

4TH
ANNUAL

PIE SIG in SAPPORO CONFERENCE

Saturday

Feb. 15th

Sunday

Feb. 16th

2025

"Performance in Education: Tools for Your Toolbox"

SATURDAY LOCATION

SCARTS Sapporo Cultural Arts Community Center

9:30 am - 3:30 pm



**Saturday
conference
registration
link**

[https://forms.gle/
fWhS8b72brAXxzD9](https://forms.gle/fWhS8b72brAXxzD9)



SUNDAY LOCATION

HOKKAI GAKUEN UNIVERSITY

10:30 am - 3:00 pm

**Sunday only
registration link**

[https://tinyurl.com/
35mhjy7x](https://tinyurl.com/35mhjy7x)



Conference Details

The Japanese Association for Language Teaching, Performance in Education, Special Interest Group **JALT PIE SIG** will be holding a two-day, face-to-face conference.

Saturday is exclusively for Performance in Education presentations.

Sunday, we will have a PIE SIG room with the

40th Annual JALT Hokkaido Conference 2025.

REGISTRATION FEES for Saturday Feb 15th:

JALT members ¥3000

Non-JALT members ¥4000

Fees will be paid in cash at the registration table. This fee will also cover admission to the Hokkaido JALT conference on Sunday.

REGISTRATION FEES for Sunday Feb 16th ONLY:

JALT members ¥1000 (free if pre-registered),

Non-JALT members ¥3000 (¥2000 if pre-registered)

Fees will be paid in cash at the registration table

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PIE SIG INFORMATION

PIE SIG Officers (2025)

President: David Kluge

Vice President: Darren Kinsman

Assistant Vice President: Brian Gallagher

Publicity Chair: Max Diaz

Assistant Publicity Chair: Ashley Ford

Publications Chair: Philip Head, Brian Gallagher

Membership Chair: Samuel Nfor

PIE SIG in Sapporo 2025

Conference Chair: Zach Strickland

Program Chair: Zach Strickland

Site Chair: Mike Mielke

About the Performance in Education SIG (PIE SIG)

The mission of the Japan Association for Language Teaching (JALT) Performance In Education SIG (formerly the Speech, Drama, and Debate SIG) is to provide a forum for teachers and academics to discuss, research, and implement oral interpretation, speech, debate, drama and other forms of performance in language education. The main activities are the publication of a newsletter and the *Mask & Gavel* journal and [several other publications](#), as well as sponsoring conferences and workshops, including annual conferences in Okinawa and Sapporo. Other activities have included supporting chapter events and running local, regional, and national speech contests. In the beginning, we created events by ourselves, which established our SIG as a vibrant entity. We started collaborative ventures by providing speakers to chapters upon request (Tokyo, Fukui, Fukuoka, Gifu, Nagoya, Okayama, Hiroshima, etc.). Many of these collaborations grew into co-sponsoring whole conferences, which we have done several times with Yokohama Chapter since 2015, Okinawa Chapter since 2015, and Hokkaido Chapter since 2019. Ever-evolving, these conferences have become annual. We have also collaborated with other SIGs, such as the LLL SIG, the BRAIN SIG, and the Critical Thinking SIG. We do these projects to tap into the regional bases which attract many participants, but we also enjoy the synergy that comes from working with new colleagues with different skill sets.

Welcome Message

The PIE SIG welcomes you and invites you to join our festive group as we share our love of performance and our expertise in the Winter Wonderland of Sapporo. We would like to thank the Hokkaido JALT Chapter for their cooperation and support.

Have fun and LEARN!

