



2025 CUE, PGL, and BizCom Conference

September 13-14, 2025
Hitotsubashi University, Tokyo

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Greetings and Welcome

Dear Participants:

Aloha and welcome to this joint conference hosted by the JALT College and University Educators (CUE) Special Interest Group (SIG), the JALT Business Communication SIG, and the Peace as a Global Language committee (PGL). This 2-day event promises to enlighten participants with researcher talks, plenary speakers from each of the three hosts, poster presentations, a workshop, forums, a roundtable discussion, and a book raffle. The theme for the conference is “Bridging Divides: Japan’s Role in Language, Commerce, and Peace.” As stated on our conference homepage, the theme of this conference asks how universities can foster experts in international communication who can tend to peaceful international relations and take their place as captains of industry. This conference is also special in that we have presenters of all ranges, from students, first-time presenters, and professionals who have been in the field for a long time. We can learn from each other and gain much knowledge.

We want to thank Hitotsubashi University for providing the venue, as well as thank our publishers for attending and helping to sponsor the event.

Conference information is provided on the Indico website: <https://events.jalt.org/event/41/overview>

The daily schedule (provided below) is on the Timeline link at Indico, and abstracts are shown there in the Contribution List link.

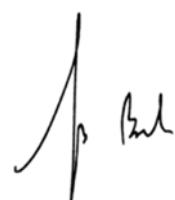
You can also learn more about each of the three hosting groups at the following websites:

- CUE: <https://jaltcue.org/>
- BizCom: <https://www.bizcomsig.org/jalt-bizcom/about-us>
- PGL: <https://sites.google.com/view/pgl2024/about-pgl>

Details on a post-conference publication will be forthcoming.

Mahalo nui loa, and thank you in advance for making this a wonderful event!

Sincerely,



Frederick Bacala, Ed.D.

2025 CUE Conference with BizCom SIG and PGL Chairperson

Saturday Sept 13 Schedule at a Glance

Time	Room 22	Room 23	Room 24	Room 26	Room 28
9:30-9:45	Opening Ceremony (Room 26)				
9:45 I 10:40	Plenary Presentation Room 26 Interdisciplinary research in business English: Insights from experts and implications for ESP teacher professional development Zuocheng Zhang, University of New England				
10:50 I 11:15	Student Attitudes Toward AI and English Listening Practice Jerry Johnston, Kwansei Gakuin University	Teaching Methods for Facilitating the Transition from Japanese to English Rhetorical Conventions Yuri Miyata, Temple Univ. Japan	Move Your Talk: Coherence Through Discourse Markers With Hand Gestures in Academic Presentations Ariane Nicole Dacula et al., Rizal Technological University	Exploring the SDGs through PBLL: A Framework for Content-Based Academic English James Underwood	American Presidents 1G8G-Present: Tariffs and Japan, a Retrospective Harry Carley, Matsuyama University
11:25 I 11:50	Can Unions Close the Gender Gap in University EFL Teaching in Japan? Julia Kimura, Mukogawa Women's University	Scaffolding Critical Thinking through the Strategic Use of AI Tyson Rode and Patrizia M.J. Hayashi, Meikai University		Knowing Names: Benefits Beyond the Classroom Susan Sullivan, Tokai University	Bridging Divides Through Film: Another Day to Stay Alive サイラス 望セスナ, ソリコンサルタンツ
12:00 I 12:25	Assessing Validity and Reliability of Metacognitive Awareness Instrument for Arabic Learners Diana Sholihah, Universitas Islam Tribakti Lirboyo Kediri	Learner Evaluation of Speaking Proficiency: Communicative Adequacy in the EFL Context Shzh-chen Nancy Lee, Osaka University	How to Improve Experience in Recorded Classes for both Teacher and Students Yutaka Koga, Hitotsubashi University		Global Popular Campaigns Supporting the Intersection between Commerce, Language, and Peace Paul Duffill Rikkyo University
12:25-2:30	Lunch Break				
2:30 I 3:25	Plenary Presentation Room 26 How global leaders persuade their followers? Corpus analyses of business presentations Yasuo Nakatani, Hosei University				
3:35 I 4:00	アジア地域 WPS モデルの構築に向けて——自衛隊の役割と可能性 岩田 英子, 防衛省防衛研究所	Language Practices and Discourses in Canadian Business Studies Brent Amburgey, Hitotsubashi University	From "Jetinho" to "Shikata ga na": Compromise between Brazil and Japan Hellen Haga	Teaching Multiperspectivity: Ainu Textbooks, "Iwakan," and Neuroscience Jennifer Teeter, Kyoto Seika University	English as a Global Corporate Language: Japanese cases within the EFL Research Framework Saeko Ujiie, SBF Consulting LLC
4:10 I 4:35		Asian Approach to International Trade Law? Ichiro Araki, Yokohama National University	Creating a Japanese-English Picture Book on Traditional Cypress Weaving Yukari Kimura Kanazawa Institute of Technology		Japan in an Era of Increased Foreign Engagement: Challenges and Opportunities Max Pohl
4:45 I 5:40	Graduate Student Forum Room 26 EMI educational experiences in Japan: Perspectives of policy studies graduate students from around the world The National Graduate Institute for Policy Studies (GRIPS)				
6:30-8:30	Conference Dinner				

