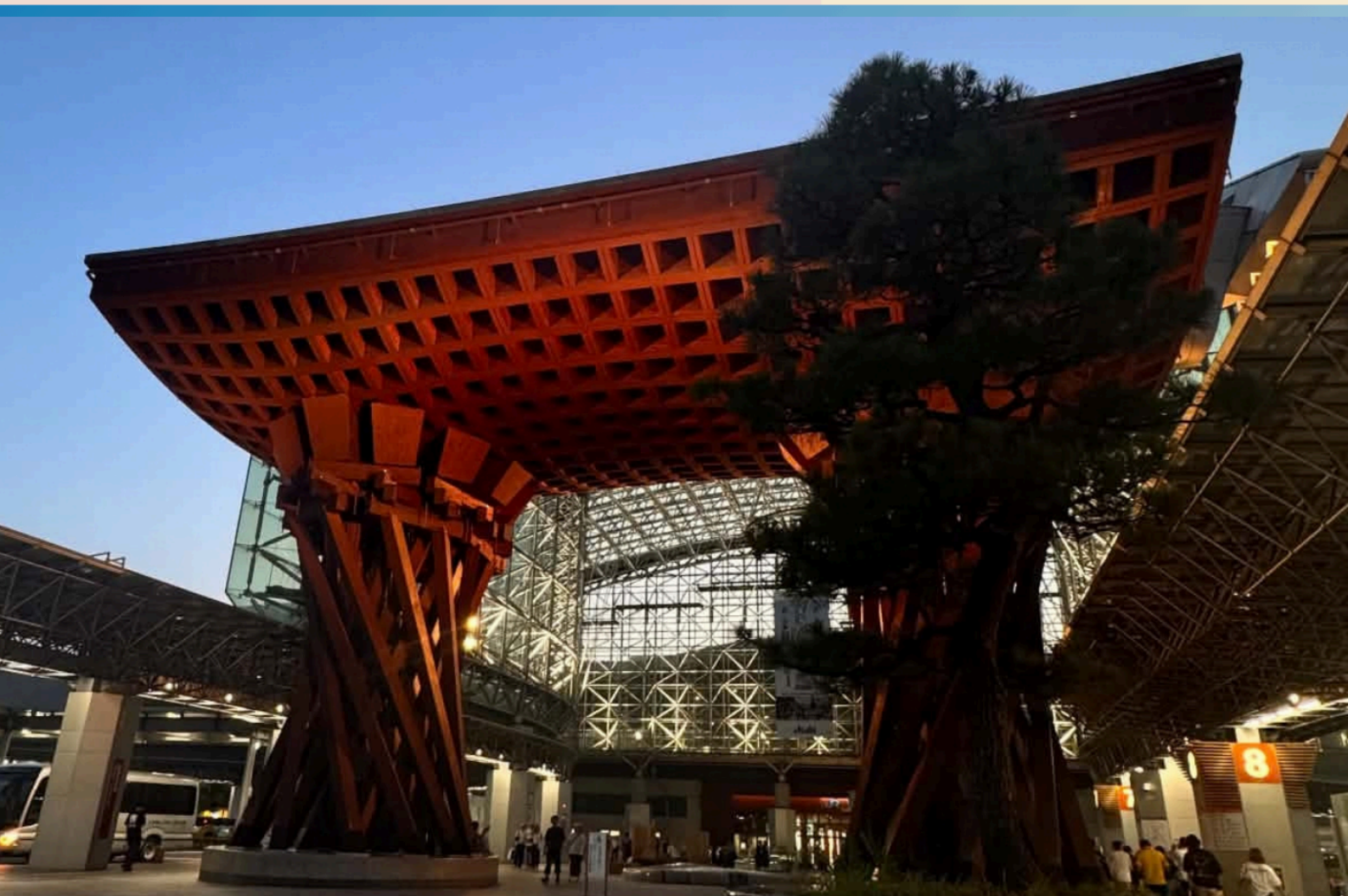




2026 CUE AND GALE SIG CONFERENCE

Equipping Students for Tomorrow:

Equity, Identity, and Agency in English Language Education

Kanazawa Institute of Technology
Nonoichi City, Ishikawa, Japan
October 10 - 11, 2026

**CONFERENCE
HANDBOOK**



Greetings and Welcome

2026 CUE AND GALE SIG CONFERENCE

Dear Participants

Welcome to this joint conference hosted by the JALT College and University Educators (CUE) Special Interest Group (SIG), the JALT Gender Awareness in Language Education (GALE) SIG. This 2-day event spotlights breakthrough ideas through engaging research presentations, featured speaker presentations from CUE and GALE SIG's, student presentations, poster presentations, and an ongoing CUE tradition - the Book Raffle. The theme for the conference is "Equity, Identity and Agency in English Language Education" As stated on our conference homepage, the theme of this conference asks how we as university educators can ensure fair access, participation, and support for all learners and educators; recognize and value diverse backgrounds, roles, and experiences that teachers or students bring, and empowerment and enable learners and educators to make meaningful choices in shaping their interactions and contexts. 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 have integrated coffee breaks and collaborative networking spaces into our schedule, inviting participants to connect, share ideas and engage in spontaneous discourse. This conference serves as a vital forum for mutual learning, where our diverse perspectives will blend to foster significant intellectual growth and academic discovery.

We want to thank Kanazawa Institute of Technology for providing the venue, as well as thank the English Language Program Director Casey Bean and Kiyomi Fujii for their continued support.

Conference information is provided on the Indico website:

The daily schedule (provided below) is on the Timeline link at Indico, and abstracts are shown there in the Contribution List link. <https://events.jalt.org/event/85/overview>

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

- CUE: <https://jaltcue.org/>
- GALE: <https://gale.jalt.org/>

Details on a post-conference publication will be forthcoming.

Thank you in advance for making this a wonderful event!

