even death. This debilitating anxiety can prevent even the most diligent and prepared students from success in the classroom. This presentation will introduce a list of practical suggestions for students to alleviate public speaking anxiety. Ideally, these practices can be applied outside the classroom as students deal with stressful situations in their professional and personal lives as well.

12:25

Growing a Thicker Skin: Emotional Labor in Academia

Hashimoto, Natasha – Tokyo Woman's Christian University

901

12:25 – 12:50 (25 min)

*Teacher and Professional Development: College & University Education
Research-Oriented Short Presentation*

The present study investigates how a group of non-Japanese university teachers of English in Japan manage their emotions in the classroom and deal with job requirements and organizational expectations, including communication and collaboration with colleagues and university administration. The focus is on participants' experiences with emotional labor (Hochschild, 1983), defined as managing emotions in the workplace. The participants found navigating difficult classroom situations, increasing job demands, and cultural expectations challenging and, at times, overwhelming.

New Vocabulary Test: Workshop for Language Teachers

Elmetaher, Hosam – Nagoya Women's University

902

12:25 – 12:50 (25 min)

*Materials and Assessment: General
Practice-Oriented Short Workshop*

This workshop provides language teachers, curriculum developers, and assessment specialists with the necessary skills to effectively use a new vocabulary knowledge test, the MRVAT. Focusing on the 2000 most frequent words from the new JACET8000 word list, the MRVAT assesses word knowledge in various contexts. The workshop includes hands-on test administration, theoretical insights, and practical applications, aiming to enhance English proficiency teaching and contribute to vocabulary assessment discussions.

The Four Strands Revisited With ChatGPT

Mito, Yasuyo – Osaka University of Economics and Law

903

12:25 – 12:50 (25 min)

*Technology: College & University Education
Practice-Oriented Short Workshop*

Balancing the four strands (Nation, 2007) – meaning-focused input, meaning-focused output, language learning, and fluency – often feels unreachable within tight classroom schedules. Yet, the advent of generative AI unveils new opportunities. The workshop will showcase an innovative, hands-on activity where students collaborate on a chain story activity with the support of ChatGPT. I'm excited to share insights with attendees about the future of English learning using ChatGPT and how we can go beyond traditional language objectives.

A Mnemonic Approach to Kanji Proficiency

Esposito, John – Chukyo University

904

12:25 – 12:50 (25 min)

*Japanese and Other Language Teaching & Learning: Teaching Mature/Lifelong Learners
Practice-Oriented Short Workshop*

The major obstacle to mastering Japanese for second language learners is the thousands of kanji that must be learned in order to proceed to an

advanced level of study. While a range of learning options have been devised, the method described herein is based on a mnemonic network approach to kanji proficiency. An extended example of the learning sequence is provided to demonstrate the efficacy in employing such an approach with adult learners.

Teachers' Perspectives on Global Englishes in the Classroom

Chen, Rainbow – National Chengchi University

905

12:25 – 12:50 (25 min)

Pedagogy: Junior/Senior High School

Research-Oriented Short Presentation

This study examines how Taiwanese high school teachers perceive the integration of Global Englishes (GE) into their teaching. Surveying 133 teachers and interviewing 10, it uncovers a predominant adherence to standard English, although more than half acknowledge the importance of incorporating GE. The findings also highlight the teachers' concerns about aligning their GE beliefs with practical teaching requirements, underscoring the necessity of addressing these challenges to successfully implement GE-informed teaching practice.

From Classroom to Cyberspace: VR Language Instructors' Role

Ijiri, Amelia – Kyoto Institute of Technology

906

12:25 – 12:50 (25 min)

Technology: College & University Education

Practice-Oriented Short Workshop

This study significantly advances the field of VR (virtual reality) in language education by elucidating the instructor's pivotal role in immersive learning, showcasing effective task designs, and offering insights into the technical and interactional dynamics that enhance language acquisition in virtual environments.

Integrating Pedagogical Translanguaging in EFL Classes

Bartlett, Kevin Alan – Mukogawa Women's University

908

12:25 – 12:50 (25 min)

Language Classroom Content: College & University Education
Research-Oriented Short Presentation

This presentation will introduce participants to pedagogical translanguaging and outline how the integrated model of translanguaging supports students using their L1 in the L2 classroom for language, content, and knowledge development. Survey results from a 2-year study will show that allowing students to incorporate their entire linguistic repertoire in the language classroom allows for both the development of their linguistic and content knowledge to take place simultaneously, while also promoting self-directed learning.

Goal Complexes: The Why to the What of Classroom Learning

Richard, Jean-Pierre J. – The University of Nagano

909

12:25 – 12:50 (25 min)

Psychology & Language Learning: College & University Education
Research-Oriented Short Presentation

This is a quantitative statistics research-based presentation that reports on a long-term, in-progress study of goal complexes at one university, where TOEIC L&R results form an important part of program evaluation. The presenter will first describe goal complexes which combine achievement goals with reasons for goals. Next, the author will summarize results from a Rasch analysis, and provide further updates from this ongoing study.

Creating an Argument-Rich SLA Classroom: The Why and How

Herke, Michael – Setsunan University

910

12:25 – 12:50 (25 min)

Pedagogy: College & University Education
Practice-Oriented Short Workshop

Argumentation is at the heart of reasoning and thinking but has yet to find a permanent place in Japanese university classrooms and teaching materials. Argumentation is vital because it is the process by which existing knowledge is refined and new knowledge is created. This presentation

shares the rationale behind using argumentation in SLA and some practical, proven activities that can be used to create a supportive, high-challenge, high-reward, and argument-rich environment.

Allowing Study Sheets During Summative Assessments

Otsuru, Sophie – Juntendo University

1001-1

12:25 – 12:50 (25 min)

Materials and Assessment: College & University Education

Practice-Oriented Short Workshop

During the Covid-19 outbreak, many teachers wondered how much cheating would take place during online examinations. Hence, some universities decided to allow open-book examinations, but very few decided to maintain this policy despite students' satisfaction levels with this new type of assessment. Nevertheless, a university in central Tokyo adapted the new paradigm and successfully created scaffolded study sheets that freshmen were allowed to use during summative assessments. Teachers raised cheating issues while students were satisfied.

An Online Lesson Targeting Noncentral Prepositional Senses

Mueller, Charles – Fuji Women's University

1101

12:25 – 12:50 (25 min)

Pedagogy: College & University Education

Practice-Oriented Short Workshop

This workshop discusses the development of an online lesson to teach the noncentral meanings of English prepositions to Japanese college students. One key innovation in the lesson is the use of semantic highlighting as a technique to draw learners' attention to the relevant aspects of meaning that sanction the use of a preposition within a specific context. The framework can be used to develop lessons using a wide range of software platforms.

13:00

Diversity and Teaching Practice

Haye-Matsui, Avril – Aichi Prefectural University

Conference Hall

13:00 – 14:00 (60 min)

Sociopolitical Factors: General

Practice-Oriented Long Workshop

In this workshop, participants will leave with practical suggestions on how they can incorporate more aspects of diversity into their teaching practice. Teachers will work cooperatively using pair work and group work to stimulate discussion and share ideas.

Sponsored by JALT

14:05

JALT2024 Closing Ceremony

Malcolm, Wayne – NPO JALT

Conference Hall

14:05 – 15:05 (60 min)

Non-teaching Area: Non-teaching Context

Meeting

Join us as we reflect, discuss, and say farewell to JALT2024 while setting our sights on JALT2025, which is set for October 31 – November 2 at the National Olympics Memorial Youth Center in Yoyogi, Tokyo, Japan!

JALT Partners

International Forum

The International Forum offers an excellent opportunity to learn from panelists who represent JALT's international partner organizations in Asia. The panelists will share their educational experiences and diverse perspectives in relation to this year's conference theme: 'Moving JALT into the Future: Opportunity, Diversity, and Excellence.' This forum provides participants with the chance to interact and exchange ideas with experts from a wide range of educational contexts from different countries. This year's forum will include representatives from eight of JALT's international partners. After their presentations, there will be 15–20 minutes for discussion between the panelists, including representatives from JALT's other partner organizations, and the audience. JALT's Chair of International Affairs will host the event.

Sunday, 12:00–13:30, Koryu Hall (6F)

Attending Partners

- English Teachers' Association of the Republic of China (ETA-ROC)
- Korea Teachers of English to Speakers of Other Languages (KOTESOL)*
- Linguapax Asia
- Malaysian English Language Teaching Association (MELTA)
- Nepal English Language Teachers' Association (NELTA)
- The Philippine Association for Language Teaching (PALT)*
- The Association for the Teaching of English as a Foreign Language in Indonesia (TEFLIN)
- Thailand TESOL (ThaiTESOL)*
- Japan Association for Language Teaching (JALT)

JALT International Partner Presentations

All presentations sponsored by JALT International Partners will be held on Saturday, in the Koryu Hall (6F).

PALT*	Public Review: Key in Revising the Language Curriculum
11:15–11:40	Ricardo G. Ador Dionisio & Mitchellene Vigilia-Rivo
NELTA	Mentoring Teachers in Exploratory Action Research: A Path to Growth
11:50–12:15	Kamal Raj Lamsal
TEFLIN	Utilizing Malay Local Wisdom in Students' Listening Module
12:25–12:50	Kurniawan
ETA-ROC*	Assessing Digital Games' Effectiveness in Translation Education
13:35–14:00	Yulin Chen
KOTESOL*	Understanding Generation MZ in English Language Teaching
14:10–14:35	Rhea Metituk
PAC ETAROC	Management Students' SDG storytelling: Bridging EGP and ESP
14:45–15:10	Tina Lin Shu-wen
PAC KOTESOL	Community of Inquiry and the Future of ELT Professional Development Organisations
15:20–15:45	Michael Free
ThaiTESOL*	Toward Evaluating EMI Programs in Higher Education: A Framework Development
15:55–16:20	Wutthiphong Laoriandee
MELTA	Breaking the Silence: Investigating Engineering Students' Struggles in Group Discussions
13:00–13:25	Noor Azlinda Zainal Abidin

Pan-Asian Consortium of Language Teaching Societies (PAC) Meeting

This meeting is for representatives of the Pan-Asian Consortium of Language Teaching Societies (PAC) organizations: English Teachers' Association of the Republic of China (ETA-ROC), Far Eastern English Language Teachers' Association (FEELTA), Korea TESOL (KOTESOL), Philippine Association for Language Teaching (PALT), Thailand TESOL, and Japan Association for Language Teaching (JALT). PAC members will share ideas and seek ways to collaborate in order to improve language education in Asia.

