



# TOCHIGI

ISSUE 3, NOVEMBER 2025



## INSIDE

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### **3 CHAPTER HIGHLIGHTS**

Presentations & Publications by JALT Tochigi Members

### **6 JALT NATIONAL CONFERENCE 2025**

Abstracts and pictures from JALT Tochigi Members

### **13 THE PINK SHIRT INTERNS**

Recognizing the valuable contributions made by our local students

### **19 FREE EVENT: JALT TOCHIGI HOSTS DR LOUISE OHASHI**

Information for the free event and end-of-year social gathering on  
Saturday, December 6th



## JALT Tochigi officers

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Josh Kidd  
President



Emily Choong  
Treasurer



Rory Banwell  
Membership Chair



Josh Kidd  
Program Chair



Matthew Quinn  
Publicity Chair



Chris Smith  
Publications Chair

### Contact

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Please don't hesitate to contact us with any questions or comments you may have.

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Thank you to the conference photographers Becky Alp, Tim Cleminson, and Robert Moreau.



### The Japan Association for Language Teaching (JALT)

JALT is a nonprofit professional organisation dedicated to the improvement of language teaching and learning in Japan. It provides a forum for the exchange of new ideas and techniques and a means of keeping informed about developments in the rapidly changing field of second and foreign language education.

There are currently 31 JALT Chapters, and numerous Special Interest Groups (SIGs) throughout Japan.

SIGs are made of JALT members who share a professional interest. SIGs publish books, journals, newsletters and maintain informative mailing lists. SIGs also hold conferences and seminars, and work with JALT Chapters and other groups to put on events throughout Japan.

For more information about the types of SIGs available and what they are getting up to, please follow the QR code for more information.



# Welcome

Dear Readers,

**Welcome to the third issue of the *JALT Tochigi Publication*!** It's been an active first year for our chapter, with members contributing to local events, national and international conferences, and a number of interviews and publications. As we plan for 2026, we're excited to keep building momentum and encourage more members to take part in our growing community. With growth comes change—and that's where this issue begins.

We'd like to extend our heartfelt thanks to our founding president, **Joel Neff**, for his dedication and leadership in establishing the JALT Tochigi Chapter and guiding us through our first year. We wish him every success in his future endeavors. Stepping into the role of president is **Dr. Josh Kidd**, who will continue to serve as our Program Chair as well. We're excited for the next chapter under his guidance.

In this issue, our **Chapter Highlights** feature explores the timely topic of AI ethics in language teaching, alongside reports from four of our members who recently presented and moderated a panel on intercultural communication in the Philippines. We're also proud to highlight our members' participation in the **2025 JALT National Conference** in Tokyo, with abstracts from two forum and panel discussions and five presentations included here, along with recognition of the valuable contributions made by some of our local students as **pink-shirt volunteers**. It's a testament to the professional activity and collaboration happening right here in Tochigi.

Looking ahead, we're delighted to invite you to our **end-of-year event** on **December 6th at Utsunomiya University**. Details, including our main speaker, Dr. Louise Ohashi, can be found on pages 19-21. It promises to be an energizing and enjoyable close to the year.

As always, we warmly encourage all members to get involved—whether by attending events, sharing your teaching experiences, presenting, or contributing to future issues. The more voices we bring together, the stronger and more connected our community becomes.

Thank you for your continued support throughout 2025. We look forward to seeing you in December and wish you all the very best for a wonderful and inspiring 2026!

Warm regards,

Chris Smith

Publications Chair, JALT Tochigi

# Chapter Highlights

## Presentations & Publications by JALT Tochigi Members

In this section, we showcase the recent academic and professional activities of our members—including conference presentations, workshops, and published papers.

Whether you're looking for inspiration, collaboration, or just want to stay informed, we hope these highlights connect and energize our local teaching community.

### ICALLE 2025: Exploring Language and Learning (De La Salle University, Manila)



In August, four JALT Tochigi members jetted off to the Philippines to take part in the ICALLE 2025 conference. Dr. Josh Kidd, Dr. Kasumi Arciaga, Rory Banwell, and Noriko Takizawa conducted a panel presentation discussing various aspects of intercultural communication in higher education.

Here is a short overview of the event, an abstract for the panel presentation, and a link to the abstracts of each individual presentation.

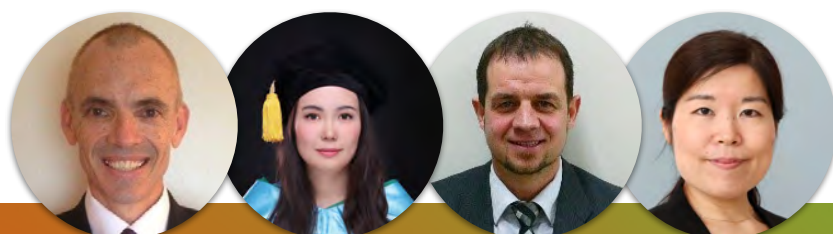
#### OVERVIEW:

From August 28–30, 2025, educators, researchers, and linguists from around the world gathered at De La Salle University in Manila for the International Conference on Applied Linguistics and Language Education (ICALLE 2025). The event featured presentations on multilingualism, digital learning, teacher development, and language assessment, providing a space for discussion and collaboration across diverse educational contexts.

One of the sessions at the conference was a themed panel on Enhancing Intercultural Communication in Higher Education. The panel presenters were from Utsunomiya University, and all four presenters are members of the Tochigi JALT chapter.

#### Panel Presenters:

Dr. Joshua Kidd, Dr. Kasumi Arciaga  
Rory Banwell, Noriko Takizawa



**TITLE:** Enhancing Intercultural Communication in Higher Education

**ABSTRACT:**

The panel explored practical strategies for strengthening students' intercultural competencies, building confidence in communication, and promoting meaningful cultural exchange—even in environments with limited international exposure. By sharing classroom-based examples, the presenters demonstrated ways to connect theory and practice through activities fostering cross-cultural understanding. The session contributed to ongoing discussions on best practices in intercultural education, offering insights for educators, program designers, and researchers seeking to integrate intercultural communication into university curricula.

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For further information about the topics of the panel presentation, please follow the QR code to the official ICALLE 2025 conference site.

Scroll down to the section titled 'Themed Panels,' and then select the 'Panel 2' tab.





Here is the abstract of a paper from two JALT Tochigi chapter members, that was published in Vol. 10 of the PanSIG Journal. Joel Neff and Dr. Kasumi Arciaga, both of Utsunomiya University, collaborated with Michael Burri of the University of Wollongong on the topic of ethical AI use.