Sincerely,



Parvathy Ramachandran
2026 CUE and GALE SIG Conference Chair
CUE SIG Coordinator



Terry Tuttle
GALE SIG Coordinator

2026 CUE and GALE SIG Conference Planning Team

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Student Volunteer Co-ordinator	Britany Stagnoli
On-site Photographer	Ma Wilma Capati

With support from

English Language Program at Kanazawa Institute of Technology

Kiyomi Fujii and Casey Bean

TIME	ROOM 101	ROOM 102	ROOM 106	ROOM 402
9:30 - 10:00	Opening Ceremony · Room 402			
10:00 - 10:25	Supporting learner agency through a daily learning tracker Domyson Abuan	English beyond the classroom: Developing learner agency through university-municipality collaboration Yukari Kimura, Masahiro Higashi, Sumiaki Machi, Yuuri Nishi	Gender representation in English graded readers: A rubric-based investigation Darren Elliott	PSG WORKSHOP From writers' workshop to writers' guidebook: Supporting scholarly development across JALT Jerry Talandis, Kinsella Valies
10:35 - 11:00	Fostering student empowerment with syllabus awareness activities Anna Belobrov, Tanya Erdelyi	Multimodal shadowing: An equitable assessment in the age of AI Mark Andrews	Deep reading with picturebooks: Fostering identity, belonging, equity, and agency in universities Alison Hasegawa	
11:10 - 11:35	Picture your future: Digital vision boards for reflection, motivation, and learner agency Michelle Jerrems	Student perceptions of communicative language teaching and the grammar-translation method Justin Bailey	Digital neocolonialism: AI & manufactured consent Luke Armstrong	
11:45 - 12:10	Vocabulary first, grammar next: Supporting self-efficacy in STEM EFL Yukari Kimura, Kiyomi Fujii	Using personal narratives to help international students explore their identity in Japan John Rucynski	Exploring the not so bright side Susan Sullivan	
12:10 - 13:15	Lunch Break			
13:15 - 13:40	Making English storytelling accessible: UDL-driven kamishibai in the AI era Sean Toland	KIT student presentations Mei Ishii, Miss Lubna Sarker, Kotaro Takaoka	Formative assessment in a university setting Roderick Mitcham	
13:50 - 14:15	Ecology of learning, student agency, and generative AI Adam Garnica	Imagine us speaking English: Do Japanese learners need Japanese role models? Ian Lawrence	Pronouns and inclusivity in an introductory writing activity Angela Wolf, Peter Lyons	Inclusive Practices in Higher Education: Identity safety cues Sammy Woldeab, Tina Brown
14:25 - 14:50	Developing Humanistic and Interactional L2 Learning Materials Sakae Onoda	Beyond linguistic bias: Generative AI's limits and potential in teaching global Englishes Ma Wilma Capati	POSTER SESSION	
15:00 - 15:25	Scaffolded creative writing for lower-level university Japanese EFL leaners Peter Clynes, Saeeda Ali	Job crafting techniques of foreign English teachers with chronic illness in Japan James Taylor		
15:25 - 16:00	Coffee & Networking			
16:00 - 16:25	Agency in disaster survivors studying abroad: Thematic analysis using ecological systems theory Kay Izumihara	Adaptation in practice: Equity for a deaf student in two classrooms Jeffrey Maxwell, Daniel Anderson	CLIL and intersectional gender issues: A natural combination Quenby Aoki	
16:35 - 17:00		The benefits of an EMI course versus an ESOL/EFL course Frederick Bacala	This is his boyfriend's pen - Heteronormativity in the language classroom Mario Alexander Perez, Alexandra Serebriakoff	
18:00 - 20:00	Conference Dinner			

TIME	ROOM 101	ROOM 102	ROOM 106	ROOM 402
10:00 - 10:25	Becoming intercultural: Weekly reflective writing and identity development in Japanese EFL Kaushali Samadhi Nikeshala Kotuwila Kankanamalage	Duoethnographic comparison of L1 and L2 teachers’ identities: Exploring impostor syndrome Olivia Allanson, Sakura Miyake	Supporting dyslexia in the EFL classroom Justin Whittinghill	
10:35 - 11:00	Lower-intermediate students’ perceptions of small talk in a compulsory university EFL course Ephraim Domingo	Exploring university students’ processing of visual information in EMI lectures Hung-chun Wang	Developing intercultural competence in the AI age Renee Renjel	DEI COMMITTEE WORKSHOP Excuse me, your privilege is showing. Zoe Barber, Krystle Wright
11:10 - 11:35	Teacher as developer Li-hsin Tu	Equity, identity, agency, and <i>yarigai</i> in L2 writing: Dialectical silent dialogue Yu Kanazawa	AI-enhanced collaborative storytelling in English conversation classes Astha Tuladhar	
11:45 - 12:10	Development of an AI-powered tool for mastering nonverbal communication using web cameras Todd Cooper, Rafael Bretas, Elizabeth Oba, Akira Tsukada	Beyond raised hands: A stamp card for inclusive class participation ChienTing Wu	Agentic engagement profiles, peer feedback and self-evaluation in EFL poster presentations Nadiia Zaitseva	
12:10 - 13:15	Lunch Break			
13:15 - 13:40		Maintaining, developing, and reconsidering teacher aspirations among pre-service English teachers Junko Takatori	Identity, equity, and agency in culturally integrated university language classrooms Gordon Carlson, Timothy Ang, John Jackson	FEATURED TALK Teaching about workplace gender discrimination through personal experience Bethany Lacy
13:50 - 14:15	Beyond the camera: The FRAME model for agency and perspective-taking Mariana Oana Senda	From classroom quizzes to authentic English lounge conversations Astha Tuladhar		
14:25 - 15:00	Closing Ceremony & Raffle · Room 402			

CUE Book Raffle

SUNDAY • 14:25

CUE Book Raffle



Get your free ticket.

Win a chance to buy 5,000 yen in books.