Sunday, 13:45–15:15, Koryu Hall (6F)

Domestic Partner Presentations

All presentations by JALT Domestic Partners will be held on Saturday.

Japan Association of College English Teachers (JACET)

11:50–12:15

[Collaborative Action Research for Curriculum Development](#)

Room 908

Shibata, Naoya – Nagoya University of Foreign Studies

The Japan Association for Self-Access Learning (JASAL)

11:15–12:45

[JASAL Forum: Evolutions in self-access language learning](#)

Practice Rm 2 (B1)

Francis, Agnes Maria – Konan Women's University
Uehara, Suwako – The University of Electro-Communications
Vye, Stacey – Saitama University
Thornton, Katherine – Otemon Gakuin University

Tokyo Association of International Preschool (TAIP) (New partner)

14:10–15:10

[Reimagine Language Learning: Learn through Play!](#)

Room 905

Kropp, Merete – Komazawa Park International School

JALT Code of Conduct

JALT seeks to provide a safe, hospitable, and productive environment for all JALT members, staff, volunteers, and event attendees, regardless of nationality, ethnicity, religion, disability, physical appearance, gender, or sexual orientation.

全国語学教育学会 (JALT) は、国籍、民族性、宗教、障がい、外見、性別、性的指向にかかわらず、全てのJALT会員、スタッフ、ボランティア、そしてイベントの参加者にとって、安全で快適、かつ生産的な環境を提供できるよう務めます。

JALT prohibits any intimidating, threatening, or harassing conduct during JALT events and any socializing related to those events.

JALTは、自らのイベントやそれにかかわるいかなる交流においても、威圧的、脅迫的等の迷惑行為を禁じます。

Harassment includes, but is not restricted to, offensive gestures or verbal comments related to nationality, ethnicity, religion, disability, physical appearance, gender, or sexual orientation, as well as inappropriate physical contact or unwelcome attention.

ハラスメントには、国籍、民族性、宗教、障がい、外見、性別、性的指向に関して人を不快にさせる行動や発言に限らず、身体への不適切な接触や、不必要に関心を寄せて相手を困らせる行為等も含まれます。

Anyone who is asked to stop harassing behavior is expected to comply immediately. Action taken by JALT may range from a warning to notifying local law enforcement.

ハラスメントを止めるよう指摘された者は、速やかに従わなければなりません。従わない場合には、JALTは警告から警察への通報に至るまで様々な処置を講じます。

If you would like to know the details and complaint procedures, please access them from the following links:

JALT Code of Conduct (English) <https://jalt.org/main/jalt-code-conduct>

JALT行動規範 (日本語) <https://jalt.org/ja/main/code-of-conduct-japanese>

JALT2024 Postconference Publication

Call for Submissions

All noncommercial presenters at JALT2024 are cordially invited to submit a paper based on their presentation for publication in the official 2024 Post-conference Publication, *Moving JALT into the Future: Opportunity, Diversity, and Excellence*. In the same way that presentations were vetted prior to the conference, conference papers will also be subjected to peer review. The Publication also functions as an important reference point for foreign language teaching in Japan and beyond. These articles are not simple summaries about presentations at the conference, but full-fledged research articles between 2500 and 4000 words. Please be aware that articles must follow APA 7 and our PCP guidelines. Please view our guidelines for more information:

<https://jalt-publications.org/proceedings/guidelines>

Submission Deadline: Sunday, January 12, 2025. Submissions can be made from Tuesday, November 19, 2024. All papers must be submitted by 23:59 Japan Standard Time, Sunday, January 12, 2025. Submissions after that date will not be considered.

We are always looking for volunteers to help us with reviews, content editing, and copyediting/proofreading. If you would like to contribute to the publication in this capacity, please feel free to reach out to us via email at jaltpubs.pcp.ed@jalt.org

Michele Steele Best of JALT

Best of JALT is a program that was started over two decades ago to honor the people who make JALT events and publications such valuable contributions to our profession. Since 2010, we have held a special reception to celebrate the winners and from 2023, the award was renamed the Michele Steel Best of JALT (MSBOJ) award in honor of the late Michele Steele who worked for over a decade to make sure that winners understood their important role in the JALT community of practice. This year The MSBOJ celebration will be held on Saturday, November 16th from 19:30–21:00 on the 6th floor in the 交流ホール (Koryu Hall). Please join us to celebrate our winners listed below, while enjoying food, drinks, and maybe even some dancing. We look forward to seeing you there!

Chapters

Fukuoka	Sunao Fukunaga
Gunma	Sayo Nakamura
Hiroshima	Keith Barrs
Ibaraki	Cecilia Ikeguchi, Timothy Cook, Deborah Grow, Naomi Takagi, Naoko Ochiai, Rika Otsu
Kyoto	Gretchen Clark
Matsuyama	Carol Rinnert
Nagano	Trane DeVore
Nagoya	Charles Browne
Nara	Michael Lin
Sendai	Erin Bruni Suzuki

SIGs

CEFR and Language Portfolio	Rebecca Schmidt
Computer Assisted Language Learning	Robert Dykes
Mind, Brain, and Education	Brian Birdsall
Mixed, Augmented, and Virtual Realities	Adam Stone
Other Language Educators	Eric Fortin

JALT Awards

The JALT Awards and Recognition Committee endeavors to recognize and celebrate members' contributions. There are JALT Awards for teachers and researchers at various stages of their careers: the Early Career Excellence Award, the Mid-Career Scholar Awards, and the Lifetime Achievement Award. These awards are bestowed annually to JALT members who have demonstrated excellence in their work and have had a broad impact on the language teaching field. More information about the awards and the nomination process can be found at <https://jalt.org/groups/specialty-groups/awards-and-recognition-committee>

JALT Awards Presentation

Held during the Opening Ceremony on Saturday, November 16 from 09:40–09:50.

JALT Award for Early Career Excellence: Naoya Shibata

JALT Mid-Career Scholar Awards: Alex Burke; Gretchen Clark

JALT Lifetime Achievement Award: Marc Helgesen

JALT2024 Conference Team

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Conference Chairs	Emily Choong
	Naomi Fujishima
	Richmond Stroupe
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Chief Tech Support Analyst	Phil Nguyen
Conference Database Manager and Website Administrator	Paul Collett
Conference Environmental Committee Liaison	Kate de Veas
Conference Handbook Content Editor	Jessica Takeda
Conference Handbook Co-Editors	Sachiko Nakamura
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	Alina Friel
Conference Handbook Layout Editor	Paul Mason
Conference Handbook Proofreader	Malcolm Swanson
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Conference Treasurer	Anton Potgieter
Conference Vetting Data Analyst	Trevor Holster
Conference Videographer	York Weatherford
Director of Public Relations	William Pellowe
Educational Materials Exhibition (EME) Coordinator	Katherine Song
Four Corners Tour Coordinator	Mary Burkitt
Graduate Student Showcase Coordinator	Patrick Kiernan
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Social Events Coordinator	Naheen Madarbakus
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Vetting Committee Chair JALT2024	Trevor Holster
VIP Manager-Liaison	Marybeth Kamibepu
Conference Visuals Designer	Martin Sedaghat
Conference Video Editor	Yoko Takano

The Reading Committee

The reading committee for this year’s vetting exercise consisted of the 68 members listed below. In total, 520 abstracts were read and scored by three readers each. JALT would like to acknowledge the valuable service of the committee members and thank them for their time and expertise. We would also like to thank the JALT Writers’ Peer Support Group (PSG) for their support for abstract writing workshops and abstract reviewing.

Amy Aisha-Brown	Ben Joicey	Jean-Pierre J. Richard
Tim Ashwell	Marybeth Kamibepu	Cameron Romney
Fred Bacala	David Kluge	Greg Rouault
Andrew Barfield	J. Lake	Rachael Ruegg
Euan Bonner	Shzh-chen Nancy Lee	Gabriela Schmidt
Ma. Wilma Capati	Ewen MacDonald	Martin Sedaghat
Peter Clements	George MacLean	David Shea
Julia Daley	Wayne Malcolm	Cameron Smith
Ashton E. Dawes	Eric Martin	Neal Snape
Brad Deacon	Kurtis McDonald	Nozomu Sonda
Zoya Erdevig	Michael Mielke	Kristen Sullivan
Patrick Foss	Masako Moriwaki	Tosh Tachino
Donna Fujimoto	Ian Nakamura	Robert Taferner
Bladimie Germain	Bao Nguyen	Yoko Takano
Matthew Hauca	Mikako Nishikawa	Reiko Takeda
Eric Hauser	Yosuke Ogawa	Keiko Tanaka
Neil Heffernan	Sue Osada	Miki Tokunaga
Trevor Holster	Daniel Paller	Terry Tuttle
Simon Humphries	William Pellowe	Kinsella Valies
Amelia Ijiri	John Guy Perrem	Bertlinde Voegel
Cecilia Ikeguchi	Parvathy Ramachan-	Michael Wilkins
Lesley Ito	dran	Ian Willey
Michelle Jerrens	Andrew Reimann	Tom Wyatt

JALT Sponsors

JALT Sponsors support us in many ways – they are much more than just sponsors. They provide us with speakers from abroad for many of our events and assist financially with event planning and execution on a regular basis through their dues and advertising. The EME (Educational Materials Exhibition) is the space we dedicate to our Sponsors at JALT International Conferences. Please take some time to ‘cruise the EME.’ You will be meeting and talking with the leaders in our industry and some of JALT’s biggest supporters!

Special Mention

On this 50th Anniversary of JALT we would like to recognize the following fourteen companies for their long-term support. They have been JALT Sponsors for over 30 years:

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JALT would like to extend our deep appreciation to all of the Sponsors who are supporting the JALT2024 International Conference.

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Welcome to our new Sponsors for 2024!

