

Previous Event 2023 – 2025



MyShare Presentations Dec 14th 2025



Andrew Devitt

Micro Teaching the Skills: reading and writing exam question preparation

Abstract: Teaching exam-style question types, such as True/False/Not Given, summary completion, and short-answer questions, can be challenging when working

with full-length texts and audio materials. This presentation introduces a practical approach that uses intentionally designed small texts and short audio recordings to teach these tasks more effectively in both reading and listening exam preparation. By reducing the cognitive load and isolating question-type features, teachers can more clearly demonstrate the underlying skills and strategies needed for success.

Students benefit from focused, repeated practice that builds confidence and accuracy before transferring these skills to longer exam passages. The session will outline practical design principles, classroom applications, and examples of how micro-materials support more efficient and targeted exam-skills instruction.

John Shaw

BOOM! An Inspiring Language Diagnostic Activity

Abstract: This presentation introduces BOOM!, a diagnostic language game designed for EFL and EAP contexts, which addresses common limitations of traditional placement tests. Pre-course assessments in grammar and speaking often fail to reflect students' authentic communicative competence, resulting in mixed-ability classes, and leaving teachers with only partial knowledge of learners' abilities and motivations. BOOM! is a fun and interactive game activity that provides teachers with a way to obtain this key information in the very first lesson, while clarifying course aims and building rapport. When integrated with other activities, BOOM! combines an interactive, game-based approach with an in-class diagnostic task that prompts learners to produce progressively more challenging sentences. This presentation will briefly examine the pedagogical rationale for in-class diagnostics, demonstrate the activity, and highlight how it can enhance first-lesson engagement while helping teachers address process-oriented learning needs.

Nidal Butt

Integrating Global Englishes into an EFL-Based University Curriculum

Abstract : This presentation introduces a practical approach to integrating Global Englishes pedagogy within an existing EFL-based university curriculum in Japan.

Over eight weeks, textbook units were supplemented with Global Englishes.

Informed activities, including exposure to diverse English accents, variations in vocabulary and syntax, and tasks encouraging reflection on English use worldwide were utilised. By pairing the textbook with curated GE listening samples and guided awareness-raising prompts, students were given more accessible entry points into understanding English as a diverse resource used for communication. The session explains how these materials were selected, adapted, and sequenced, and how they supported students in engaging with issues of intelligibility, ownership, and identity.

Practical suggestions will be offered for instructors interested in incorporating GE perspectives without replacing institutional textbooks, demonstrating how small additions can expand learners' worldviews and help them navigate real-world

English variation with greater confidence.

Margalit Faden

Using Law Hypotheticals to Develop Critical Thinking in EFL Contexts

This MyShare presentation demonstrates how law-based hypothetical scenarios can serve as powerful tools for developing both language skills and critical thinking in EFL university courses. Drawing from a Law and Globalization course taught to undergraduate EFL students, I will share examples of simple hypothetical scenario exercises that explore international trade disputes, cybercrime jurisdiction, investment disputes, and intellectual property conflicts. These hypothetical scenario exercises require students to use English to examine complex situations, consider

multiple cultural perspectives on justice, and produce analytical output. Given the unique nature of the hypothetical scenarios, students must apply principles to novel situations, making these exercises fairly AI-resistant.

Callum Humphries

Teaching Presentation Skills – life beyond TED Talks

Abstract: Teaching and learning soft skills like giving effective presentations can prove challenging, especially in L2 environments. Learners and some teachers assume that these are skills which cannot be learnt, and that charisma is something you either have – or you don't. In this short presentation I intend to share some of the methods I have learnt and used teaching presentation skills to both Japanese undergraduate students in L2 (English), and to charity sector professionals in L1(English and French) and L2 (English). These skills help students overcome their fear of presentations and introduce a sense of fun to presentation courses. They also provide the tools needed to give highly engaging presentations. Many points will be familiar, but I hope teachers will be able to pick up a few new ideas, and get inspiration for their own classrooms.