Sunday Sept 14 Schedule at a Glance

Time	Room 22	Room 23	Room 24	Room 26	Room 28
10:00 I 10:55				Plenary Presentation Room 26 Bridging student apathy and global engagement: Lessons from Kenya for Japanese universities Shotaro Ishida, City Councilor for Higashi Yamato City	
11:05 I 11:30	The Advantages of Toastmasters International: Implications for Japanese EFL Tertiary Contexts Roberto Rabbini, <i>Toyo University</i>	Bridging Youth Aspirations and National Workforce Priorities in the Maldives Fathimath Shiyadha, <i>GRIPS JDS-JICA</i>	Bridging the Gap: The State of US IEPs and Japanese Students' Study Abroad Gordon Clark, <i>Univ. of North Texas</i> ; Ian Randall, <i>Kansai Gaidai Univ</i>	(Roundtable) The Impact of the Kenya Study Tour: More lessons from Kenya Zane Ritchie (moderator), <i>Josai University et al.</i>	
11:40 I 12:05	Beyond the Page: Extensive Reading to Encourage Self-Efficacy and Self-Regulation Brian Inglis	Bridging Divides through Neuroscience-Informed TESOL: Business English for Global Communication Mariana Senda, <i>TUS, Meiji University</i>	Classroom to Conference Room: Building Communication Confidence for Global Success Gordon Clark, Maryann Phillips, Nada Cohadzic, <i>Univ. of North Texas</i>	Outdoor Language Education for Global Citizenship and Soft Skills in Japan David Gann, <i>Karuizawa, Japan</i>	Encounters and Hope – Students as Peacebuilders Shannon Saruwatashi, <i>Nagasaki Junshin Catholic University</i>
12:05–2:00	Lunch Break				
2:00 I 2:55	Teachers' Workshop (Room 26) Roleplays with purpose: Teaching register and building fluency in business English classes Rachel Patterson, Kindai University				
3:05 I 3:30	CUE in Motion: Staying Relevant in Changing Times Glen Hill, Mariana Senda, Tosh Tachino, <i>Hokusei Gakuen University; TUS, Meiji University; Aoyama Gakuin University</i>	Consumer Brands and Finance: Examining Products as Teaching Tools in Finance Education Alexander Sheffrin <i>Ritsumeikan University</i>	English, Power, and (Re)Shaping Ideas Jeremy Byma, <i>Musashino University</i>	Building News Awareness Through Science Articles in University Classes Ryoko Hatomoto, <i>University of Tokyo, Temple University</i>	Using Case Scenarios to Teach Sociolinguistics in EFL Contexts Nidal Butt, <i>Westgate</i>
	Poster Sessions (Room 25)				
	Developing Critical Discourse Through Socratic Dialogue Robert Shiffer II, <i>Temple Univ. Japan</i>	Investigating the Effects of Deductive and Inductive Grammar Instruction on Noticing in L3 Learning Tomomi Seki, <i>Temple Univ. Japan</i>		From Classroom to Global Careers: Preparing University Students for English-Mediated Communication Yoshiko Matsumoto, <i>Soka University</i>	
3:40 I 4:35	Graduate Student Forum Room 26 EMI educational experiences in Japan: Perspectives of policy studies graduate students from around the world The National Graduate Institute for Policy Studies (GRIPS)				
4:35–4:45	Closing Ceremony / Book Raffle				

Abstracts for Presentations

Saturday Abstracts



Also available at

<https://events.jalt.org/event/41/contributions/>

9:30-9:45 Opening Ceremony Room 26

9:45-10:40 Plenary 1 Room 26

Interdisciplinary Research in Business English: Insights from Experts and Implications for ESP Teacher Professional Development

SPEAKER: ZUOCHENG ZHANG - UNIVERSITY OF NEW ENGLAND

Business English is often described as an interdisciplinary field of research. In this talk, I will draw on interviews with leading researchers in the field and an analysis of their publications to discuss characteristics of interdisciplinarity in Business English research. I will elaborate on the implications of these characteristics for Business English teachers in researching language use in business, designing classroom teaching and collaborating with subject specialists and industry partners.

10:50-11:15 Room 22

Student Attitudes toward AI and English Listening Practice

SPEAKER: JERRY JOHNSTON¹ - ¹KWANSEI GAKUIN UNIVERSITY

Researchers had surveyed 571 students regarding their attitudes and perceptions of using AI, especially in the context of English listening practice. Results showed that students are mostly comfortable with using AI to practice English listening, which can allow for greater customization of English listening practice. This can help foster learner autonomy and help teachers create appropriate international or business listening practices for a variety of situations. Understanding can bring peaceful communication to potentially tumultuous encounters.

10:50-11:15 Room 23

Teaching Methods for Facilitating the Transition from Japanese to English Rhetorical Conventions

SPEAKER: YURI MIYATA¹ - ¹TEMPLE UNIVERSITY JAPAN

The purpose of this study is to examine effective teaching methods for facilitating the transition from Japanese rhetorical conventions to English ones. In the 1960s, Kaplan first identified that rhetorical conventions vary across cultures. This raises the question of how teachers should effectively teach English rhetoric to L2 writers. In this study, participants received explicit instruction from their teacher and were able to adapt L2 rhetorical patterns in their essays. However, they experienced difficulty applying these patterns independently. The findings do not allow us to conclude whether explicit instruction alone is sufficient. Further research is therefore necessary to address this issue.

10:50-11:15 Room 24

Move Your Talk: Coherence Through Discourse Markers With Hand Gestures In Academic Presentations

SPEAKERS: ARIANE NICOLE DACULA¹, JESSRYL ALMARIO¹, JOYCE ANNE LUZON, AND MARIANE ISABEL DELA CRUZ - ¹RIZAL TECHNOLOGICAL UNIVERSITY

This study explores how discourse markers and hand gestures enhance coherence in academic oral presentations among L2 learners. Using a qualitative design, video presentations of ten second-year English majors were analyzed through Creswell's (2012) six-step framework and multimodal discourse analysis. Results show that markers like "so," paired with gestures such as pointing and open-handed movements, improve transitions, emphasize key points, and engage audiences. These verbal and nonverbal elements function together to build coherence. The study also recommends incorporating gesture and discourse marker training in teacher education and encourages further research on multimodal communication in cross-cultural contexts.

10:50-11:15 Room 26

Exploring the SDGs through PBLL: A Framework for Content-Based Academic English

SPEAKER: JAMES UNDERWOOD

This presentation reports on the adaptation of the Project-Based Language Learning (PBLL) framework to teach the Sustainable Development Goals (SDGs) in an academic content-based course. Over six weeks, students researched an SDG about a specific country using a structured framework and selected resources. Each week included homework research, peer sharing, academic skills tutorials, and shared texts. In the seventh week, students presented their findings, followed by a discussion. The presenter will outline the course structure, materials, and activities, and share examples of student work. Participants will gain insights into integrating PBLL and SDGs in academic English instruction.

10:50-11:15 Room 28

American Presidents 1989-Present: Tariffs and Japan, a Retrospective

SPEAKER: HARRY CARLEY¹ - ¹MATSUYAMA UNIVERSITY

The United States and Japan have maintained a close and mutually advantageous economic and trade relationship since the end of WWII. This large amount of trade unfortunately has not always been balanced in the eyes of one nation or the other. The U.S. in particular, has been vocal about any disparities, with the threat and action of tariffs on Japanese goods. This submission will center on the comparison and contrast of trade approaches of various U.S. Presidents from 1989 to current, regarding commerce with Japan. Emphasis will be conveying an understanding of American tariffs, their policies, and their unpredictable outcomes.