Sunday, at 14:25

Featured Speakers

Saturday

10:35 - 11:35

Room 402

PSG Workshop: From writers' workshop to writers' guidebook: Supporting scholarly development across JALT

Jerry Talandis Jr. - University of Toyama

Kinsella Valies - Sophia University

The Writers' Peer Support Group (PSG) has long supported JALT members' professional development through mentoring, workshops, consultations, and writing support. In addition, the session will focus on The Writer's Workshop, the PSG-sponsored column in The Language Teacher. For more than a decade, the column has provided practical guidance on academic writing, publishing, research communication, and professional development. Jerry Talandis Jr. will briefly discuss the column's history, purpose, and contribution to JALT's culture of scholarly support.

Finally, we will introduce the proposed JALT Writers' Guidebook, a new project that aims to curate and reorganize more than ten years of Writer's Workshop columns into a single thematically organized resource. Designed to support both current and future JALT members, the guidebook seeks to make this valuable body of knowledge more accessible and usable. For example, one of its goals is to help Chapters and SIGs support members who wish to contribute to newsletters, conference proceedings, journals, and other publications by developing the skills and confidence needed to participate in JALT's publishing culture. Kinsella Valies and Jerry Talandis Jr. will provide an overview of the project, share a sample of the planned publication, discuss its current status, and invite feedback from participants. We hope the session will raise awareness of PSG services, encourage greater participation in scholarly writing and publication, and open a conversation about how JALT groups can collaborate to support member development through writing.

Featured Speakers

Sunday

10:35 - 11:35

Room 402

DEI Committee Workshop: Excuse me, your privilege is showing.

Zoe Barber - Kwansei Gakuin Daigaku

Krystle Wright - Kyoto Prefectural University of Medicine

The DEI Committee of JALT (formerly the Diversity and Equity Practices Committee) was launched in 2019 by members who recognized the need to create a more diverse, equitable, and inclusive organization. This has involved issues such as the need for childcare at conferences to enhance accessibility for parents and the patterns of representation at events to ensure that marginalized and emerging perspectives are present. The DEI Committee in collaboration with the JALT Board of Directors welcome, promote, and celebrate diversity, equity, and inclusion in the organization.

In this session, attendees will explore the concept of privilege and how it intersects with our identities, roles, and lived experiences. Through a guided reflective discussion, participants will reflect on the ways different aspects of their identity have shaped their experiences of power, access, and opportunity.

Participants will be invited to explore how our professional roles, cultural identities, and experiences of living and teaching abroad is influenced by our proximity to privilege. Participants will consider how assumptions, expectations, and perceptions of identity can influence our experiences and how these dynamics can create both privilege and disadvantage.

Finally, this session will discuss how a greater awareness of our privilege can help us to navigate our roles in the classroom more thoughtfully and contribute to more inclusive ELT communities.

Featured Speakers

Sunday

13:15 - 14:15

Room 402

Featured Talk: Teaching about workplace gender discrimination through personal experience

Bethany Lacy - Rikkyo University

Hearing someone's firsthand account can be a valuable way for university students to learn about social issues they may experience or witness. Thirty-five students in a social issues course evaluated five scenarios involving subtle and overt workplace gender discrimination before learning that they were authentic experiences. For homework, students then interviewed an older female relative about her workplace experiences. After the interviews, students were invited to complete a survey. Some responses showed a greater understanding of gender inequality through firsthand experiences. The activity also raises questions about instructor vulnerability and how teachers can bring firsthand accounts into the classroom.

Abstracts

Presentation abstracts are arranged chronologically by day and time.

Saturday, October 10, 2026

10:00 – 10:25

Room 101

Supporting learner agency through a daily learning tracker

Domyson Abuan - International College of Technology - Kanazawa

This presentation introduces a daily Learning Tracker used during Learning Session, a structured evening study period at the International College of Technology - Kanazawa in which students work independently while receiving support from learning mentors. The tracker encourages planning, goal setting, reflection, and greater ownership of learning. The session will focus on its design and practical insights gained through implementation. Participants will leave with concrete ideas for guiding students to plan and review their learning, and adapting similar practices to support learner agency in their own educational contexts.

10:00 – 10:25

Room 102

English beyond the classroom: Developing learner agency through university-municipality collaboration

Masahiro Higashi - Hakusan City Board of Education

Sumiaki Machi - Hakusan Todorigawa UNESCO Global Geopark Promotion Council; Mount Hakusan Biosphere Reserve Council; Fukui Prefectural University

Yuuri Nishi - Hakusan City Board of Education

Yukari Kimura - Kanazawa Institute of Technology

The university and local government collaborated to implement English-language activities using local resources. Students interacted with the community through street surveys and bilingual social media posts. These authentic experiences encouraged some students to take greater initiative beyond assigned activities. One pursued certification as an official local guide, while several volunteered in an educational program for elementary school children in preparation for teaching careers. This practice-oriented presentation examines how these experiences fostered learner agency, identity, community participation, and understanding of cultural diversity, drawing on four perspectives: a university instructor, a former participating student, a Board of Education representative, and a city Geopark officer.

10:00 – 10:25

Room 106

Gender representation in English graded readers: A rubric-based investigation

Darren Elliott - Nanzan University

Despite extensive research into the pedagogical benefits of extensive reading (ER) and gender representation in ELT textbooks, gender in English graded readers remains largely unexplored. This presentation addresses that gap through a content analysis of 30 widely read fiction graded readers from four leading publishers, using a purpose-built rubric assessing Presence, Importance, Roles/Occupations, Descriptions, and Agency/Interaction. Findings reveal gender imbalances across the majority of titles examined. The rubric will be shared as a practical tool for materials writers, editors, program designers, and instructors seeking to evaluate and mediate biased representations in ER materials.

