Okinawa STEAM
International Conference 2026

JALT Okinawa

Photo courtesy of the Okinawa Convention and Visitors Bureau

GOLD SPONSOR

JALT Okinawa

GOLD SPONSOR

GOLD SPONSOR

GOLD SPONSOR

MIND, BRAIN & EDUCATION
SPECIAL INTEREST GROUP
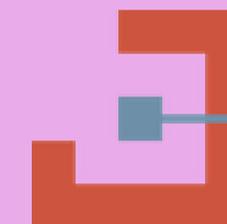
2026年2月20〜22日
Fri. 20 Feb to Sun. 22 Feb. 2026

Naha, Okinawa

The Okinawa Chapter of JALT (OkiJALT),

JALT's Performance in Education Special Interest Group (PIE SIG), the Mind, Brain, and Education SIG (Brain SIG), and the Computer-Assisted Language Learning SIG (JALTCALL SIG)

@ 沖縄県男女共同参画センター(てぃるる)

@ Okinawa Prefecture Gender Equality Center Tiruru

https://okijalt.org
https://www.mindbrained.org/

https://jaltpiesig.org
https://jaltcall.org

Some Okinawan Words and Phrases

Mensooree = *Welcome*
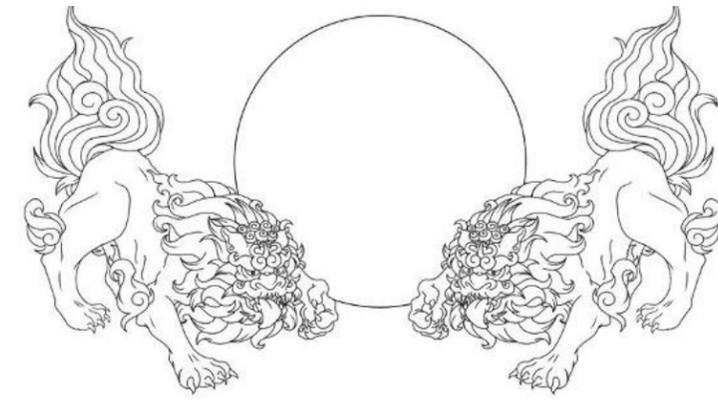
Ukimisoochii = *Good morning*

Haisai = *Hi* (male speaking)

Haitai = *Hi* (female speaking)

Nifee doo = *Thank you* (informal)

Nifee deebiiru = *Thank you* (formal)

Mata n wuichee wugama= *Goodbye* (Let's meet again)

Learn More About Okinawa Culture and Language

Click HERE for short videos about Okinawa culture and language, including the pronunciation of basic everyday phrases.

Welcome! *Mensooree*!

Welcome from the Conference Chair!

Mensoree! **Welcome to God's Country—Okinawa!**

The Conference Committee has created a great program prepared for you. Special shouts go out to Max Diaz and Brian Gallagher for their work on the schedule and handbook, as well as the name badges, and also to the JALTCALL SIG for donating the name badges. Thanks to George MacLean and Grant Osterman, we have wonderful facilities for the conference.

One more thanks is due to Mia Fewell, daughter of Norman Fewell, who created the colorful conference mascot (found throughout the handbook, including on the bottom right of page 3), which looks happy, whimsical, and welcoming, a perfect image for the conference. Enjoy!

David Kluge

Welcome from the PIE SIG Program Chair!

Welcome to the Okinawa STEAM International Conference 2026! We are delighted to bring together educators, researchers, and innovators who are passionate about advancing STEM education while meaningfully integrating the Arts. Together we will explore how linguistic creativity, cultural expression, and communication enrich educational, scientific, and technological inquiry. By connecting the analytical strengths of STEM with the interpretive and expressive power of the Arts, we open new pathways for engagement, inclusion, and deeper understanding. I look forward to the inspiring dialogue and collaboration this weekend has to offer.

Vivian Bussinguer-Khavari

Welcome from the PIE SIG President!

I am pleased to welcome all presenters and participants to this international STEAM conference. Since our first Okinawa gathering ten years ago, this community has continued to grow through shared practice and dialogue. I hope this event fosters professional exchange, collaboration, and new perspectives that support our evolving educational contexts.

Darren A. Kinsman

JALT Code of Conduct & Conference Policy on Photographs

This conference abides by the JALT Code of Conduct:

JALT seeks to provide a safe, hospitable, and productive environment for all JALT members, staff, volunteers, and event attendees, regardless of nationality, ethnicity, religion, disability, physical appearance, gender, or sexual orientation. JALT prohibits any intimidating, threatening, or harassing conduct during JALT events and any socializing related to those events

For further details, see https://jalt.org/jalt-code-of-conduct/

Policy on Conference Photographs:

This conference has a policy that if a person registers for the conference, this represents tacit consent to have their photograph taken and used for promotional purposes. However, if you see your photo taken, you have the right to ask that the photographs in question be deleted.

Welcome to Okinawa STEAM International Conference 2026!

20-22 February 2026

*Photo courtesy of the Okinawa Convention and Visitors Bureau

Okinawa STEAM International Conference 2026 draws people from as far away as Hokkaido, Hong Kong, and Germany to celebrate STEAM (Science, Technology, Engineering, Arts, Mathematics). It is hosted by the Okinawa Chapter of JALT (OkiJALT), JALT's Performance in Education Special Interest Group (PIE SIG), the Mind, Brain, and Education SIG (Brain SIG), and the Computer-Assisted Language Learning SIG (JALTCALL SIG).

The Conference features talks from researchers, teachers, and students from around the world presenting work on various aspects of language learning and teaching.

Please feel free to attend any presentations, demonstrations, or workshops that interest you. We hope you enjoy your time at **Okinawa STEAM International Conference 2026**!

Conference Schedule:

Friday, 20 February 2026:
19:00 – 21:00
Welcome & Dinner @ *Paikaji Kokusai Dori,* a traditional Okinawan style pub.

Saturday, 21 February 2026:
09:00 – 17:25
Presentations & Workshops @ *Okinawa Prefecture Gender Equality Center Tiruru*

18:00 – 20:00
Conference Dinner @ *Garden Restaurant Ryutan,* a Pan-Japanese/Western/Asian restaurant located in the Pacific Hotel in Naha. The Conference Dinner is a buffet-style restaurant and is great for families.

Sunday, 22 February 2026:
09:00 – 16:25
Workshops & Presentations @ *Okinawa Prefecture Gender Equality Center Tiruru*

_____

Conference presentations begin at 9:30 on 21 February on the second floor of Tiruru. The Registration Table can be found in front of Room 2 (called 2-3 as two rooms are combined into one room by removing the shared wall between rooms 2 and 3).

During the conference days on Saturday and Sunday, if you would like food to be delivered for lunch, we strongly recommend you order it well ahead of time.

_____

Drawing for Free Textbooks from National Geographic Learning and Nellie's Publishing

At registration drop your business card for one of the six textbooks (two of each of the three titles) of In My Life, Basic Steps to Academic Writing, and Basic Steps to Writing Research Papers, and perhaps others. You have to be present at lunchtime Sunday in Room 1 to win.

Okinawa STEAM International Conference 2026 is being held at:

Okinawa Prefecture Gender Equality Center Tiruru
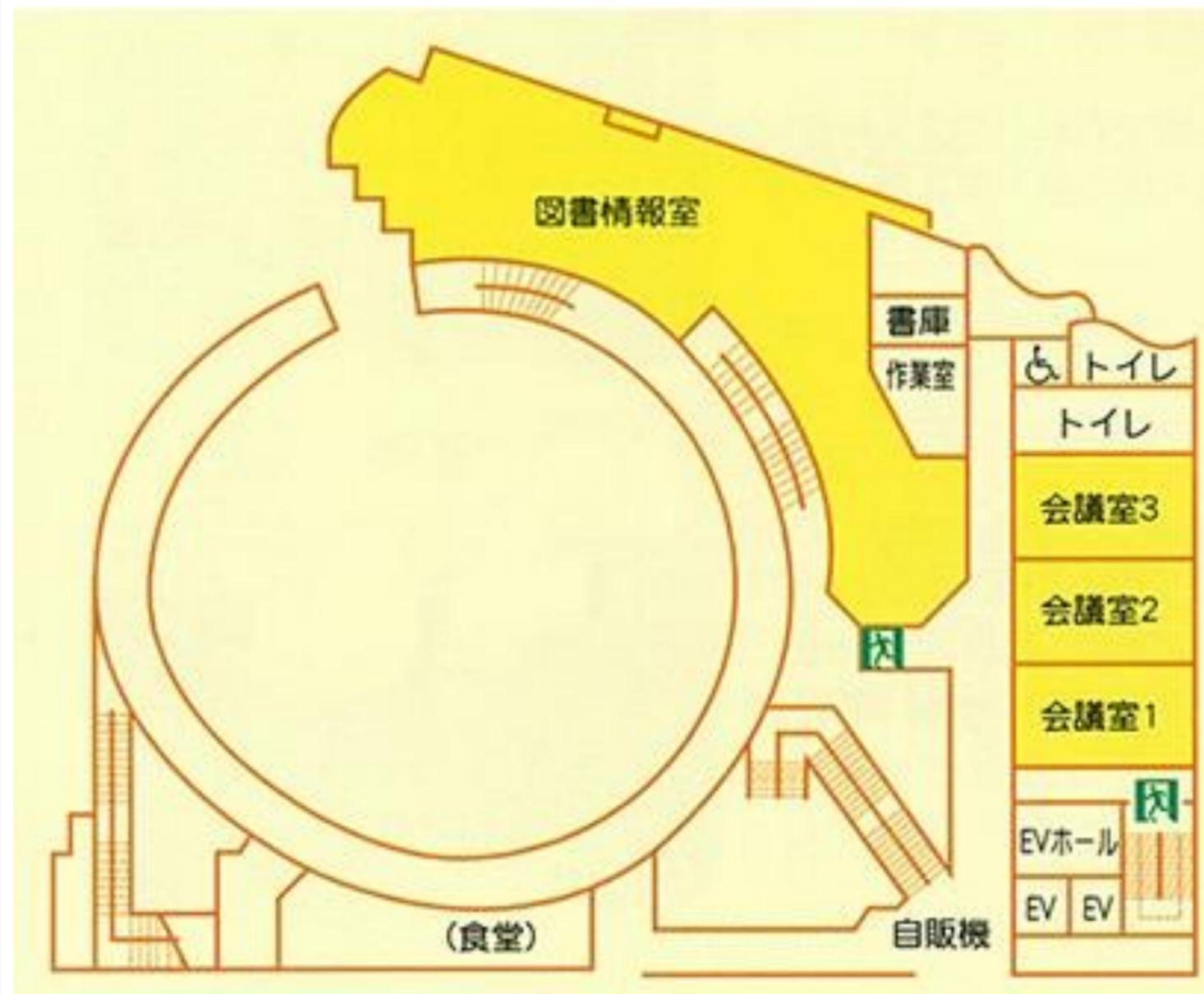
沖縄県男女共同参画センター(てぃるる)