11:25-11:50 Room 22

Can Unions Close the Gender Gap in University EFL Teaching in Japan?

SPEAKER: JULIA KIMURA¹ - ¹MUKOGAWA WOMEN'S UNIVERSITY

This presentation explores gender disparity in Japanese university EFL teaching, a field where women dominate the contingent workforce yet face systemic inequities. Despite broader attention to gender inequality in Japanese workplaces and unions, little research has examined its impact in this context. Drawing on two studies, I analyze interviews with female EFL professionals and their experiences with career advancement. I also investigate their participation in labour unions, revealing the union's paradoxical role in both addressing and perpetuating gender gaps. These findings highlight the need for more inclusive employment policies and union practices to promote equity for contingent educators.

11:25-11:50 Room 23

Scaffolding Critical Thinking through the Strategic Use of AI

SPEAKERS: TYSON RODE¹ AND PATRIZIA M.J. HAYASHI¹ - ¹MEIKAI UNIVERSITY

This study reports students' perceptions of using AI to assist with the preparation of a Model United Nations activity in a university-level EFL discussion and debate focused class. The research herein describes an approach taken by an EFL instructor to develop learners' content knowledge quickly through the use of traditional scaffolding methods such as brainstorming and categorizing, and then supplementing these processes with AI-assisted scaffolding techniques and research.

11:25-11:50 Room 26

Knowing Names: Benefits Beyond the Classroom

SPEAKER: SUSAN SULLIVAN¹ - ¹TOKAI UNIVERSITY

U.S. studies on the use of name tents to encourage students to learn each other's names have suggested that one of the related benefits is that students knowing individual class members' names can lead to enhanced opportunities for meaningful interaction outside of the classroom. These opportunities can be advantageous for positive social and educational development. This study explores whether the same benefits are apparent for students who have learnt each other's names through mnemonic activities in EFL lessons at a Japanese university.

11:25-11:50 Room 28

Bridging Divides Through Film: Another Day to Stay Alive

SPEAKER: サイラス 望セスナ¹ - ¹ソリコンサルタンツ

This presentation describes my effort to bridge Japanese/Non-Japanese divides through my short film "Another Day to Stay Alive," which premiered in Skip City International D Cinema Festival on July 23 this year. This film portrays a Japan-born and bred non-Japanese who declares to his Japanese wife and half-Japanese daughter that he will kill himself, leading to an intense discussion on identity and ostracism between them. The presentation describes the process of creating this film, discusses art as a means of effecting social change, and suggests how educators can use films like these to promote understanding from Japanese students.

12:00-12:25 Room 22

Assessing Validity and Reliability of Metacognitive Awareness Instrument for Arabic Learners

SPEAKER: DIANA SHOLIHAH¹ - ¹UNIVERSITAS ISLAM TRIBAKTI LIRBOYO KEDIRI

Research on metacognitive awareness among Arabic learners in Islamic universities is limited. This study provides the first validation of the Junior Metacognitive Awareness Inventory (Jr. MAI) in the Indonesian Arabic language learning context. A total of 216 students from seven Islamic universities participated. The translated Jr. MAI achieved a Cronbach's alpha of 0.840, with 16 of 18 items showing acceptable to strong correlations ($r = 0.318\text{--}0.558$). Two items were weakly correlated and require revision. The findings support the Indonesian Jr. MAI as a reliable, valid tool for research and instructional improvement.

12:00-12:25 Room 23

Learner Evaluation of Speaking Proficiency: Communicative Adequacy in the EFL Context

SPEAKER: SHZH-CHEN NANCY LEE¹ - ¹OSAKA UNIVERSITY

The evaluation of English-speaking proficiency remains a challenge for learners and teachers in Japan. This study examines learner evaluation of EFL communicative adequacy. Communicative adequacy has been conceptualized as the extent to which speakers successfully achieve the communicative goals of a given task (Pallotti, 2009). Fifty Japanese university students evaluated a video of two learners attempting to schedule an appointment with each other. They intuitively rated the extent of target speaker's success on a five-point Likert scale and explained their judgments in a questionnaire. Results will be compared with prior research on learner evaluations of monologues and dialogues.

12:00-12:25 Room 24

How to Improve Experience in Recorded Classes for Both Teachers and Students

SPEAKER: YUTAKA KOGA¹ - ¹HITOTSUBASHI UNIVERSITY

This presentation introduces some problems that occur in recorded university classes with respect to diversity in cognition, drawing on a personal experience. It then explains a unique solution to this problem and why it will work. The aim of this presentation is to inform people about what really happens to certain minorities, and how small differences in class format can lead to great changes.

12:00-12:25 Room 28

Global Popular Campaigns Supporting the Intersection between Commerce, Language, and Peace

SPEAKER: PAUL DUFFILL¹ - ¹RIKKYO UNIVERSITY

Commerce and its language can support—or block—prospects for peace and equal human rights. One critical current example is commerce (and associated language) that supports Israel's chronic and systematic rejection of: equal rights for Palestinians, international rule-of-law, and international peace through dialogue. This presentation will examine efforts, specifically the global popular nonviolent movement for peace and equal human rights in Palestine-Israel, that work to help commercial activities support—rather than undermine—international peace and equality. A case study, focused on the campaign to reverse the anti-peace and anti-equality commercial activities of the major international brand SodaStream, will be utilised.

14:30-15:25 Plenary 2

Room 26

How Do Global Business Leaders Persuade Their Followers? A Corpus-Based Analysis of Business Presentations

SPEAKER: YASUO NAKATANI¹ - ¹HOSEI UNIVERSITY

This plenary presents findings from a large-scale corpus analysis of over one million words from the public speeches of 100 globally recognized leaders, including Elon Musk, Jeff Bezos, Bill Gates, and Larry Page.

The results reveal a clear pattern: these leaders consistently use specific communication strategies designed to move their audience from passive listeners to active participants. In contrast, comparative analyses of English speeches by Japanese business leaders, such as Akio Toyoda, show that these persuasive strategies are often underutilized—highlighting a critical gap in global communication effectiveness.