Anthony Gloria

Not Just “Playing Games”

Abstract: This session highlights a flexible framework that can be applied across multiple commercial games, such as Settlers of Catan, Word Wolf/Mafia, Exploding Kittens, etc. to implement in game-based activities that promote learner agency, peer leadership, and meaningful communication, rather than focusing on one fixed task. Drawing on theory and research, the approaches outline how experienced players can teach rules, how facilitative roles can rotate among students, and how learners can be encouraged to justify trades, votes, responses to perceived fairness and negotiation in English. I will share preliminary survey data from Japanese university students on confidence, motivation, leadership, and perceptions of fairness, alongside brief classroom reflections. The session will include practical guidelines for adapting existing games into structured labs for negotiation and leadership in conversation-oriented classrooms.

Dr. Roger Davis

Territory Mapping: A Visual Method to Help Students Navigate Their Futures

Abstract: Territory Mapping is an emerging pedagogical method that helps students visualise and reflect on what they want to hunt, protect, and grow in their lives. Adapted from Anthony Willoughby's global education work, the activity gives learners a simple, low-pressure way to express goals and values that are often difficult to articulate verbally. This method is grounded in recent research in cognitive neuroscience, especially work on grid cells and internal mapping systems (Moser; Doeller), which suggests that humans use the same neural structures to navigate both physical space and abstract decisions. Territory Mapping builds on this capacity by turning future planning into a spatial reasoning task. Preliminary data from Japanese university students suggest there may be gains in clarity, motivation, and confidence about future pathways. This MyShare presentation introduces the method, student examples, and early findings from this ongoing research project.

Join us October 12th 2025 for 2 Presentations on Using Tech in the Classroom...or not!

This presentation explores student perspectives on banning electronic devices in university speaking courses, alongside teacher observations of the resulting changes in classroom dynamics. It also considers the challenges of student reliance on AI and introduces AI-assisted activities that can be integrated into speaking classes. By incorporating these research-informed strategies, teachers can support students in developing their language proficiency and critical thinking skills while fostering a lively, engaged classroom atmosphere.

Mary has been teaching English and academic skills in Japan since 1994. With a background in Fine Arts and Philosophy, she brings creativity and critical inquiry into her teaching practice. An early adopter of classroom technology, she has a strong interest in the ethical use of AI as a tool for both teachers and learners. She currently teaches at Keio University, and Waseda University.



Join Us September 13th, 2025, for the ICLE & GALE SIG Collaborative Conference

It will be followed by dinner at a Vietnamese restaurant from 6pm. The cost will be 4800 for all-you-can-eat-and-drink. Numbers are limited so please register in advance. Registration for both conference and dinner via the registration button below or scan the QR code in the image.

2025 ICLE & GALE SIG Collaborative Conference

Encounters at the Crossroads: Intersections of Diverse Identities and Cultures



With the support of:



EnglishCentral



Keynote - Diane Hawley Nagatomo

"An Exploration of Identity and Experience: Shaping Language Education in Japan, One Teacher at a Time"

**Saturday,
September
13, 2025**

**At: Keio
University,
Hiyoshi
Campus
(Yokohama)**

Scan the QR
code
or go to
<https://forms.gle/oFqBjYUQ7oeT3foMA>
to register

**ONLINE REGISTRATION
EXTENDED UNTIL SEPT.12TH
JALT MEMBERS: 1000 JPY
NON-JALT MEMBERS: 2000 JPY**



CLIL with Alastair Graham-Marr

Join us May 11th, 2025, at Keio University Hiyoshi Campus at 13:00

CLIL, or Content Language Integrated Learning is an approach to teaching English that fits under the broader umbrella of Content-Based Instruction (CBI). CLIL is a powerful approach that engages students through meaningful content rather than isolated grammar or vocabulary lessons. CLIL classes offer many key advantages: real-world relevance, deep cognitive engagement, and greater linguistic salience, all of which positively affect second language acquisition (SLA). In addition to SLA, CLIL classes often have a positive effect on motivation. CLIL classes can create feelings of autonomy and competence. Given that students use English as a tool to access meaning, English study becomes more purposeful and engaging, especially for students who might not be as interested in language study for its own sake, provided of course that the levels of difficulty of class materials closely match the proficiency of the students, an often overlooked and yet critical factor of CBI. We will discuss CLIL from a critical perspective and contrast it with other CBI approaches such as EMI (English as a Medium of Instruction), ESP (English for Specific Purposes), TBLT (Task-Based Language Teaching) and CLT (Communicative Language Teaching). Lastly, we will discuss how to assess students in CBI classes in the age of AI.