Please find a QR code linking to the paper at the bottom of the page.

## The Impact of EFL Teachers' Demographic Backgrounds on the Perceptions of Ethical AI Use

Joel Neff,<sup>1</sup> Kasumi Arciaga,<sup>1</sup> and Michael Burri<sup>2</sup>

<sup>1</sup>Utsunomiya University, <sup>2</sup>University of Wollongong



### ABSTRACT:

Exploring teacher perceptions of AI tools is essential for understanding practices in the classroom. This study investigates EFL teachers' views on the ethical use of AI in education and examines how these views relate to demographic factors such as country of origin, gender, age, and teaching experience. Sixteen teachers from a Japanese national university participated in a survey exploring these aspects. The findings reveal that demographic variables notably influence teachers' perceptions of AI ethics. Non-Japanese teachers generally found AI tools to be more ethically acceptable than Japanese teachers, though with some reservations. Additionally, male teachers showed slightly higher acceptance of AI use compared to female teachers. Younger teachers also perceived AI use as more ethical than their older counterparts, despite a generally positive attitude towards AI across all age groups. These results suggest that educational institutions should consider teachers' varying perceptions when implementing AI to enhance educational practices.

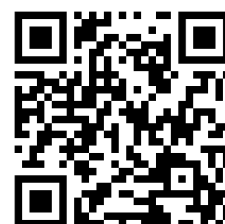
教員のAIツールに対する認識を調査することは、学習者のニーズを理解するために重要だ。本研究では、AIを教育に使用することの倫理性について、EFL教員の意見を調査し、それらの意見が出身国、性別、年齢、教育経験などの人口統計的要因とどのように関連しているかを分析した。日本の国立大学に所属する16人のEFL教員が、これらの側面に関する調査に参加した。調査結果によると、人口統計的要因がAIの倫理に対する認識に大きな影響を与えていることが明らかになった。非日本国籍の教員は、AIツールを倫理的に受け入れやすいと考える傾向がみられたが、懸念も示した。また、男性は女性よりもAIに対してやや高い受け入れ度を示した。さらに、若い教員は年配の教員よりもAIの使用を倫理的と見なす傾向がみられた。これらの結果は、教育機関がAIを導入する際に、これらの認識を考慮する必要があることを示唆している。

### Connect with the authors:

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Read the full paper here:

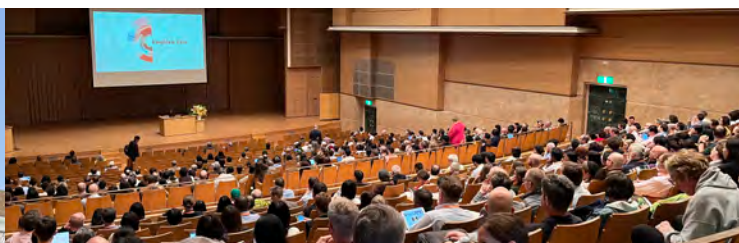
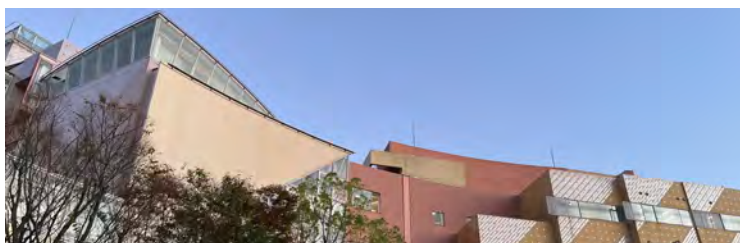


# JALT National Conference 2025



We had six JALT Tochigi members presenting and moderating at the 51st annual JALT national conference, this year held at the National Olympics Memorial Youth Center in Tokyo.

Please feel free to get in contact with the presenters for further information or discussion regarding the topics covered below.



**PLENARY THEMED PANEL DISCUSSION:** Perspectives on Internationalization in and for Japan

**TITLE:** The Role of FLE, Multilingualism, Fostering Plurilingualism in Japan

**MODERATORS:** Samuel Nfor and Emily Choong

**ABSTRACT:**

How can foreign languages, especially English, and multilingualism shape Japan's future? This panel features two experts offering distinct perspectives on Japan's internationalization. Drawing on their fields of expertise, they will present visions, needs analyses, challenges, and real-life examples. Plenary speakers and audience members are warmly invited to join the discussion and explore how language can drive Japan's evolving role in the global community.

**PANELISTS:**

Kuniaki Sato (Ministry of Education, Culture, Sports, Science and Technology - MEXT)

Kazumi Sakai (Dokkyo University)

Naoko Taguchi (Northern Arizona University)

Shoko Sasayama (Waseda University, Tokyo)

Masako Kaneko (Yokohama City Minami Yoshida Elementary School)

**FORUM:** Macquarie Alumni International Initiatives**ABSTRACT:**

This 60-minute forum brings together six Macquarie University alumni to share how they have engaged with the global community in their teaching, research, professional lives, and institutional roles. The panel explores international collaborations, intercultural programs, publishing, COIL projects, student exchanges, and SDG-related activities that connect classrooms to the wider world.

**SPEAKERS:**Josh Kidd (Utsunomiya University) **Moderator/Speaker**

Diane Nagatomo (Ochanomizu University)

Melodie Cook (University of Niigata Prefecture)

Kane Linton (Wayo Women's University)

Malcolm Sim (Akita International University)

Simon Humphries (Kansai University)

**Connect with Josh:** [j.kidd6776@gmail.com](mailto:j.kidd6776@gmail.com)**TITLE:** Exploring the Impact of Extensive Reading Activities**PRESENTER:** Miyako Fujii (Utsunomiya University)**ABSTRACT:**

This study explores Japanese university students' perceptions of extensive reading (ER) through four new ER activities. After participating, students completed a survey to assess their motivation, engagement, and reading habits. Findings show that most students had positive responses, with improvements in their reading habits and greater engagement. The study highlights the importance of monitoring methods, such as tracking word count and keeping a reading log, to further enhance motivation and support sustained reading development.

**Connect with Miyako:** [miyakofujii@a.utsunomiya-u.ac.jp](mailto:miyakofujii@a.utsunomiya-u.ac.jp)**TITLE:** Promoting and Supporting Autonomous Learning through Project-Based Learning (PBL)**PRESENTERS:** Josh Kidd (Utsunomiya University) Rory Banwell (Utsunomiya University)**ABSTRACT:**

This study explores autonomous learning in a first-year English language course at a Japanese university. Students participated in project-based learning, managing four major projects: presentations, bulletin boards, a university magazine, and promotional videos. Findings show that these projects enhanced collaboration, motivation, organizational skills, and digital literacy. The study also highlights the need for structured, scaffolded support to further build students' confidence and autonomy. Overall, the results suggest that project-based learning can promote academic and personal growth.