15:35-16:00 Room 22

アジア地域WPS モデルの構築に向けて—自衛隊の役割と可能性

SPEAKER: 岩田英子¹ - ¹防衛省防衛研究所

Women, Peace and Security (WPS) は、2000 年の国連安保理決議1325 に端を発し、女性の平和構築・安全保障分野への参画を促す国際的枠組みです。欧米では制度化が進む一方、アジア地域は多様な安全保障環境・政治文化を背景に、一律の導入が難しい側面があります。

日本においても自衛隊が非伝統的分野においてWPS に関連した取り組みを進めていますが、その意義や方向性は明確ではありません。本発表は、アジアにおけるWPS 履行の実情と課題を整理し、地域的なWPS モデルを提案することを目的とします。特に、自衛隊が担うる役割と今後の展望に焦点を当てます。

15:35-16:00 Room 23

Language Practices and Discourses in Canadian Business Studies

SPEAKER: BRENT AMBURGEY¹ - ¹HITOTSUBASHI UNIVERSITY

This presentation will introduce findings from a qualitative study of the language practices of plurilingual undergraduate students of business at a Canadian university. It will explore themes including how the participants report drawing on their respective L1s, other languages in their linguistic repertoires, and cultural knowledge –while navigating learning in an English-dominant context. The study also considers how participants interact with and respond to social discourses around language and language use. The presentation will conclude with consideration of implications for pedagogy, including in language classrooms, multilingual contexts, and disciplines such as business communication studies.

15:35-16:00 Room 24

From “Jeitinho” to “Shikata ga nai”: Compromise between Brazil and Japan

SPEAKER: HELLEN HAGA

Effective business communication goes far beyond speaking the same language. Cultural values shape how professionals interact, negotiate, and build trust; sometimes causing misinterpretations. This talk explores the cultural dynamics influencing communication between Brazilian and Japanese businesspeople. Using real examples, we will examine common causes of misunderstandings and their impact on workplace collaboration.

Participants will gain strategies to reduce communication barriers, improve mutual understanding, and strengthen relationships across these cultures. The session offers actionable insights for navigating multicultural environments effectively, whether in language teaching, corporate training, or international business.

15:35-16:00 Room 26

Teaching Multiperspectivity: Ainu Textbooks, “Iwakan,” and Neuroscience

SPEAKER: JENNIFER TEETER¹ - ¹KYOTO SEIKA UNIVERSITY

Amid rising polarization, instruction that fosters the holding of multiple truths is critical. Drawing on classroom-tested activities from university courses, this practical session introduces a repeatable protocol for teaching multiperspectivity, using Ainu representation in Japanese textbooks as an illustrative case. Activities were developed and used in second- through fourth-year Japanese university courses. After examining how state-centered narratives shape public understanding, strategies are modelled that surface absent voices. Anchored in James R. Doty’s neuroscience on attention, intention, compassion, and “survival-mode” habits, the approach blends metacognitive “iwakan” check-ins with reflective questioning, power-mapping, and audience-aware rewriting.

15:35-16:00 Room 28

English as a Global Corporate Language: Japanese Cases within the ELF Research Framework

SPEAKER: SAEKO UJIIE¹ - ¹SBF CONSULTING LLC

This presentation examines the use of English in Japanese business contexts through the lens of English as a Lingua Franca (ELF). Based on interviews with Japanese bilingual professionals, the study finds that English is mainly used to communicate with non-Japanese-speaking counterparts, while Japanese remains preferred among Japanese colleagues. Mandating English in such interactions is seen as counterproductive. Japanese NNESs in English-as-a-native-language (ENL) environments face disadvantages not experienced in non-ENL settings, largely due to unawareness of ELF-ENL differences. The study calls for greater ELF awareness among corporate leaders and ENL employees, supported by clear, context-sensitive language management policies.

16:10-16:35 Room 23

Asian Approach to International Trade Law?

SPEAKER: ICHIRO ARAKI¹ - ¹YOKOHAMA NATIONAL UNIVERSITY

Asian countries have historically followed, rather than led, in international trade law. While India and China were early GATT members, China withdrew early and rejoined the WTO only in 2001. India has consistently participated but often with skepticism, opposing initiatives like Joint Statement Initiatives (JSIs). Today, China is assuming a leadership role, especially in investment facilitation, & both Japan and ASEAN support the system quietly. As U.S. support for the WTO weakens, Asia’s role becomes increasingly vital. Multi-Party Interim Appellate Arbitration system (MPIA), created in 2020, tests this shift, with its first case between China and the EU already decided.

16:10-16:35 Room 24

Creating a Japanese-English Picture Book on Traditional Cypress Weaving

SPEAKER: YUKARI KIMURA¹ - ¹KANAZAWA INSTITUTE OF TECHNOLOGY

Hakusan Geo, a student club at a private university, uses English to promote the Hakusan Tedorigawa UNESCO Global Geopark to attract international tourists. In 2024, the project received a grant from the University Consortium Ishikawa for regional issue research support. Among many initiatives, the students created an English-Japanese picture book on the 400-year history of local craft, cypress weaving, in collaboration with Hakusan City and local artist residents. Through this project, students learned about their community from residents, received support from the municipality, and contributed to the community using their English skills and youthful creativity.

16:10-16:35 Room 28

Japan in an Era of Increased Foreign Engagement: Challenges and Opportunities

SPEAKER: MAX POHL

Japan's weakened yen, increasing labor demand amid an aging population, and growing status as a "soft power superpower" have led to rapid increases in tourism and migration. Although this development has benefited diplomacy and the economy, it has stirred debate among locals. Unlike immigrant nations such as the United States, Japan's culture developed around a single ethnic group, creating a refined yet less adaptable tradition. The challenge lies in preserving Japan's heritage while adapting to global shifts. Success requires mutual effort: Japanese citizens safeguarding tradition while embracing change, and foreign visitors respecting cultural norms to foster harmony in evolving Japan.

16:45-17:40 Room 26

EMI Educational Experiences in Japan: Perspectives of Policy Studies Graduate Students From Around the World: GRIPS Student Forum 1

SHARMA SHIKHA¹, LAURA PÉREZ¹, OOKO MAURICE OMONDI¹ – ¹THE NATIONAL GRADUATE INSTITUTE FOR POLICY STUDIES (GRIPS)

The National Graduate Institute for Policy Studies (GRIPS) is a national university that welcomes public sector workers from across the globe to study public policy and strengthen bonds between Japan and its international partners. This forum will provide soon-to-be graduates from GRIPS an opportunity to discuss their research, their experiences with EMI at GRIPS, and to compare their educational experiences in Japan with their earlier experiences. Saturday's presenters are from India (Sharma), Cuba (Laura), and Kenya (Maurice).