4th Annual PIE SIG in Sapporo Conference

Feb. 15 - Feb. 16, 2025

SCHEDULE

Saturday the 15th at SCARTS		Sunday the 16th at Hokkai Gakuen University	
9:00 - 9:30	PIE staff enter and set up	9:00 - 10:00	Doors open
9:30 - 10:00	Doors open	10:00 - 10:10	JALT Hokkaido Tech Guidance
10:00 - 10:15 15分	PIE Opening and Introductions Zach Strickland	10:20 - 10:40	PIE staff set up PIE room
10:20 - 11:10 50分	Keynote Speaker PIE and AI: Supporting Performance in Education with ChatGPT Louise Ohashi	10:50 - 11:10 20分	PIE Opening and Introductions Zach Strickland
11:15 - 11:40 25分	Using Bass Guitar for Student Skill Modeling and Teaching Presentations in English Classes Pearce Strickland	11:20 - 11:45 25分	Exploring the Impact of Theme-based Supplementary Practice on Writing Skills and Metacognitive Strategy Utilization Among Thai University Students Suwina Inmoon
11:45 - 12:10 25分	Encouraging the Negotiation of Meaning in the Classroom James Venema	11:50 - 12:15 25分	Performance Activities to Help Students Prepare for Presentations Gordon Rees
12:15 - 1:45	lunch	12:25 - 1:35	lunch
1:45 - 2:35 50分	Workshop Exploring "Kwaidan": Creativity, Performance, and Cultural Connections in Language Learning Li-hsin Tu	1:35 - 2:00 25分	Implicit or explicit? Concept-based Vs. Traditional Particle Verb Instruction Jay T. Brennan, PhD
2:40 - 3:05 25分	PIE Panel Discussion Louise Ohashi, Zach Strickland, James Venema, Li-Hsin Tu, Pearce Strickland	2:10 - 2:30 20分	PIE Panel Discussion Gordon Rees, Jay T Brennan, Suwinai Inmoon
3:10 - 3:25 15分	Reflections and Closing Zach Strickland	2:40 - 3:00 20分	Reflections and Closing Zach Strickland
3:30 - 3:55	PIE staff cleanup	PIE staff cleanup	
6:30		JALT Hokkaido Networking Dinner	

Abstracts in order of presentation

SATURDAY PRESENTATION ABSTRACTS

at SCARTS Sapporo Cultural Arts Community Center

10:00 - 10:15

Zach Strickland - *PIE Opening and Introductions*

10:20 - 11:10

Louise Ohashi **KEYNOTE SPEAKER**

"PIE and AI: Supporting "Performance in Education" with ChatGPT"

ChatGPT has become a household name since its 2022 release, sparking interest and concern in many fields. When used in the right way, its natural language processing (NLP) and natural language understanding (NLU) capabilities give it the capacity to serve as a valuable tool for L2 learners and teachers. In this workshop for JALT's Performance in Education (PIE) SIG, we look at how it can be used to create PIE-related teaching materials and learning tasks. The presenter will introduce tasks that draw on a wide range of ChatGPT's modalities, including text, voice-to-text, text-to-voice, voice-chat, and image generation. During the session, attendees will see live demonstrations, brainstorm tasks, refine prompts, and assess ChatGPT's output. There will also be opportunities to consider the guidelines and training teachers should provide for their students to ensure safe and effective use. As this is a workshop, attendees are encouraged to bring a smartphone, tablet or laptop.

Dr. Louise Ohashi is an associate professor at Gakushuin University who specializes in second language acquisition and language education. Her key research areas include learner autonomy, motivation, and CALL/MALL. She has been exploring the role of AI in language education for several years and is Chair of EUROCALL's AI SIG. She is also a keen language learner (日本語, italiano, français, español, Deutsch).