**Connect with Josh and Rory:** [j.kidd6776@gmail.com](mailto:j.kidd6776@gmail.com), [banwell@a.utsunomiya-u.ac.jp](mailto:banwell@a.utsunomiya-u.ac.jp)

**TITLE:** Student Output as Input: Creativity, Magazines, and Podcasts

**PRESENTER:** Chris Smith (Dokkyo Medical University)

**ABSTRACT:**

English is often seen by students as a low priority. With a stale, TOEFL-focused curriculum further hindering engagement, the first-grade English program at a private medical university was reimagined. An output-oriented approach was introduced to foster creativity, purposeful language use, and long-term engagement while developing a library of reading and listening resources based on student work. This presentation shares how a curriculum can balance institutional demands with student needs through practical, low-resource publishing and podcasting.

**Connect with Chris:** [csmith@dokkyomed.ac.jp](mailto:csmith@dokkyomed.ac.jp)

**TITLE:** Enhancing Study Abroad with a Buddy System in the Philippines

**PRESENTERS:** Josh Kidd (Utsunomiya University) Rory Banwell (Utsunomiya University)

**ABSTRACT:**

This study investigates the impact of a buddy system in a Japan-Philippines study abroad program. Seventeen Japanese students studied in the Philippines for one month and were paired with Filipino buddies. Surveys and interviews examined effects on English proficiency, cultural understanding, and social integration, as well as Filipino buddies' perspectives. Findings show the buddy system enhanced cultural exchange and language development, with both groups recognizing its positive influence.

**Connect with Josh and Rory:** [j.kidd6776@gmail.com](mailto:j.kidd6776@gmail.com), [banwell@a.utsunomiya-u.ac.jp](mailto:banwell@a.utsunomiya-u.ac.jp)



A sunny morning at the National Olympics Memorial Youth Center.



The Main Hall awaits the first plenary presentation.



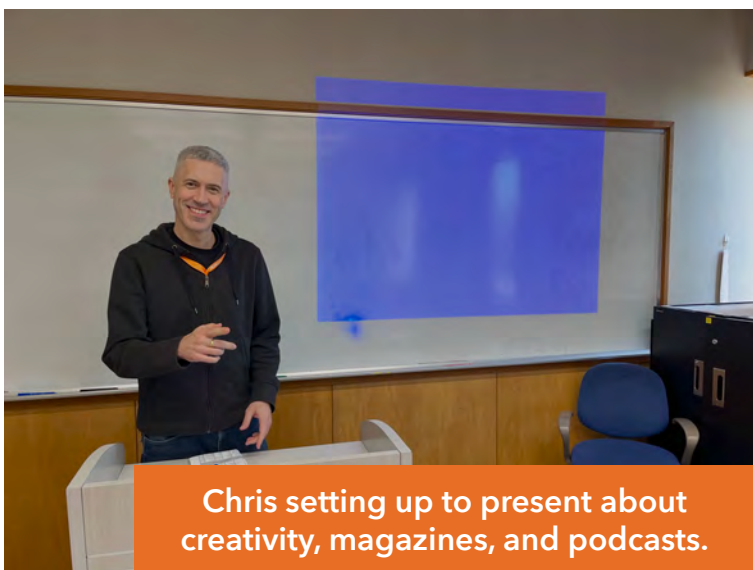
One of many rooms hosting publishing companies and material developers.



Josh and Rory present about the EPUU study abroad program's buddy system.



Chris setting up to present about creativity, magazines, and podcasts.



Saturday night dinner with old friends and new acquaintances.



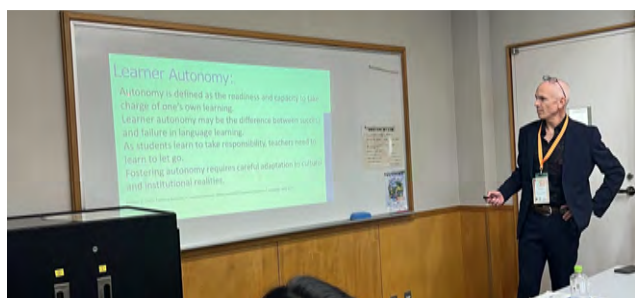


JALT Tochigi members (R to L) Rory, Matthew, and Chris.



JALT Tochigi members (R to L) Emily, Rory, and Chris.

Miyako presenting about the impact of extensive reading activities.



Josh and Rory present about learner autonomy and project based learning (PBL)



Time to refuel with some delicious Indian food.

Pink shirt interns help attendees with the registration process.



Photo © JALT

Photo © JALT



A large delegation of Mongolian students in attendance.

Photo © JALT



Congratulations to this year's JALT award winners.

Photo © JALT



Emily (L) hard at work co-moderating a plenary panel discussion.

Photo © JALT



A number of food trucks provided a selection of lunchtime choices.

Photo © JALT



Perfect weather to enjoy eating outside.



