

2026 TEFL-IP Summer Relay Lecture Series (Integration in TEFL) Aug. 17-21 [online]

1: 10:30-12:00 / 2: 13:00-14:30 / 3: 14:40-16:10

8/17	1	KUDO Yoji	Integration of Generative AI into Writing Assessment	This lecture examines the increasing use of Generative AI in L2 writing assessment. It introduces recent studies on how AI can be used to score student writing and provide feedback. Participants will learn about research comparing human ratings and AI-generated ratings. The session also includes hands-on activities in which participants score sample essays and compare their evaluations with AI-generated scores. In addition, the lecture explores the growing use of AI for writing feedback. Participants will provide feedback on sample texts and compare their comments with AI-generated feedback. Through these activities, participants will investigate the strengths and limitations of using Generative AI in L2 writing assessment.
	2	Naheen Madarbakus	Integrating Listening Tasks into TEFL	This lecture will focus on how participants can select from five types of listening tasks to facilitate listening in the classroom. The lecture is divided into four parts. First, the listening task types (i.e., transactional, interactional, perception, metacognitive, and communicative) are defined. Then, example tasks (e.g., using blends in songs, focusing on listening journals) that can be used in second language learning is given. Participants will also discuss other options that could be used in TEFL teaching. Next, participants work in smaller groups to create lesson plans using the listening task selections. Finally, the participants share their ideas that can be used in future classroom contexts. This lecture will outline the various listening task options that can be used to help teachers to integrate active listening practices into their TEFL classroom contexts.
	3	SHU Ikuka	Integrating discourse analysis into speaking instruction	This lecture introduces a discourse-based approach to speaking instruction in which learners analyze transcripts of their own spoken interaction. The session explores how speaking can be understood as discourse and how this perspective informs the teaching and assessment of speaking. Key concepts from discourse analysis, including

				topic management, turn-taking, interactive listening, repair, and co-construction of meaning, are introduced. The lecture also examines transcription as a tool for making spoken interaction visible and analyzable, and discusses how transcript-based analysis can promote learner noticing, reflection, and interactional competence. Examples from classroom-based research are used to illustrate practical applications. The session concludes by considering pedagogical implications for speaking instruction, including learner awareness, task design, and formative assessment. By the end of the lecture, participants will have a clearer understanding of how discourse-based analysis can support a more integrated approach to TEFL.
8/18	1	FUJII Satomi	Integration of psycholinguistic insights into language teaching and learning	This lecture examines how theories, concepts, and research findings explored in Psycholinguistics could be integrated into language teaching and learning. Psycholinguistics adopts a multidisciplinary approach which incorporates perspectives from various fields (e.g., linguistics, psychology, neuroscience, and computer science). Of these topics, the lecturer will focus on those that her applied linguistics and English as a Foreign Language (EFL) course students (university students studying in Japan) are especially drawn to and start lively discussions about in class. The lecture will also explore how psycholinguistic insights could be applied to EFL courses in Japan. Participants will reflect on their own language teaching and learning experiences and reexamine their strengths, challenges, and ideal teaching/learning styles.
	2	NISHIZAWA Hitoshi	Integrating psycholinguistics methodology into Global Englishes for Language Teaching studies	Global Englishes for Language Teaching (GELT) recognizes the sociolinguistic reality of English language use by incorporating diverse Englishes into English language education. With its growing recognition, there has been an increasing amount of empirical research in applied linguistics examining linguistic development, particularly listening comprehension. However, insights from psycholinguistic research that has examined similar

				issues appear to have been largely overlooked in these studies. In this lecture, I will review GELT research and discuss how findings from psycholinguistic research can be integrated into this area of inquiry.
	3	NISHIZAWA Hitoshi	Integration of Global Englishes in listening assessment: What we know and what needs to be done	Many standardized language tests use a limited number of language varieties in their listening materials. Against this backdrop, there is a growing push to include language varieties that are representative of the target context in order to reflect sociolinguistic reality. To support recommendations that test developers do so, a number of studies have been conducted. In this talk, I will review previous research and identify research gaps. To do this, I will base my discussion on Kunnan's (2018) ethics-based approach to validity. I will also ask students several discussion questions that I hope will deepen their understanding of the topic.
8/19	1	Wang Wei-Tung	Integrating metacognition into materials development	This lecture explores how metacognition can be integrated into teaching materials. It begins with an introduction to language learning strategies and strategy instruction. Studies on language learning strategy instruction in different teaching contexts will be discussed. Based on a metacognitive framework, examples of strategies for different skills in teaching materials will be examined from both learner and teacher perspectives. In this lecture, participants will learn how to develop metacognitive activities for various ages and proficiency levels. Furthermore, issues in strategy research and the challenges encountered by both pre-service and in-service teachers will also be addressed.
	2	NAKAMURA Keita	Task development of integrated skills for beginner learners	In this lecture, one of the international standards (i.e., CEFR) will first be introduced to define language learners' overall proficiency levels and relevant constructs for language use. Then, the concept of TLU (Target Language Use) and its domains will be presented as a means of linking TLU to assessment tasks. The instructor will introduce various methods of assessing language proficiency of beginner learners who tend to have more limited cognitive and linguistic skills when compared to

