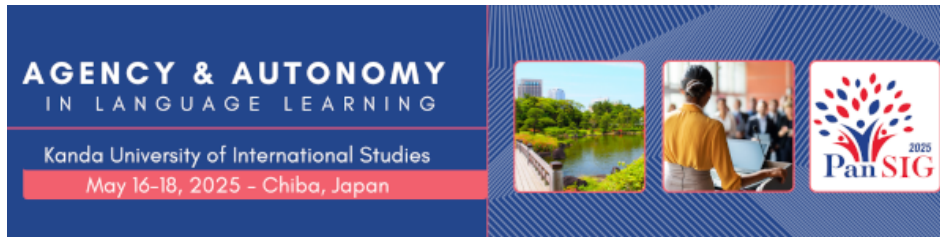


# PanSIG 2025

Friday 16 May 2025 - Sunday 18 May 2025

Kanda University of International Studies (神田外語大学)



## Book of Abstracts



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1

## Demonstration Abstract 1

**Author:** Presenter PanSIG<sup>None</sup>

**Corresponding Author:** program@pansig.org

**TITLE:**

**RELEVANT SIG:**

School Owners

**FORMAT:**

Practice-oriented Oral Face-to-face presentation (25 minutes, including Q&A)

**Short English description:**

**KEYWORDS:**

**First-time presenter?:**

**ABSTRACT:**

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**B8-112 SAT: ICLE & Critical Thinking; SUN: Listening & ER / 3**

### **“I felt like my self-efficacy was just blasted to bits”: Exploring non-Japanese EFL teacher emotional reactions to student silence at a Japanese university**

**Corresponding Author:** jonathanshachter@gmail.com

Although a substantial body of research has explored English language learners’ perspectives on silence and pedagogy, the impact of student silence on EFL teachers remains an underexplored area of study. Using Spilt et al.’s (2011) student-behavior mental representation model as a framework to examine EFL teachers’ emotional reactions to student silence, this study employed an ethnographic, event-based sampling approach in a case study conducted over a 101-day university term. Following this methodology, a non-Japanese EFL teacher reported real-time or near-real-time emotional reactions to instances of student silence throughout the term. Additionally, at the term’s conclusion, the teacher participated in a semi-structured recall interview.

This presentation shares the findings of the case study, highlighting how student silence was particularly hurtful when accompanied by poor attitudes and how higher-level students surprisingly displayed similarly resistant behaviors as lower-level students. Another interesting finding was that the teacher became less inclined to report negative emotional reactions to silence as his stresses related to job insecurity increased. Regrettably, the teacher in this case study has since left the profession. Consequently, this presentation contributes to the growing body of literature aimed at identifying the factors that contribute to burnout and attrition among EFL teachers globally.

**TITLE:**

“I felt like my self-efficacy was just blasted to bits”: Exploring non-Japa

**RELEVANT SIG:**

Mind, Brain, and Education

**FORMAT:**

Research-oriented Oral Face-to-face presentation (25 minutes, including Q&A)

**Short English description:****KEYWORDS:**

EFL teacher, wellbeing, silence, Japan

**First-time presenter?:****ABSTRACT:**

Although a substantial body of research has explored English language learners’ perspectives on silence and pedagogy, the impact of student silence on EFL teachers remains an underexplored area of study. Using Spilt et al.’s (2011) student-behavior mental representation model as a framework to examine EFL teachers’ emotional reactions to student silence, this study employed an ethnographic, event-based sampling approach in a case study conducted over a 101-day university term. Following this methodology, a non-Japanese EFL teacher reported real-time or near-real-time emotional reactions to instances of student silence throughout the term. Additionally, at the term’s conclusion, the teacher participated in a semi-structured recall interview.

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4

## **Agency, app development: Study abroad heterotopias**

**Corresponding Author:** joff@main.teikyo-u.ac.jp

This presentation introduces a prototype app designed to inspire students studying abroad to explore their host environment on foot, and to foster collaborative knowledge creation. The app draws from insights shared by faculty and local peers, guiding students through their surroundings while encouraging them to document experiences through videos, photos, voice memos, and text notes. These recorded interactions serve as reflective materials for post-study abroad sessions, supporting continued language learning, cultural exchange, and intercultural communication. Methodologically, this approach integrates linguistic landscaping, semiotics, translanguaging, and multiliteracies, all emphasizing experiential, agential autonomous learning.

The app also features curated knowledge from local students, leading Japanese students to culturally significant sites. Interactive elements, such as quizzes and QR codes, enhance these “learning walks,” deepening engagement with local culture. It further promotes cross-cultural dialogue, allowing students to share aspects of Japanese culture with their hosts, thereby fostering agency and autonomy in language learning. Inspired by Freinet’s classe-promenade and Stiegler’s concept of a “journey of

knowledge,” the project advances contemporary language education through art, research, computer-assisted learning, critical thinking, and intercultural exchange. It uses AI, augmented, and virtual reality technologies to enhance immersive learning and support meaningful engagement with language and culture in diverse settings.

**TITLE:**

Agency, app development: Study abroad heterotopias

**RELEVANT SIG:**

Study Abroad

**FORMAT:**

Research-oriented Oral Face-to-face presentation (25 minutes, including Q&A)

**Short English description:**

**KEYWORDS:**

App development, study abroad, linguistic landscaping, semiotics, translanguaging, multiliteracies

**First-time presenter?:**

First-time presenter

**ABSTRACT:**

This presentation introduces a prototype app designed to inspire students studying abroad to explore their host environment on foot, and to foster collaborative knowledge creation. The app draws from insights shared by faculty and local peers, guiding students through their surroundings while encouraging them to document experiences through videos, photos, voice memos, and text notes. These recorded interactions serve as reflective materials for post-study abroad sessions, supporting continued language learning, cultural exchange, and intercultural communication. Methodologically, this approach integrates linguistic landscaping, semiotics, translanguaging, and multiliteracies, all emphasizing experiential, agential autonomous learning.

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**Sunday Posters / 5**

## **Scaffolding educational transitions with near-peer role models**

**Corresponding Author:** tywardreathdan@gmail.com

Transitions between educational settings often present psychological and emotional challenges for students. In Japan, transitions within English language education are further complicated by a division between English for standardized exam preparation (eigo) and English being learned as a communicative tool (eikaiwa). In this poster presentation I will discuss a classroom-based research

intervention investigating the potential role of near-peer role models (NPRMs) in mitigating transitional stress for first-year Japanese university students majoring in English. Written responses from 39 first-year students were collected after they watched two NPRM videos, in which senior students shared their past learning experiences. Responses were later qualitatively analyzed to assess how exposure to NPRMs may have facilitated students' adjustment to their new academic environment. This study found that NPRMs were perceived as influential models due to their proficiency in English and positive attitudes. NPRMs also served as valuable sources of information on learning strategies and resources and provided relatable strategies for managing language learning obstacles. This poster will feature a discussion of ways in which NPRM interventions could be effective pedagogical tools, offering essential social and emotional support to students transitioning into university-level language learning environments.

**TITLE:**

Scaffolding educational transitions with near-peer role models

**RELEVANT SIG:**

Learner Development

**FORMAT:**

In-person interactive poster session

**Short English description:****KEYWORDS:**

role modeling  
transition  
student leadership  
learner support

**First-time presenter?:****ABSTRACT:**

Transitions between educational settings often present psychological and emotional challenges for students. In Japan, transitions within English language education are further complicated by a division between English for standardized exam preparation (eigo) and English being learned as a communicative tool (eikaiwa). In this poster presentation I will discuss a classroom-based research intervention investigating the potential role of near-peer role models (NPRMs) in mitigating transitional stress for first-year Japanese university students majoring in English. Written responses from 39 first-year students were collected after they watched two NPRM videos, in which senior students shared their past learning experiences. Responses were later qualitatively analyzed to assess how exposure to NPRMs may have facilitated students' adjustment to their new academic environment. This study found that NPRMs were perceived as influential models due to their proficiency in English and positive attitudes. NPRMs also served as valuable sources of information on learning strategies and resources and provided relatable strategies for managing language learning obstacles. This poster will feature a discussion of ways in which NPRM interventions could be effective pedagogical tools, offering essential social and emotional support to students transitioning into university-level language learning environments.

Saturday Posters / 7

## **Outcomes and effects of Inter-Asian COIL program on Japanese university students**



**Corresponding Author:** robson@toyo.jp

Factors such as cost, time, an inward disposition, and more recently, the effects of the COVID-19 pandemic have reduced the number of Japanese students willing or able to study abroad. In the face of this situation, a number of universities in Southeast Asia, including Japan, have instead pursued Internationalisation at Home (IaH), or providing students with online learning opportunities without the need to travel abroad. IaH has been manifested, for example, through Collaborative Online International Learning (COIL), which can lead to developing learner language, intercultural and content skills. However, as a discipline of research, COIL is still relatively new. More research is needed for COIL in terms of how group work and individual learning situations can help promote learner motivation and cultural awareness, especially in inter-Asia COIL projects. This poster presentation uses both qualitative and quantitative data from 17 students enrolled at a mid-level Japanese university engaged in a COIL project based on their major of tourism over a 10-week period with students from a university in Hong Kong. This poster presentation may be of interest to educators who teach tourism majors and seek to develop or revisit COIL projects in Asia.

**TITLE:**

The effects of an Inter-Asian COIL program on Japanese university students'

**RELEVANT SIG:**

Learner Development

**FORMAT:**

In-person interactive poster session

**Short English description:**

**KEYWORDS:**

COIL, Asian contexts, affective factors, Japanese university students

**First-time presenter?:**

**ABSTRACT:**

Universities in Southeast Asia, including in Japan, are pursuing online Internationalisation to provide students with more international and intercultural learning exposure, sometimes referred to as Internationalization at Home (IaH). One way of establishing IaH is through Collaborative Online International Learning (COIL), which is a process of learning to develop language and intercultural skills and content knowledge (Appiah-Kubi & Annan, 2020). However, as a research discipline, COIL is relatively new, and researchers have identified the need to investigate how intercultural competence develops, especially in non-Western environments (Pharaoh & Li, 2022). This poster presentation uses mixed methods data from 17 students from a tourism faculty at a Japanese university engaged in a COIL project over a 10-week period with students from a university in Hong Kong. Results on a pre- and post- survey saw significant changes in perceived motivation, content knowledge of Japanese and Hong Kong tourism issues, and key skills such as teamwork and timekeeping. However, changes in confidence and individual learning seem less affected by interactions with Hong Kong students, and more by groupings in the Japanese classroom. This poster presentation may be of interest to educators who teach tourism and seek to develop or revisit COIL projects in Asia.

**B8-110 Learner Development / 8**

## **Synthesising practitioner research on language learner autonomy in Japan**

**Corresponding Author:** tjs27@st-andrews.ac.uk

**TITLE:**

Synthesising practitioner research on language learner autonomy in Japan

**RELEVANT SIG:**

Learner Development

**FORMAT:**

Research-oriented Oral Face-to-face presentation (25 minutes, including Q&A)

**Short English description:**

**KEYWORDS:**

language learner autonomy  
bilingual  
systematic secondary research  
practitioner research

**First-time presenter?:**

**ABSTRACT:**

Attempts to foster language learner autonomy and English proficiency in Japan proliferate alongside dedicated research institutes, conferences, and publications. Furthermore, a strong culture of carrying out and publishing primary research work in smaller scale, in-house outlets by teaching practitioners has likely sustained this academic interest. However, much of this work has not been systematically evaluated. While secondary research in the field, a scoping review of global language learner autonomy (Chong & Reinders, 2022), has been conducted it neither included studies published in the Japanese language nor focused on practitioner research. These are both significant sources of academic work produced under diverse research designs within the Japanese educational context. Furthermore, a qualitative synthesis of practitioner work solely from the Japanese context has also not been conducted. As such, this presentation introduces an innovative synthesis of practitioner research of language learner autonomy published in either the English or Japanese language, with a view to revealing its conceptualisation, operationalisation, and evaluation. This presentation is likely to be of high relevance to a researcher-practitioner audience in Japan.

**References:**

Chong, S. W., & Reinders, H. (2022). Autonomy of English language learners: A scoping review of research and practice. *Language Teaching Research*, 0(0). <https://doi.org/10.1177/13621688221075812>

**B8-113 SAT: Task-Based Learning, GILE & PIE; SUN: Study Abroad, Vocabulary / 9**

## **Effects of Game-Based Learning on EFL Adolescents: A Case Study in SDGs Classes**

**Corresponding Author:** cwang0359031@gmail.com

**TITLE:**

Teaching SDGs to EFL Students Through Game-Based Learning

**RELEVANT SIG:**

Task-Based Learning (TBL)

**FORMAT:**

Research-oriented Oral Face-to-face presentation (25 minutes, including Q&A)

**Short English description:****KEYWORDS:**

Game-based Learning, SDGs, EFL

**First-time presenter?:****ABSTRACT:**

Gamification has been a popular area of research over the past decades, especially in the field of second language acquisition. Many studies tend to suggest that gamification can facilitate students' to learn, augment their learning motivation, and even increase interactions in class. However, while this may seem to be true to many western countries, the pedagogical effects of such an approach have yet been fully discussed or verified in some countries in Asia, where introducing games into classrooms may invite criticism. To check if game-based learning (GBL) may also be effective or accepted in the learning settings in Asia, the present study took advantage of a convenience sample by implementing the approach in a Sustainable Development Goals class whether English was used as a Foreign Language (EFL). The participants' learning outcomes and motivation and self-efficacy were extensively examined using quantitative instruments. The results showed that the learners demonstrated significant improvements in their understanding of SDGs. They were also found with enhanced motivation and self-efficacy when learning SDGs in English.. This study concludes with pedagogical suggestions for introducing GBL to Asian learning contexts and suggestions for future studies.

**B8-111 SAT: Teacher Development & Critical Thinking; SUN: ICLE & TBLT / 11**

## **Students' experiences of a SALC multilingual and multicultural event**

**Author:** Emily Marzin<sup>1</sup>

**Co-authors:** Chihiro Hayashi <sup>1</sup>; Mayuko Hall <sup>1</sup>

<sup>1</sup> *KUIS*

**Corresponding Authors:** hall-m@kandagaigo.ac.jp, hayashi-c@kandagaigo.ac.jp, marzin-e@kanda.kuis.ac.jp

**TITLE:**

Students' experiences of a SALC multilingual and multicultural event

**RELEVANT SIG:**

Intercultural Communication in Language Education

**FORMAT:**

Research-oriented Oral Face-to-face presentation (25 minutes, including Q&A)

**Short English description:****KEYWORDS:**

Prosocial and Multilingual learning  
Intercultural awareness  
Student experiences

**First-time presenter?:**

**ABSTRACT:**

This exploratory study investigated the experiences of students participating in the International Language Festival, an event held each semester in a Self-Access Learning Center (SALC). This five-day festival includes 15-minute classes introducing various languages and cultures, where some students are invited to teach their first language or a language they are learning and share elements of the corresponding culture, while others attend as learners. The event aims to foster multilingual and multicultural learning and enhance intercultural awareness among the students, aligning with the SALC's mission of inclusivity for diverse student profiles. To identify the strengths and areas for improvement of the event and explore the impact of this social learning initiative, the experiences of both student presenters and attendees were gathered via online surveys. The content analysis suggested that the festival fostered participants' curiosity for other languages and cultures and a sense of community among students, with both presenters and attendees reporting increased motivation and positive engagement with multilingual learning. These findings underscore the potential of structured, prosocial and cultural events in multilingual education to enhance intercultural awareness and community building, providing a model for similar initiatives in educational settings that value diversity and autonomy.