Candlin & Mynard ePublishing Limited

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Envoy by IDP Education

The JALT Four Corners Tour

A Brief History

According to JALT records, the first Asian Scholar, from China, was sponsored by Kobe Steel in 1988, with 1990, 1991, and 1993 speakers from Pakistan, India, Vietnam, and Russia funded by the Yoshitsugu Komiya Scholarship Fund from the Catena Corporation. An item in the December 1995 JALT News states that “Since 1992, JALT has offered scholarships for Asian educators to participate in the Annual International Conference and share their experiences of language teaching with those working in Japan.” The 1995 speakers were from China and gave presentations in ten cities throughout Japan. There was a cessation of the tour after that for a number of years until it was once again revived in 2007.

Since 2007, seventeen invited Asian Scholars from eleven Asian countries have participated in JALT Conferences, with this year’s Asian Scholar rounding it out to eighteen scholars, a total of twelve women and six men. The Four Corners Tour hosted the majority of speakers with exceptions for the Covid Pandemic (online attendance) and schedule conflicts.

This year’s Asian Scholar, [Francisca Maria Ivone](#) from Indonesia, will be participating in the tour.

Social Media

#JALT2024

Post your conference experience to social media with #JALT2024, and follow [JALT social media accounts](#) for updates.



Site Locations

A/V Hall

Located on the 2nd floor. Presentations held here on Saturday and Sunday.

Conference Hall: Winds

Located on the 11th floor. Presentations by [featured and invited speakers](#) held here on Saturday, Sunday and Monday. Closing Ceremony held here on Monday.

Hikae Rooms

Located on the 1st and 2nd floors inside the Main Hall. The 2nd floor rooms can be accessed via the stairs near the 1st floor rooms. Presentations held in these four rooms on Saturday and Sunday.

Koryu Hall

Located on the 6th floor. The [Welcome Reception](#) is held here on Friday, and the [Michele Steel Best of JALT](#) ceremony on Saturday. Presentations are also held here on Saturday, and forums on Sunday.

Tenji Gallery

Located on the 6th floor, the Tenji Gallery hosts the [Mind/Body Space](#).

Rooms 901–910

9th floor conference rooms. Presentations held here on Saturday, Sunday (including most JALT Junior presentations) and Monday. All [Teaching in Technology \(TnT\)](#) and [Personal Development \(PD\) workshops](#) are held here on Friday. Special Interest Group (SIG) conference information board, and Warm Hearts Coffee, are to be found in room 910.

Rooms 1001–1003

10th floor conference rooms. Room 1001 is partitioned into 1001-1 and 1001-2. Presentations held here on Saturday, Sunday and Monday.

Room 1004

This 10th floor conference room has been designated the [Non-denominational Prayer Room](#).

Room 1101

11th floor conference room opposite Conference Hall: Winds. Presentations held here on Saturday, Sunday and Monday.

Rooms 1201–1202

12th floor conference rooms. Presentations held here on Saturday and Sunday.

Main Hall: Ocean

Located on the 1st floor, with access also from the 3rd floor. The [Educational Materials Exhibition \(EME\)](#) is held here, as are the [poster sessions](#).

Medium Hall: Earth

Located on the 1st floor. The Opening Ceremony is held here on Saturday. [Plenary Sessions](#) and meetings are held here on Saturday and Sunday.

Practice Rooms 1–4

Located in the 1st basement. Presentations held here on Saturday and Sunday.

Rehearsal Room

Located in the 1st basement. Presentations held here on Saturday and Sunday.

Educational Materials Exhibition (EME)

EME
 Opening Hours
 Saturday Nov 16
 09:00–19:00
 Sunday Nov 17
 09:00–15:30



Dining Areas
 Please be advised that dining areas are limited to the Main Hall. Thank you for your cooperation.

KINSEIDO ELT – INTRODUCING NEW TITLES FOR 2025

IN FOCUS 1, **IN FOCUS 2**, **IN FOCUS 3**, **IN FOCUS 4**, **IN FOCUS 5**, **IN FOCUS 6**, **IN FOCUS 7**, **IN FOCUS 8**, **IN FOCUS 9**, **IN FOCUS 10**, **IN FOCUS 11**, **IN FOCUS 12**, **IN FOCUS 13**, **IN FOCUS 14**, **IN FOCUS 15**, **IN FOCUS 16**, **IN FOCUS 17**, **IN FOCUS 18**, **IN FOCUS 19**, **IN FOCUS 20**, **IN FOCUS 21**, **IN FOCUS 22**, **IN FOCUS 23**, **IN FOCUS 24**, **IN FOCUS 25**, **IN FOCUS 26**, **IN FOCUS 27**, **IN FOCUS 28**, **IN FOCUS 29**, **IN FOCUS 30**, **IN FOCUS 31**, **IN FOCUS 32**, **IN FOCUS 33**, **IN FOCUS 34**, **IN FOCUS 35**, **IN FOCUS 36**, **IN FOCUS 37**, **IN FOCUS 38**, **IN FOCUS 39**, **IN FOCUS 40**, **IN FOCUS 41**, **IN FOCUS 42**, **IN FOCUS 43**, **IN FOCUS 44**, **IN FOCUS 45**, **IN FOCUS 46**, **IN FOCUS 47**, **IN FOCUS 48**, **IN FOCUS 49**, **IN FOCUS 50**, **IN FOCUS 51**, **IN FOCUS 52**, **IN FOCUS 53**, **IN FOCUS 54**, **IN FOCUS 55**, **IN FOCUS 56**, **IN FOCUS 57**, **IN FOCUS 58**, **IN FOCUS 59**, **IN FOCUS 60**, **IN FOCUS 61**, **IN FOCUS 62**, **IN FOCUS 63**, **IN FOCUS 64**, **IN FOCUS 65**, **IN FOCUS 66**, **IN FOCUS 67**, **IN FOCUS 68**, **IN FOCUS 69**, **IN FOCUS 70**, **IN FOCUS 71**, **IN FOCUS 72**, **IN FOCUS 73**, **IN FOCUS 74**, **IN FOCUS 75**, **IN FOCUS 76**, **IN FOCUS 77**, **IN FOCUS 78**, **IN FOCUS 79**, **IN FOCUS 80**, **IN FOCUS 81**, **IN FOCUS 82**, **IN FOCUS 83**, **IN FOCUS 84**, **IN FOCUS 85**, **IN FOCUS 86**, **IN FOCUS 87**, **IN FOCUS 88**, **IN FOCUS 89**, **IN FOCUS 90**, **IN FOCUS 91**, **IN FOCUS 92**, **IN FOCUS 93**, **IN FOCUS 94**, **IN FOCUS 95**, **IN FOCUS 96**, **IN FOCUS 97**, **IN FOCUS 98**, **IN FOCUS 99**, **IN FOCUS 100**

Based on New General Service List

SDGs issues with videos

Explaining Japan

TALK! TALK! TALK!
 With Mr. Akashi, Mitsuaki and Aoyagi

Proud Sponsor of the 2024 Michelle Steele Best of JALT Reception
 Saturday, Nov. 16
 7:30–9:00 PM
 Koryu Hall (6F)
 – See you there!

LIVE WELL!
 YOUR BEST FRIEND FOR LANGUAGE LEARNING

Health Topics

ABC News Videos

BBC News Videos

NHK World Videos



HAVE A GREAT CONFERENCE!

KINSEIDO online catalogue

Exhibitors

- ▶ Abax, Ltd. アバックス株式会社 13
- ▶ Asahi Press, Inc. 株式会社朝日出版社 19
- ▶ Atama-ii Books 10
- ▶ Cambridge University Press & Assessment
ケンブリッジ大学出版株式会社 15
- ▶ Eigo.AI 20
- ▶ englishbooks.jp 株式会社ドリームプロッサム 12
- ▶ EnglishCentral Japan K.K.
株式会社EnglishCentral Japan 9
- ▶ Envoy by IDP Education 3
- ▶ ETS Japan ETS Japan合同会社 17
- ▶ IELTS 2
- ▶ Intercom Press, Inc. インターカム・プレス 18
- ▶ Kinseido Publishing Co., Ltd. 株式会社金星堂 11
- ▶ Macquarie University, Sydney マッコーリー大学 21
- ▶ Nan'un-do Publishing Co., Ltd. 株式会社南雲堂 16
- ▶ National Geographic Learning | Cengage
Learning K.K. ナショナルジオグラフィックラーニング |
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- ▶ Nellie's English Books
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テンブル大学 1
- ▶ Tryalogue Education Co., Ltd.
株式会社トライアログ・エデュケーション 6

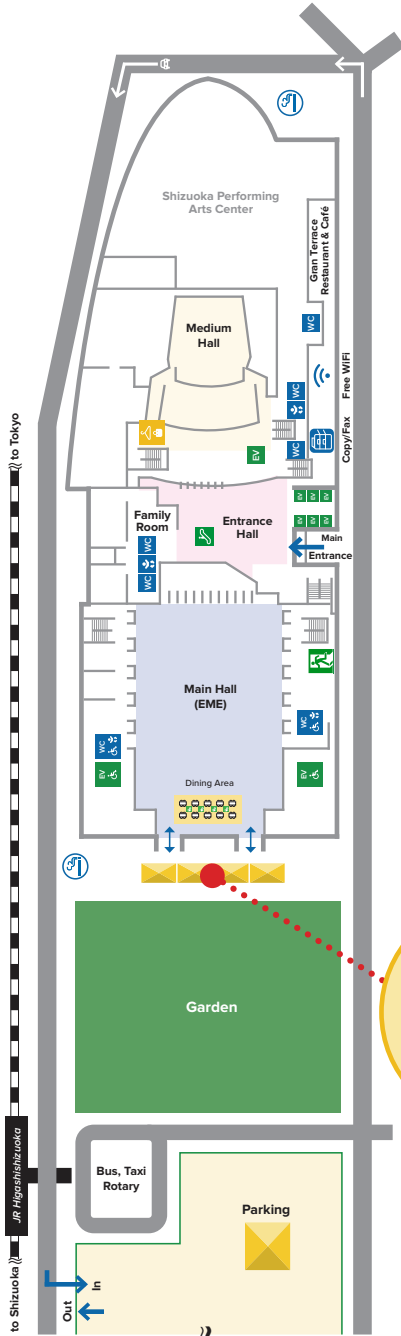
JALT Booths

- ▶ Board of Directors A
- ▶ Meet the Plenary B
- ▶ JALT Publications C
- ▶ Writers Peer Support D
- ▶ Water Tanks #1 & #2 
- ▶ Warm Hearts Coffee 
- ▶ DEI E
- ▶ Job Information Center F
- ▶ EME Headquarters G
- ▶ IAC H
- ▶ ETA-ROC / KOTESOL I
- ▶ MELTA / NELTA J
- ▶ PALT / TEFLIN K
- ▶ ThaiTESOL / PAC L
- ▶ PanSIG M
- ▶ Souvenir Stand N
- ▶ Business / Poster Manager O
- ▶ JALT Junior P

Round Tables



- ▶ Candlin & Mynard ePublishing Limited A, P
- ▶ Nellie's English Books C, D
- ▶ Pearson Japan K.K. E, F, G, I, K, L, N
- ▶ Kinseido Publishing, Co., Ltd. H, J, M



The International Food Fair
OPENING HOURS
 Sat 09:00 – 18:30 (L.O.)
 Sun 09:00 – 17:30 (L.O.)
See You There!