Alastair Graham-Marr is a recently retired professor from the Tokyo University of Science. His research interests include the effect of language output on overall language accuracy, the effect of explicit instruction on listening proficiency, and the effect that diminished listening skills have on overall motivation. He has authored and edited over 50 textbooks. An avid conference participant, he has presented at conferences in many countries around the world including Korea, Taiwan, Hong Kong, Thailand, Laos, the U.A.E., Bosnia, Slovakia, the Czech Republic, the U.K., Canada, the U.S., Brazil and New Zealand.

If you would like to attend online, please fill out the google form [here](#)

See less



PanSIG Conference May 16-18

The PanSIG conference will also be held May 16-18 at Kanda University of International Studies in Chiba. Please check their page at pansig.org for more details.

April My Share is coming up on Sunday April 13th, 2025, from 1pm!



YoJALT are very excited to welcome our guest presenters:

• **Presentation 1**

What we can Learn from Learning: Quickwrites

Malcolm Prentice (Rikkyo University), Tanya Erdelyi (Chuo University), and Anna Belobrov (Rikkyo University)

This presentation will share a professional development activity to help teachers draw on their personal language learning experience to enhance their practice. A step-by-step worksheet will be shared to guide teachers through the process independently or in small groups, then the three presenters will talk about the results of using the process specifically to reflect on a quickwriting activity.

Presentation 2

The ABCDs of group formation for performance enhancing education

Joël Laurier (Keio University)

In situations where student groupings are within the control of the teacher, opportunities exist to maximize student output beyond the potential of each individual student. Based on constructivist tenets and Vygotsky's Zone of Proximal Development, the use of groups is a mainstay of many language classes. However, the simple usage of groups does not guarantee success. This presentation aims to show attendees how to use strategically designed teams that will help students show their full potential. Furthermore, it will allow teachers more opportunities to create better holistic observation opportunities. Attendees will be provided with formulas to easily make teams based on a variety of criteria.

Bio:

Joël Laurier is co-director of the Intensive English Program in the Keio University Faculty of Law. He graduated from Columbia University with an M.A. (TESOL) and is currently a PhD candidate at Sophia University

(Japan). He is a cooperative learning practitioner and trainer. joeldlaurier@gmail.com

Presentation 3

No-prep, Fun Activities

Mary Nobuoka (Keio University, Waseda University, Aoyama Gakuen University)

Even the best teachers get a lull in their classes, especially an afternoon class right after lunch. In this My Share presentation, several fun speaking activities will be demonstrated. Each one will help get students' energy levels up but require no teacher preparation. None of the activities are the speaker's original ideas, but are taken from her favorite gurus such as Paul Nation and Matt Abrahams. A brief explanation on how the activities also promote student wellbeing will be given.

Bio:

Mary Nobuoka has been teaching in Japan for over 30 years! She currently teaches various academic and content courses at Keio, Waseda and Aoyama Gakuen Universities. She is a long-time member of JALT and currently serves as VP of YoJALT.

Presentation 4

Integrating Synchronous and Asynchronous CMC Communication Modes in Task-Based EFL Learning: A Classroom Activity Report

Tomotaka Shiroyama

The present study investigates the integration of synchronous (SCMC) and asynchronous (ACMC) computer-mediated communication in task-based language teaching (TBLT) frameworks, aimed at enhancing the syntactic complexity and grammatical accuracy of written language in English as a Foreign Language (EFL) learning. This study evaluates how each communication mode influences linguistic outcomes, by examining focusing 28 intermediate Japanese university students undertaking decision-making tasks with native English speakers through platforms like Zoom (SCMC) and Microsoft Teams (ACMC). Results indicate that SCMC encourages a more dynamic interaction, shown by a higher frequency of communication units (C-units), which suggests an improvement in written fluency and interaction quality. Conversely, the absence of significant differences in error-free clauses implies that grammatical precision may depend more on the learners' inherent language abilities and their capacity for self-correction rather than the communication format used. The findings underscore the necessity of utilizing both SCMC and ACMC to foster well-rounded language proficiency, equipping learners for the varied linguistic demands of real-world situations. This balanced approach not only advances the EFL educational landscape but also offers vital insights into how diverse digital communication tools can be effectively used to bolster specific linguistic skills.