				advanced learners. Participants will work on reverse engineering of tasks and discuss the essential considerations for creating appropriate assessment tasks. By the end of the lecture, students are expected to understand how to conceptualize assessment constructs and create some assessment tasks for appropriate language teaching and testing for beginner learners.
	3	NAKAMURA Keita	Task development of integrated skills for advanced learners	In this lecture, some of the international standards (i.e., CEFR and CSE) will first be introduced to define language learners' overall proficiency levels and relevant constructs for language use. Then, the concept of TLU (Target Language Use) and its domains will be presented as a means of linking TLU to assessment tasks. The instructor will introduce various methods of assessing language proficiency of advanced learners who tend to have more extensive cognitive and linguistic skills when compared to beginner learners. Participants will work on reverse engineering of tasks and discuss the essential considerations for creating appropriate assessments for learners who have experienced many kinds of language use through language learning. By the end of the lecture, students are expected to understand how to conceptualize assessment constructs and create some assessment tasks for appropriate language teaching and testing for advanced learners.
8/20	1	TONO Yukio	Integrating vocabulary teaching with CEFR	This lecture introduces ways of integrating vocabulary teaching with the Common European Framework of Reference for Languages (CEFR). Participants will examine the role of vocabulary in the development of communicative competence and explore how lexical resources, including the CEFR-J Wordlist, can inform curriculum design and classroom practice. The lecture will discuss different dimensions of vocabulary knowledge and consider principles for selecting, sequencing, teaching, and assessing vocabulary in a CEFR-oriented framework. Through examples of lexical profiling and AI-assisted learning tools, participants will also reflect on how technology can support vocabulary instruction and

				assessment in ELT classrooms.
	2	KANO Akiko	Integrating Policy, Practice, and Classroom Interaction in Japanese Elementary English Education	This lecture examines how policy, practice, and classroom interaction intersect in Japanese elementary English education. Participants explore discrepancies between policy goals and classroom realities, including educator roles and instructional coordination. The session highlights evolving curriculum reforms and the role of ALTs in team-teaching. Designed as an interactive workshop, it invites participants to reflect on and evaluate their own national contexts and compare them with those of Japan. Through these comparative and hands-on activities for elementary school classrooms, participants will deepen their understanding of how integrated approaches can enhance collaboration, foster communicative learning, and promote context-sensitive English education in primary schools.
	3	KANO Akiko	Team Teaching as Integration: The Role of ALTs in Japanese Primary English Education	This lecture examines team teaching as an integrative framework in Japanese primary English education, focusing on the controversial yet evolving role of Assistant Language Teachers (ALTs). It explores shifting classroom responsibilities among homeroom teachers, specialist teachers, and ALTs, as well as ongoing challenges in coordination and role clarity. Attention is also given to teacher education and training processes that support effective collaboration. Through collaborative discussion, participants will compare perspectives across countries and reflect on their own contexts, examine shared issues in teacher development, considering how team teaching can support communicative and context-sensitive English education in primary education.
8/21	1	SATO Takanori	Innovation in Research: Integrating Established Ideas	Innovation is often associated with talented entrepreneurs or distinguished scholars. However, generating new ideas may be less difficult than you think. This class explores how to design a master's thesis that makes a novel contribution to the field. You will come to class prepared to introduce and discuss two research articles that you have read and are familiar with, paying particular attention

				to their research focus and methodology. Through discussions, you will explore the integration of ideas and methods from these articles into the development of your master's thesis and identify opportunities to contribute new insights to the field.
	2	SATO Takanori	Integrating Enjoyment, Nudges, and Pedagogy in TESOL	As AI-powered translation tools become increasingly accessible, enjoying the process of language learning—not just achieving learning outcomes—is becoming more important. This class explores how English language learning can be made more engaging and enjoyable for students. You will learn the basic concept of nudges from the field of behavioral economics and consider how they can be integrated into English language teaching. In addition, you will share successful learning activities that your students have enjoyed or that you found motivating as a language learner and explore how these activities can be adapted and incorporated into your own educational context.
	3	YOSHITOMI Asako	Integrating L2 pragmatics into ELT	Although pragmatics is central to communication, it has long occupied a peripheral position in English language teaching. This lecture reviews the development of L2 pragmatics research across three generations of studies, focusing particularly on interlanguage pragmatics (the second generation) and discoursal pragmatics (the third generation). In doing so, it clarifies what L2 pragmatics encompasses and highlights its relevance to language use in context. The lecture will conclude by exploring the implications and applications of L2 pragmatics research for English language teaching, particularly with respect to the development of pragmatic competence as a key component of interactional competence for communication in English as a lingua franca.