〒900-0036

沖縄県那覇市西3-11-1

TEL:098-866-9090（代）

FAX:098-866-9088

Conference Rooms 1-3 are located **on the 2nd floor** of the venue. Please refer to the maps on the right or to Tiruru's website for more information (map images taken from website):

http://www.tiruru.or.jp/facility/floor.html

2F

Near the Conference

Supermarkets

- Ryubo Supermarket (open 9:00-24:00, 2-minute walk)

- Kanehide (open 9:00-23:00, 2-minute walk)

Convenience Stores

- Family Mart Tsuji 1-chome (approx. 7-minute walk)

- Seven-Eleven Naha Nishi 2-chome (approx. 8-minute walk)

- Lawson Naha Nishi 1-chome (approx. 10-minute walk)

FAQ (from the Pacific Okinawa Hotel's website)

- Taxis are relatively cheap in Okinawa, but buses and the monorail are cheaper.

- Kokusai Street is about a 15-minute bus ride from the nearest Miegusuku bus stop.

- Shuri Castle is about a 20-minute monorail ride from the nearest station, Asahibashi Station.

The Shintoshin area is about a 15-minute monorail ride away. The Shintoshin area (New Urban Center) in Naha is a modern, bustling district developed on former U.S. military housing land, centered around Omoromachi Station. It serves as a major commercial hub featuring large shopping malls like San-A Naha Main Place, the Okinawa Prefectural Museum and Art Museum, and the expansive Shintoshin Park.

Key Aspects of Shintoshin:

- Location & Access: Situated northeast of Kokusai-dori, it is easily accessible via the Yui Rail Monorail (Omoromachi Station).

- Shopping & Dining: Known for high-end fashion boutiques, restaurants, and convenience, making it a popular alternative to downtown Kokusai Street.

- Shintoshin Park: An 18-hectare green space featuring sports facilities (tennis, basketball), a jogging track, and disaster prevention infrastructure.

- Culture: Home to the Okinawa Prefectural Museum & Art Museum, which highlights local history, nature, and art.

21-Feb	Room 2 & 3 (会議室2&3)	Room 1 (会議室1)
9:00-9:30	Registration	
9:30-10:00	Welcome & Sponsors -- Brain, PIE, CALL, OkiJALT, OUP	
10:00-10:55	**Keynote: Tom Robb** *Kyoto Sangyo University (Emeritus)* **Keynote** (50 min)	
10:55-11:00	Break	
11:00-11:55	**Yair Yebra** *Takushoku University* Performative Expressive Freedom (PEF) — An Analysis of L2 Expressive Experience from an Autoethnographic Perspective (50 min)	**David Kluge** *Chukyo University (Adjunct Professor)* Jolly Mon Sing: Performing a Modern Starlore Tale as Readers Theatre (50 min)
11:55-13:00	Lunch	
13:00-13:25	**Norman Fewell[a] & George MacLean[b]** *Meio University[a]; University of the Ryukyus[b]* From Script to Screen: Customized AI Agents for Creative Writing in Language Classrooms (25 min)	**Gordon Rees** *Yokkaichi University* Smoke, Cough Drops, and Efficiency: Teaching Modern Japan Through Performance (50 min)
13:25-13:30	Break	
13:30-13:55	**Subaru Nara** *Meio University* History of English Spelling and Pronunciation (25 min)	
13:55-14:00	Break	
14:00-14:25	**George MacLean[a] & Norman Fewell[b]** *University of the Ryukyus[a]; Meio University[b]* Implementing Peer and Self Evaluation into Performance and Education Activities (25 min)	**Nate Ming Curran** *The Hong Kong Polytechnic University* Performing Native English Speaker Identity in the EMI Classroom: Reflections from a Teacher (25 min)
14:25-14:30	Break	
14:30-15:25	**Amanda Gillis-Furutaka** *Kyoto Sangyo University* Profanity in the Brain and in the Language Classroom (50 min)	
15:25-15:30	Break	
15:30-16:25	**Max Pardeilhan[a], Horst Kretschmer[b], Ross Miller[c], & Max Diaz[d]** *University for Foreigners of Perugia, Italy[a]; St. Josef Gymnasium Dingelstädt (Germany)[b]; Otemon Gakuin University[c]; The Hong Kong Polytechnic University[d]* From STEM to STEAM (Discussion Panel) (50 min)	
16:25-16:30	Break	
16:30-17:25	Entertainment Tonight! (50 min)	

https://okijalt.org   https://jaltpiesig.org   https://www.mindbrained.org/   https://jaltcall.org

Room 2 & 3 (会議室2&3)

Keynote: Tom Robb

Kyoto Sangyo University (Emeritus)

Using AI to Create New and Relevant Practice Materials for our Students
(50 min)

This presentation will focus on where to find material for use in Readers' Theater or other activities where students perform in front of an audience, whether it's in a small group or the entire class.

We will focus on:

1. sources for useful material;
2. how to use AI resources such as ChatGPT to turn straight narrative text into a conversation with two or more roles;
3. how to create a naturalistic audio recording that students can use as a model for practice; and
4. a suggestion for having the peers evaluate each other's performance based on criteria that you determine.

A list of resources, a URL and QR code will be provided. Listen to Tom Robb speak about the 2026 Okinawa STEAM conference on the PIE SIG Podcast+ https://jaltpiesig.org/

About the Keynote Speaker

Thomas Robb, Ph.D., University of Hawaii, is Professor Emeritus, Kyoto Sangyo University, where he was Chair of the Department of English, Faculty of Foreign Languages until he retired. He is a long-time user of CALL and the Internet and has created a number of websites and applications for Extensive Reading, student projects, interactive learning, and professional exchange. One site for extensive reading, mreader.org, currently has about 40,000 student users in 40+ countries.

He has been President of JALT (The Japan Association for Language Teaching), has been on the Board of Directors of International TESOL, Chair of their CALL Interest Section, and a founding member and past president of PacCALL. He is editor-in-chief of TESL-EJ, the first online journal for ELT, and on the editorial board of the Computer Assisted Language Learning Journal, from which he has received a "Lifetime Achievement Award."

Room 2 & 3 (会議室2&3)

Yair Yebra

Takushoku University

Performative Expressive Freedom (PEF) –An Analysis of L2 Expressive Experience from an Autoethnographic Perspective (50 min)

This session consists of a research paper presentation followed by a practical demonstration. First, I will present the findings on Performative Expressive Freedom (PEF). As a second-language (L2) performer, I observed that my expressive ease was often limited by factors beyond linguistic proficiency. Using autoethnography and Reflexive Thematic Analysis, this paper conceptualizes PEF as a "Navigational Agency"—a responsive stance supported by calibrated skills, a supportive relational environment, and intrinsic motivation. In the second part, drawing from my perspective as a Non-Native Speaker practitioner, I will share and facilitate exercises from improvisational theater practice that I consider very valuable for the enhancement of PEF.

Yair Yebra is a doctoral candidate at Takushoku University (Tokyo). With a professional background as an actor and theater director in Mexico and Japan, his research adopts a practitioner-researcher perspective. He holds a Master's in Performing Arts from Nihon University. His current work investigates the intersection of improvisational theater and expressive agency in multicultural settings, specifically exploring the concept of "Performative Expressive Freedom" (PEF) within English as a Lingua Franca (ELF) communities.

Room 1 (会議室1)

David Kluge

Chukyo University (Adjunct Professor)

Jolly Mon Sing: Performing a Modern Starlore Tale as Readers Theatre (50 min)

Starlore tells the story of the constellations in the night sky. The starlore tale we will perform as Readers Theatre is called Jolly Mon Sing and the script is the lyrics to Jimmy Buffet's song of the same name. The story is about Jolly Mon who is a fisherman from Bananaland in the Caribbean Sea. He has a magical guitar, and his songs bring happiness to the islands. In this workshop, we will first listen to the song, then learn the steps we will take to perform it, and then, of course, go through the steps...practicing the piece, holding the script as we practice and perform. We will perform the piece during the Entertainment segment of the conference.