Bio:

Tomotaka Shiroyama is an ESL/EFL educator. He used to teach English Academic Purpose (EAP) at Graduate School of Humanities, Nagoya University. His expertise lies in technology-mediated task-based language teaching (TBLT). He is also a reviewer for the European Association for Computer-Assisted Language Learning (EUROCALL) Review. E-mail: 11k2010@moon.aichi-u.ac.jp

Presentation 5

Teaching Complex Numbers to Japanese Learners

John Shaw (Westgate)

Abstract: Japanese learners struggle with foreign number systems due to a reliance on units of 10,000 rather than thousands. Furthermore, limited exposure to larger numbers, decimals, and fractions in daily life hinders their ability to process statistics whether in academia or the news. One such challenge is decoding sounds, which can be overwhelming in real-time conversations.

To address this, I incorporate personalised context-based learning to demonstrate real-world applications, increasing intrinsic motivation. While rote memorisation is still useful, I prioritise interactive methods like George Trombley's "Zero Method" of buying zeros to help students quickly convert between English and Japanese. Additionally, I use creative pronunciation techniques, including the use of cats, to make the learning fun and memorable. Through a combination of such activities, I will show how to develop learner confidence in comprehension and expression, bridging the gap between English and Japanese numerical systems.

Bio:

John Shaw works for Westgate at a university in Yokohama having previously worked as a teacher and teacher trainer in Calabria and Moscow.

Presentation 6

A communicative Approach to Speed Reading

Andrew Devitt (Westgate)

Speed reading is an excellent tool for improving learners' reading speed and comprehension. However, it can be challenging to encourage learners not to focus on reading for detail rather than speed. Furthermore, learners are not always motivated by the activity and may only see it as an isolated skill.

Motivation can be enhanced by adding an extra collaborative task to a speed reading activity, where learners work together using other reading skills, including skimming and scanning, to check and prove their answers and discuss the meaning of the text in more detail.

Bio:

Andrew Devitt is a Westgate instructor working at a university in Yokohama. He has experience as a JET Program ALT and in teaching intensive English and IELTS courses in Australia.

Presentation 7

An Activity for Introducing Critical Thinking

Nicole Ballard (Meiji Gakuin University)

Critical thinking skills have become more and more important in recent years.

However, many students struggle with learning and understanding these vital skills.

This activity serves as an introduction to the process of critical thinking and guides students through the basic steps involved in thinking critically through an interactive exploration of a fun picture. ballard.nicole.j@gmail.com

*Best regards,
The YoJALT Team.*

Join us January 26th, 2025 - 13:00-16:00
for “Ten Recommendations for Helping
Make Classes Barrier-Free”

presented by Dr. Melodie Cook

Yokohama JALT Presents

January 26, 2025 13:00-16:00
Keio University Hiyoshi Campus
Raiosha Building 2F
Also available online via Zoom
(pre-registration required)

Dr. Melodie Cook



Ten Recommendations for Helping Make Classes Barrier-Free

Free for JALT members or first-time Non-JALT members
2000 yen for others

**CANDLIN
& MYNARD**
e PUBLISHING

With Special Thanks to Our Co-sponsors:



In this presentation, Dr. Melodie Cook will offer teachers of all levels ten simple ways to engage their neurodiverse students. In this presentation, she will introduce practical hints for teachers, such as how to organize their classes, which fonts they should use for materials, how students should be grouped, how to offer assignment choices, and much more. The suggestions are based on a summary of research done for the book *Barrier-Free Instruction in Japan: Recommendations for Teachers at all Levels of Schooling*, published by Candlin & Mynard. Melodie's hope is that teachers will come away with ideas that will help make their classes more accessible to all students.