Sunday Abstracts



Also available at

<https://events.jalt.org/event/41/contributions/>

10:00-10:55 Plenary 3 Room 26

Bridging Student Apathy and Global Engagement: Lessons from Kenya and for Japanese Universities

SPEAKER: SHOTARO ISHIDA¹ - ¹POLITICIAN: HIGASHI YAMATO CITY COUNCIL MEMBER

Japanese universities promote global issues, yet many students remain disengaged. I was one of them until an educational program in my fourth year took me to a slum school in Kenya, where I witnessed students' fierce commitment to learning despite severe deprivation. This visceral experience led me to politics: I want Japanese people to feel the urgency of social problems near and far. This presentation validates the transformative potential of university education and suggests how university educators could turn apathetic youth into engaged global citizens.

11:05-11:30 Room 22

The Advantages of Toastmasters International: Implications for Japanese EFL Tertiary Contexts

SPEAKER: ROBERTO RABBINI¹ - ¹TOYO UNIVERSITY

Toastmasters International (TM), a nonprofit organization founded in 1924, uses a global network of clubs to educate leadership, public speaking, and presentation techniques. TM's primary objective is to assist individuals from a variety of backgrounds in developing their leadership, speaking, and communication skills. This presentation's goals are to investigate how this NGO/NPO has been successful in assisting people in becoming better presenters and interlocutors, as well as how comparable strategies might be applied to speaking and presentation courses at the tertiary level in Japan. Some practical examples that can be applied in the classroom will also be shared.

11:05-11:30 Room 23

Bridging Youth Aspirations and National Workforce Priorities in the Maldives

SPEAKER: FATHIMATH SHIYADHA¹ - ¹GRIPS (JDS SCHOLARSHIP)- JICA

This presentation examines the disparity between the Maldives' national workforce priorities and aspirations of its youth. By analyzing the data from government-funded education programs and labor market outcomes, it demonstrates how the present investments are misaligned with the country's economic needs and student career choices. The session provides insight into developing policies that balance national development goals with aspirations and skills of Maldivian youth, promoting a more sustainable and inclusive future within the specific challenges faced by Small Island Developing States, such as brain drain, wage disparities, and lack of employment opportunities in desired fields.

11:05-11:30 Room 24

Bridging the Pacific Gap: The State of US IEPs and Japanese Students' Study Abroad

SPEAKERS: GORDON CLARK¹ AND IAN RANDALL² - ¹UNIVERSITY OF NORTH TEXAS, ²KANSAI GAIDAI UNIVERSITY

Colleagues separated by 6400 miles, Gordon Clark of the University of North Texas and Ian Randall of UNT at Kansai Gaidai University, present findings of a transpacific poll on the expectations and experiences of US Intensive English Programs and Japanese universities that sponsor and send study abroad students to them. What are the expectations of each? What happens if the IEP closes? With US F-1 visas at a trickle, are programs adapting to ESTA? How can communication work better for both sides? Conversely, what are the best practices you have experienced? Finally, opportunities for discussion at end.

11:05-11:30 Room 26

The Impact of the Kenya Study Tour: More Lessons from Kenya (Roundtable Discussion)

SPEAKER: ZANE RITCHIE (MODERATOR)¹, SHOTARO ISHIDA², TOSH TACHINO³, KAZUYA ASAKAWA⁴, AND YUKO KITAMURA⁵, JUNYA WATANABE⁶ - ¹JOSAI UNIVERSITY, ²HIGASHI-YAMATO CITY COUNCIL, ³AOYAMA GAKUIN UNIVERSITY, ⁴GLOBAL CAMPAIGN FOR PEACE EDUCATION JAPAN, ⁵NAGANO UNIVERSITY, ⁶TOKYO UNIVERSITY OF FOREIGN STUDIES

Study tours are associated with gains in intercultural competence, civic attitudes, and academic outcomes. One program began in 2016, to take Japanese educators to Kenya, and has evolved to include students and reciprocal visits from Kenya to Japan. These have resulted in mutual learning, research collaboration, and development projects. This program changed Mr. Ishida's life, and his plenary explores the lessons he learned. This roundtable extends this by focusing more on the program itself, panelists outlining their experiences and how participation broadened their horizons and enhanced their own prospects and lives.

11:40-12:05 Room 22

Beyond the Page: Extensive Reading to Encourage Self-efficacy and Self-regulation

SPEAKER: BRIAN INGLIS

What happens when extensive reading becomes discouraging and demotivating? How can we address problems with extensive reading without (re)introducing other, potentially serious ones? These questions inspired an action research project in the context of an internationally-oriented Japanese university's extensive reading program, which was characterized by student frustration, poor performance, and suspected cheating. Informed by frameworks of self-efficacy and self-regulated learning, one group was instructed to complete reading journals and present them to the teacher. Students succeeded and thrived, and ideas for extensive reading and broader promotion of self-efficacy and self-regulated learning will be discussed.

11:40-12:05 Room 23

Bridging Divides through Neuroscience-Informed TESOL: Business English for Global Communication

SPEAKER: MARIANA OANA SENDA¹ ¹TOKYO UNIVERSITY OF SCIENCE, MEIJI UNIVERSITY

This presentation explores how neuroscience-informed TESOL can optimize materials to improve linguistic retention, learner engagement, and intercultural empathy in Japanese university Business English classes. Drawing on my ongoing doctoral research, it demonstrates how principles such as spaced repetition, deliberate practice,

multi-sensory input, and emotionally resonant learning can shape effective teaching resources. The session highlights how material design grounded in neuroscience not only enhances academic outcomes but also prepares learners for meaningful participation in professional and intercultural contexts. Participants will take away adaptable, research-based insights that link TESOL practice with Japan's role in global commerce and peace.

11:40-12:05 Room 24

Classroom to Conference Room: Building Communicative Confidence for Global Success

SPEAKERS: GORDON CLARK¹, MARYANN PHILLIPS¹ AND NADA COHADZIC¹⁻² UNIVERSITY OF NORTH TEXAS

This session explores how intensive English programs (IEPs) are evolving to meet 21st-century student needs, especially among Japanese university learners to build transferable communication skills for academic and professional settings. After a brief review of relevant SLA theories, we demonstrate two classroom activities that include task-based approaches and teacher-guided AI tools to promote authentic language use and learner agency. The classroom activities are examined in detail, showing alignment with theory and practical outcomes. Participants will gain ideas for supporting global readiness and prepare learners to engage thoughtfully and ethically in a changing world.