**B8-113 SAT: Task-Based Learning, GILE & PIE; SUN: Study Abroad, Vocabulary / 12**

## **Creating a New Study Abroad Program: Challenges, Pitfalls, and Advice**

**Corresponding Author:** tomlegge@andrew.ac.jp

**TITLE:**

Creating a New Study Abroad Program: Challenges, Pitfalls, and Advice

**RELEVANT SIG:**

Study Abroad

**FORMAT:**

Practice-oriented Oral Face-to-face presentation (25 minutes, including Q&A)

**Short English description:**

**KEYWORDS:**

study abroad  
university  
program

**First-time presenter?:**

**ABSTRACT:**

Designing a new study abroad program is an exciting and creative pursuit, but comes with a whole host of challenges and potential pitfalls. Over the last five years, the presenter has visited over 20 schools in four different countries in order to set up new university study abroad programs. In this presentation, they draw upon this experience to highlight the essential steps in creating a successful program, from prospecting and visiting schools to selecting the destination and establishing partnerships. They will discuss how to manage logistics, cultural considerations, student engagement, and internal and external stakeholders. Finally, they will talk about how to advertise your program and recruit students (especially in a time of relative financial uncertainty in Japan), and how to learn from the experiences of staff and students to make modifications and improvements for the future. This presentation is relevant to

anyone with an interest in study abroad.

**B8-107 CUE / 13**

## **Reel Learning: Impact of Student Showcasing in a Film Festival**

**Authors:** Ashley Ford<sup>1</sup>; Kinsella Valies<sup>2</sup>

<sup>1</sup> *Nagoya City University*

<sup>2</sup> *Jissen Women's University*

**Corresponding Authors:** valies-kinsella@jissen.ac.jp, ashley@ade.nagoya-cu.ac.jp

**TITLE:**

Reel Learning: Impact of Student Showcasing in a Film Festival

**RELEVANT SIG:**

College and University Educators (CUE)

**FORMAT:**

Research-oriented Oral Face-to-face presentation (25 minutes, including Q&A)

**Short English description:**

**KEYWORDS:**

Film, Community, Learner Empowerment, University

**First-time presenter?:**

**ABSTRACT:**

Language classrooms provide a safe space for learners to express themselves and experiment with language, but efforts often result in wonderful work and creative ideas that are never seen outside of the classroom. Sharing work with a wider audience beyond the classroom provides an invaluable opportunity for “authentic learning” (Neumann and Wehlage, 1995), but limited opportunities exist, particularly in second language contexts. In this talk, presenters will explore the Reel Voices Film Festival - a new international film festival for language learners held annually. This platform allows HS and university students anywhere in the world to showcase their work, interact with others, and receive feedback and recognition on their achievements. Researchers will report on the first year of a study that investigates the impact of entering films on autonomy, learner empowerment, and community building. They will report on the success of the event and share some student experiences. Through this case study, they will share lessons learned and practical suggestions for teachers who want to create or organize a variety of student showcasing events between classrooms, schools, and communities. The presenters hope the results will inspire attendees to encourage learners to enter the 2026 film festival season and start sharing!

**B8-109 SAT: Critical Thinking, Study Abroad & CALL; SUN: CALL / 14**

## **Using OMT to Enhance Japanese EFL Students' Citation Skills**

**Author:** Nikan Fujii<sup>1</sup>

<sup>1</sup> *Kyoto Notre Dame University*

**Corresponding Author:** sadehvandi@notredame.ac.jp

**TITLE:**

Using OMT to Enhance Japanese EFL Students' Citation Skills

**RELEVANT SIG:**

Computer Assisted Language Learning (CALL)

**FORMAT:**

Practice-oriented Oral Face-to-face presentation (25 minutes, including Q&A)

**Short English description:**

**KEYWORDS:**

Online Machine Translation, DeepL, Academic Writing, Meta-Cognitive Skills

**First-time presenter?:**

**ABSTRACT:**

Studies have demonstrated that online machine translation (OMT) in L2 learning can play a crucial role in both language acquisition and positively influence learners' affective factors. In fact, OMT can increase L2 learners' confidence and speed in the learning process. Summary writing, paraphrasing, and citation are essential meta-cognitive skills for EFL university students as they begin writing academic papers. The study reports on a teaching practice conducted over three class meetings to enhance third-year EFL university students' ability to read, comprehend, summarize, paraphrase, and cite journal papers through the supervised application of DeepL. The motivation for this study is driven by the observation that Japanese students often tend to translate content from Japanese websites to cite in their writings. They are often reluctant to consult more reliable sources such as English journal papers. The teaching practice aimed to guide students on how to construct a "review of the related studies" section as part of the "Introduction" in their research reports while using DeepL as a reading assistant. Analyzing students' reflections and perceptions of using DeepL provided practical and positive insights into incorporating DeepL into the English language learning process.

**B3-203 SAT: Teaching Younger Learners & Materials Writers; SUN: TYL, CT & TD / 15**

## **Boosting Learner Agency Through Creative Projects in an L2 English Literature Classroom**

**Author:** Lauren Walker<sup>1</sup>

<sup>1</sup> *Ritsumeikan Uji Junior and Senior High School*

**Corresponding Author:** laurenwalker09@gmail.com

**TITLE:**

Empowering L2 Learners Through Creative Projects in English Literature

**RELEVANT SIG:**

Critical Thinking Extensive Reading Gender Awareness in Language Education Global Englishes Global Issues in Language Education Intercultural Communication in Language Education Learner Development Lifelong Language Learning Listening Literature in Language Teaching Materials Writers Mind, Brain, and Education Mixed, Augmented, and Virtual Realities Other Language Educators Performance in Education Pragmatics School Owners Study Abroad Task-Based Learning Teacher Development Teachers Helping Teachers Teaching Younger Learners Testing and Evaluation Vocabulary

**FORMAT:**

Practice-oriented Oral Face-to-face presentation (25 minutes, including Q&A)

**Short English description:****KEYWORDS:**

learner agency, creative projects, literature, EFL

**First-time presenter?:**

First-time presenter

**ABSTRACT:**

Creative projects in English Literature courses for second language (L2) learners can significantly enhance learner agency, autonomy, and engagement with literary texts. This practice-oriented presentation highlights a classroom approach implemented with third-year high school students in an immersion program, focusing on scaffolding literary analysis through a collaborative and creative group project.

Drawing on Tarone's (2000) research on creativity in language learning, which emphasizes lowering affective barriers and fostering deep cognitive connections, the project requires students to create original short stories designed for elementary school audiences. The scaffolding process includes lessons on narrative structure, character development, and thematic exploration, culminating in peer collaboration and real-world application when students present their stories to younger learners.

This session will share details of the project's design, examples of student-created stories, and insights from student feedback. Participants will learn how this creative approach promotes engagement with literature, builds confidence, and develops transferable skills such as teamwork and audience awareness. Attendees will leave with practical strategies to adapt similar projects to their own contexts, enhancing both learner autonomy and literary engagement in L2 classrooms.

**B3-205 Teacher Development / 16**

## **Empowering Educators to Challenge Literacy Assumptions in EFL Classrooms**

**Author:** Engel Villareal<sup>1</sup>

**Co-authors:** Ania Gonzalez <sup>1</sup>; Fatima Logarta <sup>1</sup>

<sup>1</sup> *Tsuchiura Nihon University Secondary School*

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**TITLE:**

Empowering Educators to Challenge Literacy Assumptions in EFL Classrooms

**RELEVANT SIG:**

CEFR and Language Portfolio

**FORMAT:**

Practice-oriented Oral Face-to-face presentation (25 minutes, including Q&A)

**Short English description:****KEYWORDS:**

literacy assessment, teacher autonomy, EFL, scaffolding

**First-time presenter?:**

**ABSTRACT:**

In English language classrooms, assumed literacy often leads to misaligned instruction, leaving students struggling with unmet needs. This workshop empowers educators to address this challenge by fostering teacher autonomy and agency in recognizing and responding to discrepancies between perceived and actual student readiness. Drawing on professional development strategies, participants will explore tools and methods for assessing literacy gaps without reliance on assumptions, enabling teachers to design tailored interventions that meet diverse classroom needs.

The session will highlight success stories from teacher-driven initiatives where informed decision-making led to improved literacy outcomes. Participants will learn about effective literacy assessment tools, strategies for analyzing student readiness, and approaches for selecting resources that scaffold learning effectively. By emphasizing teacher agency, this workshop aims to equip educators with the confidence and skills to navigate diverse proficiency levels, fostering a more student-centered approach to literacy instruction. Attendees will leave with actionable strategies to challenge assumed literacy and create meaningful learning opportunities for all students.

**B8-107 CUE / 17**

## **Teacher Perspectives on Agency and Autonomy in Sociolinguistics Classrooms**

**Authors:** Theron Muller<sup>1</sup>; John L. Adamson<sup>2</sup>; York Weatherford<sup>3</sup>

<sup>1</sup> *Waseda University Faculty of Human Sciences*

<sup>2</sup> *University of Niigata Prefecture*

<sup>3</sup> *Kyoto Notre Dame University*

**Corresponding Authors:** york@notredame.ac.jp, jaltpubs.pubchair@jalt.org, ohnamadson253@hotmail.com

**TITLE:**

Teacher Perspectives on Agency and Autonomy in Sociolinguistics Classrooms

**RELEVANT SIG:**

College and University Educators (CUE)

**FORMAT:**

Research-oriented Oral Face-to-face presentation (25 minutes, including Q&A)

**Short English description:**

**KEYWORDS:**

collaborative autoethnography  
sociolinguistics praxis  
English-medium instruction (EMI)

**First-time presenter?:**

**ABSTRACT:**

This presentation shares a collaborative autoethnographic exploration into how we three researchers integrate student agency and autonomy into our English-medium instruction (EMI) sociolinguistics classrooms. With the increasing prevalence of EMI in Japan, many language teachers are adding content-based classes to their teaching repertoires. While much seminal sociolinguistics research has been done outside traditional, center contexts, many introductory materials may exhibit a center bias. However, as



Japan-based EMI sociolinguistics teachers, we feel it important to untether our classrooms from such biases and to encourage students to explore the social significance of language use in their everyday local experiences. This autoethnographic collaboration consolidates and refines those pedagogic strategies to more clearly articulate them and shape our praxis to align with students' perceived needs. Our research involved first setting themes, or frames, for discussion around agency and autonomy in our sociolinguistics classrooms, followed by an asynchronous writing period of commenting on and responding to our reflections. The resulting text was analyzed as discourse using discourse analytic tools to crystallize themes that showcase how we fostered student agency and autonomy in our sociolinguistics classrooms, including practical examples. We also explore how we adapted our praxis to our students' perceived interests and needs.

**B8-107 CUE / 19**

## **Exploring the Impacts of Theme-based Supplementary Practice on Writing Skills and Metacognitive Strategy Utilization among Thai University Students**

**Author:** Suwinai Inmoon<sup>1</sup>

<sup>1</sup> *Chiang Mai University*

**Corresponding Author:** suwinai\_i@yahoo.com

### **TITLE:**

Theme-based Supplementary Practice and Metacognitive Strategy

### **RELEVANT SIG:**

Critical Thinking Extensive Reading Gender Awareness in Language Education Global Englishes Global Issues in Language Education Intercultural Communication in Language Education Learner Development Lifelong Language Learning Listening Literature in Language Teaching Materials Writers Mind, Brain, and Education Mixed, Augmented, and Virtual Realities Other Language Educators Performance in Education Pragmatics School Owners Study Abroad Task-Based Learning Teacher Development Teachers Helping Teachers Teaching Younger Learners Testing and Evaluation Vocabulary

### **FORMAT:**

Research-oriented Oral Face-to-face presentation (25 minutes, including Q&A)

### **Short English description:**

### **KEYWORDS:**

Teaching English writing, writing skills, theme-based supplementary practice, metacognitive strategy

### **First-time presenter?:**

First-time presenter

### **ABSTRACT:**

Writing proficiency remains a significant challenge for learners of English. Regular thematic writing exercises can significantly benefit students. This study aims to assess the impact of theme-based supplementary practices on the writing abilities of university students and their use of metacognitive strategies to complete writing assignments. Forty students majoring in English education will be selected through convenience sampling. A mixed-methods approach will be used, involving quantitative analysis with pre-tests and post-tests to evaluate writing improvements, analyzed via a paired-sample t-test to compare mean scores. Additionally, qualitative insights will be gained through semi-structured interviews focused on metacognitive strategy utilization, which will be subjected to content analysis. The present study will last 12 weeks in total, using three themes: 1) health, 2) education, and 3) environment. The

theme will be selected based on what students learned in three previous courses. The students will practice the theme-based supplementary practices. This study contributes to the pedagogical field by empirically examining the efficacy of theme-based supplementary practices in enhancing English writing skills among university students. It also sheds light on how metacognitive strategies can be effectively integrated into writing instruction to improve student outcomes in higher education settings.

**B8-107 CUE / 21**

## **Evaluating a Self-Directed Language Learning Course**

**Author:** Colin Mitchell<sup>1</sup>

<sup>1</sup> *Reitaku University*

**Corresponding Author:** mitchell@reitaku-u.ac.jp

### **TITLE:**

Evaluating a Self-Directed Language Learning Course

### **RELEVANT SIG:**

College and University Educators (CUE)

### **FORMAT:**

Research-oriented Oral Face-to-face presentation (25 minutes, including Q&A)

### **Short English description:**

### **KEYWORDS:**

Self-directed learning; Evaluation framework; Andragogy

### **First-time presenter?:**

### **ABSTRACT:**

This presentation explores a multifaceted framework for evaluating a single-credited, self-directed language learning university course designed to foster learner autonomy. Following the definition of learner autonomy by Benson (2013) that “autonomous learners are able to direct the course of their own learning by making all the significant decisions”(p. 59), the course empowers students to take control over the learning through reflection, goal setting and collaborative discussions. Using Knowles’ (2023) andragogy in practice inventory (API), the course is assessed for its student-centred self-directed learning approach. The students are evaluated based on completing 900 minutes of self-study, reflective journals, and engaging in discussions. Data collection involved fifteen first- and second-year students from the faculties of foreign and global studies. Adopting a mixed-methods approach inspired by Pemberton and Mynard (2023), the study combines quantitative bilingual Likert-scale surveys conducted at the start, midpoint, and end of the course with qualitative reflections and post-course interviews. This research aims to provide insights into the development of learner autonomy, offering practical implications for the design and evaluation of self-directed learning initiatives.

