

JALT PanSIG 2015 **SUNDAY, May 17**

Time	ID #	Room #	Title
9:30 - 9:35		Main Hall	Welcome back
9:35 - 10:20		Main Hall	Plenary 3: Kim Horne, "The Virtues of Character Education-Simple Ways to Bring Joy, Meaning & Purpose into Your Classroom"
10:20 - 10:45		Main Hall	Q&A 2: Interactive Q&A session led by Liliانا, Curtis & Kim
10:45 - 10:50		Main Hall	Messages from the organisers
10:50 - 11:00		Main Hall	Introduction of 2nd set of poster presentations
11:00 - 12:00	181	403 TED	Bringing Theory into the Classroom: Widdowson's Framework for Teacher Mediation
(Poster Presentations)	180	403 TED	Gaining Students' Insights into Psychometric Instruments using a Focus Group Approach
	288	303 TED	Improving teaching skills through English drama
	163	404 OLE	Lessons from a bad learner
	287	308 TYL	From Picture Book to Creative Output
	182	303 TED	How To Get Your Students To Talk
	153	302 TED	Teacher beliefs on conducting classes in English
	197	409 GILE	Teaching Bhutan's Gross National Happiness
	135	304 JSL	Can narrative stories engage and provide enjoyment to beginner-level learners of Japanese?
	139	308 TYL	Creative Writing in a Japanese High School
	285	302 CUE	One Learner, Many Stories: Before and After Language Learning at University
	258	405 SDD	The Buffer Zone - Role Playing for Rich Content Communication
	245	309 TYL	The Joy of Using Narratives in Bilingual Preschools
	172	409 GILE	Hooligans, handguns and Hobbits: addressing problematic cultural representations in the Japanese English language classroom
12:00 - 1:00			LUNCH
			PanSIG Planning Meeting
1:00 - 2:30	169	307 ER	ER FORUM Towards a Pragmatic Definition of ER
	248	305 CT	CT FORUM
	238	Main Hall	GILE FORUM Using Narratives for Global Citizenship
	266	308 GALE	GALE FORUM How Are Narratives Gendered?
	298	309 TEVAL	Cambridge English Language Assessment Speaking Examiner Training Session (Note: this is a 3 hour session--1:00 - 4:10)
1:00 - 1:25	136	403 MBE	Music, mind and embodied simulation
	243	302 CUE	Student perceptions of English for medical study in Libya
	254	401 LD	Creating your own narrative with one little word
	220	301 BizCom	Speaking stories: having students narrate or dramatize short films
	204	404 PRAG	Intercultural encounters: Professional development in story form
	186	402 LLT	Responding to read aloud stories
	113	405 PRAG	Story as Argument
	168	303 CUE	What are we teaching? Pseudoscience in EFL
1:30 - 1:55	158	302 CUE	Formally Testing Your Techniques: You might be surprised at the results
	267	303 CUE	Intercultural simulations: An immersive experience
	175	401 LD	Bridging the Affective Factor Gap in Young Japanese Students' English Studies
	125	402 LLT	Character Sketches Using Descriptive Adjectives
	140	404 PRAG	Represented thought in L2 job interviews
	284	405 PRAG	Discovering "Truth" Through Reflective Practice
	171	408 THT	ナラティブで捉える日本語教師の失敗と葛藤
	218	301 BizCom	How did I do, talking about my job?
	209	409 LD	Student projection, appropriation, and resolution
2:00 - 2:25	173	302 CUE	Happy now? Former students surveyed
	188	401 LD	EFL Freshman University Students' Learning Beliefs
	200	408 THT	Using Authentic Text: Benefits of a Vocabulary Profiler
	221	301 BizCom	SIG Meeting for Business Communication SIG
	132	409 SO	Principled Eikaiwa
	297	303 CALL	The Automatic Pronunciation Screening Test (APST)
	229	404 PRAG	Developing Understanding Through Story-telling

2:40 - 4:10	249	305 LL	LL FORUM Lifelong language learning in special contexts
	202	402 LLT	LLT FORUM What Makes a Good Classroom Book?
	276	Main Hall	PRAG FORUM Spoken narrative: Multiple voices, multiple perspectives
	299	309 TEVAL	Cambridge English Language Assessment Speaking Examiner Training Session Part II (Note: this is a 3 hour session--1:00 - 4:10)
2:40 - 3:05	231	405 SDD	Project Based Learning: Evaluation of a Film-making and an Oral Interpretation Project
	111	307 ER	An ER/EL program in a semi-immersion Japanese elementary school
	137	308 GALE	Coming out in university EFL classrooms in Japan: Report on a pilot study
	280	407 SA	Walk a mile in their shoes: a teacher's lessons learned from a short-term intensive language course
	213	404 OLE	Effects of changing group to partner work on learners and teachers
	295	302 CUE	Teaching content with a focus on form PT. 1
	268	408 TEVAL	TOEFL Reading Question Hints: Don't Worry Be Happy
	283	403 TED	Narratives about pitfalls in the academic job hunt
	246	304 CALL	Student-created videos
	134	401 TBL	Students' Stories of Teaching Well-Becoming
	164	303 CUE	Empowering International Students in an EMI Program
3:10 - 3:35	253	405 SDD	Visual plus verbal: improvisational, collaborative storytelling for creativity
	145	304 CALL	CALL Metrics to Assess Student Performance
	250	401 LD	A Training Strategy for Peer Review
	273	307 ER	Xreading reduces the burden of extensive reading
	156	308 GALE	Gender and sexuality in MyShare activities
	148	404 OLE	Native speaker contact units
	151	407 SA	The benefits of a Study Abroad Q & A lesson: Utilizing international students for the preparation of Japanese students to study abroad
	296	302 CUE	Teaching content with focus on form PT. 2
	129	408 TEVAL	A mixed-methods investigation of aural and written receptive vocabulary knowledge
	105	403 TED	Teacher narratives of technology integration
	303	303 LD	Who's holding the reins? Teachers talk about approaches to 'teaching' about autonomy
3:40 - 4:05	159	304 CALL	Building Community Through Blogging
	232	401 LD	Developing Learner Autonomy and Motivation through Cooperative Learning at Senior High Schools in Japan
	263	307 ER	Do stories promote learning more than non-stories?
	239	308 GALE	Gender in Teaching Stories, Old and New
	120	407 SA	Japanese High School Students' Writing in Cross-Cultural Immersion Settings Abroad
	149	408 TEVAL	Designing better vocabulary quizzes to enhance learning
	112	403 TED	Personal Finance: One Teacher's Journey
	264	303 GILE	The Shift from French to English in Rwanda
	225	302 CUE	Student Stories of Ideal Classmates