**JALT  
2025  
TOKYO**  
OCT 31 - NOV 2

## JALT2025 • Block Schedule • Saturday, November 1st

|                 | 9:15-9:45                                                 | 10:00-10:45 | 11:00-11:30      | 11:35-12:05                                                                                                                          | 12:10-12:40                                                                                                                                                         | 12:45-13:15                                                                                                               | 13:20-13:50                                                                                           | 13:55-14:25                                                                                                | 14:30-15:00                                                                                                       | 15:05-15:35                                                                                                                   | 16:00-16:45                                                                          | 17:00-17:30                                                                      | 17:35-18:05                                                                       | 18:10-18:40                                                                                               | 18:45-19:15  | 19:30-21:00                                                                                     |                                                                             |
|-----------------|-----------------------------------------------------------|-------------|------------------|--------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|--------------|-------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------|
| Center Building | Sponsors & Featured Speakers                              | 402         | Opening Ceremony | Lowering Learner Resistance - Joseph Shaules, Junko Yamana                                                                           | Reading Oceans Plus - Eddie Lee                                                                                                                                     | TBL and Versant - Maryn McGinty                                                                                           | Demystifying the CELF - Malcolm Hastings, Steve Turk                                                  | English Exams & Admissions - Keiko Ohashi, Tomoe Asagiri                                                   | Teaching Happy - Michael Rost                                                                                     |                                                                                                                               | Penality: Designing tasks for meaningful L2 teaching and assessment - Snoko Sasayama | Collaborative Research - Kinsella Valles                                         | Teaching Pragmatics - Naoko Taguchi                                               | An Ecological Perspective on the CEFR - Noriko Nagaoka                                                    | Best of JALT |                                                                                                 |                                                                             |
|                 | Sponsors                                                  | 403         |                  | ELTlab - Rachel Patten                                                                                                               | Eating the Dogs! Critical Thinking in the Language Classroom - Andy Boon                                                                                            | Innovations in Speaking Assessment and New Virtual Offerings - Hiroaki Iwata, Mitsuru Sakurada                            | Using AI to Assess Students' Speaking - Alan Schwartz, Shiori Ebine                                   | Reading - Paul Goldberg                                                                                    | Motivating Students to Engage with Graded Readers - Julian Wadsworth                                              | Teaching Environmental Aspects through Project Design in the EFL Classroom - Jean-Marc                                        |                                                                                      | ELTlab - Pino Cutrone                                                            |                                                                                   |                                                                                                           |              |                                                                                                 |                                                                             |
|                 | SIG Forums                                                | 404         |                  | Study Abroad Research Forum - Daniel Lumley, Delano Carnegie, Ryoko de Burgh-Hirson, Simon Humphries, Thomas Entwistle, Thomas Legge | Intersectional Identities as Pedagogy in Languages Education - Aiko Minematsu, Aurora Tsai, Gregory Paul Glasgow, Gretchen Clark, Laszlo Jayasooriya, Michael Ellis | Creating an Academic Podcast - Anthony Brian Gallagher, Geoff Carr, Luc Gougoux, Robert D'Alessandro, Robert Remmerswaal  | Extensive Reading Programs - Greg Gagnon                                                              | Materials Writers SIG Meeting & Elections - Adam Littlejohn, John Caffie, Rachel Patterson, Stephen Baskin |                                                                                                                   |                                                                                                                               |                                                                                      |                                                                                  |                                                                                   |                                                                                                           |              |                                                                                                 |                                                                             |
|                 | JALT Junior, TYL, SIG Forum Sponsors                      | 405         |                  | Teaching Japanese Learners SIG Forum and AGM - Amy Braun, Dr. Erin Nixon, Paul Nantoin                                               | Teaching CLIL/EAP to Low-Level Learners - Alastair Coleman                                                                                                          | 海外編入児童の受入れに必要な教員員の準備について - Masato Kaneko                                                                                  | Teaching through a games-based, child-centered approach - David Paul                                  | Peter Rabbit Story-Drama, Music & Adventure! - John Cunningham, Tram Phan                                  |                                                                                                                   |                                                                                                                               |                                                                                      |                                                                                  |                                                                                   |                                                                                                           |              |                                                                                                 |                                                                             |
|                 | JALT Junior Teaching Young Learners Global Englishes      | 406         |                  | Global Englishes Forum - Anna Tanaka, Andrew McMahon, Aurora Tsai, Daisuke Kimura, Gregory Paul Glasgow                              | Visual Analysis of Cultural Relevance in Mongolian ELT Textbooks - Odayar Galan                                                                                     | Non-japanese Global English university teacher issues - Hiroki Koshiki                                                    | Imaginative Harold and the Purple Crayon Music, Story-Drama! - John Cunningham, Tram Phan             | Challenges in English Language Education in Japan - Christine Smith                                        | Sustainable International exchange in public schools - Chiderima Lilian Okafor, Gerard Marchesseau, Mamadou Bayly | Training and support for elementary school English teachers - Mark Graham Fennelly, Meagan Renee Kaiser, Robert Lutton, Steve |                                                                                      |                                                                                  |                                                                                   |                                                                                                           |              |                                                                                                 |                                                                             |
|                 | JALT Junior Teaching Young Learners                       | 407         |                  | Reception - Hilary - Mogen Liangston                                                                                                 | Monoilingual Foreign Teachers' Translanguaging Practices in EMI/EFL - Dalton Le                                                                                     | University Students' Experiences in a Preparatory Course for Teaching With ALTs - Kenneth Foye                            | Beyond the Classroom - Michelle Fuentes, Norman Gallardo, Mona Margaret Gork, Jessica Gule            | Licensed to Teach - Jason Smith, Michelle Martine                                                          | Engagement in Teacher Training - Cassandra Lim                                                                    | Benefits of Study through a critical lens - For-Pro Service Teachers - Frances Shiohara                                       |                                                                                      | Team Teaching from the Perspective of ALTs - Tomohisa Machida                    | LanguageS Planning for a Multilingual Classroom - Michael Ellis                   | An in-service primary school teacher's learning journey of teacher language awareness - Ai Chuan Mue      |              | From Shy to Show: How Musical Empower Young EFL Learners - Yukako Kimura                        | Investigating elementary school teachers' use of textbooks - Tomoko Kikuchi |
|                 | JALT Junior Teaching Young Learners First-time presenters | 408         |                  | Teachers vs. Researchers - Nicole Ballard                                                                                            | Creative and Inclusive Group Work in English Learning - Etsun Hayashibara                                                                                           | Student Output as Input - Chris Smith                                                                                     | Bridging Classroom Output and Real-World Communication - Ania Gonzalez, Engel Villanar, Fatima Lagata | Vowel production training to influence affective factors - Juan Pablo Rodriguez-Gomez                      | Barter Free - Alexandra Burke                                                                                     | Decolonizing TEFL through a critical lens - Aigemin Kazymbek, Seibolsyn Taktanbek                                             |                                                                                      | Unleashing Student Expression - Ally Fuller, Nicholas Miyazaki                   | The potential of international exchange for children's wellbeing - Michael Kuzior | Teachers implementing open-based tasks with young learners - Tomas Kos, Winnie Wei-Wung Wang, Yuki Ohtaki |              | English Learning using a picture book from intercultural citizenship perspectives - Yoko Koyota | GenAI analyses of students' feedback from Naoko, Quist Oga-Baldwin          |
|                 | JALT Junior Teaching Young Learners                       | 410         |                  | Pragmatics SIG Forum - Benzo Suzuki, John Campbell-Larsen, Todd Allen, Yosuke Oigawa                                                 | Metacognitive Instruction in a Japanese Junior High School - Kyoko Hamanaka                                                                                         | Incorporate Story-Drama, Music & Movement, and EdTech in English Language Teaching - John Andrew Cunningham II, Tram Phan | Principled Teaching - Brendan Garland                                                                 | A Native Approach to Higher                                                                                | SPIN Forum at JALT 2025 - Emily Choong, Martin Sedaghat, Natsuko Mizoguchi,                                       | Hong Kong Chinese Pupils' Perception of Basic Latin Lessons - Kenneth Mummy, Panchalee Wasanasornthi                          |                                                                                      | Affirmative Modal Adverbs in English and Japanese Used in Japan - Yuka Takahashi | Community Ties for Personal Growth and Engagement - Kip Cates                     |                                                                                                           |              |                                                                                                 |                                                                             |
|                 | SIG Forums                                                | 411         |                  | Community Creation and Maintenance in a Relocating Learning - Joseph Dias                                                            | Satisfaction and Reflections of Pre-                                                                                                                                | Principled Teaching - Brendan Garland                                                                                     | A Native Approach to Higher                                                                           | SPIN Forum at JALT 2025 - Emily Choong, Martin Sedaghat, Natsuko Mizoguchi,                                | Hong Kong Chinese Pupils' Perception of Basic Latin Lessons - Kenneth Mummy, Panchalee Wasanasornthi              | Affirmative Modal Adverbs in English and Japanese Used in Japan - Yuka Takahashi                                              |                                                                                      | Community Ties for Personal Growth and Engagement - Kip Cates                    |                                                                                   |                                                                                                           |              |                                                                                                 |                                                                             |
|                 | Pedagogy                                                  | 412         |                  | Waseda University Graduate Student Showcase                                                                                          | AGM for Literature in Language Teaching SIG - Suzanne Kamata                                                                                                        |                                                                                                                           |                                                                                                       |                                                                                                            |                                                                                                                   |                                                                                                                               |                                                                                      |                                                                                  |                                                                                   |                                                                                                           |              |                                                                                                 |                                                                             |
| SIG Forums      |                                                           |             |                  |                                                                                                                                      |                                                                                                                                                                     |                                                                                                                           |                                                                                                       |                                                                                                            |                                                                                                                   |                                                                                                                               |                                                                                      |                                                                                  |                                                                                   |                                                                                                           |              |                                                                                                 |                                                                             |