**B8-108 SAT: Bilingualism & CALL / SUN: CUE & CALL / 22**

## **Enhancing Peer Feedback Practices in Speaking Classes With Technology**

**Author:** Bradley Irwin<sup>1</sup>

<sup>1</sup> *Kyoritsu Women's University*

**Corresponding Author:** bradley.kh.irwin@gmail.com

**TITLE:**

Enhancing Peer Feedback Practices in Speaking Classes With Technology

**RELEVANT SIG:**

Computer Assisted Language Learning (CALL)

**FORMAT:**

Practice-oriented Oral Face-to-face presentation (25 minutes, including Q&A)

**Short English description:**

**KEYWORDS:**

technology-mediated peer feedback

**First-time presenter?:**

**ABSTRACT:**

This study examines the implementation of a real-time peer feedback system in EFL speaking classes and investigates students' perceptions of its utility and effectiveness. The system employed a scoring rubric uploaded to Google Forms, enabling students to provide immediate feedback during classmates presentations. Feedback was automatically collated into a pre-formatted Google Sheet, allowing presenters to access peer comments and scores immediately after their presentations. In addition to peer feedback, the teacher used the same system to provide feedback on the presentations, enabling a comparison between peer and teacher feedback scores to identify significant differences. The research focuses on the practicality of this process, the alignment between peer and teacher feedback, and students' reflections on its impact on their learning experience. While it does not measure changes in speaking proficiency, the study highlights the potential for enhancing peer feedback practices, fostering student engagement, and promoting reflective learning. Future directions include the development of a training program to improve the quality of peer feedback and an exploration of its impact on speaking proficiency. This session will be beneficial to educators and researchers seeking innovative approaches to technology-mediated peer feedback practices in language classrooms.

**B8-107 CUE / 24**

## **Multi-word expressions as keys to learner autonomy in writing**

**Author:** Jennifer Jordan<sup>1</sup>

<sup>1</sup> *Kwansei Gakuin University*

**Corresponding Author:** jordan.jen@gmail.com

**TITLE:**

Multi-word expressions as keys to learner autonomy in writing

**RELEVANT SIG:**

College and University Educators (CUE)

**FORMAT:**

Research-oriented Oral Face-to-face presentation (25 minutes, including Q&A)

**Short English description:**

**KEYWORDS:**

multi-word units, writing pedagogy

**First-time presenter?:**

**ABSTRACT:**

This study expands on Nattinger and DeCarrico's (1992) concept of lexical phrases—multi-word expressions used as pragmatically appropriate responses in writing, such as this essay will discuss (sign-posting) and on the other hand (metadiscourse). These phrases function as linguistic glue in essays and articles. While prior research has identified patterns of overuse (e.g., Chen & Baker, 2016) or underuse (e.g., McKenny, 2010) of these phrases by L2 English writers, comparisons often focus on L2 vs. L1 writers rather than the developmental trajectory of learners' phrase use.

This study addresses this gap by examining lexical phrase development across four semesters in an English for Academic Purposes program. Tracking usage over five essays and correlating with TOEFL scores, findings reveal that learners initially rely heavily on lexical phrases when encountering a new genre, transitioning toward personalized styles in later submissions. Learners with lower TOEFL scores consistently used more phrases, regardless of essay length.

These results suggest lexical phrases serve as scaffolding, enabling learners to articulate ideas within genre conventions, enhancing their agency for self-expression. The results are discussed in practical terms and classroom activities promoting phrase and genre acquisition and use will be presented.

**B8-112 SAT: ICLE & Critical Thinking; SUN: Listening & ER / 25**

## **Fostering Autonomy in Online Collaboration for Communicative Competence**

**Author:** Joe Mary Ibañez<sup>1</sup>

<sup>1</sup> *Benjamarchutit School*

**Corresponding Author:** joemary.ibanez@gmail.com

**TITLE:**

Fostering Autonomy in Online Collaboration for Communicative Competence

**RELEVANT SIG:**

Intercultural Communication in Language Education

**FORMAT:**

Research-oriented Oral Face-to-face presentation (25 minutes, including Q&A)

**Short English description:**

**KEYWORDS:**

global perspectives, authentic communication, online collaborative learning, communicative competence

**First-time presenter?:**

**ABSTRACT:**

English communication is an essential component of global perspectives. The growth of educational platforms has had a major role in how English is taught and learned today. Many schools focus on pedagogical landscape enhancements, curriculum design, and technological innovations. As a result, teachers must adapt and develop their teaching methods to maintain these advances. When adopting classroom activities that develop communicative competence, variety is essential, and technology provides additional benefits for increasing communication and autonomy in learning. This study examines the advantages of online communication for intercultural communication in English instruction between junior high school Japanese and Thai students through the SMILE Project (Students Meet Internationally through Language Education). To investigate and enhance online learning experiences, this study used the Community of Inquiry (CoI) framework (Garrison et al., 2000), emphasizing social, cognitive, and teaching presences. Additionally, this study highlights the value of online collaborative learning in fostering communicative competence, authentic emotional expression, and other communication elements, as well as how these might be connected to improving other abilities that impact learners' early stages of English communication. The study utilized the mixed method approach to examine how integrating online collaboration with independent learning promotes efficient communication in language instruction.

**B8-112 SAT: ICLE & Critical Thinking; SUN: Listening & ER / 26**

## **”Third Hometown” as a Metaphor: Building Agency and Autonomy Through Farm Stays and Rural Engagement in Akita**

**Author:** Xiaoben Yuan<sup>1</sup>

<sup>1</sup> *Akita University*

**Corresponding Author:** yxben2011@gmail.com

### **TITLE:**

Building Agency and Autonomy Through Farm Stay in Rural Akita

### **RELEVANT SIG:**

Intercultural Communication in Language Education

### **FORMAT:**

Research-oriented Oral Face-to-face presentation (25 minutes, including Q&A)

### **Short English description:**

### **KEYWORDS:**

Farm Stay, Rural Engagement, Agency, Third Hometown Metaphor

### **First-time presenter?:**

### **ABSTRACT:**

This study explores the transformative potential of rural engagement programs, specifically farm stays in Akita Prefecture, as platforms for fostering agency and autonomy in language education. Framed by the metaphor of the “third hometown,” the research examines how short-term immersion experiences empower participants to construct a sense of belonging while navigating linguistic and cultural barriers. Data collected through participant reflections, host family interviews, and program observations were analyzed using thematic and metaphor analysis to understand how learners made personally meaningful choices during farm activities, such as farming, cooking, and storytelling. These choices, paired with action-oriented communication strategies, illustrate participants' development of agency and linguistic autonomy in authentic contexts.

Findings suggest that the “third hometown” metaphor encapsulates identity formation and community-building, with mutual trust and collaboration between hosts and participants as key facilitators. Host families play a pivotal role in creating inclusive environments where learners feel empowered to take

ownership of their language learning journeys. This research highlights the potential of rural engagement programs as dynamic, self-access learning environments and offers practical insights for designing programs that bridge the gap between language education and intercultural understanding.

## Saturday Posters / 27

### Becoming and Being Oneself: Learners Weaving Agency in L+ Discussion

**Author:** Richard Sampson<sup>1</sup>

**Co-author:** Saeko Machi<sup>2</sup>

<sup>1</sup> *Chuo University*

<sup>2</sup> *Rikkyo University*

**Corresponding Authors:** machis@rikkyo.ac.jp, rsampson966@g.chuo-u.ac.jp

#### TITLE:

Becoming and Being Oneself: Learners Weaving Agency in L+ Discussion

#### RELEVANT SIG:

College and University Educators (CUE)

#### FORMAT:

In-person interactive poster session

#### Short English description:

#### KEYWORDS:

Japanese conversation style  
Learner interaction  
Multimodal analysis  
Togetherness

#### First-time presenter?:

#### ABSTRACT:

One conceptualization of learner agency sees it as the feeling of ownership and sense of control one has over learning (Gao, 2021). Yet, how can the people in educational spaces exercise agency in the kinds of standardized, mandatory additional language (L+) courses that are mainstream in Japanese higher education? This poster session explores the evolution of agency across small-group dynamics during an L+ classroom discussion at a Japanese university. By employing multimodal (pictorial) transcription of a videorecording of non-language-major students' interactions, the poster evocatively captures how they move to express their agency via a verbal and embodied repertoire that collaboratively facilitates emotional togetherness in the group. Contrasting two sections of interaction from the same discussion, the poster draws attention to three primary mechanisms employed by students, as they (a) shift from English to Japanese conversational style, marked by shorter, mutually-elaborative turns and increased aizuchi (backchanneling); (b) instantiate mutual transportable identities in the form of shared knowledge of popular culture, and; (c) deploy laughter. While these actions appear to play a key role in the emergent outcome, the presenters will argue the need for more contextualized, dynamic research into the localized emergence and functions of agency in L+ learning.

**B8-106 CUE / 28**

## **Scholar Autonomy: Productivity Tips for Researchers**

**Authors:** Julia Kimura<sup>1</sup>; Tosh Tachino<sup>2</sup><sup>1</sup> *Mukogawa Women's University, School of Pharmacy and Pharmaceutical Sciences*<sup>2</sup> *Aoyama Gakuin University***Corresponding Authors:** toshtachino@gmail.com, jkimura@mukogawa-u.ac.jp**TITLE:**

Scholar Autonomy: Productivity Tips for Researchers

**RELEVANT SIG:**

College and University Educators (CUE)

**FORMAT:**

Practice-oriented Oral Face-to-face presentation (25 minutes, including Q&amp;A)

**Short English description:****KEYWORDS:**scholarly productivity  
research publications**First-time presenter?:****ABSTRACT:**

Just as we want our learners to be autonomous, we want ourselves to be autonomous and productive as researchers. Yet both the literature on research productivity and anecdotes among language teachers suggest that many scholars struggle with it, noting challenges ranging from institutional, social, cognitive, physical, and affective barriers (Aydin et al., 2023; Hartley, 2008; Murray, 2013). The literature on scholarly productivity also reveals practices of highly productive scholars (e.g. Ahmad et al., 2022; Martínez et al., 2011, Mayrath, 2007), provides theoretical models (e.g., Kempenaar & Murray, 2016; Murray, 2013), and offers practical tips on increasing productivity (Aydin et al., 2023; Hartley, 2008). These tips include how to develop regular writing habits, how to manage time, which research projects to pursue, what skills to develop, how to deal with emotions, and how to cultivate social capital in a way that supports research productivity.

The proposed session presents both the current best practices in the literature and the presenters' experiences using various productivity techniques. To the extent possible, the presenters will elicit the specific needs and challenges of the audience members and focus on practical tips that address their particular situations.

**B3-203 SAT: Teaching Younger Learners & Materials Writers; SUN: TYL, CT & TD / 29**

## **Classroom Rules, Boundaries, Consequences, and Rewards**

**Author:** Grant Osterman<sup>1</sup><sup>1</sup> *Auditor***Corresponding Author:** grantosterman2@gmail.com

**TITLE:**

Classroom Rules, Boundaries, Consequences, and Rewards

**RELEVANT SIG:**

Teaching Younger Learners (TYL)

**FORMAT:**

Practice-oriented Oral Face-to-face presentation (25 minutes, including Q&A)

**Short English description:****KEYWORDS:**

children, EFL, behavior, discipline

**First-time presenter?:****ABSTRACT:**

Establishing rules, boundaries, consequences, and rewards to create agency and autonomy in our classrooms is a foundational aspect of effective teaching. As teachers, we should foster a structured environment where children can thrive by making informed choices and furthermore, by seeing those choices through to completion. The question is how that is done. First, we must look at discipline. A word that is often misunderstood in today's society. If used correctly, discipline should be looked at as a form of love. In this presentation, we will look at discipline and see how it can be used as an act of love. We will do so by looking at four areas of our classroom: rules, boundaries, consequences, and rewards. We will explore how establishing rules and boundaries can keep our classroom meaningful by allowing our students to be in control of their environment and exercise autonomy. We will then explore how having consequences and rewards reinforces good behavior and thereby promotes agency. The target audience is teachers of younger learners, but the practice of establishing authentic agency and autonomy can be applied to any age.

**B3-205 Teacher Development / 31****Re-thinking the zero use policy: L1 use in the eikaiwa classroom**

**Author:** Martin Friel<sup>None</sup>

**Corresponding Author:** martinfriel.a@gmail.com

**TITLE:**

Re-thinking the zero use policy: L1 use in the eikaiwa classroom

**RELEVANT SIG:**

Teacher Development

**FORMAT:**

Research-oriented Oral Face-to-face presentation (25 minutes, including Q&A)

**Short English description:****KEYWORDS:**

Eikaiwa industry, teacher autonomy, L1 use, Classroom practices

**First-time presenter?:**

First-time presenter



**ABSTRACT:**

This presentation examines the “English-only” policy prevalent in the eikaiwa industry, questioning its effectiveness and exploring the role of students’ first language (L1) as a support tool in language learning. The research is based on a six-month ethnographic study (January–June 2024) involving classroom observations, teacher interviews, and analysis of instructional practices in multiple eikaiwa settings. Using a participant-observer approach, the study documented how teachers and students navigate language use in real teaching contexts.

The presentation will begin with an overview of relevant literature on L1 use in second language acquisition, followed by a discussion of the historical and contemporary contexts of English education in Japan (5 minutes). It will then detail the ethnographic methodology, outlining the data collection process and key themes that emerged from the observations and interviews (5 minutes). Findings will highlight teacher and student attitudes toward L1 use, and its potential benefits for comprehension and engagement (10 minutes). 5 minutes will be reserved for Q&A.

Designed for eikaiwa teachers and school owners, this interactive session will encourage discussion on flexible language policies, inviting participants to reflect on their own experiences and share practical insights.

**B3-203 SAT: Teaching Younger Learners & Materials Writers; SUN: TYL, CT & TD / 32**

## **Integrating game-based learning in teaching young learners reading skills**

**Author:** Payupol Suthathothon<sup>1</sup>

<sup>1</sup> *Chiang Mai University*

**Corresponding Author:** payupol@yahoo.com

**TITLE:**

Integrating game-based learning in teaching young learners reading skills

**RELEVANT SIG:**

Teaching Younger Learners (TYL)

**FORMAT:**

Research-oriented Oral Face-to-face presentation (25 minutes, including Q&A)

**Short English description:****KEYWORDS:**

game-based learning  
young learners  
reading skills

**First-time presenter?:**

First-time presenter

**ABSTRACT:**

Game-based learning has been utilized to teach English to secondary school students in Thailand for a while, but research done to examine its effectiveness to maximize young Thai learners’ English language performance has rarely been found. Therefore, this research was conducted with the aims of comparing the English reading skills of students before and after integrating the game-based learning into the syllabus and surveying the attitudes of students toward integrating the game-based learning into the pedagogy of English reading skills. The subjects were 65 9th grade students who took the course entitled Effective Reading Skills in the first semester of 2024 academic year. The subjects were taught reading skills integrated with game-based learning through an online game named Eternal Story. The

instruments employed were students' journals, teachers' observation forms, pre-test and post-test, two sets of questionnaires asking students' attitudes before and after experiencing game-based learning, and in-depth interviews. The empirical results revealed that students' post-test score was higher than that of the pre-test with a significant level of 0.5, and they had a moderate attitude level toward game-based learning. It is therefore recommended that the game-based learning should continually be implemented to consolidate secondary school students' reading performance.