Dr. Melodie Cook is a professor at the University of Niigata Prefecture. She recently published a co-edited a book on barrier-free education in Japan with Alex Burke and Dr. Davey Young entitled *Barrier-Free Instruction in Japan: Recommendations for Teachers at all Levels of Schooling*, published by Candlin & Mynard. Her research interests include large-scale testing, gender in education, teacher education, multicultural family experiences in Japan, and most recently, helping teachers understand how to better engage their neurodiverse students.

This highly anticipated event is hosted by Yokohama JALT. We would like to thank Jo Mynard and her team at Candlin & Mynard ePublishing for her support. A big thank you goes out to the GALE SIG and the Ibaraki JALT chapter. Without their help, this event would not be possible.

Link for discount of the ebook featured in the presentation:

<https://www.candlinandmynard.com/barrier-free.html>

To join us via Zoom, please pre-register to yojaltpresident@yojalt.org

YoJALT MyShare

December 8, 2024 @ 1:00 PM – 4:00 PM



John Shaw, Liyanage Miranga, Arora Kriti

Presenters: John Shaw / Liyanage Miranga / Arora Kriti

Time: December 8th from 13:00~ followed by bonenkai

Location: Keio University Hiyoshi Campus / Raiosha Bldg 2F (direction)

John Shaw "Word Diamond – A Diamond in the Rough"

Word Diamond is an engaging language game in which students need to find associations and justify them to their classmates until a diamond of nine words has been created. This word set is then used to practice or revise a grammar point by turning it into a student-generated activity where they test their classmates. The beauty of this challenge is that it can be easily adapted for any age group or level and the focus ranges from pronunciation to discourse. Hopefully this diamond in the rough can energize your language classroom.

John Shaw is a university professor for Westgate in Yokohama and is currently finishing his third DELTA module.

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Liyanage Miranga "English Speaking Guest Interviews for EFL Tertiary Learners"

Dedicating a lesson for English speakers to visit the English class as guests and be interviewed by university students can yield multiple benefits. Students will gain first-hand experience speaking with fluent English speakers, have a chance for cultural exchange, and feel more motivated to study English to engage in more English conversations. Furthermore, being in the presence of role models who have mastered the English language will provide added incentive, showing students what they can aspire to achieve. This presentation will propose how to plan this activity to maximize benefits for learners.

Liyanage Miranaga currently currently works as an assistant lecturer at Soka University. Her research interests include business English, English as a lingua franca (ELF), L2 pragmatics, and task-based language teaching. One of her papers appeared in the November 2024 JALT Business Communication Journal, Vol. 2.

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Arora Kriti "Maybe? Probably? Definitely! Teaching Adverbs of Certainty"

This presentation outlines a short lesson plan for teaching adverbs of certainty to elementary-level EFL students. Using basic mathematics to review the concept of probability and introduce select adverbs of certainty in English, the lesson features a "Guess the Picture!" game to help students practice the use of these adverbs as well as the future tense in a collaborative, fun space.

Arora Kriti is an Assistant Lecturer and alumnus of Soka University, Japan. Her academic interests include critical thinking, education for sustainable development, and technology-enhanced language learning.

Cultivating learner agency in online collaborative learning

October 19, 2024 @ 1:00 PM – 4:00 PM

Kie Yamamoto

Since the COVID-19 pandemic began, universities worldwide have shown rapidly growing interest in online collaborative learning for language education, including teletandem (an internet-mediated language learning practice with a proficient user of the target language), virtual exchange, and Collaborative Online International Learning (COIL). While these pedagogical practices are often considered alternatives to traditional study abroad programs, they offer distinctive features and benefits, such as multimodal approaches and reciprocal learning opportunities, that enhance learner agency in intercultural communication.

Drawing on her research and experience as a facilitator in online collaborative learning, the presenter will offer practical tips for designing effective learning experiences and facilitating active student participation. This workshop is ideal for educators and administrators who wish to enrich their curricula and create meaningful intercultural learning experiences for their students.

Kie Yamamoto is a Lecturer in the Department of Regional Studies at Toyo University in Japan. She has conducted extensive research on autonomous learning projects, including the development of self-access learning centers and COIL in Japan, for over 10 years. Her research interests focus on learner agency, psychology in language learning, and COIL design. She is also pursuing a doctorate at the University of Bath in England.

