**2024 Hawai’i Conference Schedule （3/4～3/6）**

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| **Time** | **Day 1 (3/4)** | | **Time** | **Day 2 (3/5)** | | **Day 3 (3/6)** |
| 8:30- | Registration | |  |  | | UH  Academic Resource Center Visit  in the morning  BYUH  Writing Center Visit  in the afternoon |
| 9:00-9:30 | Opening Ceremony | | 8:30- | Registration | |
|  | Venue 1 | Venue 2 |  | Venue 1 | Venue 2 |
| 9:30-10:30 | Plenary Speech 1 |  | 9:00-10:50 | Session 3 | Session 4 |
| 10:30-10:50 | Coffee Break | | 10:50-11:10 | Coffee Break | |
| 10:50-11:50 | Plenary Speech 2 |  | 11:10-13:00 | Session 5 | Session 6 |
| 11:50-13:00 | JADE Hosted Reception Lunch | | 13:00-14:00 | Lunch Break | |
| 13:00-14:50 | Session 1 | Poster  Presentation | 14:00-15:50 | Session 7 | Session 8 |
| 14:50-15:10 | Coffee Break | 15:50-16:10 | Coffee Break | |
| 15:10-17:00 | Session 2 | 16:10-18:00 | Session 9 | Session 10 |
|  | | | 18:10-18:30 | Closing Ceremony | |

Session 1 (English Education/Japanese Education)

1. Does Fisher’s 3Es Model Apply in Malaysia? Exploring Multilingual Identity In A Linguistically Diverse Context

JOANNA TJIN AI TAN, AI-SUAN LEE, TOMOKAZU NAKAYAMA

1. Building Confidence and Skills: Oral-Aural Exercises and Retrieval Practice for Japanese EFL Learners

Mari Yamauchi

1. Enhancing Kanji Pronunciation Acquisition in K-8 Immersion Education

Tomokazu Nakayama

Session 2 (Japanese Education)

1. Program for Medical Students to Improve Their Japanese Language Skills and to Increase Their Motivation for Learning

Miyuki Aono

1. Methods of Teaching Argumentative Writing From a Task-Based Syllabus: Instruction and Effectiveness Specific to the Field of Art History, From Students’ First Year to their Graduation Thesis.

Kiyomi Kushida, Saori Yuki

1. Differences in Self-assessment of Japanese Language Abilities between University Students Who Repeat a Japanese Course and Those Who Take a Regular First-year Course

Masumi Tajima, Tatsuhiko Matsushita, Naoko Sato, Hiroko Kondo

Poster Presentation

1. Changes in Students' Cross-Cultural Sensitivity Through Cultural Experiences at an English Language Learning Facility

Yuko Tomoto, Yoko Shirasu, Yuki Amaki

1. A Case Study on Pre-Enrollment Education for Online Classes

Mika Sakata, Hiroyuki Tsutsumi, Yuji Fujihira

1. Professionalism of Learning Assistance Centers in Japanese Higher Education

Hirotoshi Tanigawa, Reika Okumura

1. Difficulties of Students with Developmental Disabilities in Classroom Situations～Considerations in Active Learning～

Yoshinori Ueoka, Chise Ueoka, Masato Igami, Hirotoshi Tanigawa, Reika Okumura

1. Investigation of learning support methods for students who have difficulty solving story problems in chemistry

Kayoko Morishita, Tomoaki Kouya, Manabu Ishihara

1. Report on Pre-Enrollment Education Using Google Site and Google Forms, for Successful Entrance Exam Candidates Starting from April 2022 Admissions

Miho Matoba

1. Practice of Supplementary Classes with a Focus on Preparatory Study for International Sports Students

Nozomi Yoshikawa

1. Changes Caused by the COVID-19 Pandemic in Japanese University Education

Kayoko Nagao

Session 3 (Japanese Education)

1. Integrating Japanese and English Writing Instruction in University Freshman Education: A Multilingual Approach to Enhance Learning Efficiency and Reduce Psychological Burden

Misa Otsuka, Kaoru Mita, Eiji Akiyama, Tetsuaki Miyoshi

1. Fostering Japanese Reading Comprehension in Specialized Subjects: Practices of Boundary-Crossing Learning

Yumi Kondo

Session 4 (Learning Support)

1. The Commuter Branch Campus: Academic Support is a lifeline to Student Success

Brigitte Green-Churchwell

1. Understanding Help-Seeking Behavior Among Japanese University Students: An Analysis of Assistance Requests in Classroom Settings

Yoshiko Goda, Yumi Ishige, Mio Tsubakimoto

Session 5 (Learning Support)

1. Exploring Student Needs in the Collaboration between Japanese Education (L1) and English Language Teaching (L2) at a Two-Year College in Japan

Yumiko Hata, Yukiko Ishikawa

1. The Role of Classes Incorporating Learning Assistance for Student Success in Japan - Another Option for Implementing Learning Assistance in Higher Education in Japan

Kazuhiro Kabeya

1. An attempt to connect regular curriculum classes with extracurricular supports- Efforts at the Writing-Support-Desk of Yamanashi-Gakuin University-

Haruka Takeuchi, Hiroko Kondo

Session 6 (Tutoring & Tutor Training)

1. A practical research on feedback among peer tutors

Yumi Ishige

1. Navigating the New Normal: Transformative Strategies in English Language Learning Support for International Students

Kristina L. Stone-Otinel

1. Building Your March Madness Bracket: Working with Campus Partners

Nicholas Crawford, Stefanie Anderson, Caroline Alvarez, Ryanne Probst

Session 7 (Tutoring & Tutor Training)

1. The Potential of Generative AI in Enhancing Writing and Communication Skills and Developing the Ability to Question

Kaoru Mita, Misa Otsuka

1. Development of AI for English presentation learning support

Miku Fujishima, Haruki Ueno, Tomokazu Nakayama, Hiroshi Komatsugawa

1. How to Support Speaking Practice of EFL Learners by AI-based Speech Training System

Megumi Nishikawa

Session 8 (IT in Education)

1. Tips for Adding a Faculty Community of Practice to Your Embedded Tutoring Program

Rebecca Tedesco

1. A House Divided No More: Cross-training Tutors from Different Services

Nicholas Crawford, Stefanie Anderson, Caroline Alvarez, Ryanne Probst

Session 9 （Open for HU presentations, possibility of moving the closing ceremony forward.）

Session 10　（Open for HU presentations, possibility of moving the closing ceremony forward.）