**B8-106 CUE / 33**

## **Lived emotional experiences - What can they tell us about our students and our teaching?**

**Author:** Nicholas Marx<sup>1</sup>

<sup>1</sup> *Kanazawa Seiryō University*

**Corresponding Author:** nicholas.d.marx@gmail.com

### **TITLE:**

Lived emotional experiences - What can they tell us about our students and

### **RELEVANT SIG:**

College and University Educators (CUE)

### **FORMAT:**

Research-oriented Oral Face-to-face presentation (25 minutes, including Q&A)

### **Short English description:**

### **KEYWORDS:**

psychology  
emotions  
pedagogy

### **First-time presenter?:**

### **ABSTRACT:**

Though definitions of emotions and their processes are not yet agreed upon, more modern conceptualizations take a more social constructivist perspective of these phenomena. And by doing so, the notion of *perezhivanie* as introduced by Lev Vygotsky (1994) in his works in the early 20th century has taken a more focal role in social psychology circles and has even made its way into language education research (Lantolf & Swain, 2020; Ng, 2024). Most commonly, *perezhivanie* is translated as “emotional lived experiences”. These experiences, social roles, understandings, and influences from the world around us lead to a complex web of connectedness. This presentation sets out to understand how the notion of *perezhivanie* can be seen and influences students' future emotional understandings in the language classroom. This qualitative study examines interviews with two Japanese university students taking compulsory English classes to understand how their lived emotional experiences inside the classroom have influenced their perceptions of English language education. Findings suggest that students' previous learning experiences influence how they perceive their language education and the potential emotions that may carry into these learning environments. By better understanding student experiences, we may be able to better address them through professional and pedagogical actions.

**B8-106 CUE / 34**

## Observing the foreign language effect at Model United Nations

**Author:** Robert Andrews<sup>1</sup>

**Co-author:** Nicholas Musty<sup>2</sup>

<sup>1</sup> *Kwansei Gakuin University*

<sup>2</sup> *Kobe Gakuin University*

**Corresponding Authors:** contactrobandrews@hotmail.com, nickmusty@yahoo.co.uk

**TITLE:**

Observing the foreign language effect at Model United Nations

**RELEVANT SIG:**

College and University Educators (CUE)

**FORMAT:**

Research-oriented Oral Face-to-face presentation (25 minutes, including Q&A)

**Short English description:**

**KEYWORDS:**

Model United Nations, Foreign Language Effect, decision-making

**First-time presenter?:**

**ABSTRACT:**

Psycholinguistic research into how The Foreign Language Effect (FLE) influences speaker agency has proven remarkably robust in laboratory settings. Studies such as Keysar, et. al (2012) and Costa, et. al (2014) have demonstrated that there are statistically significant discrepancies in decision-making by users of L1 and L2 in domains such as loss aversion and moral reasoning. However, it is unclear how much the FLE affects real world social interaction. The objective of this qualitative exploratory study is to discover what other factors are involved in participants' decision-making in an ecological setting. 11 university students participating in an English-language Model United Nations were interviewed in a semi-structured form and their responses were thematically analyzed. The presented results reveal that students were cognizant of a number of factors which may have inhibited participants in their decision-making such as deference to seniority, cross-cultural considerations, task difficulty, and L2 anxiety. However, some responses suggested that the FLE may also have facilitated speakers. The findings show that the FLE may be obscured by a number of factors, but nonetheless have an effect even in dynamic settings.

**B8-111 SAT: Teacher Development & Critical Thinking; SUN: ICLE & TBLT / 37**

## Using pre-task peer assessment to improve performance

**Author:** Marcos Benevides<sup>1</sup>

<sup>1</sup> *J. F. Oberlin University*

**Corresponding Author:** marcosb@obirin.ac.jp

**TITLE:**

Using pre-task peer assessment to improve performance

**RELEVANT SIG:**

Task-Based Learning (TBL)

**FORMAT:**

Practice-oriented Oral Face-to-face presentation (25 minutes, including Q&A)

**Short English description:****KEYWORDS:**

task-based  
assessment  
project-based  
TBLT

**First-time presenter?:****ABSTRACT:**

This presentation demonstrates how guided assessment of peer work, when done as a pre-task activity, can lead to learners' improved understanding of task objectives, and therefore to better outcomes in their own task performances. The process is similar to rater-reliability training that is used for calibrating inter-rater scores; for example, as is common practice prior to grading formalized interview or writing tests. This method can guide both learners and teachers to prioritize meaning above forms practice in task-based and project-based learning, and aids lesson planning and assessment. The instructional sequence as presented uses Moodle's "Feedback" function, which allows for completion tracking; therefore, students cannot submit their own work until they have finished assessing and discussing a number of previously submitted peer samples. However, other platforms can also be used; for example, Google Forms can be set up to share samples and gather scores instead of Moodle. Samples to be presented include written tasks such as essays and reports, and video-based oral tasks such as how-to instructions and movie reviews. The assessment rubric used is based on modified CEFR descriptors, and follows Kuiken & Vedder's (2022) model of Functional Adequacy as a guiding principle.

**B8-109 SAT: Critical Thinking, Study Abroad & CALL; SUN: CALL / 38**

## **Empowering Student Choices: AI Tools in Academic Writing**

**Author:** Olga Li<sup>1</sup>

<sup>1</sup> *Toyama Prefectural University*

**Corresponding Author:** liolga@pu-toyama.ac.jp

**TITLE:**

Empowering Student Choices: AI Tools in Academic Writing

**RELEVANT SIG:**

Computer Assisted Language Learning (CALL)

**FORMAT:**

Practice-oriented Oral Face-to-face presentation (25 minutes, including Q&A)

**Short English description:****KEYWORDS:**

AI-assisted writing, learner autonomy, digital literacy

**First-time presenter?:**

First-time presenter

**ABSTRACT:**

This presentation addresses an attempt to support student agency and autonomy in academic writing using AI tools. Drawing on data from a five-lesson module with 28 university first-year students at the A1-A2 level, this study investigated in what way learners could take advantage of various AI tools in writing. Pre-course survey data indicated that most used AI only to translate (93%), while many hoped to learn further applications. Employing a systematic methodology within the classroom context, students engaged with various instruments such as ChatGPT and DeepL for activities encompassing vocabulary enhancement, grammatical exercises, and ideation. Collaborative discussions highlighted the ethical implications of artificial intelligence utilization, emphasizing the importance of fostering student confidence in making educated decisions regarding the application of these tools. Based on classroom observation and student responses, this module seemed to encourage more active engagement with the writing tasks, as students gradually moved from basic translation to exploring the various applications of AI. The presentation will outline certain classroom activities and teaching strategies that other educators might find useful when introducing AI tools in ways that support learner autonomy. Preliminary findings and ongoing challenges in implementing this approach will also be presented.

**B8-109 SAT: Critical Thinking, Study Abroad & CALL; SUN: CALL / 39**

## **How to Stop Students Using ChatGPT in Their Writing (If You Want to)**

**Author:** John Bankier<sup>1</sup><sup>1</sup> *Kanagawa University***Corresponding Author:** bankierjohn@gmail.com**TITLE:**

How to Stop Students Using ChatGPT in Their Writing (If You Want to)

**RELEVANT SIG:**

College and University Educators (CUE)

**FORMAT:**

Practice-oriented Oral Face-to-face presentation (25 minutes, including Q&amp;A)

**Short English description:****KEYWORDS:**

AI, writing, chatGPT, teaching methods

**First-time presenter?:****ABSTRACT:**

While many learners and teachers are excited by the possibilities of AI-supported language learning, there is no consensus among educators about how and when such tools should be introduced in the classroom. Lacking such a consensus, the presenter will take the position that many beginner and lower intermediate L2 writers would benefit from largely avoiding the use of AI until their own writing knowledge has developed. Furthermore, many teachers would prefer to minimize the likelihood of improper use of AI in the writing process. This can be achieved through relatively small adjustments to traditional teaching techniques, described in this presentation. These will include 1) techniques to help students understand a teacher's rationale for banning AI through personalised examples in Japanese; 2) student-centred writing assignments which encourage critical thinking and the specificity which AI

cannot currently replicate; and 3) a drafting process which gives students opportunities to improve their writing and also invest in relationships with their teacher and classmates. The presentation does not aim to enter into a debate about the value of AI-assisted L2 writing, but rather to suggest ways in which teachers who wish to delay its usage may adapt their teaching to the current landscape.

**B8-113 SAT: Task-Based Learning, GILE & PIE; SUN: Study Abroad, Vocabulary / 40**

## **Teaching intensifying adverbs: The case for autonomy, and its limits**

**Author:** John Shaw<sup>1</sup>

<sup>1</sup> *Westgate*

**Corresponding Author:** john.shaw380@gmail.com

### **TITLE:**

Teaching intensifying adverbs: The case for autonomy, and its limits

### **RELEVANT SIG:**

Vocabulary

### **FORMAT:**

Practice-oriented Oral Face-to-face presentation (25 minutes, including Q&A)

### **Short English description:**

### **KEYWORDS:**

Intensifying adverbs, Corpus data, Student autonomy

### **First-time presenter?:**

First-time presenter

### **ABSTRACT:**

Intensifying adverbs, such as “very”, “quite”, “totally”, and “bitterly”, can strengthen or weaken the words they modify. However, their ever-evolving usage over the last millennium has led to grammatical challenges, such as gradability, particularly for Japanese learners who may say “absolutely hungry” or “very starving”. Learners also struggle with the vast number of intensifier collocations and how L1 speakers choose them based on age, gender, and identity. For instance, “totally hysterical” carries different connotations, and a slight error in usage or intonation could lead to embarrassment or even offence towards different social communities.

While some coursebooks briefly cover gradability and present select collocations, this important area of human expression is often avoided as too broad and too sensitive. To address these issues, I will present two practical activities that I used originally in Czechia but have adapted for the Japanese university context. The first guides learners to use corpus data, promoting autonomy by helping them discover intensifiers relevant to their needs. The second encourages learners to notice intensifiers associated with social communities but involves more direct teacher intervention when discussing phonological features and sociocultural implications. This is particularly useful for higher-level learners who plan to study or move abroad.

**Sunday Posters / 41**

## Step-by-Step Approach to Developing English Teaching Proficiency

**Author:** Yoko Kita<sup>1</sup>

**Co-author:** Robert Cvitkovic<sup>2</sup>

<sup>1</sup> *Kyoto Notre Dame University*

<sup>2</sup> *Teikyo University*

**Corresponding Authors:** kitayoko@notredame.ac.jp, bobcvitkovic@gmail.com

**TITLE:**

Step-by-Step Approach to Developing English Teaching Proficiency

**RELEVANT SIG:**

College and University Educators (CUE)

**FORMAT:**

In-person interactive poster session

**Short English description:**

**KEYWORDS:**

pre-service teacher education  
mock teaching  
English instruction  
pedagogical framework

**First-time presenter?:**

**ABSTRACT:**

Courses in Foreign Language Teaching are designed to integrate theoretical foundations with practical pedagogical training, utilizing mock teaching sessions to develop pre-service teachers' competencies in effective English instruction. However, university students with limited confidence in their English proficiency often face significant anxiety when delivering a mock lesson entirely in English. To address this issue, this study introduces a structured, incremental pedagogical framework aimed at systematically equipping pre-service teachers with the skills and confidence required for authentic classroom teaching. The framework begins by targeting fundamental English language skills, aligned with standards for elementary foreign language instruction, through concise, targeted speaking practice activities. These activities acclimate students to the use of English in instructional settings. The progression of training includes a staged approach to mock teaching, starting with small talk activity instruction and advancing to microteaching exercises, thereby enhancing both instructional expertise and self-assurance. This presentation will provide a comprehensive overview of the course's instructional design, including survey findings on students' English proficiency and pedagogical understanding. Additionally, an analysis of outcomes from mock teaching demonstrations and post-session feedback will be presented, highlighting the framework's effectiveness in preparing pre-service teachers for elementary-level English education.

**B3-203 SAT: Teaching Younger Learners & Materials Writers; SUN: TYL, CT & TD / 42**

## The Power of Reflection in the Young Learners' Classroom

**Author:** Amy Braun<sup>1</sup>

<sup>1</sup> *Seto Solan Primary School*

**Corresponding Author:** aisasami@gmail.com

**TITLE:**

The Power of Reflection in the Young Learners' Classroom

**RELEVANT SIG:**

Teaching Younger Learners (TYL)

**FORMAT:**

Practice-oriented Oral Face-to-face presentation (25 minutes, including Q&A)

**Short English description:**

**KEYWORDS:**

Young Learners, Elementary School, Reflection, Student Oriented Feedback

**First-time presenter?:**

**ABSTRACT:**

Reflection is considered beneficial to students' learning journeys. Dorynei (2014) and Murphey (2001) have explored the role of reflection in the classroom. Pinter (2023) recently explored the use of reflective practices in classrooms for younger learners. Reflection offers a chance for students to assess their performance while thinking about how to advance their language learning. Such reflective tools like newsletters, action logs, and surveys are powerful tools in the class as they help "students [to] socially negotiate their language learning, SLA content, their beliefs and attitudes, and their relationships with one another" (Murphey, 2001, p. 137).

In this presentation, we will look at various reflection tools used by teachers of young learners in an elementary English class. The class will explore reflection tools such as small group discussions, action logs, peer feedback, newsletters, and their applications. We will examine how the tools mentioned above can be helpful for the growth of an individual's language learning and how students can be more autonomous in their learning through reflection. Elementary school students can take control of their language learning by reflecting! Attendees can use reflective practices in their classroom with the ideas and examples introduced in this presentation!

**B8-109 SAT: Critical Thinking, Study Abroad & CALL; SUN: CALL / 43**

## **AI-empowered Interviews for Learning and Teaching: Benefits and Challenges**

**Author:** Grace Lim<sup>1</sup>

<sup>1</sup> *Hong Kong Polytechnic University*

**Corresponding Author:** grace.lim@polyu.edu.hk

**TITLE:**

AI-empowered Interviews for Learning and Teaching: Benefits & Challenges

**RELEVANT SIG:**

Computer Assisted Language Learning (CALL)

**FORMAT:**

Practice-oriented Oral Face-to-face presentation (25 minutes, including Q&A)



**Short English description:****KEYWORDS:**

AI English learning  
English for Specific Purposes  
Interviewing skills

**First-time presenter?:**

First-time presenter

**ABSTRACT:**

An increasing number of recruiters have turned to AI to screen applicants and interview candidates, prompting research into AI-human rating reliability (Suen et al., 2020), the perception of employers and job seekers regarding AI use (Kim & Heo, 2022), and teacher preparation for AI adoption (Pokrivčáková, 2019).

To prepare students in workplace English programmes for AI-driven recruitment processes and enhance their interviewing skills, our team has launched a project using the AI interview platform Neufast to offer practical interview experience.

This presentation will share insights from students and teachers in three undergraduate programmes—Business and Finance, Hotel and Catering, and Construction and Environmental Professions—who used Neufast as a learning and teaching tool. The presenter will analyse data from student reflection reports, surveys and focus group interviews to evaluate the platform's effectiveness in enhancing interview skills and their readiness to participate in this type of interview. Additionally, the presentation will assess the pedagogical outcomes, and the platform's potential to enhance students' communication skills, and the challenges teachers may face when integrating it into their curriculum. (176 words)

References have been omitted due to space constraints.