★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★

Date & Time: October 19 (Saturday) / 13:00 ~

Location: Keio University Hiyoshi Campus – **Building 3, Room 301** (MAP) <https://jalt.org/faq/yokohama-0>

Questions? Please email: yojaltpublicity@yojalt.org

Online Learning of Vocabulary through the New General Service List Project

February 17, 2024 @ 1:00 PM – 4:00 PM

Dr. Charlie Browne

Please Join us for Another Exciting Event!

Speaker: Dr. Charlie Browne

Title: Online Learning of Vocabulary through the New General Service List Project

In this session the presenter will briefly introduce his New General Service List Project, a collection of 7 free corpus-based word lists designed to meet the needs of 2nd language learners. Dr. Browne will then demonstrate their large and growing collection of free online tools for teaching and learning these words as well as using the wordlists for content creation and text simplification.

Bio: Dr Browne is Professor of Applied Linguistics and TESOL at Meiji Gakuin University and creator of their EFL teacher-training program as well as Director of the MA and PhD Programs and Director of the New General Service List Project. He has been in Japan since 1985 and actually served as the first National Chairman of the JET Program back in 1987. Though ancient by most standards he is still quite active with distance biking, running, gym workouts and long walks with his dog.

☆☆

Time: February 17, 2024 13:00-16:00

Location: Yokohama Youth Center at Kannai Hall & Zoom – – Please contact us for Zoom Link

Yokohama Youth: Seishonen Ikusei Center

Address: B1F Kannai Hall, 4-42-1 Sumiyoshi-cho, Naka-ku, Yokohama 231-8454, Japan

7 minutes walk from Kannai Station on JR Negishi Line

5 minutes walk from Kannai Station (Yokohama Municipal Subway Blue Line)

5 minutes walk from Bashamichi Station (Minatomirai Line)

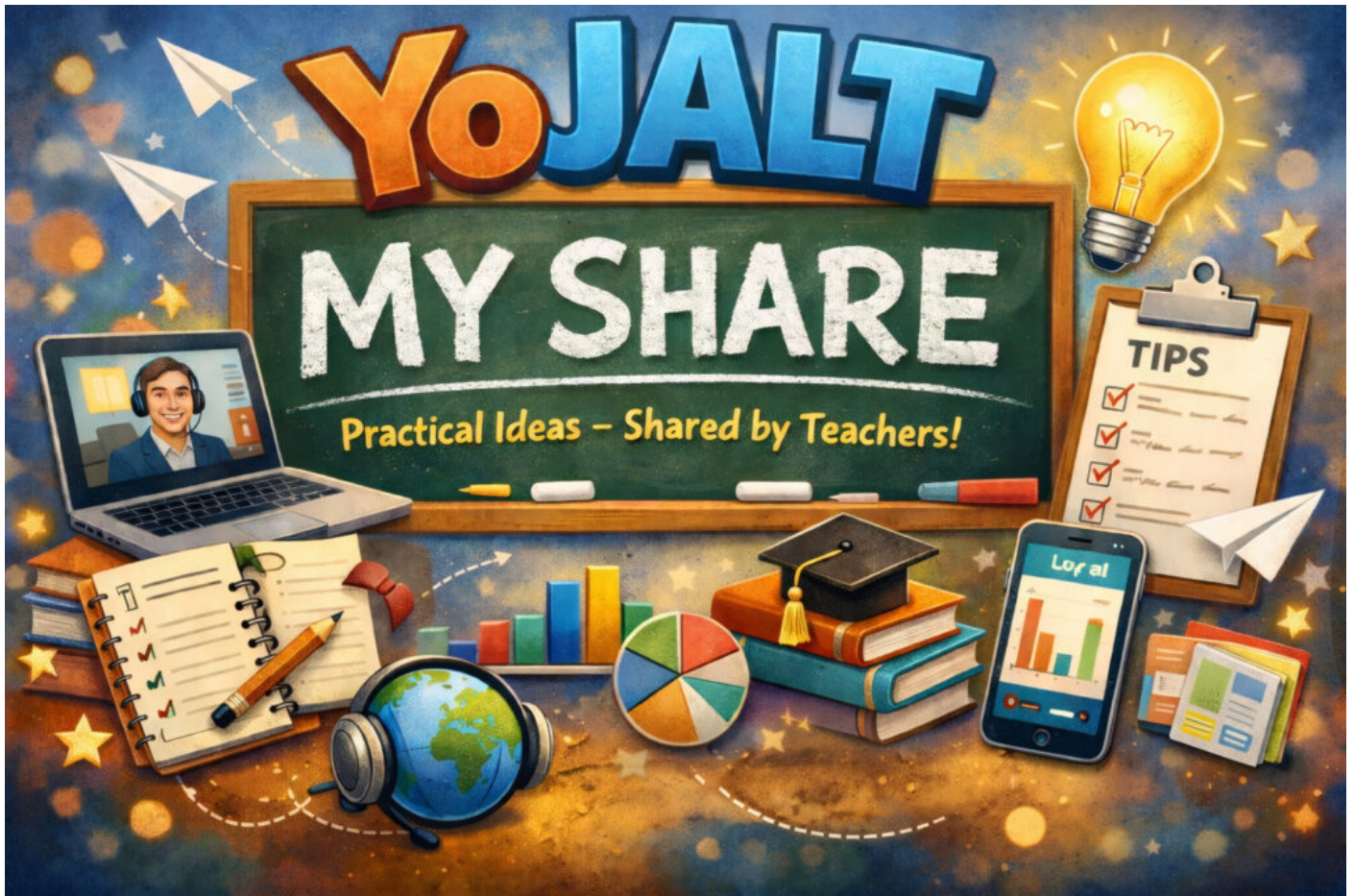
<https://yokohama-youth.jp/ikusei/access/> (in Japanese)