Here are just two of the seven pages of seminars and presentations over the weekend.

Here are just two of the seven pages of seminars and presentations over the weekend. Attendees really were spoilt for choice! Scan the QR code to see the complete weekend schedule!

## JALT2025 • Block Schedule • Saturday, November 1st

|                                 |  | 9:15-9:45        | 10:00-10:45                                                                                                                                              | 11:00-11:30 | 11:35-12:05 | 12:10-12:40 | 12:45-13:15 | 13:20-13:50 | 13:55-14:25 | 14:30-15:00 | 15:05-15:35 | 16:00-16:45 | 17:00-17:30 | 17:35-18:05 | 18:10-18:40 | 18:45-19:15 | 19:30-21:00 |
|---------------------------------|--|------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
|                                 |  | Opening Ceremony | Penalty: Intercultural competence in language learning - Naoko Taguchi                                                                                   |             |             |             |             |             |             |             |             |             |             |             |             |             |             |
| SIG Forums                      |  | 413              | Global Issues in Language Education (GLE) Forum- Gerald Marcheseau, John Goy Pomeroy, Meagan Renee Kasper, Nili Olov Foss, Pamela Neupane, Shaolin Singh |             |             |             |             |             |             |             |             |             |             |             |             |             |             |
| SIGs Posters                    |  | 416              | Meet the SIG 1                                                                                                                                           |             |             |             |             |             |             |             |             |             |             |             |             |             |             |
| Featured Speakers               |  | 417              | Simulating Global Collaboration in Language Learning- Eileen Kuiper                                                                                      |             |             |             |             |             |             |             |             |             |             |             |             |             |             |
| Language Classroom Content      |  | 504              | Can L2 learners understand irony? Rod Ellis                                                                                                              |             |             |             |             |             |             |             |             |             |             |             |             |             |             |
| Language Skills                 |  |                  | Engaging Students in ELW: Bibliobattles- John Oxtord-Doogan                                                                                              |             |             |             |             |             |             |             |             |             |             |             |             |             |             |
| Sociolinguistics and Pragmatics |  | 505              | Key Questions for Understanding Academic Paper Structure- Todd Hooper                                                                                    |             |             |             |             |             |             |             |             |             |             |             |             |             |             |
| Other Learners and Contexts     |  |                  | Metacognitive Experiences and English Writing Development- Adam Christopher                                                                              |             |             |             |             |             |             |             |             |             |             |             |             |             |             |
|                                 |  | 506              | Developing Argument Structure in Japanese L2 Writers- Jim Smiley                                                                                         |             |             |             |             |             |             |             |             |             |             |             |             |             |             |
|                                 |  |                  | Enhancing L2 Beginner Listening with Top-Down Instruction- Kaoru Tsunoda                                                                                 |             |             |             |             |             |             |             |             |             |             |             |             |             |             |
|                                 |  |                  | 4 Drama Activities to Enhance EFL Speaking- Dorian Kobayashi                                                                                             |             |             |             |             |             |             |             |             |             |             |             |             |             |             |
|                                 |  |                  | Building a new framework for intercultural learning, Dr. Luke Lawrence, Yuzuko Nagashima                                                                 |             |             |             |             |             |             |             |             |             |             |             |             |             |             |
|                                 |  |                  | The Conceptualization of Japanese EFL Classrooms as Heterotopic Spaces- Kane Iwano                                                                       |             |             |             |             |             |             |             |             |             |             |             |             |             |             |
|                                 |  |                  | Integrating Generative AI in self-assessment learning- Dominique Volz                                                                                    |             |             |             |             |             |             |             |             |             |             |             |             |             |             |
|                                 |  |                  | Towards Valid L2 Efficacy of AI-text detection tools- Hi-Rita Naisida                                                                                    |             |             |             |             |             |             |             |             |             |             |             |             |             |             |
|                                 |  |                  | Student Attributes to General Use as Post-Instructional Assessment- Nadia Zaitouna                                                                       |             |             |             |             |             |             |             |             |             |             |             |             |             |             |
|                                 |  |                  | MT and AI activities- Kenneth Schmidt                                                                                                                    |             |             |             |             |             |             |             |             |             |             |             |             |             |             |
|                                 |  |                  | Effective Academic Writing- Rebecca Funabashi                                                                                                            |             |             |             |             |             |             |             |             |             |             |             |             |             |             |
|                                 |  |                  | AI for Self-Regulated Learning and Cultural Adaptation- Wally Healy, Amelia Yin                                                                          |             |             |             |             |             |             |             |             |             |             |             |             |             |             |
|                                 |  |                  | The longitidinal development of group interaction in EFL classrooms- Cheikhna Amar                                                                       |             |             |             |             |             |             |             |             |             |             |             |             |             |             |
|                                 |  | 507              | Enhancing Intercultural Competence and English learning through COIL- Jacob Petersen, Kaito Takasaka                                                     |             |             |             |             |             |             |             |             |             |             |             |             |             |             |
|                                 |  |                  | Analyzing Learner Perceptions of TOEIC Learning with News Videos- Natsuki Matsui                                                                         |             |             |             |             |             |             |             |             |             |             |             |             |             |             |
|                                 |  | 508              | LAMP- Phil Bennett, Tim Steadings, Stuart McLean                                                                                                         |             |             |             |             |             |             |             |             |             |             |             |             |             |             |
|                                 |  |                  | Acquiring Collocations Through Multimodal Flashcard Practice- Misse Takeda, Emily Macfarlane                                                             |             |             |             |             |             |             |             |             |             |             |             |             |             |             |
|                                 |  |                  | Subtitling for Video- David Lees                                                                                                                         |             |             |             |             |             |             |             |             |             |             |             |             |             |             |
|                                 |  |                  | The Digital Learning Curve- Michele Jermes                                                                                                               |             |             |             |             |             |             |             |             |             |             |             |             |             |             |
|                                 |  |                  | Mobile Apps and Communicative Competence- Leweth Jackson                                                                                                 |             |             |             |             |             |             |             |             |             |             |             |             |             |             |
|                                 |  |                  | Making Test Preparation Communicative- Ross Thurman                                                                                                      |             |             |             |             |             |             |             |             |             |             |             |             |             |             |
|                                 |  |                  | SLA Research Findings and Their Teaching Implications- Stephen Clarke                                                                                    |             |             |             |             |             |             |             |             |             |             |             |             |             |             |
|                                 |  |                  | Learning Framework Collaboratively by Idealizing Classmates- Joseph Fukuda, Yoko Munazane, Yoshitomi Fukuda, Tetsuya Fukuda                              |             |             |             |             |             |             |             |             |             |             |             |             |             |             |
|                                 |  |                  | Psychological Traits of Successful Japanese EFL Learners- Miki Buchner-Fukukawa                                                                          |             |             |             |             |             |             |             |             |             |             |             |             |             |             |
|                                 |  |                  | Combining CLIL and Translanguaging- Kevin Bartlett                                                                                                       |             |             |             |             |             |             |             |             |             |             |             |             |             |             |
|                                 |  |                  | Investigation into School Belonging and Motivation with SCM- Tetsuya Fukuda                                                                              |             |             |             |             |             |             |             |             |             |             |             |             |             |             |
|                                 |  |                  | The Motivation Profiles of Irish-Year University Students- Siavon Li                                                                                     |             |             |             |             |             |             |             |             |             |             |             |             |             |             |
|                                 |  |                  | Interplay of MLAs and PID in 3 transfer                                                                                                                  |             |             |             |             |             |             |             |             |             |             |             |             |             |             |
|                                 |  |                  | Adapting Causality Orientations Theory                                                                                                                   |             |             |             |             |             |             |             |             |             |             |             |             |             |             |
|                                 |  |                  | ELT Lab- Taylor Meudrich                                                                                                                                 |             |             |             |             |             |             |             |             |             |             |             |             |             |             |
|                                 |  |                  | Unioec 2nd edition- even better EAP with Critical Thinking- Andrew Archer                                                                                |             |             |             |             |             |             |             |             |             |             |             |             |             |             |
| Sponsors                        |  | 514              |                                                                                                                                                          |             |             |             |             |             |             |             |             |             |             |             |             |             |             |