**Saturday Posters / 44****Do Online Textbook Components Foster Language Learner Autonomy?**

**Author:** Esther Ratcliff<sup>1</sup>

<sup>1</sup> *Tokyo Woman's Christian University*

**Corresponding Author:** estherhr14@gmail.com

**TITLE:**

Do Online Textbook Components Foster Language Learner Autonomy?

**RELEVANT SIG:**

Computer Assisted Language Learning (CALL)

**FORMAT:**

In-person interactive poster session

**Short English description:****KEYWORDS:**

Online Learning Resources

**First-time presenter?:****ABSTRACT:**

Nowadays many publishers offer textbooks with access to additional online activities designed to be completed outside the classroom. Online self-access resources could potentially have a great impact on students' language learning. Research suggests that "self-study, self-access and independent learning are forms of learning that could be interwoven into learners' autonomous learning experience" (Lai, 2017, p.19). However, to what extent do online textbook components really provide opportunity for meaningful and effective self-study that promotes autonomous learning?

This poster presentation will examine undergraduate university students' experiences of independent study using the online components of two textbooks: *Q Skills for Success* (Oxford) and *University Success* (Pearson). Through qualitative and quantitative analysis, the research compares responses from two perspectives: motivation and interface usability. Based on these findings, the relationship between online language activities and the development of learner autonomy will be analysed.

The poster will provide practical recommendations to maximise the benefits of online textbook components, to help students develop greater agency over their independent learning journey, and also comment on the potential role of educators in supporting self-directed learning.

Lai, Chun. (2017). *Autonomous Language Learning with Technology: Advances in Digital Language Learning and Teacher*. Bloomsbury.

**B8-113 SAT: Task-Based Learning, GILE & PIE; SUN: Study Abroad, Vocabulary / 45**

## **Toward a Localized Model of Diffusion of Innovations Theory: Generative AI in English-Medium Instruction**

**Author:** Dennis Koyama<sup>1</sup>

<sup>1</sup> *Sophia University*

**Corresponding Author:** dennis.koyama@gmail.com

### **TITLE:**

A Localized Model of Diffusion of Innovations Theory: Gen-AI in EMI Courses

### **RELEVANT SIG:**

Global Issues in Language Education

### **FORMAT:**

Research-oriented Oral Face-to-face presentation (25 minutes, including Q&A)

### **Short English description:**

### **KEYWORDS:**

Generative AI  
English-Medium Instruction  
Autonomy and Agency  
Educational Technology Adoption

### **First-time presenter?:**

### **ABSTRACT:**

This paper proposes a localized diffusion model for integrating generative AI (GAI) into English-Medium Instruction (EMI), prioritizing autonomy and agency for learners and educators in multilingual and non-Western contexts. Current frameworks, such as Diffusion of Innovations Theory (DIT), inadequately address the cultural, linguistic, and systemic complexities of EMI, often marginalizing local perspectives.

The proposed model in this presentation reimagines GAI adoption and adaptation by emphasizing equity, cultural relevance, and stakeholder inclusion. Such a model can help educators make informed decisions about GAI tools, aligning decisions with localized pedagogical goals and supporting students in actively engaging with these technologies as a way to enhance and personalize their learning experiences.

This modified DIT model comprises six components: cultural relevance, linguistic equity, stakeholder inclusion, adaptable pathways, financial accessibility, and ethical safeguards. Practical aspects include piloting culturally aligned AI tools, providing multilingual scaffolding, and co-designing policies through participatory frameworks. By enabling educators to adapt tools to their unique contexts and encouraging students to use AI for their learning autonomy, the model fosters meaningful agency across diverse EMI environments, highlighting pathways for educators and institutions to support inclusive, equitable, and sustainable AI practices.

**B8-106 CUE / 46**

## **Navigating Learning Advisor Agency in Constrained Professional Contexts**

**Author:** Stuart Warrington<sup>1</sup>

<sup>1</sup> *Nagoya University of Commerce and Business*

**Corresponding Author:** warrington@nucba.ac.jp

**TITLE:**

Navigating Learning Advisor Agency in Constrained Professional Contexts

**RELEVANT SIG:**

College and University Educators (CUE)

**FORMAT:**

Research-oriented Oral Face-to-face presentation (25 minutes, including Q&A)

**Short English description:**

**KEYWORDS:**

language learning advisor, agency, autonomy, professionalism

**First-time presenter?:**

**ABSTRACT:**

This presentation explores the challenges language learning advisors can face in asserting their professional agency within institutional frameworks that may be incompatible with their specialized roles. Drawing on the conference theme of “Agency and Autonomy in Language Education,” it examines the tension between advisor autonomy and prescribed professional conduct in environments that often fail to recognize the unique nature of language learning support. Key issues to be addressed include the mismatch between institutionally mandated professional development and the specific needs of language learning advisors; constraints on advisor agency in implementing personalized learning strategies within standardized educational systems; and the struggle to maintain learner-centred approaches in policy-driven environments. The analysis will highlight how these factors impact advisor effectiveness and learner outcomes, drawing on recent studies and practitioner experiences. The presentation will also outline strategies for advisors to assert their professional agency within constrained environments, including developing tailored professional development pathways, enhancing institutional understanding of specialized language learning advisory roles, and advocating for role-specific resources and recognition. By addressing these challenges, this presentation aims to contribute to the dialogue on professionalizing language learning advisory roles and enhancing their recognition within educational

institutions, ultimately fostering greater autonomy and agency for advisors and learners.

**B8-108 SAT: Bilingualism & CALL / SUN: CUE & CALL / 48**

## **Harnessing the Power of LLM Prompting: Writer-Centered Approaches to AI-Enhanced EAP Writing**

**Author:** Shuyi Li<sup>1</sup>

<sup>1</sup> *University of Tokyo*

**Corresponding Author:** lishuyi213@gmail.com

### **TITLE:**

Empowering EAP Writers: Writer-Centered Prompt Design with LLMs

### **RELEVANT SIG:**

Computer Assisted Language Learning (CALL)

### **FORMAT:**

Research-oriented Oral Face-to-face presentation (25 minutes, including Q&A)

### **Short English description:**

### **KEYWORDS:**

EAP; LLMs; Prompt Crafting; Writer-Centered Approach

### **First-time presenter?:**

First-time presenter

### **ABSTRACT:**

The rapid advancement of large language models (LLMs) such as ChatGPT has significantly impacted educational practices, particularly in the field of English for Academic Purposes (EAP) instruction. This study explores effective prompt crafting strategies that ensure a writer-centered and ethical approach to LLM-assisted EAP writing. The central hypothesis is that prompts should be designed with specific rhetorical strategies during the pre-writing, during-writing, and post-writing stages to empower both professional and novice EAP writers to harness the benefits of LLMs while maintaining their agency and autonomy. Drawing on frameworks of AI-integrated self-directed learning strategies and prompt engineering, this presentation will provide a comparative analysis of the rhetorical features of high-performing prompts. These prompts will be coded into five categories: linguistic complexity, stylistic choices, tonal nuances, communicative purposes, and genre conventions. By examining the rhetorical situation in which these prompts are constructed, the presentation aims to elucidate the implications of writer-centered prompt design, highlighting the importance of preserving critical thinking while embracing technological advancements in education.

**B3-204 SAT: TEVAL & Pragmatics; SUN: LLL, TYL, PIE & Global Englishes / 49**

## **The Role of Formulaic Sequences in Language Proficiency and Contact**

**Author:** Vahid Rafieyan<sup>1</sup>

<sup>1</sup> *Yamanashi Gakuin University*

**Corresponding Author:** honeyyear@yahoo.com

**TITLE:**

The Role of Formulaic Sequences in Language Proficiency and Contact

**RELEVANT SIG:**

Pragmatics

**FORMAT:**

Research-oriented Oral Face-to-face presentation (25 minutes, including Q&A)

**Short English description:**

**KEYWORDS:**

Formulaic Sequences,  
Language Proficiency,  
Language Contact

**First-time presenter?:**

**ABSTRACT:**

Formulaic sequences—pre-constructed, conventionalized phrases—are essential in language learning, promoting fluency, naturalness, and proficiency. While their role is well-documented, less is known about how knowledge of these sequences interacts with language proficiency and language contact. This study investigates these relationships, focusing on the interplay between learners' knowledge of formulaic sequences, their proficiency levels, and their engagement with target language speakers.

Sixty Japanese learners of English in an Intensive English Program at a Japanese university participated. They were categorized into three proficiency levels: low-intermediate, intermediate, and high-intermediate. Data collection involved a 30-item oral-production discourse completion task to assess participants' ability to use formulaic sequences and a questionnaire measuring their language contact frequency and type.

Results revealed strong positive correlations between knowledge of formulaic sequences and both language proficiency and language contact. Higher proficiency learners demonstrated a broader repertoire and more accurate use of formulaic sequences, while learners with greater language contact exhibited richer usage in communicative tasks. These findings highlight the importance of incorporating formulaic sequences into language instruction and fostering opportunities for meaningful interactions with target language speakers to enhance proficiency.

**Saturday Posters / 50**

## **Empowering English Language Teaching with ChatGPT: Insights from EFL Instructors**

**Authors:** Jongbong Lee<sup>1</sup>; Myeongeun Son<sup>2</sup>

<sup>1</sup> *Cyber Hankuk University of Foreign Studies*

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**Corresponding Authors:** leejongb@cufs.ac.kr, sonmyeo1@seoultech.ac.kr

**TITLE:**

Empowering English Language Teaching with ChatGPT: Insights from EFL Instru

**RELEVANT SIG:**

**Computer Assisted Language Learning (CALL)****FORMAT:**

In-person interactive poster session

**Short English description:****KEYWORDS:**

ChatGPT  
EFL

**First-time presenter?:**

First-time presenter

**ABSTRACT:**

The integration of artificial intelligence (AI) in education has opened new possibilities for language teaching. Previous research indicates the potential of AI in language classrooms. Building on this foundation, this study examines the use of ChatGPT, a sophisticated AI language model, in EFL instruction in South Korea, focusing on how instructors can effectively leverage it.

Five EFL instructors were chosen to explore ChatGPT's role in English teaching. An online workshop provided guidelines for integrating ChatGPT as a teaching assistant. Afterwards, participants completed a questionnaire about their experiences and perspectives, followed by in-depth interviews to gather qualitative insights. The analysis revealed instructors' initial impressions, integration strategies, challenges, and perceived benefits for students.

Findings show that while instructors recognized ChatGPT's value as a teaching tool, successful integration required active engagement with its capabilities and limitations. They emphasized the necessity of a strategic approach that complements traditional pedagogy rather than replaces it. The study concludes that ChatGPT can be a powerful EFL tool if used thoughtfully. Recommendations include continuous experimentation, alignment with student needs and learning goals, and adaptation of teaching methods to maximize its potential. This approach ensures ChatGPT remains a supplementary resource, reinforcing student engagement and promoting overall language development.

**B3-204 SAT: TEVAL & Pragmatics; SUN: LLL, TYL, PIE & Global Englishes / 54**

## **The Use of Mind Maps in Aiding Vocabulary Retention**

**Author:** Roger Ferrari<sup>None</sup>

**Corresponding Author:** roger.v.ferrari@gmail.com

**TITLE:**

The Use of Mind Maps in Aiding Vocabulary Retention

**RELEVANT SIG:**

Vocabulary

**FORMAT:**

Practice-oriented Oral Face-to-face presentation (25 minutes, including Q&A)

**Short English description:****KEYWORDS:**

vocabulary, retention, maps

**First-time presenter?:**

**ABSTRACT:**

There are many ways to introduce new vocabulary to learners of English. The most common way is through memorisation by repetition but this is not ideal for many students. A better solution would be a method that is more accessible and allows more freedom for the student. The use of mind maps, as a more visual aid, has potential to be more effective. This presentation will look at the speaker's use of simple mind maps in an elementary school English class and how they have allowed a more creative and independent way to learn new vocabulary. Such mind maps have core vocabulary with branches for creative word and picture associations. The presentation will look closely at the style of mind map created for the students and how it is used by the students, with an emphasis on the freedom it allows each student by allowing personalisation of vocabulary study. The speaker will break down each part of the mind map and the function it serves as part of the whole. Attendees will have the opportunity to access editable versions of the speaker's mind maps via a QR code given during the presentation for their own use.

**B8-108 SAT: Bilingualism & CALL / SUN: CUE & CALL / 56**

## **Integrating CLIL and AI in English Education**

**Author:** Hiroyuki Obari<sup>1</sup>

<sup>1</sup> *Globiz Professional University*

**Corresponding Author:** obari119@gmail.com

**TITLE:**

Integrating CLIL and AI in English Education

**RELEVANT SIG:**

Computer Assisted Language Learning (CALL)

**FORMAT:**

Practice-oriented Oral Face-to-face presentation (25 minutes, including Q&A)

**Short English description:**

**KEYWORDS:**

AI in Education, ChatGPT, CASEC, Progos Speaking Test,

**First-time presenter?:**

**ABSTRACT:**

Society 5.0 has transformed English education by integrating artificial intelligence (AI), offering innovative methods to enhance teaching and learning. This study examines the application of AI tools like ChatGPT and Scribo, which provide personalized, adaptive learning tailored to individual needs. These tools deliver real-time feedback, automated corrections, and context-aware suggestions, creating dynamic, engaging, and interactive educational environments that enrich the learning experience. To evaluate the impact of AI in English education, one case study was conducted, incorporating Content and Language Integrated Learning (CLIL) with topics such as Deism and Cross-cultural IQ to foster intercultural understanding and critical thinking. Using assessment tools such as CASEC and the Progos Speaking Test, the findings highlight improvements in learners' writing proficiency, including increased word count and greater linguistic complexity. Furthermore, significant progress in spoken English skills was observed, underscoring AI's potential to enhance overall language proficiency. The results advocate for a blended learning model that integrates traditional teaching methodologies with AI-driven innovations, emphasizing the importance of continuous educator training to maximize

the benefits of AI technologies. Equitable access to AI tools is also essential to ensure high-quality education. This study lays the foundation for future exploration of AI's transformative role in English education.

## **B8-110 Learner Development / 57**

### **Developing Student Leadership Skills using Tabletop Games**

**Author:** Jacob Reed<sup>1</sup>

<sup>1</sup> *Otemon Gakuin University*

**Corresponding Author:** j-reed@haruka.otemon.ac.jp

**TITLE:**

Developing Student Leadership Skills using Tabletop Games

**RELEVANT SIG:**

Learner Development

**FORMAT:**

Practice-oriented Oral Face-to-face presentation (25 minutes, including Q&A)

**Short English description:**

**KEYWORDS:**

Game-based Learning, Tabletop Games, Leadership, Near Peer Role Models (NPRMs)

**First-time presenter?:**

**ABSTRACT:**

For university graduates entering today's workforce, using tabletop games is one way to assist in the acquisition of both second language (deHaan, 2020; York, 2021) and leadership skills (Reed, 2024) at the same time. This presentation introduces a game-based, self-directed learning course at a private university in Japan, where student leaders guided their peers (Q.V. Murphey, 1995 "Near Peer Role Models") using English through a selection of board games such as Dice Throne and Legends of Andor. Along with an overview of the literature on the pedagogical benefits of tabletop games, the presentation will offer a roadmap for educators seeking to include similar approaches within a classroom or self-access setting, detailing how tabletop games can support students' learning goals with particular emphasis on development of leadership skills. Finally, practical elements of the course design will be discussed including game selection, session structure/frequency, and assessment.