Pearson
 Submit your interests and get a special gift!
 Visit our booth and presentations
Booth 14

NATIONAL GEOGRAPHIC LEARNING
PATHWAYS
 Third Edition with **spark**
 New Edition available!
 Booth No.5
 Check out our presentations

IELTS **35 YEARS**
 Visit us at booth No.2 to receive the latest IELTS information.

Food and Beverages

The heart of the JALT International Conference at the Shizuoka Convention & Arts Center “Granship” is undoubtedly the International Food Fair (IFF). Located conveniently just outside the Main Hall, adjacent to the EME, the IFF promises a delicious journey for all attendees. Operating hours are Saturday: 09:00–18:30 (last order) and Sunday: 09:00–17:30 (last order). Indulge in a diverse array of offerings, including authentic Thai cuisine (both meat and vegetarian options), savory meat and vegetable kebabs, and more. For those seeking refreshment, Baird Beer will be present on both days, offering their craft brews to quench your thirst. Coffee enthusiasts can enjoy complimentary cups courtesy of Warm Hearts. While the coffee is free, we encourage participants to consider making a donation to support their charitable cause. Join us at the IFF to fuel your mind and satisfy your palate as you engage in the conference’s enriching sessions and networking opportunities.

Non-Denominational Prayer Room

Room 1004 has been allocated as the non-demoninational prayer room. Please feel free to use it on Saturday and Sunday.

Job Information Center

Looking for a job? Visit the Job Information Center at Booth F in the [Educational Materials Exhibition](#) in the Main Hall. Staffed by Jenifer Larson-Hall, Kitakyushu University, the JIC will give information about where to look for jobs in Japan, current job listings, and plenty of free advice!

Saturday, 09:30–11:00; 11:50–13:00; 17:00–18:00

Sunday, 09:30–10:00; 10:30–13:00; 15:30–17:00

JIC 15-minute workshops: Come hear diverse speakers talk about their job experiences and ask them questions! All workshops held in Room 1201.

Saturday
13:35–13:50
Takaaki Ryukatsuka – Ryukoku University

Saturday
16:00–16:15
Paul Wadden – Juntendo University

Sunday
10:00–10:15
Chris Carl Hale – Akita International University

Sunday
13:35–13:50
Quint Oga-Baldwin – Waseda University

Other presentations that may be helpful for job seekers:

Saturday
12:25–13:25
Room 1001-1
[Career Journeys in Japan](#)
Kidd, Cook, Humphries, Kashiwa, Linton, Shachter

Sunday
14:20-15:20
Room 1001-2
[Resume Building: CVs and Research Opportunities](#)
Uehara & Larson-Hall

Social networking: If you would like to meet up with other conference goers for dinner on Saturday or Sunday, sign up at the JIC before 17:00 on either day! A list to sign up will be available at the booth even if Jenifer is not around. Then meet back at the booth at 18:30.

Up to date details on the booth's schedule and activities can be found [here](#).



Pink Shirts

The JALT International Conference is supported once again by a superb team of student interns from universities throughout Japan. All of these students make an invaluable contribution to the success of the conference.

The interns work extremely hard onsite throughout the conference. They are the first ones here every morning and the last ones to leave every evening. They perform tasks and duties that include setup, assistance to presenters, guidance to conference attendees, technical support, registration, and room monitoring.

Through the Pink Shirts Intern Program, JALT aims to provide the students with:

- a meaningful work experience
- opportunities to develop new skills and abilities
- the chance to use English in a variety of real-life settings
- a broader perspective of the language-teaching profession and JALT as an organization

Look for the students wearing the pink shirts to help you navigate JALT2024. They will do their utmost to make your conference experience a positive one. Say “Hi!” to some interns and tell them that you appreciate what they are doing. We give special thanks to all the returning student interns, as well as JALT members for intern recruitment. We are extremely thankful for their support and commitment to both the JALT Conference and JALT Office Intern Program.

Activities in Shizuoka

General Websites and Information: [Explore Shizuoka](#)

Temples and Shrines

[Kunozan Toshogu Shrine](#)

[Shizuoka Sengen Shrine](#)

[Kinomiya Shrine](#)

[Shuzenji Temple](#)

[Sumpa Castle](#)

Beaches and Water

[Miho Beach](#) – night view spot

[Shiraito Falls](#)

[Shimuzu Port](#)

Hiking and Views

[Miho no Matsubara](#) (Pine forest)

[Nihondaira Yume Terrace](#)

[Shiraito Falls](#)

[Saturdayta Pass](#)

[Mount Mankanho](#)

[Umegashima Abe Great Falls](#)

[Hikes](#)

Museums and Zoos

[Nihondaira Zoo](#)

[Tokaido Hiroshige Museum](#)

[Shizuoka Prefectural Museum of Art](#)

Shopping and Markets

[Shimizu Fish Market](#)

[Kashi no ichi market](#)

[Cenova Shopping Centre](#)

[Board Game Café Anagama](#)

[Gotembo Premium Outlets](#)

[S-Pulse Dream Plaza](#)

Tea and Culture

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[Shizuoka Tea and Drama Tour](#)

[Shimoda Tea Museum](#)

[Tea ceremony](#)

[Hanazawa no Saturdayo Village](#)

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Saturday, 11:50–13:20, Main Hall (EME)

Collaborative and Inclusive Strategies in Spanish Classes Silva, et al.

Saturday, 13:00–14:30, 907

Engaging Readers via Creative Japanese Book Trailer Contests Hakone

Saturday, 15:20–15:45, Hikae 2 (2F)

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Saturday, 17:50–19:20, 907

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Learner Development Through Critical Thinking Activities Sunday, 13:45–15:15, Main Hall (EME)	Moreau
Preparing Students to Live Well Sunday, 14:20–15:20, 1003	Murray
Facilitating Communication in EMI Courses via ELF Concepts Sunday, 14:55–15:20, 909	Hurrell
Graduate Student Showcase for Temple University (Part 2) Sunday, 16:50–17:50, 902	Beglar
Expanding Language Learning Opportunities Through ChatGPT Sunday, 16:50–17:15, Practice Room 2 (B1)	Hollis
Developing Autonomy in an Academic Writing Class Sunday, 17:25–17:50, Hikae 1 (2F)	Jerrems, et al.
Graduate Student Showcase for Temple University (Part 1) Sunday, 18:00–19:00, 902	Beglar
EFL University Student Insights Into Speaking Confidence Sunday, 18:00–18:25, Practice Room 2 (B1)	Valies, et al.



Making Study Abroad Successful: A Mixed-Methods Study Monday, 09:30–09:55, 904	Crowe, et al.
Developing L2 Listenership Behavior Through Virtual Exchange Monday, 09:30–09:55, 907	Pouromid
Reassessing “Success” in Peer Assessment Monday, 10:05–10:30, 1101	Robertson
Raising Student Grammar Variety for the IELTS Speaking Exam Monday, 10:40–11:05, 909	Serebriakoff
Coaching and Critical Thinking in Study Abroad Preparation Monday, 11:15–11:40, 904	McCarthy, et al.
Alleviating Speaking Anxiety: Practical Tips for Students Monday, 11:50–12:15, 1101	Grabowski
Understanding the Emotional Intelligence of Japanese Student Monday, 11:50–12:15, 905	Tacker, et al.
Outdoor Leadership As TBLT: Effects on L2 Learning Monday, 11:50–12:15, 910	Stephens

Materials and Assessment

Phonetic, Lexical, and Interactional Cues to Proficiency Saturday, 11:15–12:15, 1002	Cangemi
Introducing the Official TOEFL Vocabulary Guide Saturday, 11:15–11:40, Practice Room 1 (B1)	Sasayama
It’s the Little Things: Creating TBLT Textbook Components Saturday, 11:15–11:40, Rehearsal Room (B1)	Harris, et al.
Comparison of Linguaskill and TOEIC Scores at a University Saturday, 11:50–12:15, Practice Room 1 (B1)	Aoyama
Utilizing Malay Local Wisdom in Students’ Listening Module Saturday, 12:25–12:50, Koryu Hall (6F)	Kurniawan
General Academic English and TOEFL ITP Preparation Saturday, 13:00–13:25, 1101	Okada
Designing Effective Materials for CLIL With Technology Saturday, 13:00–13:25, Practice Room 3 (B1)	Wright
Unlocking IELTS: A Guide for Educators New to IELTS Saturday, 13:35–14:35, 1001-1	Blokker
Collaborative Writing of Vignettes for Research Purposes Saturday, 13:35–14:00, 1002	Neff, et al.