10:35 – 11:00

Room 101

Fostering student empowerment with syllabus awareness activities

Anna Belobrov - Rikkyo University

Tanya Erdelyi - Chuo University

Syllabuses are important tools that are often misunderstood and underestimated by university students and educators. In this presentation, we will share two interactive syllabus awareness activities designed for students to critically analyze and understand the consequences of not following them. One activity involves a series of simple comprehension questions ideal for lower proficiency learners. Higher proficiency learners are presented with scenarios that require consulting the syllabus, reflecting on consequences and taking an active role in negotiation of the course rules and possible improvement points. This participatory approach supports students' needs, and develops a sense of responsibility over their learning.

10:35 – 11:00**Room 102****Multimodal shadowing: An equitable assessment in the age of AI***Mark Andrews - Kansai Gaidai University*

This presentation examines students' perceptions of multimodal shadowing, an activity requiring real-time imitation of spoken and non-verbal paralinguistic features, and considers how it can be implemented as part of productive assessment in English language learning. The study reduces reliance on external factors that can cause inequality (e.g., AI-generated scripts) and instead uses paralinguistic features to help ensure fairness and measure actual ability. Ninety-five university students completed questionnaires and multimodal shadowing activities over four weeks. Initial findings indicate 80% of participants frequently used AI in academic contexts but 20% reported confidence in their English ability. After completing the study, 85% of participants felt the activities were useful, and 63% experienced positive emotion following the assessment.

10:35 – 11:00**Room 106****Deep reading with picturebooks: Fostering identity, belonging, equity, and agency in universities***Alison Hasegawa - Rikkyo University*

Contemporary picturebooks provide a powerful medium for exploring students' evolving identities in Japan's increasingly diverse higher education classrooms. Drawing on Bland's concept of deep reading, this presentation demonstrates how personal engagement with and discussion of picturebooks enable students to construct and reconstruct their understandings of cultural and gender identities while critically examining inclusion and belonging. Through examples of contemporary picturebooks and classroom practice, participants will explore collaborative strategies for fostering critical literacy, intercultural dialogue, and reflective learning. The session illustrates how picturebooks can create inclusive learning environments that promote empathy, respect for diversity, and meaningful engagement with multiple perspectives.

10:35 – 11:35**Room 402****PSG Workshop: From writers' workshop to writers' guidebook: Supporting scholarly development across JALT***Jerry Talandis, Kinsella Valies***11:10 – 11:35****Room 101****Picture your future: Digital vision boards for reflection, motivation, and learner agency***Michelle Jerrems - Sophia University*

Supporting learners to take ownership of language learning requires repeated opportunities for goal setting, reflection, and strategic revision. This practice-oriented presentation introduces a digital vision board activity developed through a two-year classroom research project in a first-year university English course in Japan. Participants will experience the activity, explore examples of student work and reflective tasks, and discuss strategies for integrating visual goal setting into their own teaching. The session includes practical implementation tips and adaptable classroom materials while demonstrating how digital vision boards can foster reflection, motivation, identity development, and learner agency in diverse educational contexts.

11:10 – 11:35**Room 102****Student perceptions of communicative language teaching and the grammar-translation method***Justin Bailey - Kanazawa Institute of Technology*

This presentation reports the results of a study investigating students' perceptions of Communicative Language Teaching (CLT) and the Grammar-Translation Method (GTM). Students participated in lessons based on each approach and evaluated them in terms of enjoyment and usefulness. The results showed that students found the CLT lesson more enjoyable, whereas the GTM lesson was perceived as more useful. Qualitative responses indicated that students valued CLT for its communicative and collaborative learning opportunities, while GTM was appreciated for its explicit grammar instruction. The findings suggest that a balanced approach combining communicative practice with focused grammar instruction may better meet learners' needs.

11:10 – 11:35**Room 106****Digital neocolonialism: AI & manufactured consent***Luke Armstrong*

This presentation frames the recent uptake of AI technologies in academia—and in particular in ESL/EFL context—through a neo-colonial lens. Working from existing research on the socio-economic and environmental impact of AI, we can see this not simply as an emergent technology but as a exploitative tool that continues to perpetuate systems of inequality and is actively invested in exploitation. From this vantage point, I discuss how we can reconcile the ethics of AI with our field's colonial past and our neocolonial concurrences, and critique the ongoing manufactured consent to AI use within academia.

11:45 – 12:10**Room 101****Vocabulary first, grammar next: Supporting self-efficacy in STEM EFL***Yukari Kimura - Kanazawa Institute of Technology**Kiyomi Fujii - Kanazawa Institute of Technology*

Many beginner English as a Foreign Language (EFL) learners experience challenges stemming from limited confidence in their vocabulary knowledge. This presentation describes a vocabulary-first instructional approach implemented in introductory English courses at a STEM-focused university. The approach integrates vocabulary lists, online quizzes, Quizlet, and Kahoot within a structured learning cycle that precedes grammar instruction. Student reflections demonstrate increased self-efficacy as learners recognize their expanding vocabulary and improved comprehension. The presentation analyzes the theoretical rationale, classroom practices, and challenges associated with this approach, and offers practical strategies for educators seeking to promote vocabulary development and learner self-efficacy in similar educational contexts.

11:45 – 12:10**Room 102****Using personal narratives to help international students explore their identity in Japan***John Rucynski - Okayama University*

The presenter will summarize a pilot course designed to help students from diverse cultural backgrounds discuss their identity and sense of belonging in Japan. Students read a series of personal narratives by long-term foreign residents focused on how a passion for a specific aspect of Japanese culture helped with the acculturation process and made the writer feel more at home in Japan. The presenter will summarize the course objectives, content, and student reactions (gathered from reading reflections and final presentations). Tips will also be shared on implementing meaningful discussions for both international students and Japanese students with nontraditional backgrounds.