David Kluge (Chukyo University Adjunct Professor) founded the Performance in Education SIG in 2011, modeled after the Wisconsin Forensic Association and the National Forensic League (NFL) - junior/senior high school public speaking educational and competition organizations. He has been active in these activities for 55 years as a participant, a coach, and as a teacher. He has taught these activities in university courses and has presented on them in professional meetings and conferences since 1989.

Sat | **13:00-13:25**

Parallel Sessions

Room 2 & 3 (会議室2&3)

Norman Fewell[a] & George MacLean[b]
Meio University[a]; University of the Ryukyus[b]

From Script to Screen: Customized AI Agents for Creative Writing in Language Classrooms (25 min)

This presentation gives language educators a practical, step-by-step guide to build and use customized AI agents that support students' creative writing tasks in any target language. Attendees learn to adjust easy-to-use AI tools (no advanced technical skills needed) for engaging activities to assist learners with scriptwriting, story building, dialogue creation, narrative development, and descriptive scene writing. The AI provides instant, detailed feedback on structure, style, language accuracy, and content, using can-do statements as scaffolds along with clear explanations, relevant examples, and targeted suggestions to improve originality, coherence, fluency, and narrative impact. Practical classroom examples with MS365 show how these agents increase student motivation and confidence in producing creative texts, encourage iterative drafting and revision, cut teacher workload significantly by handling routine corrections and suggestions, and connect creative expression with technology in STEAM-style activities that blend arts and innovation. Participants leave with ready-to-use skills, sample agent configurations, and the confidence to apply these tools right away in their own classes, enhancing writing instruction through accessible AI customization that brings personalized support to every student.

Norman Fewell has dedicated the past thirty years to teaching English at various universities across Japan. He is Professor of Applied Linguistics and TESOL within the College of International Cultural Studies at Meio University. His research interests focus on peer feedback and assessment, as well as multimodal collaborative language learning. George MacLean is a professor at the University of the Ryukyus. He has taught at primary-junior high and university levels in Japan and in the international school system. His research interests include SLA and ICT implementation. He regularly presents at national and international language teaching and technology events.

Room 1 (会議室1)

Gordon Rees
Yokkaichi University

Smoke, Cough Drops, and Efficiency: Teaching Modern Japan Through Performance (50 min)

This presentation and hands-on workshop explores Performance in Education through Reader's Theater in a Modern Japanese Literature course taught to international students at a Japanese foreign language university. In the course, students read Japanese short stories in English while learning about the Shōwa period, including the American occupation, Japan's post–World War II economic miracle, and the environmental damage that followed rapid industrial growth. Students engage with these issues through literary texts, an introduction to Japan's four major pollution-related diseases, and guided viewing of the film Minamata. To bring the course themes together, the class concludes with a Reader's Theater performance of Betsuyaku Minoru's absurdist play Factory Town, a sharp and darkly humorous critique of industrial "efficiency". After a short overview of the classroom project, participants will take part in a fully interactive Reader's Theater activity. Attendees will choose roles, read their lines directly from the script, and collaboratively perform Factory Town during the conference's performance session. The workshop highlights the Arts in STEAM, showing how performance can make complex social, historical, and environmental topics more engaging—and more fun—to learn.

Gordon Rees is an Associate Professor in the Faculty of Policy Management at Yokkaichi University. He holds an MA in Asian Studies, and his research interests include performance-assisted learning (PAL), the teaching of culture, Japanese cinema, and modern Japanese literature. Outside the classroom, his interests include running, yoga, and hiking.

Room 2 & 3 (会議室2&3)

Subaru Nara

Meio University

History of English Spelling and Pronunciation (25 min)

This presentation aims to examine the historical evolution of English spelling and pronunciation, identifying the factors that led to the significant discrepancy between spelling and pronunciation in Modern English. The analysis is structured chronologically, covering the Old, Middle, and Modern English periods. In the Old English period, the language was characterized by a rich inflectional system and a relatively consistent phonetic orthography. However, following the Norman Conquest, Middle English underwent drastic changes, including a massive influx of French and Latin loanwords and the gradual simplification of its grammatical structure. A critical turning point occurred during the Great Vowel Shift, which fundamentally altered the pronunciation of long vowels. Despite these phonological shifts, the rise of the printing press stabilized English spelling based on late Middle English conventions. In Modern English, while spelling has remained largely fixed, pronunciation has continued to evolve, resulting in the current orthographic complexity. Modern English spelling, though seemingly irregular, functions as a historical record of linguistic contact and internal systemic change.

Subaru Nara is a Freshman at the Faculty of International Cultural Studies, Meio University. He has grown up in Chiba, speaking the Tokyo dialect of Japanese. He is interested in languages in general, descriptive and historical linguistics in particular. He is also interested in Ryukyuan languages/dialects, Hebrew, Arabic, Greek, Latin, Old English, and more.

Room 1 (会議室1)

Gordon Rees (continued)

Yokkaichi University

Smoke, Cough Drops, and Efficiency: Teaching Modern Japan Through Performance (50 min)

This presentation and hands-on workshop explores Performance in Education through Reader's Theater in a Modern Japanese Literature course taught to international students at a Japanese foreign language university. In the course, students read Japanese short stories in English while learning about the Shōwa period, including the American occupation, Japan's post–World War II economic miracle, and the environmental damage that followed rapid industrial growth. Students engage with these issues through literary texts, an introduction to Japan's four major pollution-related diseases, and guided viewing of the film Minamata. To bring the course themes together, the class concludes with a Reader's Theater performance of Betsuyaku Minoru's absurdist play Factory Town, a sharp and darkly humorous critique of industrial "efficiency". After a short overview of the classroom project, participants will take part in a fully interactive Reader's Theater activity. Attendees will choose roles, read their lines directly from the script, and collaboratively perform Factory Town during the conference's performance session. The workshop highlights the Arts in STEAM, showing how performance can make complex social, historical, and environmental topics more engaging—and more fun—to learn.

Gordon Rees is an Associate Professor in the Faculty of Policy Management at Yokkaichi University. He holds an MA in Asian Studies, and his research interests include performance-assisted learning (PAL), the teaching of culture, Japanese cinema, and modern Japanese literature. Outside the classroom, his interests include running, yoga, and hiking.

Room 2 & 3 (会議室2&3)

George MacLean[a] & Norman Fewell[b]

University of the Ryukyus[a]; Meio University[b]

Implementing Peer and Self Evaluation into Performance and Education Activities (25 min)

This presentation outlines a technological framework utilizing cloud computing tools (Google Workspace) to implement and manage multi-source assessment, integrating instructor, peer, and self-evaluation for performance-based educational activities. Traditional, instructor-centric evaluation often fails to capture the full scope of collaborative dynamics and results in delayed feedback cycles. We demonstrate a practical, replicable system leveraging Google Forms for data collection, Sheets for weighted scoring and advanced analysis, and Shared Drive for organizational management. Rubrics are used to structure peer and self-assessments, thereby ensuring transparency and fairness in evaluation. Drawing on tertiary-level educational practice, the study identifies strategies to triangulate these diverse assessment inputs and determine which sources best correlate with overall student achievement. This contributes to a feasible, technology-driven methodology for integrated assessment, addressing the critical need for timely, multi-perspective feedback in collaborative online environments. Participants will receive practical implementation tips and actionable strategies for enhancing pedagogical assessment efficacy.

George MacLean is a professor at the University of the Ryukyus. He has taught at primary-junior high and university levels in Japan and in the international school system. His research interests include SLA and ICT implementation. He regularly presents at national and international language teaching and technology events. Norman Fewell has dedicated the past thirty years to teaching English at various universities across Japan. He is Professor of Applied Linguistics and TESOL within the College of International Cultural Studies at Meio University. His research interests focus on peer feedback and assessment, as well as multimodal collaborative language learning.

Room 1 (会議室1)

Nate Ming Curran

The Hong Kong Polytechnic University

Performing Native English Speaker Identity in the EMI Classroom: Reflections from a Teacher (25 min)

While all social behavior can be considered performative, teaching necessitates individuals simultaneously fulfill a number of different and culturally specific roles. As an American instructor teaching students at an English as a medium of institution, one of the roles that I am expected to perform is that of a "native English speaker." Indeed, my identity as a native English speaker can be considered one of the main reasons students sign up for my class, as well as one of the main sources of my authority in the classroom. Yet, as a critical scholar who critiques language ideologies that privilege native English speakers as ultimate authorities on the language, I also firmly believe in teaching students to question the authority derived from native speaker identity. This talk reflects upon my ambivalence towards my own native speaker identity and my performance of Americanness. I conclude by assessing the success of my efforts to equip students with a critical attitudes towards language and identity.

Nate Ming Curran is an Assistant Professor of Intercultural Communication at the Hong Kong Polytechnic University. He supervises BA, MA, and PhD students and his current research focuses on the platformization of language teaching.

Room 2 & 3 (会議室2&3)

Amanda Gillis-Furutaka
Kyoto Sangyo University

Profanity in the Brain and in the Language Classroom (50 min)

Profanity is expressed both visually and auditorily and serves a wide variety of purposes. It has been integral to human communication throughout history and profane words and gestures can be found in almost all the world's spoken, written, and sign languages (Bergen, 2016). Taboo expressions are learned during childhood from the social environment (Jay, et al., 2006). Most foreign language learners miss out on this stage of language learning when they start their studies in secondary and tertiary level classrooms while living in their first language community. They are exposed mainly to language selected for their textbooks, where no profanity is included. However, with increasing opportunities for study abroad, and the spread of social media and online gaming, exposure to profane language is inevitable, and the temptation to mimic their peers is strong. Without knowing the connotations and strength of taboo words, students are unable to judge their appropriacy when interacting with native speakers. This workshop will cover findings from brain science about the generation of, and reaction to profanities in our brains, explore how profanity is culture specific, and how profanities change constantly. The presenter will also share materials she has used to approach this topic with university students.