## **B8-106 CUE / 59**

### **AI-Assisted Assessment of Speaking Proficiency Development in SA Programs**

**Author:** Ayako Yokogawa<sup>1</sup>

<sup>1</sup> *Meiji University*



**Corresponding Author:** ayay@meiji.ac.jp

**TITLE:**

AI-Assisted English Proficiency Development in Pre- and Post-Study Abroad

**RELEVANT SIG:**

College and University Educators (CUE)

**FORMAT:**

Practice-oriented Oral Face-to-face presentation (25 minutes, including Q&A)

**Short English description:**

**KEYWORDS:**

AI-assisted learning, Pre- and post-study abroad, LANGX Speaking

**First-time presenter?:**

First-time presenter

**ABSTRACT:**

To assess intercultural competence gained through study abroad experiences, various tools such as the Intercultural Development Inventory (Hammer & Bennett, 2002) and the Cultural Intelligence Scale (Ang et al., 2007) have been widely used. Standardized English proficiency tests are available to measure improvements in speaking ability before and after overseas experiences; however, they involve limitations such as high cost and the need to travel to a designated test center. This presentation explores the integration of an AI-powered tool, LANGX Speaking, into pre- and post-study abroad programs to measure the spontaneous English speaking skills of university students participating in English language programs in the Philippines. A total of 35 students participated (10 in the 6-week on-site program; 21 in the 3-week on-site program; 4 in the 3-week online program), with 26 completing both pre- and post-AI assessments. Results showed that 6-week on-site participants improved by +1.49 points on the LANGX Speaking scale and by +116 points in evaluations conducted by the overseas institution. Notably, online participants showed the highest AI score gains at +1.52 points while receiving the lowest institutional evaluation scores. These findings suggest that LANGX Speaking can assess speaking proficiency development in a low-pressure, spontaneous communication environment.

**B3-204 SAT: TEVAL & Pragmatics; SUN: LLL, TYL, PIE & Global Englishes / 61**

## **The Impact of Textual Enhancement on Phrasal Verb Acquisition: A Whiteboard Video Study**

**Author:** Barry Kavanagh<sup>1</sup>

**Co-author:** Brian Birdsell<sup>2</sup>

<sup>1</sup> *Tohoku University*

<sup>2</sup> *Hirosaki University*

**Corresponding Authors:** kavanagh.barry.e7@tohoku.ac.jp, brian@hirosaki-u.ac.jp

**TITLE:**

The Impact of Textual Enhancement on Phrasal Verb Acquisition: A Whiteboard

**RELEVANT SIG:**

Vocabulary

**FORMAT:**

Research-oriented Oral Face-to-face presentation (25 minutes, including Q&A)

**Short English description:**

**KEYWORDS:**

Textual Enhancement, Whiteboard videos, Phrasal verbs

**First-time presenter?:**

**ABSTRACT:**

Whiteboard videos, which combine moving slides, can be used as an engaging medium for language learning. Textual enhancement (TE) is a type of textual modification technique used to make target linguistic items visually more salient through bolding or coloring. Although TE has been linked to improved language learning outcomes, its effects on phrasal verbs (PVs) in whiteboard videos remain unexplored. This study investigated the impact of TE on PV learning among students (n = 264) from two national universities. Participants were randomly assigned to two groups and took a pre-test of the 40 PVs used in this study.

Over eight weeks, both groups viewed eight whiteboard videos featuring short stories, each containing five PVs. The 'text group' watched videos with text-only slides, while the 'enhancement group' viewed slides with scene illustrations and PVs bolded in red.

Post-viewing quizzes assessed story comprehension and PV retention through gap-fill items. Both groups showed significant improvements on pre and post-tests, but no significant differences were found between them. However, the enhancement group significantly outperformed the text group on weekly PV and comprehension quizzes. These findings suggest that bolding and illustrating PVs can improve short-term recognition and retention, though the effects may diminish over time.

**B8-107 CUE / 62**

## **How to Maximize the Benefits of Guest Speakers in Lessons**

**Author:** Sachi Oshima<sup>1</sup>

<sup>1</sup> *Chuo Gakuin University*

**Corresponding Author:** oshima.s@mc.cgu.ac.jp

**TITLE:**

How to Maximize the Benefits of Guest Speakers in Lessons

**RELEVANT SIG:**

College and University Educators (CUE)

**FORMAT:**

Practice-oriented Oral Face-to-face presentation (25 minutes, including Q&A)

**Short English description:**

**KEYWORDS:**

guest speakers, Japanese university students, learner agency

**First-time presenter?:**

**ABSTRACT:**

In many college classrooms in Japan, inviting guest speakers has become popular regardless of academic discipline or major; many universities share their practices of inviting guest speakers on their websites

as one of their unique educational features. Indeed, guest speakers can bring various benefits to the classroom, such as introducing real-life experiences, raising students' interests, and connecting theories taught in lessons and practices in society. However, the mere invitation of such a guest speaker does not always ensure a successful educational experience. For example, students, especially those at lower academic levels, easily become passive audiences and learn little. To partially address this issue, I have had students involved from the preparation phase when inviting a guest speaker. More specifically, I purposefully had each student take responsibility and contribute to organizing the lecture with a guest speaker. By doing so, students were no longer passive attendees but became active agents. Based on my previous practices, I will present how I planned a lecture with a guest speaker, how I encouraged students to gain learner agency, and how I tried to enhance their autonomy through the process of arranging the lecture. Finally, the benefits obtained from these practices will be introduced.

### B3-205 Teacher Development / 64

## Exploring Pre-Service Teachers' Plurilingualism through Polyethnography

**Author:** Daniel Roy Pearce<sup>1</sup>

**Co-authors:** Aina Ishibashi<sup>1</sup>; Toai Ōhiraki<sup>1</sup>

<sup>1</sup> *Shitennoji University (Osaka, Japan)*

**Corresponding Authors:** s3562002@shitennoji.ac.jp, bojangling@gmail.com, s3562005@shitennoji.ac.jp

#### TITLE:

Exploring Pre-Service Teachers' Plurilingualism through Polyethnography

#### RELEVANT SIG:

Teacher Development

#### FORMAT:

Research-oriented Oral Face-to-face presentation (25 minutes, including Q&A)

#### Short English description:

#### KEYWORDS:

Plurilingualism, polyethnography, linguistic diversity, teacher (self-)training

#### First-time presenter?:

#### ABSTRACT:

Japan is diversifying. While minority language speakers represent many geopolitically important languages in the classroom (MEXT, 2022), English remains prioritized as the (sole) language of international communication, and teacher training continues to emphasize surface-level English ability (Pearce, 2025). This can potentially deprive pre-service teachers of opportunities to develop the plurilingual literacy (Coste et al., 2009) necessary to engage with diverse learners.

Within this context, the present study explores how multimodal polyethnography (Olt & Teman, 2019) was adopted both as a research method and as a (self-)training tool for two pre-service teachers. Analyses of longitudinal discussions on plurilingualism, grounded in visual linguistic autobiographies (Kalaja & Melo-Pfeifer, 2024), and centered on shared experiences as learners and as pre- and in-service teachers, serve as a lens to explore the developing plurilingual stances (Marshall & Moore, 2018) of the researcher-participants.

The discussion centers on how polyethnography can enhance pre-service teachers' ability to identify teachable aspects of their own and others' plurilingual competence (Coste et al., 2009) in a way that can give recognition to other-language minorities through inclusive practice, while also contributing to their primary role as English teachers in diversifying classrooms, particularly in a world in which most

English speakers are second-language users.

**B8-111 SAT: Teacher Development & Critical Thinking; SUN: ICLE & TBLT / 65**

## **Reframing ELT: Emergent strategy for inclusion and justice**

**Author:** Shawna M. Carroll<sup>1</sup>

<sup>1</sup> *Capilano University*

**Corresponding Author:** shawnacarroll@capilanou.ca

**TITLE:**

Reframing ELT: Emergent strategy for inclusion and justice

**RELEVANT SIG:**

Teacher Development

**FORMAT:**

Practice-oriented Oral Face-to-face presentation (25 minutes, including Q&A)

**Short English description:**

**KEYWORDS:**

Emergent Strategy, Social Justice, Teacher Development, Transformative Education

**First-time presenter?:**

**ABSTRACT:**

The field of social justice language education often emphasizes theories that address resistance to oppressive systems, including anti-oppression, anti-racism, and anti-colonialism. While these approaches are necessary to understand the challenges facing marginalized groups, they often focus on the damage and distress caused by oppression from a deficit perspective (Tuck, 2011). In this presentation, I introduce a leading-edge approach to enacting meaningful change in English language education (ELT): emergent strategy (brown, 2017). I begin by providing an overview of emergent strategy, a transformative framework developed by and for social justice activists to support the creation of equitable futures (brown, 2017). I then explore how this framework can be applied in ELT in Japan and beyond through its main elements: fractal awareness, adaptability, decentralized interdependence, iterative non-linearity, resiliency and transformative justice, and creating more possibilities. Through real-world examples—such as fostering radically honest and trusting relationships and augmenting student choice—I illustrate how these six elements of emergent strategy can enhance ELT. By the end of this session, participants will better understand emergent strategy and their potential to promote transformative learning in ELT. This presentation aims to inspire educators to implement emergent strategy to advance more just and inclusive learning environments.

**B3-204 SAT: TEVAL & Pragmatics; SUN: LLL, TYL, PIE & Global Englishes / 67**

## **A quantitative and qualitative description of L2 development**

**Author:** John Campbell-Larsen<sup>1</sup>

<sup>1</sup> *Kyoto Women's University*

**Corresponding Author:** joncamlar@hotmail.com

**TITLE:**

A quantitative and qualitative description of L2 development

**RELEVANT SIG:**

Pragmatics

**FORMAT:**

Research-oriented Oral Face-to-face presentation (25 minutes, including Q&A)

**Short English description:**

**KEYWORDS:**

Pragmatics

Interaction

Evaluation

**First-time presenter?:**

**ABSTRACT:**

This presentation describes a variety of observable changes in the language use of Japanese learners of English over the course of a 12-month period which included a period of study abroad in an English-speaking country. The data are derived from videorecorded student interactions, recorded one year apart, before and after a 7-month period of study-abroad. The analysis details some purely quantitative items such as word count, length of turns, pausing and so on. In addition, the analysis also deals with qualitative items such as turn-taking, recipient design, topic management and other interactional aspects of the learner conversations. The analysis will demonstrate that claims can be made about the development of the learners' talk over the course of the study, both in terms of purely quantifiable aspects of the L2 and in the interactional competence of the participants. The analysis will conclude by suggesting that the measurement of L2 development by such means as standardized written tests, only capture a small section of the overall change in L2 knowledge and skills, and that many aspects of L2 development are largely invisible on such standardized testing instruments.

**B8-110 Learner Development / 68**

## **Experiencing Advising in Language Learning as an Autonomy-Supportive Practice**

**Author:** Scott Shelton-Strong<sup>1</sup>

<sup>1</sup> *Kanda University of International Studies, Japan AND The University of Alicante, Spain*

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**TITLE:**

Experiencing Advising in Language Learning as an Autonomy-Supportive Practice

**RELEVANT SIG:**

Learner Development

**FORMAT:**

Research-oriented Oral Face-to-face presentation (25 minutes, including Q&A)

**Short English description:**

**KEYWORDS:**

Autonomy-Support; Advising in Language Learning, Basic Psychological Needs, Flourishing

**First-time presenter?:****ABSTRACT:**

The underlying aim of Advising in Language Learning is to support the learners' autonomy and facilitate an experience of control and ownership of the learning process through an intentional reflective dialogue, promoting learner flourishing and acting as a catalyst for personal growth (Kato & Mynard, 2016). This presentation reports on a study grounded in Self-Determination Theory (SDT; Ryan & Deci, 2017) which explores the premise that learner engagement within advising sessions, and the quality of the learner-advisor relationship serve as key sources of support for basic psychological need satisfaction—experiencing autonomy, competence, and relatedness—facilitating the conditions enabling learners to flourish and thrive. SDT posits that social learning contexts supportive of these needs facilitate learner flourishing, autonomous motivation, and enhanced well-being. The study employed a mixed methods approach including surveys, self-reports, and interviews to examine students' perceptions of advising as autonomy-supportive and its contribution to basic psychological need satisfaction. Qualitative evidence from self-reports and interviews supports the quantitative survey findings, providing examples of ways participants experienced need satisfaction within the advising relationship. The findings offer insights into enhancing advising practices to better support learners' basic psychological needs and autonomous language learning.

**B8-108 SAT: Bilingualism & CALL / SUN: CUE & CALL / 69**

## **Making EMI Lectures More Comprehensible and Engaging through Design**

**Author:** Todd Hooper<sup>1</sup>

<sup>1</sup> *Setsunan University*

**Corresponding Author:** todd.hooper25@gmail.com

**TITLE:**

Making EMI Lectures More Comprehensible and Engaging through Design

**RELEVANT SIG:**

College and University Educators (CUE)

**FORMAT:**

Practice-oriented Oral Face-to-face presentation (25 minutes, including Q&A)

**Short English description:****KEYWORDS:**

EMI  
Lectures  
Slide Design

**First-time presenter?:****ABSTRACT:**

In recent years, the number of English Medium Instruction (EMI) courses has grown at Japanese universities. However, these courses can be difficult for students that have little or no experience with EMI in high school (Aizawa & Rose, 2020). Additionally, language educators asked to teach these courses

for the first time may find it challenging to plan and design lectures, which are often a component of these courses. In this presentation, slide and lecture design techniques that can make the content of lectures easier to grasp and more engaging will be shown with concrete examples. These techniques will include planning the amount of text on slides to improve comprehensibility, the use of fonts and colors purposefully to draw attention to important information, and the limited use of pictures to add interest without distracting students from the lecture content (DiYanni & Borst, 2020). Also, drawing on the ideas of Zwiers (2020) and Bean (2011), techniques for encouraging communication during EMI lectures will be presented.

**B3-204 SAT: TEVAL & Pragmatics; SUN: LLL, TYL, PIE & Global Englishes / 72**

## **Assessing knowledge of collocations among Japanese university students**

**Author:** Ian Munby<sup>1</sup>

<sup>1</sup> *Hokkai Gakuen University*

**Corresponding Author:** [ianm@hgu.jp](mailto:ianm@hgu.jp)

### **TITLE:**

Assessing knowledge of collocations among Japanese university students

### **RELEVANT SIG:**

Testing and Evaluation

### **FORMAT:**

Research-oriented Oral Face-to-face presentation (25 minutes, including Q&A)

### **Short English description:**

### **KEYWORDS:**

Testing, vocabulary, collocations

### **First-time presenter?:**

### **ABSTRACT:**

Some recent research finds that Japanese learners of English have limited ability to produce acceptable collocates for common English words in tests designed to measure collocational competence. Further, with gains in vocabulary knowledge, there was little or no improvement in collocational competence. These findings led to claims that excessive focus on the learning of individual words and neglect of communicative skills practice in high school leaves students with a poor understanding of how words combine. In this talk, I will compare the performance of 154 Japanese university students ranging in CEFR levels from A2 to C1 on a kanji translation test based on Webb (2008) and a test of receptive knowledge of 6 types of collocations. Although correlational analysis of scores on these tests indicates that receptive knowledge of common English collocations increases with gains in vocabulary knowledge, there was considerable variation in average performance in each collocation category. For example, participants, including some higher learners, performed especially poorly in the noun + preposition category indicating that certain types of collocational knowledge may develop later than others. I will conclude with implications for the teaching of collocations.