11:45 – 12:10**Room 106****Exploring the not so bright side***Susan Sullivan - Tokai University*

Errant AI agents (Booth, 2026), endangered journalistic freedoms (RWB, 2025), algorithmic influences (Graham, 2026), SNS addiction (Kerai, 2026) and the ecological impact of hyperscale-data-centres (S & P Global, 2025), were some of the topics explored in a university-level Media Literacy class. Class members interacted with content through student-generated activities, thereby fostering and deepening learner agency and understanding. Participants engaged meaningfully not only with in-class material, but also considered its application and effect on their academic and wider lives. The benefits and challenges of this form of class will be discussed, especially examining student responsibilities, responses and capabilities.

13:15 – 13:40**Room 101****Making English storytelling accessible: UDL-driven kamishibai in the AI era***Sean Toland - The International University of Kagoshima*

Many neurodivergent English language learners (ELLs) in Japanese universities are at risk of being left behind because educators often lack training to effectively support their learning. A promising way that teachers can create more accessible classrooms is to integrate Universal Design for Learning (UDL) principles into their professional practice. This presentation highlights how a UDL-informed, generative AI-supported kamishibai (traditional Japanese picture-card storytelling) project aimed to foster lower-proficiency ELLs' collaboration, communicative competence, and digital skills. Participants (n = 14) created and performed original kamishibai stories focused on social issues. Data sources included a post-project questionnaire, focus group interview, and classroom observations. The findings suggest that the project supported students' engagement, digital skills, creativity, and critical thinking.

13:15 – 13:40**Room 102****KIT student presentations***Mei Ishii, Miss Lubna Sarker, Kotaro Takaoka*

13:15 – 13:40

Room 106

Formative assessment in a university setting

Roderick Mitcham - Shinshu University

The paper considers a pilot study on the effectiveness of formative assessment. Conducted in a university setting in Japan, the intervention was folded into a 16-week course of study on essay writing. Taught through a six-step process, students wrote essays in the first half of the course. Evaluated against a rubric that set out criteria for success, students were given feedback. In the second half of the course students wrote a second essay. Achievement gains in students' second attempts against the same rubric support research that has demonstrated the effectiveness of FA interventions in other educational settings and teaching contexts.

13:50 – 14:15

Room 101

Ecology of learning, student agency, and generative AI

Adam Garnica - Kanda University of International Studies

Advancing technology can be incredibly helpful but overwhelming when it comes to the application and integration process. Through a mix of theoretical and literature review, the researcher has made connections between van Lier's Ecology of Learning and approaches to AI integration. Van Lier's Ecology of Learning focuses on the nature of utterances and how our inner world (identity, cognition) relates to the outer world, as well as a detailed breakdown of what scaffolding is. This approach provides meaningful guidance for how and when to integrate new technologies such as AI that best support student agency and learning.

13:50 – 14:15

Room 102

Imagine us speaking English: Do Japanese learners need Japanese role models?

Ian Lawrence - Hokuriku Gakuin University

This study explored whether Japanese university students who reported a higher presence of Japanese role-models of English showed higher motivation and self-perceived English competence. Participants (N= 103) answered a 32-item Likert questionnaire measuring the presence of ethnically-near-peer role models (eNPRM), Ideal L2 Self (IS) (Dörnyei, 2005), and Perceived Linguistic Self-Confidence (PLSC) (Pyun et al., 2014). Analysis revealed moderate positive correlations between eNPRM and both IS ($r=.530$) and PLSC ($r=.522$). Findings suggest that Japanese learners of English may benefit from having Japanese role models of English, though directionality could not be established.

13:50 – 14:15

Room 106

Pronouns and inclusivity in an introductory writing activity

Angela Wolf - Aichi University

Peter Lyons - Nanzan University

Third-person pronoun usage in Japanese can be avoided in discourse for numerous grammatical and socio-cultural norms, yet in English, specifically in anaphoric settings (Yumi studies at this university, but she will graduate soon), its usage is more prevalent and arguably unavoidable. This study explores university students' attitudes toward transgender and non-binary inclusion in the classroom through the use of pronouns. Students completed an introductory writing activity in which they described themselves, stated their pronouns, and reflected on why pronouns were requested and whether doing so was necessary. The researchers present their motivations for undertaking the project and discuss preliminary findings.

13:50 – 14:15

Room 402

Inclusive practices in higher education: Identity safety cues

Sammy Woldeab - Kanda University of International Studies

Tina Brown - Kanda University of International Studies

This presentation will outline recent developments in inclusive education in Japan and summarize some practical strategies for increasing inclusion. Understanding of gender identity and sexual orientation diversity has recently been legislated in Japan, and while the law may indicate progress, dissemination of knowledge in schools has been lacking (Doi & Worden, 2023; ReBit, 2025). With this in mind, research by Maimon et al. (2023) provides a useful framework for creating an inclusive atmosphere. Therefore, the last portion of the presentation will introduce the concept of ISCs which we will then discuss and reflect on together.

14:25 – 14:50**Room 101****Developing humanistic and interactional L2 learning materials***Sakae Onoda - Juntendo University*

Based on the premise that humanizing language learning materials facilitates both L2 acquisition and personal development in learners, the presenter will introduce humanistic and interactional tasks, especially standalone, text-free, generalizable tasks, such as issue logs and TV news clip production projects. These tasks enhance learners' interactional skills and enable them to make use of their life experience, interests and enthusiasms, and views and feelings, thereby personalizing and motivating their L2 learning and heightening their L2 self-efficacy. The presenter will review each activity and discuss its contribution to improving learners' interactional skills along with affective aspects of language learning.

14:25 – 14:50**Room 102****Beyond linguistic bias: Generative AI's limits and potential in teaching Global Englishes***Ma Wilma Capati - Kanazawa Institute of Technology*

This practice-oriented session discusses how generative AI tools such as Claude and ChatGPT are utilized in a three-week intensive Global Englishes course. In addition, this session aims to compare outputs across English varieties, then examine linguistic biases and possible limitations of using generative AI in teaching Global Englishes. The session also aims to ensure students' ability to distinguish wasei-eigo (Japanese-coined English) from other English varieties. Given the diverse identities of language teachers in Japan, participants will leave equipped with techniques to cultivate students' linguistic and social awareness of English varieties, positioning learners to critically challenge native-speakerism ideologies.