Amanda Gillis-Furutaka is President of the Mind, Brain, and Education SIG. She has been a JALT member for well over thirty years and served as an officer in the Kyoto Chapter and in other roles in a variety of SIGS. Recently retired, she is still fascinated by the human brain and eager to apply findings in brain science to language classrooms and daily life.

Room 2 & 3 (会議室2&3)

Max Pardeilhan[a], Horst Kretschmer[b], Ross Miller[c], & Max Diaz[d]

University for Foreigners of Perugia, Italy[a]; St. Josef Gymnasium Dingelstädt (Germany)[b]; Otemon Gakuin University[c]; The Hong Kong Polytechnic University[d]

From STEM to STEAM (Discussion Panel) (50 min)

Four teachers will talk about their experiences and thoughts about the idea of going from STEM to STEAM and will talk about the idea of a "Renaissance person." The audience is welcome to join the discussion.

Room 2 & 3 (会議室2&3)

Entertainment Tonight! (50 min)

After a full day of hard work thinking serious thoughts, it feels good to sit back and relax. If you think this way, this show is not for you! Two readers theatre workshop attendees will perform their Oscar-winning pieces and one of them will end with the audience singing the song form which the lyrics were performed as readers theatre. We will watch several music videos of Okinawan songs and the audience will sing along! And one Scottish bard will present a well-known Scottish poem from another Scottish bard and the audience will sing it. Finally, we will ask the audience if anyone would like to perform for us (if time allows)!

These are the titles of the pieces:

1. Karaoke Okinawan Songs to Karaoke Videos

2. Brian Gallagher reciting the Robert Burns poem "Auld Lang Syne"

3. A readers theatre performance of Smoke, Cough Drops, and Efficiency

4. A readers theatre performance of Jimmy Buffet's song Jolly Mon Sing and a sing-along to the song

5. Open Mic Night (if time allows)

Sunday, 22 February 2026

JALT THE JAPAN ASSOCIATION FOR LANGUAGE TEACHING 全国語学教育学会

22-Feb	Room 2 & 3 (会議室2&3)	Room 1 (会議室1)
9:00-09:30	Registration	
9:30-9:55	Heather Kretschmer *University of Göttingen (Germany)* Variety through STEAM: Designing Engaging Language Lessons (50 min)	David Kluge *Chukyo University (Adjunct Professor)* Descending Down the Rabbit Hole with Multimodality (25 min)
9:55-10:00		Break
10:00-10:25		Brian Gallagher *Meijo University* Creating Games for STEAM (25 min)
10:25-10:30	Break	
10:30-10:55	Ross Miller *Otemon Gakuin University* Artificial Intelligence as Content: STEAM-Informed Language Learning for Non-STEM Students (50 min)	Thomas Robb *Kyoto Sangyo University (Emeritus)* Adding Magic to Students' Presentation (25 min)
10:55-11:00		Break
11:00-11:25		David Kluge *Chukyo University (Adjunct Professor)* *In My Life (New Edition)*: A True Learner-Centered Presentation Textbook (Commercial) (25 min)
11:25-11:30	Break	
11:30-11:55	Kevin Bergman *JALT PIE SIG* "Feeling" the Meaning: Improving Communicative Ability through Physicalization (25 min)	Dongmei Mo *The Hong Kong Polytechnic University* Empathic Role-Play with Conversational AI for Learning, Performance, and Wellbeing (25 min)
11:55-13:00	Lunch	
13:00-13:25	Ian Munby *Hokkai Gakuen University, Sapporo* Nightmare in the Department Store: Creating Emotional Role Plays (50 min)	Natasha Hashimoto *Tokyo Woman's Christian University* Duoethnographic Research in Academic Writing Courses (25 min)
13:25-13:30		Break
13:30-13:55		David Kluge *Chukyo University (Adjunct Professor)* Introducing *Basic Steps to Writing Research Papers* (Commercial) (25 min)
13:55-14:00	Break	
14:00-14:25	Sandra Healy *Kyoto Institute of Technology* Creative Data Visualisation as Cross-Disciplinary Literacy in STEAM EFL (25 min)	Vivian Bussinguer-Khavari *Kwansei Gakuin University* Brains in Motion: Improvisation and Brain Breaks in the Language Classroom (25 min)
14:25-14:30	Break	
14:30-14:55	Adam Jenkins *Shizuoka Institute of Science and Technology* STEAM-Powered Moodle: A Platform for Interdisciplinary Collaboration (25 min)	Tina Brown & Sammy Woldeab *Kanda University of International Studies 神田外語大学* Adapting Activities to Promote Inclusivity in the Classroom (50 min)
14:55-15:00	Break	
15:00-15:25	Lynsey Mori, EdD. *Ritsumeikan University* Learning With Feeling: Performance, Emotion, and Collaboration in STEAM Projects (25 min)	
15:25-15:30	Break	
15:30-15:55	Shawn Clankie *Otaru University of Commerce* Why is the Sky Blue? Designing Science-Based ELT Lessons for Non-Specialists (25 min)	Ashley Ford-Mihashi *Nagoya City University* The Art of Editing: Cultivating Critical and Creative Thinking through Filmmaking (25 min)
15:55-16:00	Break	
16:00-16:25	Commencement Address: Curtis Kelly *Kansai University (Emeritus)* Why Teaching is Both an Art and a Science (25 min)	

Room 2 & 3 (会議室2&3)

Heather Kretschmer
University of Göttingen (Germany)

Variety through STEAM: Designing Engaging Language Lessons (50 min)

At first glance, it may seem that the arts and STEM topics are vastly different from one another and therefore should be covered separately in the curriculum. However, language teachers can weave the arts into lessons focusing on STEM topics, and likewise, integrate STEM elements into lessons focusing on the arts. STEAM lessons have the advantage of catching and keeping the attention of students who have different interests, and the inherent variety in STEAM lessons invites students and teachers to make connections between different disciplines. In this workshop, participants will first fire up their imaginations through a short, easy warm-up. Then, the facilitator will briefly present an example of STEAM lesson activities to illustrate how teachers can develop tasks for STEAM lessons. In the main part of the workshop, participants will receive a short, accessible text on the science of learning suitable for low-level language learners. Using this text as the starting point, participants will design creative tasks that could be used as pre- and/or post-tasks for the text for the target learners. To wrap up the workshop, participants will reflect on how they can transfer what they learned in the workshop to their own teaching contexts.

Heather Kretschmer has been teaching English for 25 years, primarily in Germany. Currently she teaches Intermediate English and Business English at the University of Göttingen in Germany. She earned degrees in German (BA & MA) and TESL (MA) from Bowling Green State University in Ohio, USA. She enjoys writing about teaching and learning and is part of the editing team of the MindBrainEd Think Tanks, an open-access online magazine published monthly by JALT BRAIN SIG.

Room 1 (会議室1)

David Kluge
Chukyo University (Adjunct Professor)

Descending Down the Rabbit Hole with Multimodality (25 min)

What makes a memory "memorable"? Neuroscientists now say that multimodality does. Multimodality is "the application of multiple literacies [modes] within one medium. . . . Multimodality describes communication practices in terms of the textual, aural, linguistic, spatial, and visual resources used to compose messages". The input creates connections between neurons in the brain. The more neurons connected to a fact or memory, the stronger the memory. After watching a music video of Johnny Cash covering Trent Reznor's "Hurt," I was so taken with it that I played it multiple times. I started wondering why I was so intrigued by the song. This presentation describes my journey discovering what attracted me, and in doing so, I created more neural pathways which in turn made the memory of the song much stronger. I felt like Alice falling into the rabbit hole into Wonderland. This presentation is the result of my "Wonderland tumble." In this presentation I will describe the various stages of my descent and arrival at understanding. In the process I will explain how to improve teaching by increasing multimodal learning (Gottlieb, M.,n.d.; Donaghy, K.; Karastathi, S.; & Peachey, N., 2023). I will end the presentation with a Q&A discussion.

David Kluge (Chukyo University-Adjunct Professor) has been involved with music for over 40 years: singing, playing in the orchestra, and performing in musicals. Now he teaches modern song lyrics disguised as poetry.

Room 2 & 3 (会議室2&3)

Heather Kretschmer (continued)
University of Göttingen (Germany)

Variety through STEAM: Designing Engaging Language Lessons (50 min)

At first glance, it may seem that the arts and STEM topics are vastly different from one another and therefore should be covered separately in the curriculum. However, language teachers can weave the arts into lessons focusing on STEM topics, and likewise, integrate STEM elements into lessons focusing on the arts. STEAM lessons have the advantage of catching and keeping the attention of students who have different interests, and the inherent variety in STEAM lessons invites students and teachers to make connections between different disciplines. In this workshop, participants will first fire up their imaginations through a short, easy warm-up. Then, the facilitator will briefly present an example of STEAM lesson activities to illustrate how teachers can develop tasks for STEAM lessons. In the main part of the workshop, participants will receive a short, accessible text on the science of learning suitable for low-level language learners. Using this text as the starting point, participants will design creative tasks that could be used as pre- and/or post-tasks for the text for the target learners. To wrap up the workshop, participants will reflect on how they can transfer what they learned in the workshop to their own teaching contexts.