Center Building

AI

Technology

Language Classroom Content

Vocabulary

Pedagogy

Learner Development Psychology

Sponsors

9:15-9:45

10:00-10:45

11:00-11:30

11:35-12:05

12:10-12:40

12:45-13:15

13:20-13:50

13:55-14:25

14:30-15:00

15:05-15:35

16:00-16:45

17:00-17:30

17:35-18:05

18:10-18:40

18:45-19:15

19:30-21:00

Opening Ceremony

Penalty: Intercultural competence in language learning - Naoko Taguchi

Global Issues in Language Education (GLE) Forum- Gerald Marcheseau, John Goy Pomeroy, Meagan Renee Kasper, Nili Olov Foss, Pamela Neupane, Shaolin Singh

Meet the SIG 1

Simulating Global Collaboration in Language Learning- Eileen Kuiper

Can L2 learners understand irony? Rod Ellis

Engaging Students in ELW: Bibliobattles- John Oxtord-Doogan

Key Questions for Understanding Academic Paper Structure- Todd Hooper

Metacognitive Experiences and English Writing Development- Adam Christopher

Developing Argument Structure in Japanese L2 Writers- Jim Smiley

Enhancing L2 Beginner Listening with Top-Down Instruction- Kaoru Tsunoda

4 Drama Activities to Enhance EFL Speaking- Dorian Kobayashi

Building a new framework for intercultural learning, Dr. Luke Lawrence, Yuzuko Nagashima

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Best of JALT

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The Educational Materials Exhibition (EME) is open every day of the conference!

Check out some textbooks and teaching materials on the 3rd, 4th, and 5th floors!



# The Pink Shirt Interns



## The Heart of the JALT Conference

Anyone who has attended a JALT National Conference will have seen the friendly faces of the “Pink Shirts”—volunteers in bright pink T-shirts who help keep the event running smoothly. Officially known as the ‘Pink Shirt Interns,’ these undergraduate and graduate students play a vital role in supporting conference operations, from assisting with registration and presentation timing to guiding participants and helping staff behind the scenes.

Beyond their practical contributions, the experience offers interns a unique opportunity to use English in an authentic, professional environment while interacting with educators, presenters, and publishers from around the world. Many participants describe it as a highlight of their student life and a valuable step in developing communication skills and confidence.

In this issue, we’re proud to feature several Tochigi students who took part in this year’s conference as Pink Shirt Volunteers.



Photo © JALT

Some of the 2025 pink shirt  
interns.

# Reflections

**Megat • Nana • Raffiq • Mayuka**

UTSUNOMIYA UNIVERSITY



**Megat Fadli**

“During JALT 2025 conference in Tokyo, Japan. I had the opportunity to serve as a room monitor, which allowed me to learn a wide range of professors’ presentations and teaching styles. It was interesting to see how different presenters engaged their audiences, structured their content, and communicated their key ideas.