14:25 – 15:25**Room 106****Poster Session***Stephanie Reynolds - International College of Technology - Kanazawa*

University and Technical College faculty are considered experts in their fields of study and research. However, formal licensure and pedagogical experience are not often required for teaching at institutions of higher education. Faculty development attempts to address this gap, but offers little practical support or advice on instructional methods for diverse learners. This presentation aims to provide support for educators at the university and technical college levels to provide equitable and inclusive instruction to diverse learners in language-learning and content courses. Resources, tools, and frameworks, including Universal Design for Learning (UDL), differentiated instruction, and Individual Education Plans (IEPs) will be shared with examples and suggestions for implementation.

15:00 – 15:25**Room 101****Scaffolded creative writing for lower-level university Japanese EFL learners***Peter Clynes - University of Fukui**Saeeda Ali - Katsuyama Senior High School*

Creative writing is often associated with higher-proficiency language learners, yet structured imaginative tasks may also benefit lower-level students. This classroom-based study examined a scaffolded creative writing sequence with 29 Japanese university EFL learners. Students completed three increasingly open-ended tasks and pre- and post-intervention surveys measuring creative writing self-efficacy, perceived value, and anxiety. Their written responses were also analysed using a creativity-focused rubric. Results indicated significant gains in self-efficacy and perceived value, while anxiety decreased modestly but not significantly. The presentation considers how carefully scaffolded creative writing can support lower-level learners' engagement, confidence, and written expression.

15:00 – 15:25**Room 102****Job crafting techniques of foreign English teachers with chronic illness in Japan***James Taylor - International College of Technology, Kanazawa*

Despite increasing prevalence among teachers, chronic illness remains under-researched. This presentation uses qualitative data from interviews with four foreign English teachers with chronic illness in Japan to explore the effects of their illnesses on their working lives. The findings show that the teachers used a variety of job crafting techniques to attempt to bypass barriers caused by their illnesses and reduce the impact of their illnesses in the workplace. These findings can raise awareness of the experiences of teachers with chronic illness in English language teaching in Japan.

16:00 – 16:25

Room 101

Agency in disaster survivors studying abroad: Thematic analysis using ecological systems theory

Kay Izumihara

This qualitative research explores how a short-term language and leadership program in the U.S.A. influenced the agency of Japanese university students whose lives were affected by Japanese earthquakes between 2011 and 2024. Thematic analysis from a purposive sampling of twelve semi-structured interviews (representing 6 cohorts spanning 2018-2025) revealed that students exercised agency in diverse ways within their temporary microsystem, both in and outside the classroom. These agentic experiences enabled them to develop comparative understandings of cultural and societal factors across their reinterpreted macrosystem. Grounded in Ahearn's conceptualization of agency and Bronfenbrenner's Ecological Systems Theory, this paper examines the under-researched impact of studying abroad on disaster survivors, demonstrating how short-term international mobility broadened students' perspectives of the world.

16:00 – 16:25

Room 102

Adaptation in practice: Equity for a deaf student in two classrooms

Jeffrey Maxwell - Asia University

Daniel Anderson - Asia University

Teachers of Deaf students in language classrooms often receive little preparation, as programs and methods are largely designed with hearing learners in mind (Domagała-Zyśk & Kontra, 2016). This presentation follows one Deaf student taught across two courses at a Japanese university: a four-skills Freshman English (FE) class and a sophomore English as a Lingua Franca listening and speaking class. In FE, adaptations included a focus on pair discussions and digital educational platforms with visual components. In the sophomore course, adaptations included captioned videos and a silent gallery-walk poster presentation. Participants will generate and share adaptation ideas of their own.

16:00 – 16:25

Room 106

CLIL and intersectional gender issues: A natural combination

Quenby Aoki - Rikkyo University

CLIL (Content & Language Integrated Learning) is a teaching methodology which brings together language skills and authentic academic content. Neither takes priority, and the classroom experience is enhanced as both language and content goals are achieved simultaneously. In a similar way, intersectionality is a feminist social justice framework which sees the privilege and challenge of lived human experience as multi-faceted. Gender from this standpoint is inseparable from other identities such as race, nationality, and social class. This presentation defines and highlights the connections between these two approaches and offers practical applications for a variety of language learning and teaching contexts.

16:35 – 17:00

Room 102

The benefits of an EMI course versus an ESOL/EFL course

Frederick Bacala - Yokohama City University

Japanese students are accustomed to learning English through an EFL or ESL curriculum which provides a myriad of content, but isn't necessarily focused. While students are learning English in these courses, it may or may not help them in their future academic studies. Studying English through Mediated Instruction can help them to achieve English proficiency and academic learning experiences. The presenter will discuss the course they teach and results of a survey conducted with their EMI students to show EMI not only helps students in learning English, but also may help them in their future academic pursuits.

16:35 – 17:00

Room 106

This is his boyfriend's pen - Heteronormativity in the language classroom

Mario Alexander Perez - Kobe Shoin University

Alexandra Serebriakoff - Momoyama Gakuin University

When introducing vocabulary and example sentences, how should language teachers balance linguistic simplicity with diversity and inclusion? While many educators avoid reinforcing gender stereotypes, it appears their use of heteronormative language may go unchecked (Moore, 2016). This presentation explores how classroom language choices can influence learners' perceptions of identity, relationships, and belonging, particularly for LGBTQ+ students. Drawing on research on inclusivity in ELT, the authors discuss practical ways to represent diverse identities naturally while guiding language learners. Participants will consider their own language choices, share experiences, and leave with strategies for creating inclusive and welcoming L2 environments in university classrooms.