Heather Kretschmer has been teaching English for 25 years, primarily in Germany. Currently she teaches Intermediate English and Business English at the University of Göttingen in Germany. She earned degrees in German (BA & MA) and TESL (MA) from Bowling Green State University in Ohio, USA. She enjoys writing about teaching and learning and is part of the editing team of the MindBrainEd Think Tanks, an open-access online magazine published monthly by JALT BRAIN SIG.

Room 1 (会議室1)

Brian Gallagher
Meijo University

Creating Games for STEAM (25 min)

This workshop will walk participants through creating a board game for their topic of choice. From gameboard design to a final product that can be tested immediately. This workshop can be adapted by participants to become a (TBL) lesson for their own students to create original gameboards. Simple and practical techniques and ideas will demonstrate how to adapt gameplay to create variants of the games for more flexibility. Sharing knowledge to participants of game mechanics will expand the possibilities for players and game scope. Low-cost tools can yield high gains and multiple opportunities for teaching and learning while developing the Student User Experience (SUX).

Brian is actively involved with JALT (PIE Assistant Program Chair & JALTCALL President + Podcast Producer) as a very active member, contributor, conference organiser, editor, and reviewer. Now focused on Student User Experience (SUX), the last ten years have seen research projects in improving student experiences in academic writing and quality assurance. He strives to help others improve their own teaching and course quality by presenting ideas at conferences in the Pacific region and provide workshops for faculty and independent groups. Teaching classes in Discussion, Debate, Public Speaking, English Communication, Reading , and Academic Writing.

Room 2 & 3 (会議室2&3)

Ross Miller

Otemon Gakuin University

Artificial Intelligence as Content: STEAM-Informed Language Learning for Non-STEM Students (50 min)

In this workshop, participants will learn about a year-long, student-centered 4th year seminar in a Japanese HEI focused on artificial intelligence as content while also being used to foster digital literacy within a STEAM-oriented, multicultural classroom. Participants will have opportunities to engage with low-code/no-code AI activities that were used in conjunction with readings and discussions aimed at demystifying AI systems and illustrating concepts from those readings which were related to technical, social, ethical, and linguistic considerations. Learning about the AI projects, weekly discussions, and reflective tasks regarding AI use, participants will get a sense of how students developed both foreign language and general communication skills while learning about AI and its impact on society. Attendees will decide on scaled "allowable AI use" policies depending on how much an assignment focuses on the human element vs. those that are intended to promote a better understanding of AI and the issues associated with it. Through this workshop, attendees will come away with ideas of how a STEAM-informed pedagogical design can support foreign language learning and ethical AI literacy for non-STEM majors, offering practical principles for integrating emerging AI tools into humanities-based curricula.

Ross Miller is a professor at Otemon Gakuin University, located in the Kansai area of Japan. He received his EdD in educational technology from the University of Florida in 2019. His research interests are professional development, the impact of culture on perceptions of teaching and learning, and the integration of technology in higher education.

Room 1 (会議室1)

Thomas Robb

Kyoto Sangyo University (Emeritus)

Adding Magic to Students' Presentation (25 min)

This is a 25-minute workshop for those who are interested in teaching their students to perform the magic trick that I (Tom Robb) presented at the beginning of my plenary session. Sets of ropes will be available for you to take home so that you can physically practice the trick during this session and on the airplane on your way home.

Thomas Robb, Ph.D., University of Hawaii, is Professor Emeritus, Kyoto Sangyo University, where he was Chair of the Department of English until he retired in 2017. He is a long-time user of CALL and the Internet and has created a number of websites and applications for Extensive Reading, student projects, interactive learning, and professional exchange. He is editor-in-chief of TESL-EJ, the first online journal for ELT. He was the 2nd president of JALT and was Chair of TESOL's CALL Interest Section.

Room 2 & 3 (会議室2&3)

Ross Miller (continued)
Otemon Gakuin University

Artificial Intelligence as Content: STEAM-Informed Language Learning for Non-STEM Students (50 min)

In this workshop, participants will learn about a year-long, student-centered 4th year seminar in a Japanese HEI focused on artificial intelligence as content while also being used to foster digital literacy within a STEAM-oriented, multicultural classroom. Participants will have opportunities to engage with low-code/no-code AI activities that were used in conjunction with readings and discussions aimed at demystifying AI systems and illustrating concepts from those readings which were related to technical, social, ethical, and linguistic considerations. Learning about the AI projects, weekly discussions, and reflective tasks regarding AI use, participants will get a sense of how students developed both foreign language and general communication skills while learning about AI and its impact on society. Attendees will decide on scaled "allowable AI use" policies depending on how much an assignment focuses on the human element vs. those that are intended to promote a better understanding of AI and the issues associated with it. Through this workshop, attendees will come away with ideas of how a STEAM-informed pedagogical design can support foreign language learning and ethical AI literacy for non-STEM majors, offering practical principles for integrating emerging AI tools into humanities-based curricula.

Ross Miller is a professor at Otemon Gakuin University, located in the Kansai area of Japan. He received his EdD in educational technology from the University of Florida in 2019. His research interests are professional development, the impact of culture on perceptions of teaching and learning, and the integration of technology in higher education.

Room 1 (会議室1)

David Kluge
Chukyo University (Adjunct Professor)

***In My Life (New Edition)*: A True Learner-Centered Presentation Textbook** (Commercial) (25 min)

In My Life (New Edition) is a scrapbook-based presentation/oral communication textbook for students at CEFR Level A2-B1. As the entire book is based on student-created scrapbook, it is a truly a student-centered textbook. This presentation will introduce the concept, list the topics and unit activities, and show the steps to give a presentation. The presentation will end with comments and Q&A.

David Kluge is a university professor and author. He was a founding officer and former president of the JALT CALL SIG and the founding president of the JALT Performance in Education SIG. With his colleague, Matthew Taylor, has published two presentation/oral communication textbooks (Macmillan Education and Nellie's Publishers) and three composition textbooks (Cengage and National Geographic Learning).

Room 2 & 3 (会議室2&3)

Kevin Bergman

JALT PIE SIG

"Feeling" the Meaning: Improving Communicative Ability through Physicalization (25 min)

This short, interactive workshop introduces drama-based techniques that help learners of English speak more clearly and communicate meaning and intention more effectively. By linking physical movement, gesture, and voice, students can develop greater control over pronunciation, rhythm, and pragmatic intent. Drawing on drama education as well as research and practice from pronunciation, speech, and pragmatics instruction, the session demonstrates practical activities that can be adapted to a wide range of classrooms. Participants will experience several techniques firsthand and view short video examples of Japanese high school students using them to improve intelligibility, confidence, and expressive clarity.

Kevin Bergman has been involved with English education in Japan since 1986, primarily as a full-time teacher at Musashi High School and Junior High School in Tokyo, where he recently retired after 30 years of teaching English, Speech and Drama. Before that he worked for the JET Program and with a major ELT publishing company. He studied theater directing at West Virginia University and trained as an actor at The Juilliard School in New York.

Room 1 (会議室1)

Dongmei Mo

The Hong Kong Polytechnic University

Empathic Role-Play with Conversational AI for Learning, Performance, and Wellbeing (25 min)

This research explores the design and implementation of an empathic conversational AI assistant that functions as a role-play and performance-based learning companion across diverse educational and professional contexts. Rather than focusing solely on knowledge delivery or clinical mental health intervention, the assistant integrates empathic communication as a core interaction mechanism to support continuous learning, practice, and emotional wellbeing within a private and psychologically safe environment. The system enables users—including students, teachers, professionals, and children—to engage in role-play scenarios that simulate learning, teaching, and performance situations such as presentations, classroom interactions, professional communication, and reflective practice. Through empathic dialogue strategies including emotional mirroring, supportive feedback, and reflective prompting, the assistant responds not only to users' cognitive needs but also to their emotional states, fostering confidence, resilience, and sustained engagement. Emotional support is embedded throughout the interaction process, allowing users to rehearse, reflect, and improve without fear of judgment or social pressure. A prototype empathic conversational assistant has been implemented with multimodal interaction capabilities, supporting text, image, and speech-based communication. Preliminary observations suggest that empathic role-play can enhance emotional awareness, learner motivation, and willingness to engage in repeated practice across learning and professional scenarios. This research positions empathy as an essential infrastructure for learning and performance rather than an auxiliary feature, and discusses design principles, ethical considerations, and pedagogical implications for integrating empathic AI role-play into STEAM education. By foregrounding arts-based performance, affective communication, and human-centred design, this research contributes a novel perspective on how empathic AI can support learning and wellbeing in technology-mediated environments.

Dongmei Mo received the Ph.D. degree from the School of Fashion and Textiles, The Hong Kong Polytechnic University. She is currently a Research Assistant Professor with the Faculty of Humanities, The Hong Kong Polytechnic University. Her research focuses on AI and machine learning for the humanities, fashion, and business.

Room 2 & 3 (会議室2&3)

Ian Munby

Hokkai Gakuen University, Sapporo

Nightmare in the Department Store: Creating Emotional Role Plays (50 min)

This workshop presents a practical, teacher-ready methodology for transforming a simple narrative into a rigorous exploration of fluency and pragmatic competence. Inspired by one of the late Robert O'Neill's 1986 Tokyo workshops, this session demonstrates how to exploit a single story—a shopper's frustrating attempt to exchange a sweater—to generate multiple, high-engagement role plays. The core methodology involves transitioning from narrative comprehension to active production. By providing specific prompts for each scenario, the presenter scaffolds the experience for CEFR B1 level learners and above. These prompts move students beyond basic storytelling, requiring them to navigate complex speech acts such as complaining, negotiating, and justifying their actions when the narrative takes a dramatic turn toward a store arrest. Participants will experience the lesson procedure firsthand, assuming character roles to practice the nuances of social cues and politeness strategies. The workshop aims to show how "bringing characters to life" allows teachers to elicit advanced vocabulary and test the boundaries of a student's linguistic reach. Attendees will leave with a structured, replicable lesson plan designed to foster authentic interaction and pragmatic mastery in their own classrooms.