11:40-12:05 Room 26

Outdoor Language Education for Global Citizenship and Soft Skills in Japan

SPEAKER: DAVID GANN

This presentation introduces a proposed research study examining how outdoor education, when culturally adapted to the Japanese context, can develop soft skills for global communication. By reducing learner anxiety and promoting embodied, task-based language use in nature-rich environments, this model enhances both linguistic competence and emotional resilience. It aligns with peace-oriented pedagogy and supports Japan's leadership in preparing globally minded professionals, bridging divides between language education, international relations, and business communication.

11:40-12:05 Room 28

Encounters and Hope – Students as Peacebuilders

SPEAKER: SHANNON SARUWATASHI¹ - ¹NAGASAKI JUNSHIN CATHOLIC UNIVERSITY

A pilgrimage of American Catholic faith leaders, academics, and students arrived in Hiroshima on August 5th this summer. Their goal was not only to address issues of peacekeeping and nuclear disarmament through a Catholic lens, but also, to specifically discover what university students, as future peacebuilders, could do by working together. As a program coordinator, dialogue facilitator, and presentation moderator, I offer a look at the week's events through my own experience as a member of the project. The presentation culminates in suggestions and ideas for future collaboration, dialogue, and steps toward action between U.S. and Japanese university students.

14:00-14:55 WORKSHOP

Room 26

Roleplays with Purpose: Teaching Register and Building Fluency in Business English Classes

SPEAKER: RACHEL PATTERSON¹ - ¹KINDAI UNIVERSITY

In addition to vocabulary and grammar, Business English students need pragmatic competence to navigate everyday professional situations. This workshop introduces adaptable strategies and role play activities designed to help learners recognize levels of appropriateness and understand key stages of negotiations. After a brief overview of relevant pragmatic frameworks, participants will explore classroom-tested materials that build awareness of register, relationship dynamics, and negotiation flow. Attendees will leave with practical tools and valuable experience from the student's perspective they can adapt for their own courses, particularly for intermediate to advanced university learners preparing for global business contexts.

15:05-15:30 Room 22

CUE in Motion: Staying Relevant in Changing Times

SPEAKERS: GLEN HILL¹, MARIANA SENDA², AND TOSH TACHINO³ - ¹HOKUSEI GAKUEN UNIVERSITY, ²MEIJI UNIVERSITY, ³AOYAMA GAKUIN UNIVERSITY

This session presents the results from three surveys of mostly CUE members conducted between 2022 and 2024. The surveys include information such as how they interact with CUE, what they appreciate in CUE, and what they want more from CUE. Part of the session is spent on eliciting comments from the attendees and discussing how CUE can serve them better. So join us and participate in the conversation to shape the future direction of CUE!

15:05-15:30 Room 23

Consumer Brands and Finance: Examining Products as Teaching Tools in Finance Education

SPEAKER: ALEXANDER SHEFFRIN¹ - ¹RITSUMEIKAN UNIVERSITY

Students today are in critical need of finance education. Many educators today feel unprepared to teach and talk about finance. This presentation discusses the importance of finance education and financial literacy and how both students and educators can become prepared to learn and discuss about finance through the use of everyday consumer products. This presentation will discuss how familiar brands and consumer products are practical tools for English speaking, reading, writing, and listening activities related to finance in classrooms.

15:05-15:30 Room 24

English, Power, and the (Re) Shaping of Ideas

SPEAKER: JEREMY BYMA¹ - ¹MUSASHINO UNIVERSITY

This research investigates whether English as a lingua franca democratizes ideas or if it reinforces internal hierarchies in global business. Through the analysis of multinational corporations and linguistic policies, the presentation seeks to expose how English proficiency tends to entrench power asymmetries, and marginalizes non-native speakers. The findings reveal that democratization really only occurs when language policies align with inclusive cultures and structural reforms. Recommendations in this presentation will emphasize context-aware strategies over universal English mandates.

15:05-15:30 Room 26

Building News Awareness Through Science Articles in University Classes

SPEAKER: RYOKO HATOMOTO¹ - ¹THE UNIVERSITY OF TOKYO, TEMPLE UNIVERSITY

In my science article reading class at the University of Tokyo, I noticed that many first-year students didn't read newspapers. I found this a bit worrying, since many of them will probably work or do research in global fields in the future. So I brought in science news articles, mostly from the New York Times, and had students read, discuss, and present in groups. In this talk, I'll introduce how the class worked and share some student feedback. I also hope to check whether their attitude toward news changed after the course ended.

15:05-15:30 Room 28

Using Case Scenarios to Teach Sociolinguistics in EFL Contexts

SPEAKER: NIDAL BUTT¹ - ¹WESTGATE

This session introduces a classroom approach that uses case scenarios to explore sociolinguistic themes in tertiary EFL settings. Drawing on topics such as language and identity, language and gender, and language death, the approach invites students to examine how language intersects with power, culture, and society. Through guided reflection and discussion, students develop critical awareness of global and local language issues and connect to the discussion using their own experiences. The presentation shares sample materials, student responses, and practical suggestions for integrating sociolinguistic content into EFL or CLIL-style courses.

15:05-15:30 POSTER PRESENTATION Room 25

From Classroom to Global Careers: Preparing University Students for English-Mediated Communication

SPEAKER: YOSHIKO MATSUMOTO¹ - ¹SOKA UNIVERSITY

This presentation examines a university-level course designed to prepare Japanese and international students for global business communication. Conducted in English with a small, interactive group, the course emphasizes skill-based learning through presentations, negotiations, and intercultural interaction. Students with limited work experience acquire business-relevant expressions, phrases, and vocabulary for authentic contexts. Politeness strategies and intercultural competence are developed through simulations and role-plays. ICT tools such as TED Talks and collaborative platforms enhance engagement. The course bridges academic learning with real-world readiness, fostering practical, culturally sensitive communication.