**Sunday Posters / 73**

## Student Perceptions of an AI Chatbot to Measure and Enhance EFL Speaking

**Author:** Brendan Van Deusen<sup>1</sup>

<sup>1</sup> *Saga University*

**Corresponding Author:** su3129@cc.saga-u.ac.jp

**TITLE:**

Student Perceptions of an AI Chatbot to Measure and Enhance EFL Speaking

**RELEVANT SIG:**

Computer Assisted Language Learning (CALL)

**FORMAT:**

Research-oriented Oral Face-to-face presentation (25 minutes, including Q&A)

**Short English description:**

**KEYWORDS:**

Artificial Intelligence

CEFR

Speaking

Chatbot

**First-time presenter?:**

**ABSTRACT:**

The use of artificial intelligence (AI) in English as a Foreign Language (EFL) education is evolving rapidly. This study explores Japanese university students' perceptions of LANGX, a third-party AI chatbot designed for verbal conversation sessions with an AI avatar. Unlike similar AI tools in this field, LANGX incorporates pre- and post-tests aligned with the CEFR scale to assess students' speaking proficiency and adapt conversations to their language level. Additional advertised features include analyzing tone of voice and nonverbal cues, such as facial expressions and eye contact, for assessing communicative competence.

Over 8 weekly sessions (including one pre- and post-test), the researcher examined the full implementation process, from onboarding to program completion. A mixed-methods approach consisting of data provided by the chatbot, surveys, interviews, student reflections, and observations was used to evaluate the chatbot's ease of use, perceived benefits, and areas for improvement. This presentation will highlight key findings and discuss opportunities for further research and development in AI chatbot applications for EFL education.

**B8-109 SAT: Critical Thinking, Study Abroad & CALL; SUN: CALL / 74**

## TEAM-BASED LEARNING AS A TOOL TO FOSTER CRITICAL THINKING: USING PHOTOGRAPH

**Author:** Jesus Alberto Pulido Arcas<sup>1</sup>

<sup>1</sup> *Center for Global Education. The University of Tokyo.*

**Corresponding Author:** jpulido@g.ecc.u-tokyo.ac.jp

**TITLE:**



## TEAM-BASED LEARNING AS A TOOL TO FOSTER CRITICAL THINKING: USING PHOTOGRAPH

**RELEVANT SIG:**

Art, Research, and Teaching (ART)

**FORMAT:**

Practice-oriented Oral Face-to-face presentation (25 minutes, including Q&A)

**Short English description:****KEYWORDS:**

Architecture, sustainability, SDGs, Team-based learning, active learning.

**First-time presenter?:**

First-time presenter

**ABSTRACT:**

Amidst the popularity of university-wide courses taught in English to international students in Japan, sustainability issues, and more specifically the SDGs, have emerged as a transversal topic. Yet integrating an objective assessment of sustainability and a critical approach to the arts into the same curriculum may seem contradictory at first glance. This presentation explores how to address this challenge through a TBL (Team-based Learning) activity in a course titled Sustainability in Japanese Architecture, in which students create an informed critique of a work of contemporary architecture through the lens of the SDGs. As this activity is the culmination of their learning journey, it is when they have to demonstrate critical thinking and application of course content. This presentation will show how the TBL methodology, and more specifically how one of its cornerstones, backward syllabus design, can equip the students with the skills to interpret a work of architecture through the lens of sustainability. This methodology is expected to be helpful to instructors proposing courses that must meet two opposing yet complementary goals: Interpreting works of architecture, and more broadly, art, and incorporating the SDGs into the course syllabus.

**B8-106 CUE / 75**

## **Supporting Autonomy: Paper- and Cloud-based Awareness and Access Techniques**

**Author:** David Lees<sup>1</sup>

<sup>1</sup> *Kyoto University (ILAS)*

**Corresponding Author:** leesdav@gmail.com

**TITLE:**

Supporting Autonomy: Paper- and Cloud-based Awareness and Access Techniques

**RELEVANT SIG:**

Teacher Development

**FORMAT:**

Practice-oriented Oral Face-to-face presentation (25 minutes, including Q&A)

**Short English description:****KEYWORDS:**

Access; Autonomy; GoogleDrive

**First-time presenter?:****ABSTRACT:**

For students at many education institutions, language classes make up just several of 15 classes a week, and different departments and teachers likely utilise varied methods of homework, assignment submission, and deadline notification. As such, even keen learners may not be able to manage their time sufficiently, needing to log in to various sites and LMSs in to ascertain, and then to attend to, that which needs must be done.

Indeed, as research suggests (Landsberry, 2018), most students tend to complete assignments just prior to deadlines. This problem may be mitigated by raising awareness and easing access, through a mixture of autonomy-improving management and technological techniques.

This presentation will introduce the theory, design, and use of NameCards (a paper-digital mix to track task deadlines and achievement), AccessCards (paper with direct QRcode links to schedules, materials, and assignments), and digitally hosted ReportCards (displaying up-to-date attendance and grades). Though the exact balance and method of their use will depend on the nature and components of the target course, these cards can support student autonomy by easing visibility for the ubiquitous features found in education. As such, this presentation offers practical ideas and procedures for instructors in a variety of contexts.

**Sunday Posters / 77****Applying Cognitive Neuroscience Insights to the Language Classroom.**

**Author:** Berke Alp<sup>1</sup>

<sup>1</sup> *Nagoya University of Foreign Studies*

**Corresponding Author:** berke.b.alp@gmail.com

**TITLE:**

Applying Cognitive Neuroscience Insights to the Language Classroom

**RELEVANT SIG:**

Mind, Brain, and Education

**FORMAT:**

Practice-oriented Oral Face-to-face presentation (25 minutes, including Q&A)

**Short English description:****KEYWORDS:**

cognitive neuroscience  
mind and education  
brain

**First-time presenter?:**

First-time presenter

**ABSTRACT:**

Recent technological advancements, such as fMRI and EEG, have revolutionized our understanding of the brain. Insights from cognitive neuroscience and neurobiology reveal how concepts like neuroplasticity, memory, and critical periods of learning (Werker & Hensch, 2014) directly impact language acquisition. However, using this information in the classroom remains underexplored. How can we, as educators, integrate these concepts in our classrooms? This presentation bridges the gap between research and practice by showcasing how educators can apply neuroscience and neurobiology principles

to language teaching. Key topics include the role of attention, fostering active engagement, providing error feedback, and supporting consolidation (Dehaene, 2020).

Additionally, we will explore how storytelling and emotions enhance language education, aligning with recent brain studies. Participants will gain practical strategies that can be immediately applied to their classrooms to create more effective and engaging learning environments. This presentation is designed to be interactive, encouraging participants to share their experiences and create opportunities to reflect on how neuroscience can transform teaching practices. Whether you are an experienced educator or new to these concepts, this presentation offers valuable perspectives on integrating neuroscience into language education.

**B8-107 CUE / 79**

## **Facilitating a Self-Directed and Reflective Language Learning Course**

**Author:** Alison Hasegawa<sup>1</sup>

<sup>1</sup> *Rikkyo University*

**Corresponding Author:** alison\_hasegawa@rikkyo.ac.jp

**TITLE:**

Facilitating a Self-Directed and Reflective Language Learning Course

**RELEVANT SIG:**

College and University Educators (CUE)

**FORMAT:**

Practice-oriented Oral Face-to-face presentation (25 minutes, including Q&A)

**Short English description:**

**KEYWORDS:**

Self-directed learning, Reflective learning, Autonomy, Agency.

**First-time presenter?:**

**ABSTRACT:**

This presentation examines an elective course at a Japanese university designed to support Self-Directed and Reflective Language Learning (SDRLL), highlighting key challenges and achievements from the facilitator's perspective.

Self-directed learning (SDL) involves setting goals, identifying resources, selecting strategies, and evaluating progress. At the same time, reflection is "the intentional examination of experiences, thoughts, and actions to learn about oneself and foster change or personal growth" (Mynard, 2023). Together, SDL and reflection empower learners to make informed, autonomous decisions.

During the 15-week SDRLL course, learners initially faced difficulties setting realistic language learning goals and identifying engaging resources. Weekly discussions of shared online journals documenting out-of-class learning provided valuable insights and motivation. Written reflections revealed progress in discovering effective strategies, improved time management, and enhanced learner autonomy.

By the course's conclusion, students had completed two language learning cycles, shared their experiences through solo and group presentations, and demonstrated agency by acting as peer tutors. These outcomes suggest that the course fostered self-directed and reflective learning practices, contributing to meaningful personal and academic growth.

B8-107 CUE / 80

## Practical Uses of AI for Teachers and Students

**Author:** Richard Sparrow<sup>1</sup>

<sup>1</sup> *Kyoto JALT*

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**TITLE:**

Practical Uses of AI for Teachers and Students

**RELEVANT SIG:**

College and University Educators (CUE)

**FORMAT:**

Practice-oriented Oral Face-to-face presentation (25 minutes, including Q&A)

**Short English description:**

**KEYWORDS:**

AI, TBLT, Rubric design, CALL

**First-time presenter?:**

**ABSTRACT:**

The rapid advancement of AI and its use in educational settings has raised fundamental questions about authorship, assessment, and pedagogical design. This presentation examines how educators can integrate AI tools effectively while addressing concerns about originality, academic learning, and critical thinking. It first provides a brief evaluation of AI detection tools, such as Turnitin's AI writing indicator, highlighting their limitations and exploring possible solutions. The discussion then shifts to practical applications of AI in language learning, specifically looking at task design and how it could be optimized to align with AI's evolving capabilities. Specific, in-depth examples of possible work that can be done outside and inside the classroom will be presented, along with useful prompts to teach students and strategies for ensuring student accountability when engaging in AI-assisted tasks. By examining AI-integrated lesson design, this session provides educators with practical approaches to fostering student engagement, critical thinking, and creative problem-solving in technology-enhanced classrooms.

B8-109 SAT: Critical Thinking, Study Abroad &amp; CALL; SUN: CALL / 82

## Building a Corpus for Medical English Students and Educators

**Author:** Robert Chartrand<sup>1</sup>

**Co-author:** Robert Dilenschneider<sup>2</sup>

<sup>1</sup> *Kurume University*

<sup>2</sup> *Jichi Medical University*

**Corresponding Authors:** robertchartrand@me.com, bdilenschneider@yahoo.com

**TITLE:**

Building a Corpus for Medical English Students and Educators

**RELEVANT SIG:**

Computer Assisted Language Learning (CALL)

**FORMAT:**

Research-oriented Oral Face-to-face presentation (25 minutes, including Q&A)

**Short English description:****KEYWORDS:**

Corpus  
medical English  
ESP  
General Service List

**First-time presenter?:****ABSTRACT:**

There are several English textbooks that are available to teach medical terms and phrases. They do not always, however, fulfill the needs of the students in an EFL medical school context as the content is either too specific or too general. This research project is aimed at extracting words and phrases from English for Specific Purposes (ESP) medical textbooks to build a corpus. This corpus can be used to teach medical English to students who are studying to be medical doctors. By analyzing linguistic and thematic patterns in these materials, the corpus project seeks to establish a comprehensive, user-friendly database. This repository will provide a robust foundation for crafting vocabulary lists, practice exercises, and contextual learning activities, empowering educators to address diverse student needs that can be specifically tailored to their learning context.

Therefore, this presentation will detail the project's methodology, including corpus selection, term extraction techniques, and library design, while highlighting its potential to enhance medical English instruction and bridge gaps in specialized ESL education. In addition, this presentation will discuss how this word list will be integrated into the New General Service List Project for educators and researchers involved in teaching medical English.

**Sunday Posters / 83**

## **The Impact of Hands-On STEM Activities on Students' International Posture**

**Author:** Martin Wood<sup>1</sup>

**Co-author:** Parvathy Ramachandran<sup>1</sup>

<sup>1</sup> *Kanazawa Institute of Technology*

**Corresponding Authors:** pramachandran@neptune.kanazawa-it.ac.jp, mwood@neptune.kanazawa-it.ac.jp

**TITLE:**

The Impact of Hands-On STEM Activities on Students' International Posture

**RELEVANT SIG:**

College and University Educators (CUE)

**FORMAT:**

In-person interactive poster session

**Short English description:**

**KEYWORDS:**

STEM  
International Posture  
Self-guided Learning

**First-time presenter?:**

**ABSTRACT:**

This study investigates whether learning environmental topics in English enhances students' global awareness and helps them visualize their roles in a globalized world. During a three-week period, students conducted hands-on experiments and collected data independently, fostering autonomy, critical thinking, and self-directed learning. Surveys administered before and after the unit addressed four questions: (1) What are students' tendencies regarding international posture and environmental awareness? (2) How do they envision their future roles globally? (3) Does studying environmental topics in English influence their attitudes toward issues like water resources? (4) How does this learning experience impact environmental awareness? Preliminary results suggest that integrating environmental education into STEM English classes improves language skills and deepens engagement with global challenges. Autonomy in experiments increased motivation and highlighted the importance of collaboration and sustainability. These findings will inform curriculum design to enhance students' linguistic abilities alongside 21st-century skills like effective communication and problem-solving. By promoting an understanding of global issues and encouraging proactive learning, this approach equips students to navigate and contribute meaningfully to an interconnected world.

**Saturday Posters / 84**

## **Student Feedback on Pre-departure Learning Through Hybrid Sessions for Study Abroad Programs After Completing Their Study Abroad Program**

**Authors:** Akiko Chochol<sup>1</sup>; Yoshihiko Yamamoto<sup>1</sup>

<sup>1</sup> *Shizuoka University*

**Corresponding Authors:** chochol.akiko.a@shizuoka.ac.jp, auyamayoshi@yahoo.co.jp

**TITLE:**

Student Feedback on Pre-departure Learning Through Hybrid Sessions

**RELEVANT SIG:**

Study Abroad

**FORMAT:**

In-person interactive poster session

**Short English description:****KEYWORDS:**

Anxiety  
Insights  
Relevant  
Satisfaction

**First-time presenter?:**

**ABSTRACT:**

Pre-departure learnings have been highlighted as an important part of a study abroad program to enhance intercultural competence of students and to motivate students to be engaged (Kosman et al., 2023; Lemmons, 2023). Based on practices before study abroad programs, the authors discussed the hybrid approach integrating face-to-face and on-demand format and elucidated that it benefits students, teachers, and administrative staff in terms of time management and student support (Chochol & Yamamoto, printing). This current study analyses data after the programs to reveal how undergraduate students in a Japanese local national university perceived the pre-departure learning and what needs improvement based on student feedback.