"*Ian Munby teaches English at Hokkai Gakuen University, Sapporo. He holds an M.A in TEFL from Reading University, and a PhD in Vocabulary Acquisition Studies from Swansea University. He has been teaching English since 1983 in his native England, Spain, and Japan.*

Room 1 (会議室1)

Natasha Hashimoto

Tokyo Woman's Christian University

Duoethnographic Research in Academic Writing Courses (25 min)

This presentation reports on an action research project that explored the use of duoethnography in an academic writing course. The participants were two cohorts of third-year English majors at a Japanese university. The goal of the course was to prepare students for their fourth-year graduation theses by developing their knowledge of relevant literature, the research process, language for academic writing, and APA conventions, including proper citations and referencing. Students researched topics related to foreign language learning of their interest. This allowed them to experience conducting research firsthand. Duoethnography, a collaborative, dialogic research method, provided a meaningful context for using English for authentic purposes. The assignment required students to engage in reading, writing, speaking, and listening in English at different stages of the research process. This approach appeared to enhance learner engagement, foster peer interaction, and help introduce students to the research process. The presentation discusses classroom practices, pedagogical implications, and student reception. It also highlights how integrating content and language learning with qualitative inquiry can support research literacy and confidence in L2 academic writing.

Natasha Hashimoto is an associate professor at Tokyo Woman's Christian University. She received her master's degree in human rights and social justice. Her doctoral degree in education/applied linguistics. Her teaching and research interests include metacognitive strategies, social-emotional learning, fairness in language assessment, Bourdieusian social theory, intercultural communication, and multilingual and transnational identities in English language teaching and learning.

Room 2 & 3 (会議室2&3)

Ian Munby (continued)

Hokkai Gakuen University, Sapporo

Nightmare in the Department Store: Creating Emotional Role Plays (50 min)

This workshop presents a practical, teacher-ready methodology for transforming a simple narrative into a rigorous exploration of fluency and pragmatic competence. Inspired by one of the late Robert O'Neill's 1986 Tokyo workshops, this session demonstrates how to exploit a single story—a shopper's frustrating attempt to exchange a sweater—to generate multiple, high-engagement role plays. The core methodology involves transitioning from narrative comprehension to active production. By providing specific prompts for each scenario, the presenter scaffolds the experience for CEFR B1 level learners and above. These prompts move students beyond basic storytelling, requiring them to navigate complex speech acts such as complaining, negotiating, and justifying their actions when the narrative takes a dramatic turn toward a store arrest. Participants will experience the lesson procedure firsthand, assuming character roles to practice the nuances of social cues and politeness strategies. The workshop aims to show how "bringing characters to life" allows teachers to elicit advanced vocabulary and test the boundaries of a student's linguistic reach. Attendees will leave with a structured, replicable lesson plan designed to foster authentic interaction and pragmatic mastery in their own classrooms.

"*Ian Munby teaches English at Hokkai Gakuen University, Sapporo. He holds an M.A in TEFL from Reading University, and a PhD in Vocabulary Acquisition Studies from Swansea University. He has been teaching English since 1983 in his native England, Spain, and Japan.*

Room 1 (会議室1)

David Kluge

Chukyo University (Adjunct Professor)

Introducing *Basic Steps to Writing Research Papers* (Commercial) (25 min)

Basic Steps to Writing Research Papers is a top-selling composition textbook for students at CEFR Level B2-C2. As the book teaches the process of writing a research paper in various ways, it is very flexible and teachers can choose their own way to present the process to their class. One element that is often cited by teachers is the plethora of examples given. Another feature often cited is that the book is written for EFL students as opposed to the often ESL nature of other composition textbooks. This presentation will introduce the concept, list the topics and unit activities, and show the steps to write a research paper. Mention of the other book in the series, *Basic Steps to Academic Writing*, will be made. The presentation will end with comments and Q&A.

David Kluge is a university professor and author. He was a founding officer and former president of the JALT CALL SIG and the founding president of the JALT Performance in Education SIG. With his colleague, Matthew Taylor, he has published two presentation/oral communication textbooks (Macmillan Education and Nellie's Publishers) and three composition textbooks (Cengage and National Geographic Learning).

Room 2 & 3 (会議室2&3)

Sandra Healy
Kyoto Institute of Technology

Creative Data Visualisation as Cross-Disciplinary Literacy in STEAM EFL (25 min)

This presentation introduces a multimodal, arts-based PBL unit that adapts the Dear Data project, a postcard exchange where people hand-draw personal data using self-designed visual codes, for EFL learning in a university STEAM context. The unit treats data visualisation as a shared literacy across the sciences and the arts, linking observation, representation, and interpretation through EFL tasks. Over several sessions, learners collect micro-data from their everyday life, habits, emotions, interactions, and sensory experiences such as sounds, spaces, and embodied routines. They identify patterns and translate findings into hand-drawn postcards using colour systems, symbols, and scale, with a written key and short interpretation on the reverse side. The unit foregrounds creativity through three moves: creative noticing (what to observe), creative representation (how to visualise), and creative communication (how to explain and interpret). Disciplinary processes become visible through simple data collection, quantification (frequency, proportion), an iterative design cycle (draft the visual on the front, explain the coding on the back, refine for clarity), and discussion routines (gallery walks, exchanges) that build data-informed discussion, sensory description, and critical data literacy. The session offers transferable tasks, scaffolds, and assessment approaches that participants can adapt to their own contexts.

Sandra Healy is a professor at Kyoto Institute of Technology in Japan. Her research interests include applied linguistics with a focus on using technology in education to improve intercultural communication and learning outcomes, and the relationship between creativity, interculturality and language proficiency, diversity and inclusion.

Room 1 (会議室1)

Vivian Bussinguer-Khavari
Kwansei Gakuin University

Brains in Motion: Improvisation and Brain Breaks in the Language Classroom (25 min)

This workshop is a practical, hands-on session, in which participants will experience the excitement of a lesson that utilizes improvisation and brain break activities. Brain breaks are short, intentional activities built into lessons to give students' brains a reset, while improvisation activities urge learners to communicate without previous preparation, just like they would outside the classroom. Not only do such activities add humor and excitement to the language classroom, they also help improve focus and attention while reducing cognitive overload. Activities that involve movement boost blood flow to the brain, which helps regulate energy levels, improves mood and classroom dynamics, and reduces stress and anxiety. Improvisation and brain break activities can complement any course syllabus and be adapted to fit any language proficiency level. In class, language learners are often told what to do and what to say, but in real-life situations, they cannot prepare their lines or practice their actions in advance. Improvisation and brain break activities in the language classroom help build learners' confidence for successful communication. These activities can also assist learners in developing nonverbal skills and becoming better at using and interpreting nonverbal cues. Research in neuroscience and education shows that learning improves when learners experience movement, emotion, and social interaction which are all core elements of brain breaks and improvisation.

Vivian Bussinguer-Khavari is an associate professor at Kwansei Gakuin University, Japan. She has a doctorate in Applied Linguistics and her major areas of interest are intercultural communication, performance in education, and second language acquisition. She currently teaches undergraduate and graduate courses on such topics as debate, speech communication, pragmatics, and cultural studies.

Room 2 & 3 (会議室2&3)

Adam Jenkins
Shizuoka Institute of Science and Technology

STEAM-Powered Moodle: A Platform for Interdisciplinary Collaboration (25 min)

Blended-learning initiatives often pose technical, administrative, and pedagogical challenges that can overwhelm individual instructors. At the Shizuoka Institute of Science and Technology (SIST) we addressed these issues by creating a unified Moodle e-learning platform that supports interdisciplinary collaboration across STEAM subjects. A robust, secure server infrastructure was centrally provisioned to host all courses, and Moodle was chosen for its cross-disciplinary adaptability. We implemented a centralized enrollment and course-management system, allowing faculty to focus on instruction rather than administrative tasks. With the platform operational, we introduced a collaboration strategy beginning with online team-teaching among related disciplines within SIST and later expanding to cross-disciplinary collaborations including materials sharing with other institutions from around the world. A highlight of this effort was the development of immersive, English-language mathematics content by SIST's English professors and mathematics educators from several institutions across Europe. This provided students with authentic, immersive STEAM learning experiences, such as opportunities to perform in English, for example by giving presentations, using content from other subjects they study as part of their degree program. Overall, this initiative has lowered individual instructor burden, fostered shared pedagogy, and created a sustainable, scalable environment for interdisciplinary STEAM education and collaboration.

Adam Jenkins is an associate professor at the Shizuoka Institute of Science and Technology where he is also the system administrator for the iLearn@SIST e-learning platform. In his role as system administrator, Adam oversees nearly 450 online courses taught by more than 80 professors and delivered to over 1,600 students university-wide.