Sunday, October 11, 2026

10:00 – 10:25

Room 101

Becoming intercultural: Weekly reflective writing and identity development in Japanese EFL

Kaushali Samadhi Nikeshala Kotuwila Kankanamalage - Ibaraki University

This study examines how Japanese university EFL students develop intercultural identity through 12 weeks of structured reflective writing. Using directed qualitative content analysis (Hsieh & Shannon, 2005) grounded in Deardorff's (2006) Process Model of Intercultural Competence, weekly reflections from four students were coded across eight categories including cultural self-awareness, perspective-taking, and intercultural stance at three levels of reflective complexity. Preliminary findings reveal week-by-week developmental trajectories showing progressive shifts from descriptive observation toward critical self-reflection. Implications for fostering intercultural identity development through reflective writing tasks in EFL contexts are discussed.

10:00 – 10:25

Room 102

Duoethnographic comparison of L1 and L2 teachers' identities: Exploring impostor syndrome

Olivia Allanson - Kindai, Ritsumeikan

Sakura Miyake - Kindai University

Impostor Syndrome Phenomenon (IP) is an invisible experience felt by many pre- and in-service teachers who face it alone without support. Despite its prevalence, there are few studies which directly compare the extent of how much it is affected by linguistic identity of EFL teachers. This research study provides a direct comparison of L1 (English) and L2 (Japanese) tertiary teachers through duoethnography conducted by recorded peer dialogue, going into detail of their individual self perceived shortcomings in comparison to their counter. Through an exploration of identities, respective teachers were able to empower each other and thus better cope with IP.

10:00 – 10:25

Room 106

Supporting dyslexia in the EFL classroom

Justin Whittinghill - Kanazawa Institute of Technology

Dyslexia diagnoses are complex and vary across cultures, languages, and writing systems. Symptoms can emerge in one writing system but not another, meaning dyslexia may only surface once a student enters a foreign-language classroom. This leads to underreporting, as affected students are often labeled "poor at foreign language" rather than recognized as having a learning disability. Drawing on my EFL teaching experience following a student's dyslexia diagnosis, this presentation will summarize current research on dyslexia in language learning, present strategies for building unobtrusive accommodations into lessons, and offer hands-on practice revising sample materials to incorporate them.

10:35 – 11:00

Room 101

Lower-intermediate students' perceptions of small talk in a compulsory university EFL course

Ephraim Domingo - Asia University (Tokyo)

This study investigates how Japanese university students perceive a daily small talk routine in compulsory English classes. Research on communicative language teaching in Japan has centered on teacher beliefs and policy, while few studies examine how students experience structured conversational routines. Following Domingo (2021), the activity consists of short, timed pair conversations. A bilingual open-ended survey was administered to 25 first-year students at a private Tokyo university who completed 44 daily sessions in spring 2024. Reflexive thematic analysis identified four themes. Most valued the routine for building speaking confidence, listening comprehension, and peer relationships, though some found spontaneous responses difficult.

10:35 – 11:00

Room 102

Exploring university students' processing of visual information in EMI lectures

Hung-chun Wang - National Taiwan Normal University

English-medium instruction (EMI) has become a key driver of the internationalization of Taiwan's higher education. To facilitate students' comprehension, EMI lecturers often rely on presentation slides containing visual elements including images and text. Nevertheless, slides may become visually overwhelming if designed inappropriately. Grounded in Cognitive Load Theory (Sweller, 1988), this study investigates how university students process visual information presented on EMI lecture slides. Ten students participated in semi-structured interviews, during which they watched six short video lectures and then described their visual processing trajectories. The findings provide insights into how multimodal resources can be utilized more effectively in EMI lectures.

10:35 – 11:00**Room 106****Developing intercultural competence in the AI age***Renee Renjel - Sophia University*

This presentation will focus on practical strategies for developing intercultural competence in an AI age. AI now often shapes how people encounter other cultures. What does intercultural competence look like now and why does it still matter? Drawing on emerging research and student insights, this talk asks whether AI-mediated exposure can spark genuine cultural learning and whether it simplifies differences into stereotypes. The presenter will then share practical strategies that educators can use to design experiential learning activities that build curiosity, initiative, empathy, and confidence that are key for developing intercultural competence.

10:35 – 11:35**Room 402****DEI Committee Workshop: Excuse me, your privilege is showing.***Zoe Barber, Krystle Wright***11:10 – 11:35****Room 101****Teacher as developer***Li-hsin Tu*

This presentation reports on a pilot study of TuTu, a bilingual (English/Japanese) AI teaching assistant with LMS capabilities built by the presenter and deployed across five CLIL-based English courses at a Japanese public university with no human TAs. Introduced as the instructor's "digital twin," TuTu provides assignment support, rubric-grounded draft feedback, and preliminary scoring. Anonymous surveys administered early and late in the semester, under institutional ethics approval, examine learners' willingness to engage with teacher-made AI, their perceived interaction patterns, and perceived proficiency benefits. Results from both phases are shared, with practical considerations for teachers building their own AI tools.

11:10 – 11:35**Room 102****Equity, identity, agency, and yarigai in L2 writing: Dialectical silent dialogue***Yu Kanazawa - The University of Osaka*

Dialectical Silent Dialogue (DSD) is a classroom activity where groups create questions and circulate worksheets through four stages: thesis, antithesis, synthesis, and reflection. Drawing on Philosophy for Children, Colleges, and Communities (P4C), an internationally used approach to collaborative philosophical inquiry, DSD promotes equity by enabling quieter and lower-proficiency learners to contribute through writing. Learner-generated questions value diverse identities, while topic selection and peer response strengthen agency. In this hands-on session, participants will generate questions, select a topic, experience all four stages, and consider classroom applications. Integrating perspectives can foster critical thinking, collaboration, and Academic Yarigai: fulfillment derived from worthwhile learning.