YoJALT My Share

December 10, 2023 @ 1:00 PM – 3:00 PM

Location: Kannai Hall Youth Center (〒231-0013 Kanagawa, Yokohama, Naka Ward, Sumiyoshicho, 4 Chome-42-1, Floor B2)

Time: starts @ 13:00



Presenter 1: Samuel Lambert

Abstract:

Randomization can bring an element of surprise and variety to conversation classes. The unpredictable nature means students will need to adapt quickly to unpredictable situations. Randomization in classes was traditionally achieved through the use of dice, cards or paper materials. Technology simplifies the use of randomization in conversation classes but also greatly expands on what can be achieved with it. I will introduce 5 different activities that I created that use randomization, and discuss the advantage technology has over traditional methods of randomization.

Bio:

Samuel Lambert has a background of linguistics and teaching experience in teaching at a Japanese University. He is particularly interested in the advance of technologies and the effects it will have on the future of education.

Presenter 2: Kriti Arora

Abstract:

This presentation explores the nature of Personal Learning Environments (PLEs) of Japanese university students, in particular, the cognitive, affective, and behavioural aspects of using Web 2.0 tools for learning English. Based on the students' inputs, the presentation will also describe an ideal PLE for learning English and provide some suggestions to support its development.

Bio:

Arora Kriti is a graduate student of the Masters in International Language Education: TESOL at Soka University, Japan. Her academic interests include technology-enhanced language learning, intercultural competence, and fan-based pedagogy.

Presenter 3: Tomoko Kojima

Abstract:

This presentation explores the intricate dimensions of academic writing, encompassing elements such as grammar, syntax, structure, format, content, and academic conventions. The writing process often proves stressful for EFL students. Tomoko Kojima shares her approach to integrating the genre perspective into academic writing instruction through "kakikae", a rewriting process aiming to mitigate stress and enhance the writing experience. While adaptable for students at various proficiency levels, the presentation focuses on strategies tailored explicitly for junior high school students. By sharing her insights, Tomoko Kojima seeks to provide practical guidance and strategies that may empower educators to enhance their students' writing skills.

Bio:

Tomoko Kojima is a lecturer with diverse teaching backgrounds across various age groups. She has contributed her expertise to educational institutions such as Keio Yochisha Elementary School, Kaisei High School, Gakugeidaigaku Affiliated High School at the Oizumi Campus, and Waseda University. Currently, she holds a permanent teaching position at Keio Futsubu Junior High School. She also teaches academic writing at Keio University School of Medicine and the Jikei University School of Medicine.