I usually learn presentation skills on YouTube, which only shows best practices, but JALT allowed me to learn how to stay calm whenever situations do not go as planned. I also learnt how a presenter calmly tackled some tough, provocative questions. This experience I absolutely can’t learn from online platforms.

Since I am a part-time English teacher, learning these varied approaches helped me reflect on effective teaching techniques and classroom strategies.”

“I participated as an intern student three times: in Tsukuba, in Shizuoka, and now in Tokyo.

I am majoring in English education at university, so I feel that working as an intern and listening to many teachers’ presentations are very valuable opportunities. Also, every year I enjoy speaking in English with many teachers and intern students, which is also a chance for me to improve my English skills.

I would like to participate again next year too. Thank you for all the support.”



Photo © JALT

**Nana Hoshino**



Nana received special recognition from JALT President Clare Kaneko during the closing ceremony for serving as a Pink Shirt Volunteer for the third consecutive year.

Well done, Nana—and we’re happy to hear you would like to take part again next year!

Photo © JALT



Muhammad Raffiq

"Joining the JALT 2025 Conference as a student intern was a great experience for me. I gained a lot of new knowledge, made new friends, and changed me as a person.

During the conference, I was given the task as a room monitor where I acted as the timekeeper for the presentations. This gave me the chance to listen to various topics of presentations which I took as an opportunity to learn not only the knowledge about the content of the presentations but at the same time presenting skills themselves. What intrigued me the most is how presenters from different countries each have their own style and way of presenting like the words they used, their body language and even the way they communicate with the audience.

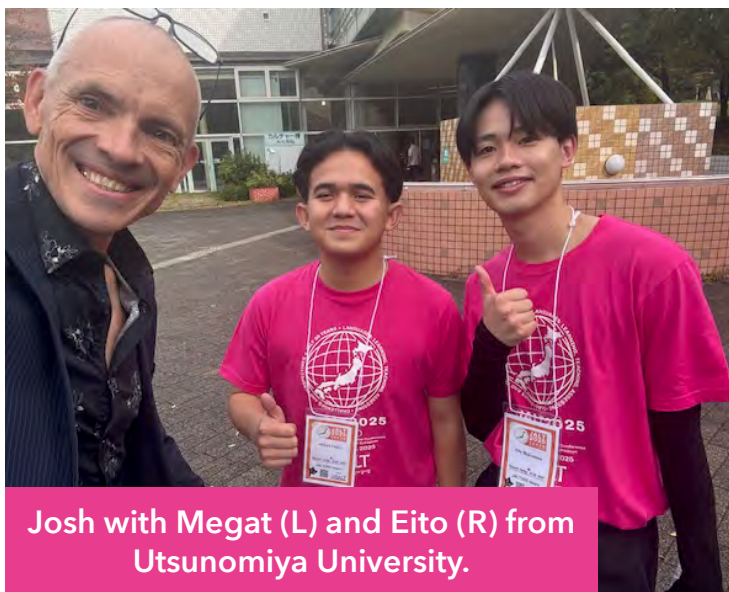
All in all, being a volunteer as a student intern in the conference was valuable not only for my resume but for my own experience too and I hope to join again in the future."



Mayuka Honda

"Looking back on the two days, I was surprised to find that I could express myself far better than I expected, utilizing my current vocabulary. I also had insightful conversations with many people, which significantly broadened my perspective.

I find speaking English incredibly exciting! Thank you very much."



Josh with Megat (L) and Eito (R) from Utsunomiya University.



Emily and four of the volunteers from Utsunomiya University.



Heading over to the presentation rooms.



Keita (L) enjoying lunch with two fellow volunteers.



Snack time!



More alfresco dining with a well earned lunchbox.



Mayuka (R) enjoying a break and refreshments.



Off to help with the next presentation sessions.



# INTERVIEW

## Keita Shiina

Keita is a first-year medical student at Dokkyo Medical University in Mibu, Tochigi.



### 1. What made you decide to apply to be a Pink Shirt volunteer at JALT 2025?

I wanted to have more opportunities to use English and to improve my English skills. When I told my teacher about that, he introduced me to JALT and encouraged me to apply.

### 2. What kind of tasks did you do over the weekend?

I did various tasks over the weekend, such as managing the timing of teachers' presentations, greeting people at the main gate, and giving directions to attendees.

### 3. What was a surprising or unexpected task you had as a Pink Shirt?

I was surprised that I had to greet people at the main gate for two hours straight!

### 4. Did you have any memorable interactions with conference attendees?

I noticed that Japanese people tend to be a bit shy. When I was greeting participants at the main gate, people from overseas were very friendly. They always responded to my greeting, and sometimes that even led to short conversations. On the other hand, many Japanese attendees didn't make eye contact, and I often felt ignored when I greeted them.

### 5. What part of the job was the most challenging? How did you handle it?

Standing and greeting people at the main gate for two hours was quite tough. It was physically tiring to stand the whole time. I just tried to stay positive and keep smiling!

### 6. What skills do you feel you gained from volunteering?

I think that I gained confidence in speaking English with native speakers. Teamwork and communication skills too.



A familiar face at the main gate!

**7. Did this experience help you build confidence speaking English? If so, how?**

Yes, absolutely. There were several moments when I was able to communicate successfully with native speakers in English. One teacher in particular continued to talk to me after I greeted him at the gate. He asked me about what I did and was interested in my studies at medical school. Because he kept extending the conversation, it made me feel confident that I could communicate.

Also, I met a few pink shirt volunteers who were not Japanese, and although they could speak Japanese a little, I found that it was easier to communicate with them in English. I realized that my English skills were good enough to communicate with them.

**8. Did you make any new friends or connections through volunteering?**

Yes, I did. After the event, some of us even went out for a meal together. We had a great time!

**9. Would you recommend the Pink Shirt program to other students at our university? Why?**

Yes, I would. I think it helps increase motivation to study English and also broadens your perspective.

**Dinner with new friends.****New connections and friendships made.****Catching up with Nana from Utsunomiya University.****Two new friends from overseas.**

## JALT Tochigi members...

The Pink Shirt Intern Program is open to all university and graduate students. It's a rewarding chance to build confidence, gain real-world English experience, and take part in a vibrant international language-teaching conference.

If you have any students who might be interested in being pink shirt interns, keep an eye out for the application process next year.