15:05-15:30 POSTER PRESENTATION Room 25

Investigating the Effects of Deductive and Inductive Grammar Instruction on Noticing in L3 Learning: A Case Study of a Korean L1, Japanese L2, English L3 Learner

SPEAKER: TOMOMI SEKI¹ - ¹TEMPLE UNIVERSITY JAPAN

This qualitative case study compares the effects of deductive and inductive grammar instruction on metalinguistic awareness and noticing in third language (L3) acquisition. The participant, a Korean L1 speaker with advanced Japanese (L2) proficiency, received beginner-level English lessons in Japanese on two grammar forms: comparatives and superlatives adjectives (deductive) and passive voice (inductive). The study explores how the L2 mediates cognitive processing and noticing. Data were collected from stimulated recall, think-aloud protocols, and learner reflections over a six-day program. Findings highlight the interplay between instructional method and language background in shaping noticing and metalinguistic awareness in multilingual learning contexts.

15:05-15:30 POSTER PRESENTATION Room 25

Developing Critical Discourse Through Socratic Dialogue: An Integrated CLIL Framework for an Advanced EFL Literature Class

SPEAKER: ROBERT E SHIFFER II¹ - ¹TEMPLE UNIVERSITY JAPAN

The pilot class detailed in this paper was designed to match the contextual needs of advanced (CEFR B2-C1) EFL students in a grade 12 literature class in a Japanese international school context. The course was developed to match the language proficiency of the students to reduce their cognitive load in all but the targeted areas of critical thinking and collaborative skills, analytical, logical, and epistemic language skills, and skills for translating literary contents to the self and global contexts. This class incorporates a hard CLIL approach centered around learning how to take part in Socratic dialogues.

15:40-16:35 Room 26

EMI Educational Experiences in Japan: Perspectives of Policy Studies Graduate Students From Around the World: GRIPS Student Forum 1

MULINDWA GERALD¹, KHAN MUHAMMAD ZUBAIR¹, FATHIMATH SHIYADHA¹, MAZUMDER MD DELWAR HOSSAIN¹
– ¹THE NATIONAL GRADUATE INSTITUTE FOR POLICY STUDIES (GRIPS)

The National Graduate Institute for Policy Studies (GRIPS) is a national university that welcomes public sector workers from across the globe to study public policy and strengthen bonds between Japan and its international partners. This forum will provide soon-to-be graduates from GRIPS an opportunity to discuss their research, their experiences with EMI at GRIPS, and to compare their educational experiences in Japan with their earlier experiences. Sunday's presenters are from Uganda (Gerald), Pakistan (Zubair), Maldives (Shiyadha), and Bangladesh (Delwar).

Presenters Bios

Jessryl S. Almario is a fourth-year BSED-English student at Rizal Technological University. She is passionate about teaching English to help others connect and overcome language barriers. She aims to make a meaningful difference in diverse communities by fostering understanding and inclusivity through education.

Brent Amburgey is an Assistant Professor at Hitotsubashi University. He earned his PhD in the Languages, Cultures and Literacies program at Simon Fraser University (Vancouver, Canada). Brent has taught at universities in Japan, Canada, and the United States – including language, mainstream business communication, and academic writing courses.

Ichiro Araki is a professor emeritus at Yokohama National University. He joined the faculty in July 2003 and taught international economic law until his retirement in March 2024. Before joining academia, he served as a Japanese government official for nearly 20 years at the Ministry of Economy, Trade and Industry.

Nidal Butt holds an MA in Applied Linguistics from the University of Birmingham (January 2026). His research interests are Translanguaging, critical pedagogy, sociolinguistics, and global Englishes. Currently, he is an English Department teacher at Kanagawa University, through Westgate. He is on the Curriculum Development Team (Westgate) and is a Cambridge Speaking Examiner.

Jeremy Byma holds an ALM from Harvard University and an MPA from Western Michigan University. Based in Tokyo, he is currently teaching part-time at Musashino University. His research examines the cultural influences on business dynamics and education. Jeremy also volunteers with professional organizations supporting academic and cultural exchange. He can be contacted at: jeremybyma@alumni.harvard.edu

Harry Carley, Matsuyama University, EdD. (2028), M.A. Ed Tech., M.A. ELT, B.A. Business, Marketing and Management, has been involved with the Japanese English language educational system since the late 1980's. His research interests include basic English language instruction as well as broader global communication and peaceful interaction.

Gordon Clark directs the University of North Texas' Intensive English Language Institute, which began in 1977. Clark has taught and supported many hundreds of students mastering English. A former Japan resident and current co-chair of NAFSA's Japan SIG, he specializes in intensive English programming for students' academic and professional goals.

Nada Cohadzic holds a TESOL/applied linguistics MA from the University of Colorado. With 13+ years of ESL/EFL teaching experience with students from 45+ language groups, she has created tailored curricula, led university and adult education courses in multiple modalities. She currently teaches at Kansai Gaidai University in Japan.

Ariane Nicole E. Dacula is a fourth-year BSED-English student at Rizal Technological University. She is passionate about English language and literature, enjoys reading and exploring new things, and aspires to become a dedicated teacher who inspires students to appreciate language and lifelong learning.

Mariane Isabel B. Dela Cruz is a fourth-year BSED-English student at Rizal Technological University. She is passionate about language, literature, and teaching. Her goal is to become an inspiring English educator who helps students appreciate language and strengthen their communication skills.

Paul Duffill is Research Fellow, Research Institute of Community and Human Services, Rikkyo University. He has taught courses at nine universities in four countries, worked in human rights campaigning, advised diplomats and intelligence agencies, served as reviewer for several academic books and journals, and is recipient of the Isaac Roet Prize.

David Gann is a TESOL educator and outdoor learning advocate based in Japan. He holds an MSEd from Temple University Japan and specializes in second language acquisition, experiential pedagogy, and culturally responsive curriculum design for global citizenship education.

Hellen Hiroko Haga hellen_haga@yahoo.de A former degreed librarian, Hellen Haga has been teaching English since 2011. Nowadays, a business English mentor and founder of Higher-up business English. She is also a teacher trainer and has given talks at international events about (B)ELF and native-speakerism. She holds CPE, CELTA, and DELTA.

Patrizia M.J. Hayashi is a Professor and Manager of the English Communication Center within the Multilingual and Communication Center at Meikai University in Japan. Her research interests include curriculum design and instruction, critical thinking, and professional development for university faculty, in-service and pre-service teachers.

Glen Hill is semi-retired after working in Japan since 1998. His research interests are in STEM English, motivation, classroom pedagogy, and business English. He works part-time, maintains a science blog, and has a scientific English proofreading service. He also mentors a breakout room on publishing and research for JALT ZPD.