The Future Is Now: Exploring Pathways 3rd Edition Saturday, 13:35–14:35, Rehearsal Room (B1)	Boon
Do Fillers Enhance or Decrease L2 Speaker Fluency? Saturday, 14:10–14:35, 908	Tanaka, et al.
Critical Thinking: What Lies Beneath—The Subtext Saturday, 14:45–15:10, 1101	Graham-Marr
From Words to Phrases: High-Frequency Spoken Collocations Saturday, 14:45–16:15, Main Hall (EME)	Nakayama
The SDGs Service List and Effective Ways to Learn Vocabulary Saturday, 14:45–16:15, Main Hall (EME)	Sheridan
Viewpoints on Generative AI in the Material Writer’s Toolkit Saturday, 14:45–16:15, Practice Room 1 (B1)	Solomon, et al.
A Procedure for Linking Longitudinal Many-Facet Data Saturday, 15:20–15:45, 1202	Denison
Representing Diversity in Teacher-Made ELT Materials Saturday, 15:20–15:45, 905	Prasetya
Rethinking Assessment for Future Success Saturday, 15:20–16:20, Conference Hall	Tubby
IELTS 2024: New Features and Teacher Resources Saturday, 15:55–16:20, 1001-1	Nakamura
Lexical Bundles in a Corpus of Student Academic Writing Saturday, 15:55–16:20, 1002	Terashima
Updates on the TOEFL Family Saturday, 15:55–16:20, 1003	Norris
Learning-Oriented Speaking Assessment Using AI Technology Saturday, 15:55–16:20, Practice Room 2 (B1)	Koizumi, et al.
The NGSL Special Purpose Toolkit Saturday, 17:50–18:15, 1001-2	Culligan, et al.
How to Independently Publish Textbooks and Coursebooks Saturday, 17:50–18:15, 1002	Carle
How Many Items Are Needed to Measure Vocabulary Knowledge? Saturday, 18:25–18:50, 1003	Nemoto, et al.
AI-Enhanced Speaking Skills Assessment Saturday, 18:25–18:50, 1101	Cvitkovic, et al.
Evolution of a CLIL Course Saturday, 19:00–19:25, Practice Room 1 (B1)	Lorentzen

Combining POGIL and CLIL for Enhanced Language and Science Sunday, 09:30–09:55, 1101	Ellinger
Retention Training for Learning Idiomatic Expressions Sunday, 10:05–10:30, Hikae 2 (1F)	Nakamura, et al.
Calculating Student Participation Grades Systematically Sunday, 17:25–17:50, Practice Room 1 (B1)	MacLean
Assessing for Student Success Sunday, 12:00–13:00, Conference Hall	Cheng
Introducing and Assessing “The Sachi Chronicles” Sunday, 12:00–13:30, Main Hall (EME)	Kimber, et al.
Transitioning from MyELT to Spark to Enhance Engagement Sunday, 12:35–13:35, 1101	White
Paper Writing in the Age of AI Driven Language Tools Sunday, 12:35–13:00, Hikae 2 (2F)	Mazorodze
Enhancing EFL Students’ Writing Skills via Online Peer-DA Sunday, 12:35–12:50, Practice Room 3 (B1)	Imsa-ard
An Examination of the “Impersonal You” in Language Textbooks Sunday, 13:10–13:35, 1202	Teuber
Showcasing the History and Future of Shiken Sunday, 13:45–15:15, 908	Sanchez Murillo, et al.
Student Notations in Their Book: What Are Students Writing? Sunday, 13:45–14:10, Practice Room 3 (B1)	Romney
Realizing Peer Assessment’s Potential Sunday, 14:20–14:45, 1002	Wilkins, et al.
Peer Evaluation as Task Preparation: Widgets Inc. Sunday, 14:20–14:45, Rehearsal Room (B1)	Benevides, et al.
A Path to Excellence With AI-Driven Placement Tests Sunday, 14:55–15:20, 1202	Thépaut
Baito vs. Benkyo: Part-Time Jobs and Final Grades Sunday, 14:55–15:20, Hikae 1 (1F)	Goodhew
Introducing the CEFR and Language Portfolio: Learner Views Sunday, 16:50–17:15, 904	Rundle, et al.
How to Create Valid Reading Tests to Measure Improvement Sunday, 17:25–17:50, Hikae 2 (1F)	Oshima
Exploring Challenges and Solutions in EAP Curriculum Design Sunday, 18:35–19:00, 907	Tikhomirova

Crafting CLIL: Material Creation Using Guiding Questions Monday, 10:05–10:30, 908	Livingston, et al.
From Jukugo to Rengo Monday, 10:40–11:40, 1001-2	Gardiner
Comparing Scores of the Online and Paper-Based TOEIC L&R Monday, 10:40–11:05, 903	Kanzaki
Allowing Study Sheets During Summative Assessments Monday, 12:25–12:50, 1001-1	Otsuru
New Vocabulary Test: Workshop for Language Teachers Monday, 12:25–12:50, 902	Elmetaher

Non-teaching Area

Pragmatics SIG AGM Saturday, 11:15–12:00, 903	Ronald
The Language Teacher (TLT) Staff Meeting Saturday, 11:15–12:15, Practice Room 4 (B1)	Lyddon
A Short Taiji Chuan Workout Saturday, 11:50–12:15, Tenji Gallery	Pauly
Career Journeys in Japan Saturday, 12:25–13:25, 1001-1	Kidd, et al.
Reiki Relaxation Saturday, 12:25–12:50, Tenji Gallery	Metituk
Study Away Opportunities for Japanese University Students Saturday, 14:10–14:35, Practice Room 2 (B1)	Garth, et al.
Macquarie Research Students' Roundtable Saturday, 15:20–16:20, 909	Humphries, et al.
Death Café Saturday, 15:20–16:20, Tenji Gallery	Shoji
JALT Membership Chairs Meeting Saturday, 17:50–18:50, Medium Hall	Choong
JALT Program Chairs Meeting Saturday, 17:50–18:50, Medium Hall	White
Lymph Drainage Saturday, 17:50–18:15, Tenji Gallery	Shoji

Teacher Development SIG Annual General Meeting	JALT Teacher Development (TD)
Special Interest Group (SIG) Annual General Meeting (AGM)	
Saturday, 19:00–19:25, 901	
November Executive Board Meeting	Kaneko
Sunday, 09:30–10:30, Medium Hall	
Juggling for Beginners	Metituk
Sunday, 09:30–10:30, Tenji Gallery	
Materials Writers Meeting: Publishing Textbooks / Elections	Carle
Sunday, 12:00–12:45, 903	
Bilingualism Special Interest Group SIG Forum	Alexandra
Sunday, 12:00–13:30, Hikae 1 (1F)	
International Forum: Opportunity, Diversity, and Excellence	MacLean
Sunday, 12:00–13:30, Koryu Hall (6F)	
Reiki Relaxation	Metituk
Sunday, 12:35–13:00, Tenji Gallery	
Other Language Educators SIG AGM	Silva, et al.
Sunday, 13:45–14:30, 907	
Bilingualism Special Interest Group Annual General Meeting	Shaitan
Sunday, 13:45–14:30, Hikae 1 (1F)	
Pan-Asian Consortium (PAC) Meeting	MacLean
Sunday, 13:45–15:15, Koryu Hall (6F)	
Resume Building: CVs and Research Opportunities	Larson-Hall, et al.
Sunday, 14:20–15:20, 1001-2	
Diversity, Equity, Inclusion, and Belonging Workshop	May Kyaw Oo, et al.
Sunday, 14:20–15:20, Practice Room 2 (B1)	
JALT2024 Closing Ceremony	Malcolm
Monday, 14:05–15:05, Conference Hall	

Other Learners & Contexts

Positive Interactive Patterns in Group Writing	Kan
Saturday, 13:00–13:25, 909	
Improve Learner Focus and Teaching Ability With Nutrition	Jones, et al.
Saturday, 13:35–14:00, Tenji Gallery	
Toward Evaluating EMI Programs in Higher Education	Laoriandee
Saturday, 15:55–16:20, Koryu Hall (6F)	

Study Abroad Logistics: New Era, New Challenges Saturday, 17:50–19:20, 906	Legge, et al.
Innovations for Japanese Higher Education and Sustainability Saturday, 17:50–19:20, Conference Hall	Ramachandran, et al.
Boosting Study Abroad: Target Language Socializing Success Saturday, 17:50–18:15, Rehearsal Room (B1)	Fukada
Teacher’s Room Fitness Sunday, 12:00–12:25, Tenji Gallery	Jones, et al.
Challenges of Recruiting Students for Study Abroad Programs Sunday, 16:50–17:15, 909	Legge
Staff Development and Learning in Study Abroad Support Monday, 09:30–09:55, 901	Murayama
Students’ Beliefs on Study Abroad Programs After Pandemic Monday, 10:05–10:30, 902	Chochol, et al.
Long-Term English Maintenance Among Bilingual Japanese Monday, 11:15–11:40, 902	Lovely

Pedagogy

Global Village: Inquiry to Develop International Mindedness Saturday, 11:15–12:15, 904	Okamoto, et al.
Student Perceptions of Online Written Corrective Feedback Saturday, 11:15–11:40, 908	Marlowe, et al.
Student Perceptions: Shaping Pedagogy Saturday, 12:25–12:50, 908	Taylor
Designing Themed Task-Based Materials: Widgets Inc. Saturday, 12:25–12:50, Practice Room 1 (B1)	Benevides, et al.
Crafting “Choose Your Own Adventure” Stories Saturday, 13:00–14:00, Conference Hall	Ivone
Issues in Performance in Education (PIE): Beginners & Beyond Saturday, 13:00–14:30, Practice Room 1 (B1)	Bergman, et al.
The NGSL Project: Words and Tools for Success Saturday, 13:35–14:35, 1001-2	Browne
Investigating L1 Use in EMI Classes at Japanese Universities Saturday, 13:35–14:00, 1202	Oga, et al.
Metacognitive Knowledge Approaches in Listening Instruction Saturday, 14:10–14:35, A/V Hall (2F)	Madarbakus-Ring

Developing Communication in Nursing: An Interactive Textbook Saturday, 14:45–15:45, 1001-1	Zeff
The Power of Talk: Dialogic Learning in the Classroom Saturday, 14:45–15:10, 1001-2	Reed
Implementing TBLT in a Large-Scale University Program Saturday, 14:45–16:15, 908	Campbell, et al.
Rikejo and ER: Setting Up Female STEM Majors for Success! Saturday, 14:45–16:15, Main Hall (EME)	Kimura
Practical Applications of Lexical Sophistication Saturday, 14:45–15:45, Practice Room 2 (B1)	Nicklin
Zip Zap English: A Kinesthetic Warm-Up for Adolescents Saturday, 15:20–15:45, Practice Room 3 (B1)	Regier
A Development of New Shadowing: Selective Shadowing Saturday, 15:55–16:20, 904	Hamada
The Impact of TBLT Approach on Motivation and Self-Confidence Saturday, 15:55–16:20, 906	Lee
Examining Students' Writing Habits With a Revision Tracker Saturday, 15:55–16:20, 907	Brereton, et al.
TLfU: A Relational Approach to Inclusive Language Teaching Saturday, 17:50–18:15, 901	Letson
JALT Critical Thinking SIG Forum Saturday, 17:50–19:20, 903	Bufton, et al.
Students As Film Directors, Producers, Writers and Beyond Saturday, 19:00–19:25, Practice Room 2 (B1)	Ford
Reading Fluency Training in CLIL Programs Sunday, 09:30–09:55, 1002	Van Amelsvoort
Centering Plurilingual Experiences Through Language Mapping Sunday, 09:30–09:55, Hikae 1 (1F)	Yao
Replacing Textbooks: A Case Study in Curriculum Redesign Sunday, 09:30–09:55, Hikae 2 (1F)	Cochrane
Language & Intercultural Education: Beyond WEIRD Approaches Sunday, 09:30–10:30, Rehearsal Room (B1)	Ray, et al.
EFL Posttask Transcribing: Noticing and L2 Development Sunday, 10:05–10:30, Hikae 1 (1F)	Hartman
Cultivating Students as Teacher-Partner-Leaders Sunday, 10:05–10:30, Practice Room 1 (B1)	MacDonald, et al.