Full bio at <https://orcid.org/0000-0003-0218-7385>

11:15 - 11:40

Pearce Strickland

"Using Bass Guitar for Student Skill Modeling and Teaching Presentations in English Classes"

Every year my students are required to give a presentation teaching a skill or hobby to the class. There have been a wide range of skills students have chosen to share, ranging from instrumental performances, to math competition skills. I have seen many benefits from this style of presentation. First, students get a chance to express themselves and share something more than is encapsulated in general English conversation prompts. Students can look a little deeper to their interests and take time to share about themselves. Next, this style of presentation is great for students to research uncommon verbs and information specific to their interests. This helps students to step outside of textbook driven models and work to develop communication skills specific to their interests. Finally this gives me a chance as a teacher to do some performance-based teaching, drawing from my experience as a music teacher, and rock musician, to share my interest in music with students. I would like to present my model performance I use with students, and teach slap bass guitar. I also would like to share my implementation methods, student feedback, and research on this topic.

Pearce Strickland is a university lecturer at 4 Universities in Kansai. His background was initially in music education, but now he teaches English as a foreign language in Japan. He teaches a very wide range of classes and levels at multiple universities from beginner to intensive English programs.

11:45 - 12:10

James Venema

"Encouraging the Negotiation of Meaning in the Classroom"

A challenge in the Japanese EFL classroom is the apparent reluctance of students to actively negotiate meaning in English (Miller, 1995; Venema, 2020). Teachers may find that students use silence to signal a number of potential communication breakdowns, from uncertainty in understanding to uncertainty regarding a 'correct' response. However, the willingness to negotiate meaning is a critical skill both inside and outside the classroom (Foster, 1998; Pica, 1994). This short presentation will outline a series of classroom activities that:

A. Introduce to students the importance of negotiating meaning.

B. Provide students with language input and structured practice opportunities to negotiate meaning.

C. Set up a simple student performance where they have the opportunity to creatively demonstrate negotiation of meaning skills in a role play.

James has been teaching English at universities in Japan for almost 25 years. He is currently working in the English Education department at Aichi University of Education. His areas of interest include intercultural communication skills, debate, and performance in education.

1:45-2:35

Li-hsin Tu WORKSHOP PRESENTATION

"Exploring "Kwaidan": Creativity, Performance, and Cultural Connections in Language Learning "

This interactive workshop aims to encourage attendees to consider adding Lafcadio Hearn's Kwaidan, a collection of "strange" Japanese folktales and ghost stories, to their teaching repertoire while exploring different tools to pair with this text. In the first half of the session, the presenter will share her experience using Kwaidan as class text for teaching reading and writing in university-level Academic English and CLIL classes. She will present cultural and pedagogical reasons for choosing this text with Japanese learners, and discuss activities, materials, and assignments used to engage and challenge learners to read these familiar narratives both critically and creatively. In the second half, the presenter will lead a reading of "Oshidori," the shortest story in the Kwaidan collection, and invite participants to actively brainstorm and share ideas for performance-based activities and projects that can enhance student engagement with the text. This session will include examples of student work, opportunities for critique, and discussions on adapting Kwaidan for Japanese contexts.

Li-hsin Tu is a lecturer at the University of Niigata Prefecture. She began her career as a K-12 ESL teacher in New York City after earning an MA in TESOL from Teachers College, Columbia University. She has been teaching in Japanese universities since 2013. Her research interests include CLIL, reflective practice, narrative inquiry, and L2 creative writing.

2:40 - 3:05

PIE Panel Discussion

Louise Ohashi, Li-hsin Tu, Zach Strickland, James Venema, Pearce Strickland

Presenters and attendees will discuss the Performance in Education tools they use in the classroom.

3:10 - 3:25

Zach Strickland - Reflections and Closing

SUNDAY SCHEDULE

at HOKKAI GAKUEN UNIVERSITY

PIE SIG Conference attendees are encouraged to check out other Hokkaido JALT presentations in other rooms as well.