11:10 – 11:35**Room 106****AI-enhanced collaborative storytelling in English conversation classes***Astha Tuladhar - Meijo University*

This presentation demonstrates a classroom project in which learners collaboratively create original imaginary stories through pair and group work in English conversation classes. Students first learn the structure of effective storytelling, including character, setting, conflict, climax, and resolution. They then use AI tools to brainstorm ideas, generate illustrations, refine language, and develop complete stories before delivering oral storytelling presentations. Classroom examples and student work will illustrate how AI supports creativity, collaboration, language production, and presentation skills while maintaining student ownership of ideas. Participants will receive adaptable activities that can be implemented immediately in English language classrooms.

11:45 – 12:10**Room 101****Development of an AI-powered tool for mastering nonverbal communication using web cameras***Todd Cooper, Rafael Bretas, Elizabeth Oba, Akira Tsukada*

The presenters are developing an AI-powered web-based tool to assess nonverbal communication (NVC) skills with the help of Japanese EFL students at a kosen. The system currently uses standard webcams to analyze facial expressions and gaze during simulated online job/academic interviews. Ultimately, we aim to provide free, automated, targeted feedback to help all public EFL students improve their awareness and performance during future online testing and job/academic interviews. In this presentation, we focus on our photo analysis software, which does not require GPUs or traditional gaze trackers. We built our system with grant funding (KAKENHI), and it will be free for attendees to use for educational purposes in the future.

11:45 – 12:10**Room 102****Beyond raised hands: A stamp card for inclusive class participation***ChienTing Wu*

Participation grades often reward one skill: speaking up unprompted, in front of the class. This presentation shares a stamp-card system used in a beginner-level EFL course at a STEM-focused university, designed to give students agency over how they demonstrate engagement. Students choose from among five ways to earn points—in-class questions, one-on-one conversation visits, in-class activity performance, worksheet submission, and extracurricular participation—letting varied learning styles count equally toward the grade. The presenter discusses the card's design, adjustments made to curb over-reliance on any single category, and steps for adapting the tool to other classrooms.

11:45 – 12:10**Room 106****Agentic engagement profiles, peer feedback and self-evaluation in EFL poster presentations***Nadiia Zaitseva - Kwansei Gakuin University*

Student agentic engagement has received increasing attention in EFL (English as a Foreign Language) education and research (Wong & Liem, 2022; Zare & Derakhshan, 2025). Informed by Reeve's (2012) framework and Q methodology, this study aims to identify agentic engagement profiles in student perceptions of peer feedback and self-evaluation following poster presentations. Six first-year Japanese university students ranked teacher- and student-generated statements and completed written reflections. Two agentic engagement profiles emerged. The dominant profile emphasizes receiving peer feedback, whereas the second profile values giving feedback and acting on it. Implications for fostering agentic engagement through poster presentations are discussed.

13:15 – 13:40**Room 102****Maintaining, developing, and reconsidering teacher aspirations among pre-service English teachers***Junko Takatori - Juntendo University*

This study examines how pre-service English teachers' aspirations to enter their profession relate to a sense of teaching competence during an English teaching methods course. Pre- and post-course questionnaires (n=30) measured self-perceived English proficiency, desire to improve it, positive affect toward English, teaching self-efficacy, and collaborative efficacy, along with teaching aspirations. Only collaborative efficacy changed significantly, and aspirations remained unchanged for two-thirds of the participants. Aspiration was associated with positive affect toward English and with collaborative efficacy but not with self-perceived English proficiency post-course. Recollections of feedback from their high school teachers were associated with both efficacy measures. Open-ended responses are used to interpret these patterns. The presentation discusses what a methods course can and cannot reasonably be expected to change.

13:15 – 13:40**Room 106****Identity, equity, and agency in culturally integrated university language classrooms***Gordon Carlson - Otemae University**Timothy Ang - Toyo University**John Jackson - Otemae University**Brian Nuspliger - Otemae University**Evelyn Toth - Otemae University*

This presentation depicts a study comparing Japanese and international students' experiences in culturally integrated English classes across two universities. Results showed strong agreement between groups on comfort, collaboration, and the value of cultural exchange, while international students reported higher confidence, greater ease in expressing ideas, and feeling more valued, highlighting differences in identity affirmation and learner agency. Significant gaps emerged in perceived challenges, particularly learning-style differences and cultural misunderstandings, underscoring the need for equitable support structures. Overall, the findings reinforce the benefits of integrated language education and identify areas where identity, equity, and agency can be strengthened.

13:15 – 14:15**Room 402****Featured Talk: Teaching about workplace gender discrimination through personal experience***Bethany Lacy*

13:50 – 14:15**Room 101****Beyond the camera: The FRAME model for agency and perspective-taking***Mariana Oana Senda - Tokyo University of Science, Meiji University*

Student filmmaking is often used as a final task. Yet learning can be uneven: one student edits, two do the speaking, and others stay in the background. Whitcher and Donaghy suggest that, through collaboration, learners can “create something greater.” This practice-oriented presentation introduces FRAME, a simple design model based on freedom of choice, meaningful roles, accountable listening, multiple perspectives, and equitable contribution. Drawing on a university speaking and listening course in Japan, I will share the materials, a process rubric, and what I learned. Participants will use FRAME to redesign a short filmmaking task for their own classes.

13:50 – 14:15**Room 102****From classroom quizzes to authentic English lounge conversations***Astha Tuladhar - Meijo University*

Many Japanese universities provide English lounges or Global Plazas where students can interact with English-speaking staff, yet many hesitate to visit because they lack confidence in initiating conversations. This presentation introduces a classroom activity that prepares students for authentic interaction by having them create multiple-choice quiz questions about Japan. Students then ask these questions to Global Plaza staff, creating conversations in which they already know the correct answers. The activity reduces communication anxiety, encourages first-time participation in campus language spaces, promotes peer learning and cultural exchange, and transforms students from passive language learners into confident conversation initiators.

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