Links: Developing a Textbook Series for ER Sunday, 12:00–13:00, 1001-1	Harris, et al.
Critically Thinking Through Social Media Comments Sunday, 12:00–12:25, 1202	Tanaka
Learning Diversity Through Inquiry and Global Citizenship Sunday, 12:00–12:25, 904	Okamoto
Case Studies in Business Innovation Sunday, 12:00–12:25, A/V Hall (2F)	Benevides, et al.
Prioritizing the Writing Process Through Research Portfolios Sunday, 12:00–13:30, Main Hall (EME)	Hooper
Benefit of Peer Review in a World of AI-Generated Content Sunday, 12:00–13:30, Main Hall (EME)	Armstrong, et al.
Providing a Framework for Annotating Academic Texts Sunday, 12:00–13:30, Main Hall (EME)	Peloghitis
Student Awareness of Negative AI Impact on College Learning Sunday, 12:00–13:30, Main Hall (EME)	Trent
Teaching Global Englishes through a CLIL approach Sunday, 13:10–14:10, 1001-1	Kane
Principles for Building AI Literacy in the Classroom Sunday, 13:10–13:35, 1002	Senna
Short-Term Study Tours: Considering the Host Students Sunday, 13:10–13:35, 903	Sholdt
Using Micro-lessons to Teach Critical Thinking Skills Sunday, 13:10–13:35, Hikae 2 (1F)	Lingle
A Sure-Fire Way of Managing Communication Classes in Japan Sunday, 13:45–14:45, 1101	Vannieu
How's Your Bedside Manner? An Added Dimension in Nursing English Sunday, 14:20–15:20, 1001-1	Capper
Global Englishes Special Interest Group (SIG) Forum Sunday, 14:20–15:20, Hikae 1 (2F)	Joicey, et al.
Answers to Questions on Questioning Sunday, 16:50–17:15, 1003	Lowes
Embracing Activism: Fostering Equity in Language Teaching Sunday, 16:50–17:15, Hikae 1 (2F)	Kyaw Oo
L1 Support for L2 Development in Secondary School EFL? Sunday, 17:25–17:50, 905	Amundrud

A Practical Framework for Multiliteracies Instruction Sunday, 17:25–17:50, 908	Hourdequin
Using Duoethnography to Foster Critical Multiliteracies Sunday, 18:00–19:00, 1003	Jones
I Am Not a Robot: Teaching Soft Skills in Language Classes Sunday, 18:00–18:25, Hikae 2 (1F)	Bulin
Eigo-Chan: Co-creative Activities for Exploratory Learning Monday, 09:30–10:30, 1001-2	Cleminson
Virtual Exchange + ER: A Combination for Success Monday, 10:40–11:05, 1002	Goldberg
Critical Language Pedagogy and Pushback in University EFL Monday, 10:40–11:05, 1101	Lachlan, et al.
Practicing Peace: Communicative Techniques for the Classroom Monday, 11:15–11:40, 907	Nitta
An Online Lesson Targeting Noncentral Prepositional Senses Monday, 12:25–12:50, 1101	Mueller
Teachers' Perspectives on Global Englishes in the Classroom Monday, 12:25–12:50, 905	Chen
Creating an Argument-Rich SLA Classroom: The Why and How Monday, 12:25–12:50, 910	Herke

Professional Development (PD)

Indico for EFL Event Management: Set Your Team Up for Success Friday, 13:00–14:30, 905	Carr, et al.
Brain-Friendly Study Skills: Plans That Work for Your Dreams Friday, 14:00–15:30, 902	Masda
Breathe, Teach, Thrive: Cultivating Mindfulness for Educators Friday, 15:00–15:45, 905	Sharma
Critical Incidents in Teacher and Trainer Development Friday, 15:45–16:30, 902	Cruse
Effective Use of TBL/PBL Exercises in the Classroom Friday, 16:45–17:30, 902	Brooks
Using Tabletop Role-Playing Games to Encourage Bilingualism Friday, 17:00–18:30, 905	Gutierrez

Psychology & Language Learning

Experiences of Flow Among Elementary EFL Learners in Japan Saturday, 11:15–11:40, 901	Fujimoto
LBC: Camping Excursions for University Students Saturday, 13:35–14:00, Hikae 2 (2F)	Kirchmeyer, et al.
Life & Brain Science: Neurodiversity in Students & Teachers Saturday, 13:35–14:35, Main Hall (EME)	Burke, et al.
Examining Near-Peer Role Modeling and Learner Motivation Saturday, 13:35–14:00, Practice Room 3 (B1)	Hooper, et al.
Understanding Generation MZ in English Language Teaching Saturday, 14:10–14:35, Koryu Hall (6F)	Metituk
LOTE and English Motivations After Compulsory Courses Saturday, 14:45–15:10, Hikae 2 (2F)	Takahashi
AI as an Aid in Developing Learner Self-Regulation Saturday, 15:20–15:45, 1101	Collett
Motivation, Teacher Guidance, Oral and Socioemotional Skills Saturday, 15:55–16:20, Practice Room 3 (B1)	Lin
10 Ways to Stop Your Students From Learning Saturday, 17:50–18:15, 1101	Ryan
Multilingual Identity in Heritage Language Learning Saturday, 17:50–18:15, 909	Huang
Exploring Willingness to Communicate Through a New Digital Approach Saturday, 18:25–18:50, Rehearsal Room (B1)	Toyoda, et al.
Psychological Needs and Creative Potential in an EFL Context Saturday, 19:00–19:25, 1101	Birdsell
Teacher Psychology and Classroom Teaching in Universities Saturday, 19:00–19:25, Hikae 1 (1F)	Suemori
Why Students Gain (or Lose) Willingness to Communicate Sunday, 09:30–09:55, A/V Hall (2F)	Carson, et al.
The Effects of Aptitude and Anxiety on L2 Performance Sunday, 09:30–09:55, Hikae 2 (2F)	Cheng
How Ideal Classmates Still Motivate Students After COVID-19 Sunday, 10:05–10:30, 1001-2	Falout, et al.
Enhancing Sentence Reading Speed and Accuracy Sunday, 10:05–10:30, 908	Shimono

Examining a Positive Psychology Model in a Japanese Context Sunday, 10:05–10:30, A/V Hall (2F)	Apple, et al.
Language Learning, Interaction, and Social Anxiety Sunday, 12:00–13:30, Main Hall (EME)	Xethakis
Autonomy and Motivation: Empowering Learners and Teachers Sunday, 12:00–13:00, Rehearsal Room (B1)	Mynard, et al.
English Speaking Anxiety Reduction in University Students Sunday, 13:10–13:35, Practice Room 3 (B1)	Moskowitz
Conceptions of Discourse-Oriented Language Learning Sunday, 13:45–14:10, 909	Chang
Performance Stress Inoculation Training for Students Sunday, 13:45–14:10, Tenji Gallery	Jones, et al.
Fostering Well-Being in Classroom: Empathy, Trust & Openness Sunday, 14:20–15:20, 901	Jackson, et al.
Japanese Style on Acquiring ESL: That Way We Can Speak Easy! Sunday, 14:55–15:20, 907	Omi
Finding a Role-Model and Focused Narrow Listening & Viewing Sunday, 16:50–17:15, 901	Pudelek
Problematic Impacts of Cognitive Bias on Teacher Behaviors Sunday, 16:50–17:15, 905	Smith, et al.
Motivation Profiling in Language Learning: Insights Sunday, 16:50–17:50, A/V Hall (2F)	Fritz, et al.
Factors in L2 English Subject-Verb Agreement Processing Sunday, 16:50–17:15, Hikae 1 (1F)	Berteau, et al.
Boosting Student Speaking Success With Positive Self-Talk Sunday, 16:50–17:15, Hikae 2 (1F)	Kobayashi
Japanese University Students' Emotions Toward Assessments Sunday, 17:25–17:50, 903	Tomacder
Exploring the Impact of L3 Study on L2 English Motivation Sunday, 17:25–17:50, Practice Room 2 (B1)	Bailey, et al.
Student Engagement: The Sequence of Aspects in the Classroom Sunday, 18:00–18:25, Hikae 1 (2F)	Okunuki, et al.
PLL in Japan: Diversity, Opportunity, and Excellence Sunday, 18:35–19:00, 905	Jackson, et al.
Enhancing Learners' Understanding of a Song and Motivation Monday, 09:30–09:55, 902	Kimura

Reduction of Items in a Questionnaire of Language Learning Monday, 10:05–10:30, 1001-1	Fukuda
Examining Group Emotions in the L2 Classroom Monday, 10:05–10:30, 904	Marx
Feedback Timing: Effects of Individual Differences Monday, 10:05–10:30, 906	Matsunaga
Highs and Lows of University Students' EFL Motivation Monday, 11:15–11:40, 1003	Kobayashi
AWE in Positive Psychology ELT Monday, 11:50–12:50, 1001-2	Helgesen
Japanese English Speaking Anxiety: In-Person vs. Online Monday, 11:50–12:15, 904	Choong
Goal Complexes: The Why to the What of Classroom Learning Monday, 12:25–12:50, 909	Richard