# JALT Tochigi Winter Workshop

Join us for our winter workshop & year-end gathering as we proudly host Dr Louise Ohashi and several other guest presenters.

**Free Event**

## GenAI Literacy: An Essential Competency in L2 Education



**Dr Louise Ohashi**  
**Gakushuin University**

**Utsunomiya University**  
**EPUU Commons & Online**

**December 6th: 15:00~**  
**Social gathering: 18:00~**

### Abstract

This session offers language teachers and course administrators a space to explore key aspects of GenAI literacy, strengthen their competencies in this area, and discuss the affordances and challenges that GenAI brings to L2 education. In addition to sharing research and offering practical support, the presenter will guide discussions related to GenAI and encourage participants to share issues and questions relevant to their own teaching contexts.

Dr. Louise Ohashi is a professor at Gakushuin University and EUROCALL's AI SIG Chair. She is currently conducting a Kaken-funded project on AI's impact on L2 education. She loves learning languages too (日本語, italiano, français, español, Deutsch).

**Register**



**Contact**  
**[tochigi@jalt.org](mailto:tochigi@jalt.org)**

**Location**



**JALT**  
**TOCHIGI 栃木**



# JALT Tochigi Event

## WINTER WORKSHOP

# Dr Louise Ohashi

+ Justin Dobbin • Luke Winn • Matthew Quinn

**Date:** Saturday, December 6

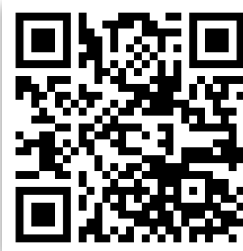
**Location:** Utsunomiya University / Zoom (for sessions)  
Nearby venue (for dinner)

### Event Schedule:

**3:00–5:00 PM** – Guest Speaker, Dr Louise Ohashi & Member Sharing Session

**6:00 PM onward** – Casual Dinner & Social Gathering

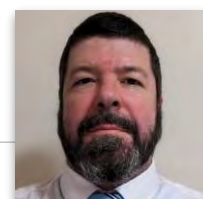
You're very welcome to join the dinner even if you can't make the earlier sessions. We look forward to seeing you there!



RSVP link:

## 1

### High Energy, Humor, and Connection: Teaching Across Ages



|                            |                                                                                                                                                                                                                                                                                                                                                       |
|----------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Presenter</b>           | Justin Dobbin                                                                                                                                                                                                                                                                                                                                         |
| <b>Affiliation</b>         | Hakuoh University / Utsunomiya University                                                                                                                                                                                                                                                                                                             |
| <b>Bio</b>                 | Justin Dobbin is a part-time lecturer at Hakuoh University and Utsunomiya University. The rest of the time, he teaches at three Hakuoh University–affiliated kindergartens in Tochigi and Saitama, where he leads morning classes for kindergarten students and afternoon <i>kagai</i> (private after-school) classes for children up to sixth grade. |
| <b>Session Description</b> | This session discusses the speaker's ideas and practices for conducting English conversation classes at both kindergarten and university levels. It explores the effectiveness of using similar high-energy and humor-based approaches across age groups, encouraging reflection on how engagement strategies can transcend educational contexts.     |

Continued...



# JALT Tochigi Event

## WINTER WORKSHOP

### 2

#### Connecting Action Research and Curriculum Development



|                            |                                                                                                                                                                                                                                                                                                                                                                                      |
|----------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Presenter</b>           | Luke Winn                                                                                                                                                                                                                                                                                                                                                                            |
| <b>Affiliation</b>         | Hakuoh University, Department of Business Administration                                                                                                                                                                                                                                                                                                                             |
| <b>Bio</b>                 | Luke Winn is a lecturer in the Department of Business Administration at Hakuoh University. His teaching and research focus on curriculum development and classroom-based inquiry to improve learning outcomes and course design.                                                                                                                                                     |
| <b>Session Description</b> | This session introduces an action research project conducted in 2023 and discusses how its findings have informed a new, ongoing project in curriculum development. The presentation highlights the process of linking reflective classroom practice with broader curriculum design and invites discussion on how small-scale research can drive meaningful change in the classroom. |

### 3

#### Gairaigo: Investigating Japanese English Learners' use of loanwords in Japanese when speaking in English and the extent to which they are understood by English L1 speakers



|                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|----------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Presenter</b>           | Matthew Quinn                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>Affiliation</b>         | Sakushin Gakuin University, Department of Human Culture and Psychology                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>Bio</b>                 | Matthew Quinn is a lecturer at Sakushin Gakuin University in Utsunomiya, Tochigi. He has a wealth of experience teaching a wide range of Japanese English learners in a variety of contexts. His teaching is learner-centred and focuses on maximising learner-to-learner talking time. Matthew's core pedagogy centres around creating successful, rather than perfect, communication strategies. His research interests lie in the way English is learned and used. |
| <b>Session Description</b> | This session introduces the preliminary findings of an ongoing research project. The presentation will provide a brief overview of the investigation and highlight the main findings of the research. Participants are encouraged to share their views on the potential role of loanwords in English education.                                                                                                                                                       |

# Calling all... TEACHERS

Join our growing community by sharing some information about yourself, your school, your town, or an aspect of teaching. We would love to hear your opinions and invite you to submit something on one of the following topics:



## Teacher profile

Introduce yourself!



## School profile

Introduce your school



## Conference/event review

Have you attended a JALT event? Share your experience!



## Book review

Summarize, analyze, and critique an academic text.



## Around Tochigi

Tell us about your town, your local festival, your favourite place to visit, etc.



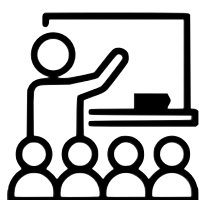
## Teaching

Share an idea, a classroom strategy, an approach to a particular topic, a game, an activity, a technology or platform you find helpful, etc.



## Free comment

Ask questions and share your opinions!



If you are interested in becoming an active member of the JALT Tochigi community and having your information and opinions featured in future issues, please check out the QR code to submit your ideas.



## Sign up here

If you haven't already joined the JALT Tochigi community, what are you waiting for?

We would love to have you on board!

Please scan the QR code and follow the steps.



## Already a JALT member?

If you would like to transfer your JALT membership to the Tochigi Chapter, it's a piece of cake!

Follow the QR code and it'll be sorted out in a couple of clicks.



## Contact us

If you have any questions, please don't hesitate to contact us. You can scan the QR code or send an email to **[tochigi@jalt.org](mailto:tochigi@jalt.org)**



# TOCHIGI