10:50 - 11:10

Zach Strickland - *PIE Opening and Introductions*

11:20 - 11:45

Suwinai Inmoon

"Exploring the Impact of Theme-based Supplementary Practice on Writing Skills and Metacognitive Strategy Utilization Among Thai University Students"

Students writing proficiency remains a significant challenge for learners of English. Regular thematic writing exercises can significantly benefit students. This study aims to assess the impact of theme-based supplementary practices on the writing abilities of university students and their use of metacognitive strategies to complete writing assignments. Thirty students majoring in English education will be selected through convenience sampling. A mixed-methods approach will be used, involving quantitative analysis with pre-tests and post-tests to evaluate writing improvements, analyzed via a paired-sample t-test to compare mean scores. Additionally, qualitative insights will be gained through semi-structured interviews focused on metacognitive strategy utilization, which will be subjected to content analysis. The present study will last 12 weeks in total, using three themes: 1) health, 2) education, and 3) environment. The theme will be selected based on what students learned in three previous courses. The students will practice the theme-based supplementary practices. This study contributes to the pedagogical field by empirically examining the efficiency of theme-based supplementary practices in enhancing English writing skills among university students. It also sheds light on how metacognitive strategies can be effectively integrated into writing instruction to improve student outcomes in higher education settings.

A full-time teacher working in the English Department, Faculty of Humanities, Chiang Mai University. Areas of interests are teaching Fundamental English, communication and language use, English for specific purposes, and basic academic writing development.

11:50 - 12:15

Gordon Rees

"Performance Activities to Help Students Prepare for Presentations"

Many Japanese university students are unwilling to speak expressively and engage the audience when making a presentation for fear of standing out, or for fear of making a mistake in front of their peers. The presenter will introduce a series of short activities from a textbook by David Harrington and Charles LeBeau titled "Performance" that he has utilized in the past to help create a collaborative, friendly environment in the classroom where students aren't afraid of making mistakes. These activities allow students to become familiar with and practice vocabulary and expressions that are often used in presentations, in addition to enabling them to practice and develop some basic presentation skills. This pre-presentation preparation can help boost their confidence for speaking out in front of an audience.

Gordon Rees is an Associate Professor in the Faculty of Policy Management at Yokkaichi University. He is also an adjunct instructor at Nagoya University of Foreign Studies. Gordon has

been teaching English at the University level in Japan for over 23 years. His research interests include drama and role-play in EFL, performance-assisted learning (PAL), the teaching of culture, Japanese cinema and modern Japanese literature.

1:35 - 2:00

Jay T. Brennan, PhD

Implicit or explicit? Concept-based Vs. Traditional Particle Verb Instruction

The present study is a parallel classroom intervention examining the effects of concept-based instruction (CBI) and traditional instruction (TI) on the acquisition of English particle verbs. The study aims to (1) evaluate whether CBI serves as an effective instructional intervention for this target feature and (2) assess whether its efficacy enhances explicit and/or implicit knowledge. Participants are high-intermediate to advanced Japanese university students learning English in Japan. They will be divided into three groups: one receiving CBI, another receiving TI, and a control group with no intervention. Acquisition of the target structure will be measured using an oral elicited imitation test, an untimed grammaticality judgment test, and a metalinguistic test. Descriptive statistics for participants' performance on pre-tests, post-tests, and delayed post-tests will be analyzed to identify statistically significant differences. This is a preliminary study without full results.

Dr. Jay T. Brennan specializes in simultaneous bilingualism in children navigating between Japan and the U.S. This research explores language acquisition patterns and cognitive development in dual-language environments, contributing to the understanding of bilingual education and cross-cultural communication.

2:10 - 2:30

PIE Panel Discussion

Presenters and attendees will discuss the Performance in Education tools they use in the classroom.

2:40 - 3:00

Zach Strickland - *Reflections and Closing*

Conference Presenters may contribute to the post-conference publication that will become available at [PIE SIG publications](#)

Upcoming PIE Events

- **PIE SIG ZOOM Conference March TBA 2025**
- **The 3rd Annual PIE-at-Lake Nojiri Conference August 2025 TBD**
- **The 3rd Annual PIE-in-Nagoya Conference October 2025 TBD**
- **The 3rd Annual PIE ZOOM Conference March 2026 TBD**