Sociocultural-Linguistics & Pragmatics

Intercultural Interactions in a High School Study Abroad Saturday, 11:15–11:40, Hikae 1 (1F)	Kawashima
A Comparative Study of Boosters in Written Media Discourse Saturday, 11:50–13:20, Main Hall (EME)	Fujimura-Wilson
Examining Intensifiers Taught in English Language Textbooks Saturday, 11:50–13:20, Main Hall (EME)	Wilson
Translanguaging in Japanese University Language Advising Saturday, 12:25–12:50, Practice Room 3 (B1)	Tong
Pragmatics for Future Success: What Students Aspire to Learn Saturday, 14:10–14:35, 1202	Oda-Sheehan
Social Media English Learning and Native-Speakerism in Japan Saturday, 14:45–15:10, 907	Lawrence
Pragmatic Knowledge in Japanese High School EFL Textbooks Saturday, 14:45–16:15, Main Hall (EME)	Kawashima
Developing Interactional Competence for Higher Education Saturday, 18:25–18:50, A/V Hall (2F)	Vasquez
The Role of Input Frequency on English Nominal Suffixes Saturday, 19:00–19:25, 1002	Thatchatham, et al.
The Homestay as a Context for Intercultural Development Sunday, 10:05–10:30, 903	Ottoson

Native Speakerism and Japanese University Students Sunday, 12:00–12:25, Practice Room 3 (B1)	Suzuki
Pragmatics and Globalization Sunday, 13:45–15:15, 906	Ogawa, et al.
Kakkoi! English!: An Analysis of Compliments in K-pop Videos Sunday, 14:20–14:45, 1202	Suzuki
The New Peace Linguistics: Words and Worlds, War and Peace Sunday, 14:20–15:20, Conference Hall	Curtis
Native Speaker Ideals and Global English in Japan Sunday, 14:55–15:20, Practice Room 3 (B1)	Bates
Impact of Acculturation Attitudes on Pragmatic Development Sunday, 17:25–17:50, 909	Rafleyan
Phenomenology of Intercultural Communication: “I” in Kenya Sunday, 18:00–18:25, 901	Tachino, et al.
Helping Learners Develop Professional English Monday, 10:05–11:05, 910	Song
Using Strategic Interaction to Develop Pragmatic Competence Monday, 11:15–11:40, 905	Meizlish, et al.

Sociopolitical Factors

Embracing the Diversity of English and English Users Saturday, 11:50–12:50, Conference Hall	Kubota
The Policymaking Process for Incorporating ESAT-J Saturday, 15:55–16:20, 905	Kurokawa
We are All Diverse: Celebrating Diversity in ELT Saturday, 16:35–17:35, Medium Hall	Haye-Matsui
Global Issues in Language Education (GILE) Forum Saturday, 17:50–19:20, Hikae 1 (2F)	Savage, et al.
Goodwill or Wind-Chill? Measuring Institutional Ethos Saturday, 18:25–18:50, 1002	Burden
Digital Transformations? AI in Japanese Education Policy Sunday, 09:30–09:55, 908	Smith
Evolving Study Abroad: Insights From Program Managers Sunday, 10:05–10:30, 1001-1	Humphries
Preparing Preservice Teachers (PSTs) for Inclusive Teaching Sunday, 10:05–10:30, Hikae 2 (2F)	Polim

Justice-Affirming Language Teaching Through Praxis Sunday, 10:45–11:45, Medium Hall	Kubota
GALE SIG Forum Sunday, 12:00–13:30, 906	Rathore, et al.
Examining Accommodations for Learner Diversity With UDL Sunday, 12:00–13:30, Main Hall (EME)	Suzuki
English Language Education in Sub-Saharan Africa Sunday, 12:00–13:30, Practice Room 1 (B1)	Glasgow, et al.
Translanguaging and CLIL: Examining Power and Criticality Sunday, 13:10–13:35, 909	Fegan
Global Issues in Language Education (GILE) SIG Annual General Meeting Rothman Sunday, 13:45–14:10, 905	Roloff
The Contextualization of Language Education Policy in Japan Sunday, 14:55–15:20, Rehearsal Room (B1)	Linton
Social Justice in Practice: The Future of Language Teaching Sunday, 16:50–17:15, 906	Erdevig, et al.
Scrapbooking Social Issues in University English Classes Sunday, 17:25–17:50, Hikae 1 (1F)	Kunert
The Symbiosis of Inclusion and Exclusion Sunday, 18:00–19:00, 908	Spiri
Near-Term Post-Graduation Student Outcomes in English-Medium Monday, 10:05–10:30, 1003	Brown
A Narrative Inquiry of Filipino English Teachers in Japan Monday, 10:40–11:05, 901	Esteron
Empowering Blind Students: Utilizing UDL in the Classroom Monday, 11:15–12:15, 908	McCulloch
Diversity and Teaching Practice Monday, 13:00–14:00, Conference Hall	Haye-Matsui

Teacher and Professional Development

50 Years of JALT and a Journey of More Than a Century Saturday, 10:00–11:00, Medium Hall	Curtis, et al.
Transforming English Education in Japan Saturday, 11:15–11:40, Conference Hall	Chartrand

Understanding Accessibility Through Collective Efforts Saturday, 11:15–12:45, Hikae 2 (1F)	Takasugi, et al.
The Impact of Teacher Wellbeing on Classroom Success Saturday, 11:15–11:40, Hikae 2 (2F)	Bergeron
Collaborative Action Research for Curriculum Development Saturday, 11:50–12:15, 908	Shibata
An Activity Theory Exploration of Service Learning As ELT Saturday, 11:50–12:15, Hikae 1 (2F)	Tajabadi, et al.
Mentoring Teachers in EAR: A Path to Growth Saturday, 11:50–12:15, Koryu Hall (6F)	Lamsal
Student Language Learning Preferences: A Focus on DEI Saturday, 11:50–13:20, Main Hall (EME)	Hirata
CEFR Quo Vadis? – Myths, Recent Trends, and Perspectives Saturday, 12:25–13:25, 1001-2	Hunke
Professional Legitimacy of Primary School English Teachers Saturday, 12:25–12:50, 1002	Ardini
Insights From HRT and Senka Led Elementary School English Saturday, 12:25–12:50, 901	Fennelly, et al.
Fostering Social Awareness Through Picture Books Saturday, 13:00–13:25, 903	Benthien
Breaking In(to Research) is Hard to Do! Saturday, 13:00–14:30, Hikae 1 (2F)	Ikeguchi, et al.
Empowering Educators: Disability Rights and Reality in Japan Saturday, 13:00–13:25, Hikae 2 (1F)	Thomas, et al.
The Pandemic's Effect on Teacher Identity, Beliefs, and PD Saturday, 14:45–15:10, 1002	Roloff Rothman, et al.
Getting Your Research Funded Through JALT Saturday, 14:45–15:45, 903	Sholdt, et al.
The CEFR and CEFR/CV in the Classroom: Needs of Teachers Saturday, 14:45–16:15, Hikae 2 (1F)	Schmidt, et al.
Opportunities to Grow Professionally with JALT Publications Saturday, 14:45–16:15, Main Hall (EME)	Lacy, et al.
The PhD Viva Experience: Insights and Reflections Saturday, 14:45–15:10, Practice Room 3 (B1)	Duplicate
Engaging With the Casebook Method in Teacher Education Saturday, 15:20–16:20, 1001-2	Barkhuizen

Longitudinal Research on EFL Novice Teacher Development Saturday, 15:20–15:45, 1002	Sato
CoI and the Future of ELT Professional Development Groups Saturday, 15:20–15:45, Koryu Hall (6F)	Free
Applying Assessment Scale for Elementary Classroom English Saturday, 17:50–18:15, 905	Kano, et al.
The Challenges of Teaching Writing as a Non-Native Speaker Saturday, 17:50–18:50, Hikae 1 (1F)	Shimazaki, et al.
15 Quick Tips for a More Memorable, Engaging Class Saturday, 18:25–18:50, 1202	Hughes
Implementing Small Teaching: Tiny Changes, Big Consequences Sunday, 09:30–09:55, 903	Gutkovskii
Factors Affecting Job Satisfaction for ALTs Sunday, 09:30–09:55, 905	Marchesseau
Building Communities of Practice for Team-Taught CLIL Sunday, 09:30–09:55, 909	Olson
Using MOOC Camps in Building Communities of Practice Sunday, 10:05–10:30, 906	Mabuan, et al.
Teacher Development Special Interest Group (SIG) Forum Sunday, 12:00–13:30, 908	Sampson, et al.
The Journey of the CEFR Journal: Multiplying Best Practice Sunday, 12:35–13:00, 1001-2	Hunke
The Professional Goals of Contract Teachers in Universities Sunday, 12:35–13:00, Hikae 2 (1F)	Wang
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Reflections from a Language Learner and Teacher Sunday, 13:10–14:10, Conference Hall	Chartrand
Maximizing Diversity Through Teaching Assistant Training Sunday, 13:10–13:35, Hikae 1 (2F)	Larking
Opportunities to Publish with JALT: Inside Perspectives Sunday, 13:10–14:10, Practice Room 2 (B1)	Geluso, et al.
Student Peer Interaction Network (SPIN) Forum Sunday, 13:10–14:10, Practice Room 4 (B1)	Barker
Native-Speakerism and Trans-Speakerism: Entering a New Era Sunday, 13:10–14:10, Rehearsal Room (B1)	Hiratsuka

Integration to Belonging: English FLT's Experience in Japan Sunday, 13:45–14:10, 1202	Germain
Factors Impacting Language Teacher Well-Being in Japanese HE Polczynska, et al. Sunday, 13:45–15:15, Main Hall (EME)	
Using Cards in the Language Classroom Sunday, 13:45–15:15, Main Hall (EME)	Mielke
The Language Center Lament: We're Teachers, Not Ad Agents! Sunday, 13:45–14:10, Main Hall (EME)	Berman, et al.
Motivational Trajectories of Two Novice English Teachers Sunday, 13:45–15:15, Main Hall (EME)	Shim, et al.
JET ALT's Perspectives and Roles: A Thematic Analysis Sunday, 14:20–14:45, 905	Guevarra
Further Insights Into Classroom-Based Assessment Sunday, 16:50–17:15, 903	Murray, et al.
Learning to Teach EMI Intercultural Communication in Japan Sunday, 17:25–17:50, 1101	Lombardi, et al.
Becoming Researchers in Japan: The Role of Mentors and Peers Sunday, 17:25–17:50, Hikae 2 (2F)	Mason
Me-Search for Professional Development Sunday, 18:00–18:25, 903	Kim
ELT Competency Development in Multiculturalism Sunday, 18:00–18:25, 905	Wiwanthamongkhon, et al.
Teacher Development Post-pandemic: Everything Is Usable Sunday, 18:00–18:25, 907	Bacala
Reflective Practice as Support for Inclusive Practices Monday, 09:30–09:55, 1101	Young
The Emancipation Curriculum in Indonesian EFL Teachers' Sigh Monday, 10:05–10:30, 909	Muhtar
Reflective Practice for Teacher and Curriculum Development Monday, 10:40–11:05, 1003	Toms, et al.
What It Takes to Reinvent Oneself as an EMP Teacher Monday, 11:50–12:15, 1001-1	Rebuck
Growing a Thicker Skin: Emotional Labor in Academia Monday, 12:25–12:50, 901	Hashimoto