Room 1 (会議室1)

Tina Brown & Sammy Woldeab
Kanda University of International Studies 神田外語大学

Adapting Activities to Promote Inclusivity in the Classroom (50 min)

Inclusive education is defined as the removal of barriers so all students from any background feel welcome and can participate fully in the educational community (NSW Government, 2021). Two major communities that commonly face barriers to inclusion are disabled people and LGBTQIA+ people (Crawford et al., 2023). Lawrie et al. (2017) say inclusivity is not just a legal matter, but requires buy-in of all stakeholders, including teachers. Despite this need, recent surveys show that teachers in Japan are open to discussing LGBTQIA+ issues in the classroom but may not have the knowledge or resources to do so (Nikaido, 2021). In order to try to bridge this gap, this workshop will focus on adapting activities that can be implemented in the classroom to improve inclusivity. The facilitators will explain the meaning and importance of inclusivity and give some examples of adapted activities. Participants will have the opportunity to modify activities in small groups, reflect on the experience, and should leave with some concrete ideas about how to further include students of all backgrounds and abilities in their classrooms.

Tina Brown is a lecturer at Kanda University of International Studies in the English Language Institute. Tina has a wide range of research interests but is currently focusing on global issues in language education, particularly integrating disability and queer issues into English language classrooms. Sammy Woldeab (they/them) is an educator from Canada who is currently based in Japan. They are a lecturer at the English Language Institute at Kanda University of International Studies. Their research interests include language teacher/learner identity, inclusive education, and J-pop.

Room 2 & 3 (会議室2&3)

Lynsey Mori, EdD.
Ritsumeikan University

Learning With Feeling: Performance, Emotion, and Collaboration in STEAM Projects (25 min)

This session explores what happens when we stop pretending that thinking and feeling are separate in our classrooms. I'll share how I use performance-based activities and SEL check-ins to help students engage with STEAM projects in ways that honor both intellectual rigor and emotional reality. Performance is understood here not as theatrical display, but as purposeful participation through speaking roles, interaction, and shared problem-solving. These practices create structure for navigating the hard parts of collaboration: disagreement, uncertainty, the vulnerability of not knowing. Role-based discussion and structured collaboration help learners surface multiple perspectives and manage group dynamics while working with complex, interdisciplinary topics. We'll try out some activities together and discuss how reflective prompts and emotional check-ins fit into project work without adding overwhelming prep time. Through a brief interactive demonstration, participants will experience how performance and reflection can be embedded into STEAM-related learning in practical, adaptable ways. This is for educators interested in teaching that acknowledges both students and teachers alike are whole people in the classroom, and that our feelings matter for learning.

Lynsey Mori is an educator and researcher working in Japanese higher education. Her work examines social emotional learning, teacher well-being, and classroom interaction, with attention to equity, voice, and relational aspects of learning. She has published on well-being and reflective teaching practice in Japan. Her research is grounded in classroom-based inquiry and focuses on participation, reflection, and meaningful engagement.

Room 1 (会議室1)

Tina Brown & Sammy Woldeab (continued)
Kanda University of International Studies 神田外語大学

Adapting Activities to Promote Inclusivity in the Classroom (50 min)

Inclusive education is defined as the removal of barriers so all students from any background feel welcome and can participate fully in the educational community (NSW Government, 2021). Two major communities that commonly face barriers to inclusion are disabled people and LGBTQIA+ people (Crawford et al., 2023). Lawrie et al. (2017) say inclusivity is not just a legal matter, but requires buy-in of all stakeholders, including teachers. Despite this need, recent surveys show that teachers in Japan are open to discussing LGBTQIA+ issues in the classroom but may not have the knowledge or resources to do so (Nikaido, 2021). In order to try to bridge this gap, this workshop will focus on adapting activities that can be implemented in the classroom to improve inclusivity. The facilitators will explain the meaning and importance of inclusivity and give some examples of adapted activities. Participants will have the opportunity to modify activities in small groups, reflect on the experience, and should leave with some concrete ideas about how to further include students of all backgrounds and abilities in their classrooms.

Tina Brown is a lecturer at Kanda University of International Studies in the English Language Institute. Tina has a wide range of research interests but is currently focusing on global issues in language education, particularly integrating disability and queer issues into English language classrooms. Sammy Woldeab (they/them) is an educator from Canada who is currently based in Japan. They are a lecturer at the English Language Institute at Kanda University of International Studies. Their research interests include language teacher/learner identity, inclusive education, and J-pop.

Room 2 & 3 (会議室2&3)

Shawn Clankie

Otaru University of Commerce

Why is the Sky Blue? Designing Science-Based ELT Lessons for Non-Specialists (25 min)

This practical presentation centers on bringing everyday science questions into content-based general education university English classes. The work began out of personal curiosity and developed through the creation of classroom materials built around simple science questions many of us have asked ourselves, such as "Why are peppers hot and mints cold?" or "Why is the sky blue?" With more than a decade of classroom use, this approach has drawn inspiration from science communicators such as Bill Nye and Neil deGrasse Tyson, who bring scientific ideas to non-specialist audiences. In this talk, I will show how everyday science questions can be used to amuse students, spark curiosity, and encourage engagement not only with English, but with the world around them.

Shawn M. Clankie is Professor of Applied Linguistics at Otaru University of Commerce. and the author of more than 30 text and self-study books. He is the author of Asking Why? The Science of Everyday Life and has a second science-based textbook coming out in 2028.

Room 1 (会議室1)

Ashley Ford-Mihashi

Nagoya City University

The Art of Editing: Cultivating Critical and Creative Thinking through Filmmaking (25 min)

Film projects are becoming more common in educational contexts, as both performance-based assessment and project-based learning in language classrooms. Just as students learn to communicate effectively through writing essays and giving speeches, filmmaking offers another powerful medium for constructing and delivering meaningful messages. Editing is a critical step in filmmaking, yet instruction often emphasizes the technical (like how to use editing applications) over its artistic and rhetorical dimensions. This presentation offers educators a practical approach to film editing through five iterative processes: selection, sequencing, transitioning, trimming, and layering. Drawing on montage theory (Eisenstein, 1949, 1957; Burn, 2013) and multiliteracies pedagogy (Cope & Kalantzis, 2023; Lim & Tan, 2018), this framework guides students to think critically and creatively about editing: evaluating which shots best communicate their message, exploring how different sequences connect or create meaning, and thinking about what happens when sound and visuals interact. Students in a 15-week filmmaking course were guided through editing a short film and presented reflective commentaries articulating and explaining their choices. By emphasizing decision-making and prompting students to reflect critically on their creative choices, this approach demonstrates how arts-based learning can cultivate metacognitive awareness, critical thinking, creative problem-solving, and multimodal literacy.

Rooted in Applied Linguistics, Computer-Assisted Learning (CALL), and with a passion for the Arts, Ashley Ford-Mihashi, actively implements Project-Based Language Learning (PBLL) and Performance-Assisted Learning (PAL) in her classroom, especially through filmmaking, music, art, and drama activities. She is a lecturer in the Language for Global Citizenship Program at Nagoya City University and organizes the Reel Voices Language Learning Film Festival.

Room 2 & 3 (会議室2&3)

Commencement Address: Curtis Kelly

Kansai University (Emeritus)

Why Teaching is Both an Art and a Science (25 min)

How do you know if you are doing the right thing? This is a question I have often asked myself and one I hope you are asking too. I wondered. Is my English teaching effective because I follow the textbook? Because my learners seem satisfied? Because some research backs my approach? Because that is the way I was taught? This question is not easy, and unfortunately, no one can really answer it for us. In my fifty years of teaching, I have seen approaches come and go, research change focus, and huge amounts of energy spent trying to validate what to most classroom teachers already seems obvious. I think the best way to answer this question is to think of our work as a mix of art and science. Let me share my personal journey, because I think it is your journey as well.

Speaker and writer, Curtis Kelly (EdD), professor emeritus of Kansai University in Japan, has spent most of his life developing learner-centered materials for "3L" students: students with low ability, low confidence, and low motivation. He has written over 36 books, including Active Skills for Communication (Cengage), Writing from Within (Cambridge), Significant Scribbles (Longman) and others. He is most proud of his newly-released and totally fun, TBLT textbook, The Snoop Detective School: Interactive Tasks for English Learners. He is also a brain nerd, who founded the JALT BRAIN SIG and produces a monthly magazine, the MindBrainEd Think Tanks, that connect brain sciences to language teaching.

About the Sponsors

Okinawa STEAM International Conference 2026 is a three-day conference hosted by the Okinawa Chapter of JALT (OkiJALT), JALT's Performance in Education Special Interest Group (PIE SIG), the Mind, Brain, and Education SIG (Brain SIG), and the Computer-Assisted Language Learning SIG (JALTCALL SIG).

Oxford University Press

The **Okinawa STEAM International Conference** is officially supported by **Oxford University Press**.

Ni-ni and Ne-ne (by Nia Fewell)

OkiJALT Chapter Officers

President: Adam Murray

Treasurer: Katherine Song

Membership Chair:

Barry Keith

Program Chair: Max Diaz

Publicity Chair:

Brian Gallagher

Ombudsperson: David Kluge

Translator/Japanese

Language Coordinator:

Kaori Hakone

Website Administrator:

Max Diaz

Member-at-Large:

George MacLean,

Grant Osterman

About OkiJALT

Welcome to **OkiJALT**! めんそーれー

Okinawa JALT is a chapter of the Japan Association for Language Teaching, a non-profit organization that is dedicated to the improvement of language teaching and learning. The Okinawa Chapter of JALT has been active since 1980. We are a diverse group of language educators and scholars who share a common goal of improving foreign language education. We welcome members and presenters from across Japan and internationally as well.

About The Performance in Education (PIE) SIG

https://jaltpiesig.org

The Performance in Education (PIE) Special Interest Group (SIG) of the Japan Association for Language Teaching (JALT), founded in 2011 as the Speech, Drama, & Debate SIG, is involved with a myriad of teaching activities (still including drama and debate, but now much more!) that require students to cooperate and collaborate together, so it is natural that our SIG also participates in many collaborative activities with JALT chapters and SIGs.