Brian Inglis is a university English instructor currently working in the Kansai area and a doctoral student with the University of St Andrews (UK). He is an active researcher and is currently exploring cognitive and psychological aspects of autonomy through narrative and ethnographic methods.

William Jerry Johnston Jr. is an Instructor of English as a Foreign Language at Kwansei Gakuin University. His research interests include technology-assisted language learning, lexical approaches to English language teaching, and learner motivation. He enjoys spending time with his family, walking, and reading fiction and non-fiction.

Julia Kimura teaches in the School of Pharmacy and Pharmaceutical Sciences at Mukogawa Women's University, Japan. She has researched women in EFL in a community of practice and is now focusing on women in EFL and scholarly productivity.

Yukari Kimura is a Lecturer at Kanazawa Institute of Technology in Japan. Her research interests include Learning Beyond the Classroom, learner engagement, language learning advising and learner autonomy. She is currently pursuing a doctoral degree in Applied Linguistics at King Mongkut's University of Technology Thonburi (KMUTT).

Born in Kagoshima in 2000, **Yutaka Koga** studies at Hitotsubashi University and is currently on leave to found an EdTech startup. After an exchange year at Universidad del Pacífico (Peru, 2023–2024), he builds AI-supported tools that make recorded lectures more interactive and accessible for students and faculty.

Nancy Shzh-chen Lee was born in Taiwan and migrated to Australia with her mother and siblings. She is currently teaching and living in Japan. She is interested in speaking proficiency measurement and development. Nancy is also recently interested in trilingual education and learning.

Joyce Anne O. Luzon is a fourth-year BSED-English student at Rizal Technological University. She is passionate about language, communication, and effective teaching. She aims to explore how language enhances discourse and instruction, and aspires to become an English teacher who fosters engaging learning experiences.

Yoshiko Matsumoto is currently an associate professor of the Faculty of Business Administration at Soka University. She obtained her M.Ed. in International /Comparative Education at Harvard University. Her research interests include English education, CALL, ESP, and EIL. Before she came to Soka University, she was a Lecturer at Rikkyo University. She served as a part-time instructor at the Foreign Service Training Institute, the Japanese Ministry of Foreign Affairs (2012-2017).

Yuri Miyata is a student at MSED in TESOL program at Temple University, Japan Campus. She also teaches IELTS and EIKEN preparation courses at Nichibei Eigo Language School in Yokohama. Her research interests include English for Academic Purposes, academic writing, intercultural rhetoric, and the development of teaching materials for writing.

Prof. Yasuo Nakatani of Faculty of Economics, Hosei University, holds a Ph.D. from the University of Birmingham and was a visiting scholar at the University of Oxford. He has published widely in journals such as The Modern Language Journal and authored books including Global Leadership and Global Business Case Studies. With over 2,100 citations on Google Scholar, he also reviews for journals like Language Learning and TESOL Quarterly, and has presented at conferences in more than 30 countries.

Maryann Phillips holds a TESOL MA from Brigham Young University, has taught general education in Utah's public schools and English as a second/foreign language in multiple intensive English programs. She currently teaches in the Super IES program at Kansai Gaidai University, Hirakata, Japan, through the University of North Texas.

Max Pohl has been residing in Funabashi, Chiba for over 6 years. He has also lived and worked in Jinhua, Zhejiang, China for 8 years. He has experience in teaching, international marketing and business communication consulting. He has a bachelor's degree in international studies, Asia-concentration, from the Jackson School of International Studies at the University of Washington.

Roberto Rabbini is the Co-Director of publishing company English Education Press and Associate Professor of the Faculty of Information Networking for Innovation and Design, Toyo University. Roberto is interested in positive psychology and has been a Toastmaster since 2011.

Tyson Rode is an Associate Professor in the English Communication Center within the Multilingual and Communication Center at Meikai University in Japan, where he leads the curriculum development team for various programs. His current research interests include critical thinking and assessment, curriculum design and instruction, and professional development.

Shannon Saruwatashi is an Assistant Professor at Nagasaki Junshin Catholic University. She is Head of the English Communication program in the Department of Language, Culture, and Information Science. With a background in applied linguistics, she has recently been focusing her research on telecollaboration and connecting English learning to peace studies.

Mariana Oana Senda teaches at Tokyo University of Science and two other Japanese universities. With a background in medical healthcare, biology, and a master's in education and educational leadership (University of Exeter), she is pursuing a PhD in Applied Linguistics and TESOL (University of Leicester), specializing in optimizing TESOL materials through neuroscience.

Alexander Sheffrin is an English language instructor at Ritsumeikan University. Originally from Baltimore, United States, he is fluent in both English and Japanese. He is passionate about finance and finance education.

Robert Edward Shiffer II currently teaches using a CLIL framework at a private international high school in Tokyo, Japan. Classes taught using a CLIL framework include history, economics, and literature.

Fathimath Shiyadha works in policy planning section of Ministry of Higher Education Labor and Skills Development of the Maldives. She provides contribution on national higher education policies, funding frameworks, and institutional quality monitoring. Her work supports the alignment of tertiary education strategies and the development of quality standards across institutions.

Diana Nur Sholihah is an Education Arabic lecturer at Islamic University of Tribakti Lirboyo Kediri. Her passionate research interest is on foreign/second language teaching and learning, Arabic education, and the Arabic language. Sholihah is currently a member of IMLA (Association of Arabic Language Teachers) Indonesia.

Susan Laura Sullivan's research interests include student rapport, student autonomy, creativity and creative writing. She is sub-editor of the GALE SIG Journal, and her stories, poems, creative non-fiction, and academic articles have been widely published. She holds a Master of Creative Arts and a Master of Applied Linguistics.

Tosh Tachino is a lecturer at Aoyama Gakuin University. His current research projects include AI policies in Japanese universities and academic productivity among language teachers in Japan. His previous work has appeared in the Journal of Applied Linguistics and Professional Practice, Text and Talk, and Written Communication, among others.

Jennifer Louise Teeter lectures in Global Culture at Kyoto Seika University. Her work centers Indigenous-led education, cultural revitalization—especially indigo dyeing—and inclusive pedagogy, designing experiential projects for social impact. She is developing compassion-centered curricula for tertiary learners in Japan and serves as secretary of the Aotearoa Ainumosir Exchange Program.