Teaching Younger Learners

Elementary School Grades 3 to 6 Vocabulary Learning Saturday, 11:15–11:40, 905	Rachman
Gentle Teaching: Redirecting Students' Disruptive Behavior Saturday, 11:50–12:15, 901	Nguyen
Examination of Youth Overseas Program Participant Traits Saturday, 11:50–12:15, 905	Chujo
Motivating Young, EFL Students in Japan With PBL Lessons Saturday, 12:25–13:25, 904	Kato
Performing Arts as a Vehicle for Language Learning Saturday, 12:25–12:50, 905	Miyamoto
Creating a News Programme Using Canva Saturday, 13:00–13:25, 901	Takahashi
Grammar and Language Functions in Interaction and Production Saturday, 13:00–13:25, 905	Nakazumi
Autonomous Learning Skills Across Language Levels Saturday, 13:35–14:00, 901	Stein, et al.
An Evidence-Informed Literacy Programme for Japanese ES Saturday, 13:35–14:00, 904	Pratt
The Impact of Extended English Exposure on Student Attitudes Saturday, 13:35–14:00, 905	Vaivrand
Reading Skills Development in Japanese Primary Schools Saturday, 14:10–14:35, 901	Nakao, et al.
Flipped Learning in EFL Junior High School English Lesson Saturday, 14:10–14:35, 904	Hagihara
Reimagine Language Learning: Learn Through Play! Saturday, 14:10–15:10, 905	Kropp
TBLT Adventures: Engaging Young Language Learners in Japan Saturday, 14:45–15:10, 901	Cullen
EFL Children and ER Motivation: Methods That Work Best Saturday, 14:45–15:10, 904	Ito
The Magic Formula for Orthographic Mapping Saturday, 17:50–18:15, 904	Kenner
Creating a Curriculum for Social-Emotional Learning (K1-K3) Saturday, 18:25–18:50, 901	Hasegawa

Input Factors in Sentence Construction Learning in Child L2 Saturday, 19:00–19:25, 904	Hu
English Anxiety Sources Among Elementary School Teachers Sunday, 09:30–09:55, 901	Machida
A Showcase of Engaging Language Activities for Grade 6 Sunday, 09:30–09:55, 904	Lupas, et al.
Child-Authored Picture Books: Creativity & Critical Thinking Sunday, 10:05–10:30, 901	Kimura
Pupils' Learning Strategies in Primary English Lessons Sunday, 10:05–10:30, 904	Shino
The AI Revolution: A New Frontier in Early Education Sunday, 12:00–12:25, 901	Ichimoea
Preschool Development: Games for Language & Social and Emotional Learning Sedaghat Sunday, 12:00–13:30, Main Hall (EME)	
The Gap Between Learning English and Preparing for Tests Sunday, 12:35–13:00, 901	Lim
The Power of Reflection in the Young Learners' Classroom Sunday, 12:35–13:35, 904	Braun
Teaching Younger Learners Special Interest Group Forum Sunday, 13:45–15:15, 904	Noxon
Transform Education: Embrace Diversity and Excellence Sunday, 15:35–16:35, Medium Hall	Tubby

Technology

Using AI Chatbots to Improve Students' Speaking & Listening Saturday, 11:15–12:15, 1001-2	Schwartz
Eigo.AI: A Fully AI-powered 4-Skills Platform for ELLs Saturday, 11:50–12:15, 1001-1	Raine
Utilising YouTube to Enhance EFL Speaking Performance Saturday, 11:50–12:15, 1202	Christopher
Developing Critical Thinking Skills via Multimodal Projects Saturday, 11:50–12:15, 909	Toland
Enhance L2 Writing?: AI for Beginner-Level College Students Saturday, 11:50–12:15, Hikae 2 (2F)	Emi

Introducing an Original Mobile EFL Vocabulary Game Saturday, 11:50–13:20, Main Hall (EME)	Stone
Enhancing Learning Through Collaboration: Insights from CEFR Saturday, 12:25–12:50, Hikae 2 (2F)	Ochiai
AI Generated Written Corrective Feedback, Is It Any Good? Saturday, 13:00–13:25, 1002	Pack, et al.
Can AI Teach Us to Speak Our L2? Saturday, 13:00–13:25, 1202	Carney
Using AI to Create Real-Life Conversations Saturday, 13:00–13:25, Hikae 1 (1F)	Janjua
Use and Abuse of AI: A Workshop for Teachers Saturday, 13:35–14:35, 903	Ohashi
A Longitudinal Study of AI's Impact on English Proficiency Saturday, 13:35–14:00, 909	Obari
Using Digital Games in Translation Education Saturday, 13:35–14:00, Koryu Hall (6F)	Chen
AI-Powered TOEIC Product Tailored for University Students Saturday, 14:10–14:35, 1003	Jensson
Creating AI Prompts for L2 Essay Self-Evaluation Saturday, 14:45–15:10, Hikae 1 (2F)	Visgatis, et al.
Introducing AI in a 4-skills Academic English Program Saturday, 15:20–16:20, Rehearsal Room (B1)	Sakurai, et al.
Computer Translation in the Classroom – Student Thoughts Saturday, 15:55–16:20, 1101	Hennessy
AI & EMI: Evolving Higher Education in Japan and Beyond Saturday, 15:55–16:20, 901	Spero
Effects of VR Tour Guiding on Learning English Saturday, 15:55–16:20, Hikae 1 (2F)	Satake
Bringing Taiwan and Japan Closer: A COIL Experience Saturday, 17:50–18:15, Practice Room 2 (B1)	Hsu, et al.
Immersive Learning: Stimulating AR & VR in the Classroom Sunday, 09:30–09:55, 906	Teixeira
Digital Tools to Evaluate Students' Intercultural Competence Sunday, 10:05–10:30, 907	Kane, et al.
Creating Video Instructions With Screen Recording Using Loom Sunday, 13:45–14:10, 1002	Toriida

Introducing Envoy by IDP a New Online Adaptive English Test Sunday, 13:45–14:10, A/V Hall (2F)	Ichikawa
GoogleSheets: Suggestions for Automated Record-Keeping Sunday, 13:45–15:15, Main Hall (EME)	Lees, et al.
AI Writing Advancement: ChatGPT, Skills & Integrity Sunday, 13:45–15:15, Main Hall (EME)	Massoud, et al.
Oral Language Practice With Metaverse Technology Sunday, 13:45–15:15, Main Hall (EME)	Takase
The Impact of VR on Language Learning Outcomes & Engagement Sunday, 13:45–15:15, Main Hall (EME)	Alizadeh
Student Preferences Regarding Analogue vs Digital Learning Sunday, 14:20–14:45, 909	Minshull
AI-enabled Pragmatics in Intercultural Communications Course Sunday, 14:20–15:20, A/V Hall (2F)	Javier, et al.
Generative AI in ELT: Tools, Tutors, Mates, and Tutees Sunday, 16:50–17:15, 1001-2	Ivone
Impact of LLM Intervention on Genre Analysis in L2 Writing Sunday, 16:50–17:15, 1101	Dalziel, et al.
Changes in Learner Perception and Use of Machine Translation Sunday, 16:50–17:15, 908	Walker, et al.
JALTCALL AI Forum: Prompt Engineering and Fine-Tuning GPTs Sunday, 16:50–18:20, Rehearsal Room (B1)	Swier, et al.
One Year of GenAI: Comprehensive Language Learning Study Sunday, 17:25–17:50, 1002	Irwin
AI Language Models As Teaching Tools in EFL Writing Classes Sunday, 17:25–17:50, 1003	English
Beyond the Binder: Crafting Portfolios for Success Sunday, 18:00–19:00, 1002	Hayford IV, et al.
Implications for Watching Digital Games & Language Learning Monday, 09:30–09:55, 1002	Andersson
Mastering Blackboard Learn LMS for Innovative Teaching Monday, 09:30–09:55, 910	Nguyen
Examining How Online Learner Dictionaries Define Words Monday, 11:15–11:40, 1001-1	Dilenschneider, et al.
Aquaint: Customizable Chatbot App for Language Learning Monday, 11:15–11:40, 901	Suzuki-Parker

What Is Proficiency: Updating Our Current Notions	Sitler
Monday, 11:50–12:15, 902	
The Four Strands Revisited With ChatGPT	Mito
Monday, 12:25–12:50, 903	
From Classroom to Cyberspace: VR Language Instructors' Role	Ijiri
Monday, 12:25–12:50, 906	

Technology in Teaching (TnT)

Integrating Generative AI Into Academic Writing Classrooms	Talandis Jr., et al.
Friday, 13:00–14:30, 901	
Roles of Large Class ELT Teachers: Navigating With ICT Skill	Duwadi
Friday, 13:00–13:45, 902	
Achieving Better Assessment and Accountability Using Spreads	MacLean
Friday, 13:00–14:30, 903	
AI Tools for Quantifying Speaking Assessments	Cvitkovic
Friday, 14:45–15:30, 901	
Applying Google's Applied Digital Skills to Your Teaching!	Paterson
Friday, 14:45–15:30, 903	
Master the Art of Prompt Engineering ChatGPT and GenAI	Pack, et al.
Friday, 15:45–16:30, 901	
Channeling Creativity With Coding (and Animation)	Mural
Friday, 16:45–17:30, 903	
Using ChatGPT for Developing Students' Academic Writing	Spero
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Celling Like Hotcakes: The Spreadsheet Gradebook Solution	Rubrecht
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