PIE SIG Officers

President: Darren A. Kinsman

Vice President: Kevin Bergman

Treasurer: James Higa

Membership Chair: Kim Rockell, Dawn Kobayashi

Program Chair: Vivian Bussinguer-Khavari

Publication Chair: Philip Head

Journal Editor: Philip Head

Translator/Japanese Language Coordinator: Yukari Saiki

Web Administrator: Max Diaz

Social Events Chair: Gordon Reese

Member-at-Large: Dawn Kobayashi

Conferences Chair: David Kluge

About The Mind, Brain, and Education (Brain) SIG

The Mind, Brain and Education (BRAIN) SIG is a forum for language teachers who want to understand recent scientific findings about how our brains function and to apply this enhanced understanding to create more effective classroom practices and teaching methods. We do this through our monthly online magazine called a Think Tank, which is free to anyone, anywhere who wishes to subscribe through our website (you don't need to be member of the SIG or JALT). We also co-sponsor and send speakers to JALT Chapter and SIG events. Please check our website for information on the Think Tanks and our speaker database: https://www.mindbrained.org.

Brain SIG Chapter Officers

President: Amanda Gillis-Furutaka

Treasurer: David Scott Bowyer

Membership Chair: Berke Alp

Program Chair: Yuka Masda

Publicity Chair: Lynsey Mori
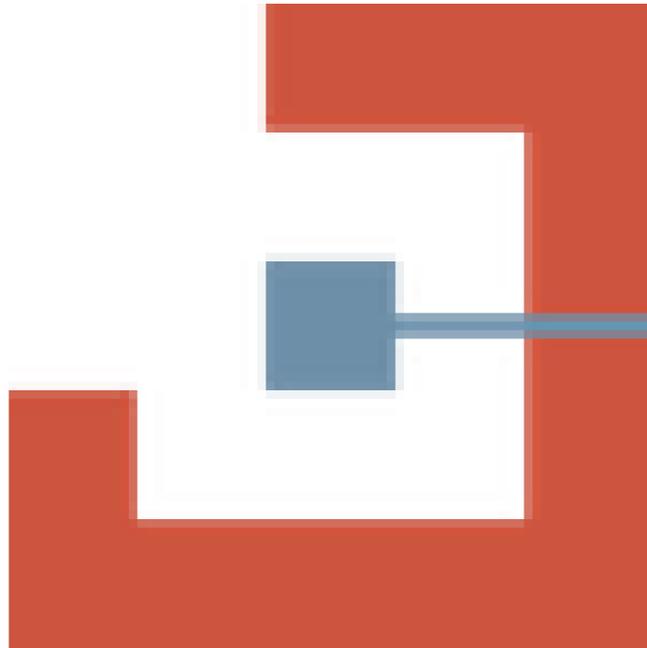
Publication Chair: Stephen M. Ryan

Translator/Japanese Language Coordinator: Harumi Kimura

Web Administrator: Julia Daley

About The Computer-Assisted Language Learning (JALTCALL) SIG

https://jaltcall.org

JALTCALL is part of the Japan Association for Language Teaching (JALT). We hold a major annual CALL conference in Japan (usually in June), plus workshops and forums at various other times through the year. We also publish referred research articles through our Scopus Q1 ranked publication JALT CALL Journal, as well as work-in-progress research and a wider variety of articles in our new publication, JALT CALL Trends. Membership in JALT or JALTCALL is not required for attending our events or submitting to our publications, however we encourage interested participants to consider membership.

JALTCALL SIG Officers

President: Brian Gallagher

Treasurer: Michael Phillips

Membership Chair: Kevin Wrobetz

Program Chair: Geoffrey Carr

Publicity Chair: Bradley Irwin

Publication Chair: Michael Hofmeyr

Journal Editor: Nobue Tanaka-Ellis

Translator/Japanese Coordinator: Natsuho Mizoguchi

Web Administrator: Luc Gougeon

**Member-at-Large:** Robert Remmerswaal, Robert Dykes, Paul Daniels, James York, Timothy Hull

Okinawa STEAM International Conference 2026 Post-Conference Publication: Paper Submission Guidelines

Presenters wishing to submit their papers for publication (subject to peer review) in the Okinawa STEAM International Conference 2026 Post-Conference Publication should submit their papers within a month to okijalt+publications@gmail.com as .doc or .docx files.

Papers submitted for publication may be in English or Japanese. References must follow APA 7th edition style guidelines. We follow an abridged version of the standard JALT guidelines (see: https://jalt-publications.org/proceedings/guidelines).

Okinawa STEAM International Conference 2026 Post-Conference Publication will be published once we have built up a sufficient number of submissions.

Anthony Brian Gallagher

Trends in Language Teaching 2022

Post Conference Proceedings

35
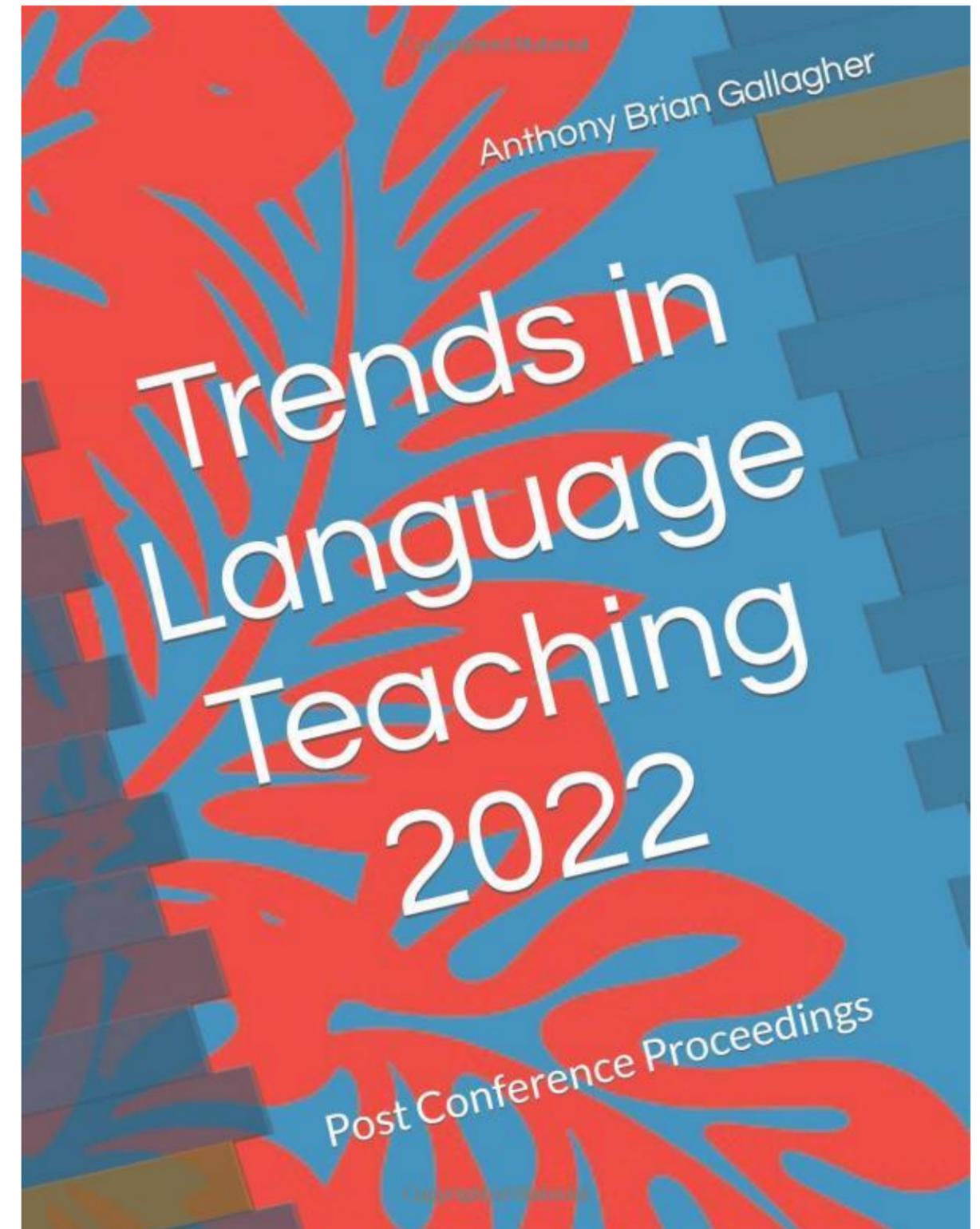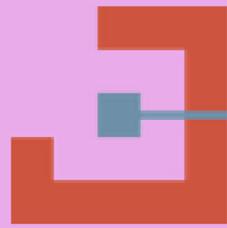
Okinawa STEAM International Conference 2026 Conference Committee:

David Kluge
PIE SIG, OkiJALT

Brian Gallagher
JALTCALL, OkiJALT, PIE SIG

George MacLean
OkiJALT, PIE SIG

Max Diaz
OkiJALT, PIE SIG

Darren Kinsmen
PIE SIG

Vivian Bussinguer-Khavari
PIE SIG

Amanda Gillis-Furutaka
Brain SIG

Lynsey Mori
Brain SIG

Heather Kretschmer
PIE SIG, Brain SIG

Gordon Rees
PIE SIG

Normal Fewell
OkiJALT

James Higa
PIE SIG

Katherine Song
OkiJALT

https://okijalt.org

https://jaltpiesig.org

https://www.mindbrained.org/

https://jaltcall.org

Okinawa STEAM International Conference 2026