The participants are 44 students who participated in study abroad programs in both spring and summer 2024. Online surveys were conducted before and after onsite programs. The data are analyzed on correlation of contents, timing, amount, and delivery platform of the pre-departure learning. Difference in anxiety towards going overseas before the programs and satisfaction after the programs between students who underwent the pre-departure learning and students who did not are examined. Results support that students feel ready and engaged through pre-departure learning but it needs modification to be more relevant what they encounter in a program.

**B8-109 SAT: Critical Thinking, Study Abroad & CALL; SUN: CALL / 85**

## **An Analysis of Language Learning App Usage and Sentiment Among Japanese University Students**

**Author:** Dale Jeffery<sup>1</sup>

**Co-author:** Bradford Lee<sup>1</sup>

<sup>1</sup> *Fukui University of Technology*

**Corresponding Authors:** bradford-lee@fukui-ut.ac.jp, dalejeffery@gmail.com

### **TITLE:**

An Analysis of App Usage and Sentiment Among Japanese University Students

### **RELEVANT SIG:**

Computer Assisted Language Learning (CALL)

### **FORMAT:**

Research-oriented Oral Face-to-face presentation (25 minutes, including Q&A)

### **Short English description:**

### **KEYWORDS:**

Artificial Intelligence, Language Learning Apps, MALL, CALL

### **First-time presenter?:**

### **ABSTRACT:**

While app usage is prevalent among Japanese university students, there is little data on which apps are being used, for what purposes, and why these apps were chosen. Our study is the first known to systematically categorize this information. We surveyed 616 Japanese university students, asking a) what apps they used for language learning, b) what features influenced them, c) how they felt about using apps for language learning, and d) what they thought about AI tools in general. We found that Google Translate still dominates the field (95% of participants used it), while ChatGPT (54.2%) and DeepL (41.9%) came in second- and third-most frequently used. The main features students looked for were speed, ease, and cost. In total, 90.6% of students approved of using apps for language learning, though 9.4% (n = 58) opposed it. The most common sentiments regarding AI were that a) it's useful and b) students were cautiously optimistic about its future. These findings hold significant implications for attendees, who will gain a deeper understanding of students' mindset and behavior patterns, the role of technology in

language education, and obtain empirical evidence and insights to inform evidence-based language education practices and policies.

**B8-113 SAT: Task-Based Learning, GILE & PIE; SUN: Study Abroad, Vocabulary / 86**

## **What Case Studies Tell us about Critical Language Pedagogy in University EFL Teaching in Japan**

**Authors:** Belinda Kennett<sup>1</sup>; Lachlan Jackson<sup>2</sup>

<sup>1</sup> *The University of Queensland*

<sup>2</sup> *Ritsumeikan University*

**Corresponding Authors:** b.kennett@uq.edu.au, lockie@law.ritsumei.ac.jp

### **TITLE:**

What Case Studies Tell us about Critical Language Pedagogy in University EF

### **RELEVANT SIG:**

Global Issues in Language Education

### **FORMAT:**

Research-oriented Oral Face-to-face presentation (25 minutes, including Q&A)

### **Short English description:**

### **KEYWORDS:**

Critical Language Pedagogy  
Case Study Research  
University EFL

### **First-time presenter?:**

### **ABSTRACT:**

The number of papers being published on Critical Language Pedagogy (CLP) in Japan is growing (Jackson & Kennett, 2025). This literature is largely composed of individual teachers' reports on their incorporation of CLP principles into their teaching practices. These teacher-researchers have explored such themes as sociocultural compatibility, student receptivity, teacher pathways, and ethical issues relating to the implementation of CLP in Japan. Despite this, the extent and variety of CLP practices is still to be fully understood and documented. In this presentation, we first introduce our ongoing multi-case investigation into the teaching philosophies, backgrounds, and practices of twenty self-identifying critical language pedagogues in Japan. We then show how, methodologically, case studies can be an effective approach to exploring the experiences of teachers within their unique and specific contexts. Using examples from our data, we describe and account for the reasons why teachers' stated ideas and philosophies are not always realized in their practices. We show that not only can case studies contribute to our theoretical understanding of CLP, they can also have useful teaching implications for practitioners.

### **Reference:**

Jackson, L & Kennett, B. (2025). Critical language pedagogues in Japan: enhancing student receptivity. *ELT Journal* 79:1.

**B3-201 Forum (60) SAT: Material Writers SIG Forum; ALL SIG Forum; ER SIG Forum; Teacher Development SIG Forum; SUN: Bilingualism SIG Forum; LD SIG Forum; CUE SIG Forum / 87**



## Multilingual influence on thought patterns in Chinese students in Japan

**Author:** DU LIYING<sup>None</sup>

**Corresponding Author:** d1533588190@gmail.com

**TITLE:**

Multilingual influence on thought patterns in Chinese students in Japan

**RELEVANT SIG:**

Bilingualism

**FORMAT:**

Research-oriented Oral Face-to-face presentation (25 minutes, including Q&A)

**Short English description:**

**KEYWORDS:**

multilingual  
cognition  
emotional engagement  
Sapir-Whorf Hypothesis

**First-time presenter?:**

First-time presenter

**ABSTRACT:**

The Sapir-Whorf hypothesis posits that languages have profound impacts on people's perceptions (Perlovsky, 2009). A broad range of previous research has demonstrated that language can influence an individual's thinking patterns in various ways, and how learning new languages leads to new perspectives (Bialystok, et al., 2012; Boroditsky, 2001; Pavlenko, 2014). However, to date, despite the multilingual turn in applied linguistics globally (May, 2014), studies in Japan have tended to focus on learning L2 English without considering the impact of other languages on learners' identities. To address this gap, this study asked the following research question: "To what extent do multilingual L1 Chinese speakers in Japan change their emotional behaviors when responding to moral dilemmas in Chinese, English and Japanese?" The presenter investigated this problem by providing two Chinese participants with three moral dilemma situational cues in English, Japanese and Chinese (Greene et al., 2001), followed by stimulated recall interviews (Dempsey, 2010) to explore how language selection influenced their emotions. The results revealed the benefits of multilingual abilities, such as enhanced decision-making, problem-solving, and intercultural competence. Based on the results from this study, the presenter recommends that Japanese education could benefit from an approach that encourages learners to develop multilingual repertoires.

### Sunday Posters / 88

## Promoting Inclusivity in a SALC via Cross-Department Collaboration and PBL

**Author:** Tina Brown<sup>1</sup>

**Co-authors:** Christine Pemberton<sup>1</sup>; Emily Marzin<sup>2</sup>

<sup>1</sup> Kanda University of International Studies

<sup>2</sup> KUIS

**Corresponding Authors:** marzin-e@kanda.kuis.ac.jp, pemberton-c@kanda.kuis.ac.jp, brown-c@kanda.kuis.ac.jp

**TITLE:**

Promoting Inclusivity in a SALC via Cross-Department Collaboration and PBL

**RELEVANT SIG:**

Accessibility in Language Learning

**FORMAT:**

In-person interactive poster session

**Short English description:****KEYWORDS:**

Inclusivity in Education  
SALC  
Collaboration  
PBL

**First-time presenter?:****ABSTRACT:**

While collaboration between members of different departments can be complex, The Inclusive Schools Network lists several benefits to educator collaboration such as more inclusive learning opportunities, professional growth and development, and increased student engagement (2015). Considering these and other benefits, the presenters, one teacher and two learning advisors, worked together to create a Project-Based Learning (PBL) experience in two CLIL courses. Students applied course knowledge by designing projects to enhance the accessibility and inclusivity of the university's Self-Access Learning Center (SALC). The project's goals align with the SALC's mission to foster inclusive spaces, resources, and prosocial behavior (Mynard et al., 2022; Pemberton et al., 2023). This poster presentation focuses on the collaborative process between colleagues in different departments. A brief outline of this process, how it evolved, barriers encountered, and suggestions for changes in future collaborations will all be included. Examples of course materials and projects will also be made available. The presenters aim to encourage educators considering cross-departmental collaboration by offering one example of how it has been done, and for attendees to leave with some ideas of what may work in their context.

**Sunday Posters / 89**

## **Adapting the US Navy's "Greenie board" to promote and assess participation in university English classrooms**

**Author:** Neal Newbill<sup>1</sup>

<sup>1</sup> *Chuogakuin University*

**Corresponding Author:** newbill@mc.cgu.ac.jp

**TITLE:**

Adapting the US Navy's "Greenie board" to assess classroom participation

**RELEVANT SIG:**

Teachers Helping Teachers (THT)

**FORMAT:**

In-person interactive poster session

**Short English description:**

**KEYWORDS:**

classroom participation, student reticence, positive reinforcement

**First-time presenter?:**

First-time presenter

**ABSTRACT:**

Student reticence and non-participation are common issues in a language learning classroom, particularly so in Japan where students are culturally conditioned to avoid “standing out from the crowd” even when “standing out” may be necessary for learning. To facilitate classroom participation, it is not uncommon for university English curricula to include a participation grade that is assessed at the teacher’s discretion. However, classroom participation can be an abstract concept that students may not fully understand without concrete criteria or feedback, which then increases teacher workload when deciding and assessing that criteria. Additionally, new teachers may have difficulty developing their own assessment criteria for participation due to lack of experience. This poster presentation explains a somewhat unique method, adapted from a grading system (“Greenie board”) used by the US Navy to assess and maintain pilot qualifications, that is easy for teachers to implement, easy for students to understand, and is flexible in its application. This paper will also explore the results and possible merits from utilizing such a system in the classroom across multiple university English classes over the course of a semester.

**Saturday Posters / 90****Building the Autonomy of Japanese Teachers of English**

**Author:** Laura Pratt<sup>1</sup>

<sup>1</sup> *British Council, Tokyo*

**Corresponding Author:** [laura.pratt@britishcouncil.org](mailto:laura.pratt@britishcouncil.org)

**TITLE:**

Building the Autonomy of Japanese Teachers of English

**RELEVANT SIG:**

Teacher Development

**FORMAT:**

In-person interactive poster session

**Short English description:****KEYWORDS:**

Keywords: teacher autonomy, professional development, Japanese elementary education

**First-time presenter?:****ABSTRACT:**

This poster presentation will address a persistent challenge in Japanese elementary school English education: the overdependence of Japanese Teachers of English (JTEs) on Assistant Language Teachers (ALTs) for English instruction. Through a comprehensive curriculum reform and training programme, we have developed teacher autonomy and instructional capability among non-native English-speaking teachers. The programme implemented three key strategies: curriculum redesign aligned with existing textbook content, intensive teacher training, and the establishment of a peer-based leadership system for ongoing professional development. Teachers participated in regular observation and feedback cycles, creating a sustainable community of practice within the schools. Results demonstrate that with structured support and training, JTEs developed sufficient confidence and competence to lead English

classes independently. The reformed curriculum enhanced both teacher delivery and student engagement, leading to accelerated English language acquisition among students. These findings suggest that investing in teacher autonomy through systematic support and peer-based professional development can transform English education in Japanese elementary schools, reducing dependence on ALTs while maintaining or improving educational outcomes.

**B3-204 SAT: TEVAL & Pragmatics; SUN: LLL, TYL, PIE & Global Englishes / 91**

## **What issues do non-Japanese L2 English users face when teaching in Japan?**

**Author:** Hiroki Konishi<sup>1</sup>

<sup>1</sup> *Kansai University*

**Corresponding Author:** k107779@kansai-u.ac.jp

### **TITLE:**

What issues do non-Japanese L2 English users face when teaching in Japan?

### **RELEVANT SIG:**

Global Englishes

### **FORMAT:**

Research-oriented Oral Face-to-face presentation (25 minutes, including Q&A)

### **Short English description:**

### **KEYWORDS:**

global English user  
L2 English user  
contract language instructor  
intercultural

### **First-time presenter?:**

First-time presenter

### **ABSTRACT:**

In recent years, the multilingual turn in applied linguistics research recognizes classrooms' increasing diversity and multilingual users' integrated linguistic repertoires (Cenoz & Gorter, 2019). In contrast, Japanese education tends to continue its focus on L2 English mastery (Humphries & Burns, 2015), leading to a deficient learner emphasis that prioritizes native-like proficiency (Aoyama, 2023). In this environment, despite studies examining the emotional impact of teaching in Japan for teachers from anglophone countries (e.g., King, 2016), there has been a lack of research into the perspectives of non-Japanese English teachers who do not speak English as their first language (i.e. L2 English users). To address this gap, the presenter's team interviewed five L2 English speakers from Europe and Asia who teach compulsory English classes to non-majors in a Japanese university. In their responses, the participants described challenges faced as they adapted to living and teaching in Japan, but they also drew strength from their language learning backgrounds to empathize with and motivate their Japanese students. Based on the results from this study, the presenter hopes to raise awareness in Japan that non-Japanese L2 English speaking language teachers have many advantages because they understand the challenges of learning English.

**Sunday Posters / 93****Using AI-Generated Music in a Class Project to Enhance Collaboration****Author:** Robin Sneath<sup>1</sup><sup>1</sup> *Kanda University of International Studies***Corresponding Author:** robinsneath@yahoo.co.uk**TITLE:**

Using AI-Generated Music in a Class Project to Enhance Collaboration.

**RELEVANT SIG:**

Computer Assisted Language Learning (CALL)

**FORMAT:**

In-person interactive poster session

**Short English description:****KEYWORDS:**

AI, Collaboration, Communication, Music

**First-time presenter?:****ABSTRACT:**

This poster presentation examines how Udio, an AI music generation software, was integrated into an existing Freshman English class project at a Japanese university to promote student communication and collaboration. The study evaluates how Udio supported the unit objectives, aligned with course aims, and assisted students in achieving these goals. Students engaged in various tasks that involved practicing, re-recording, writing, submitting, and reviewing their work, fostering both collaborative and communicative skills. This presentation provides an overview of how the technology was utilised, implemented, and contributed to the class activities, course assessment, and final presentation. Furthermore, the presenter will address challenges and limitations encountered during the project, as identified by both the instructor and students, such as issues that arose with the software and analysis of the generated vocabulary. These reflections aim to offer practical implications for integrating AI and multimedia tools into language education to enhance student engagement and learning outcomes.

**B8-113 SAT: Task-Based Learning, GILE & PIE; SUN: Study Abroad, Vocabulary / 94****Using Kpop and CLIL to Teach Global Issues****Author:** Jamison Taube-Shibata<sup>1</sup><sup>1</sup> *Kanda University of International Studies***Corresponding Author:** taube-j@kanda.kuis.ac.jp**TITLE:**

Using Kpop and CLIL to Teach Global Issues

**RELEVANT SIG:**

Global Issues in Language Education

**FORMAT:**

Practice-oriented Oral Face-to-face presentation (25 minutes, including Q&A)

**Short English description:****KEYWORDS:**

Global Issues  
CLIL  
Music  
Critical Thinking

**First-time presenter?:**

First-time presenter

**ABSTRACT:**

In this presentation, a teacher of a CLIL course using Korean Pop (Kpop) music to help students understand their lives in more complete global and social contexts will outline successes and challenges faced. The class used Kpop as a means to help students investigate three major social issues. Gender inequality was examined in the contexts of Kpop's unique, but still harsh gender norms. LGBTQ+ rights were discussed alongside readings about the amount of political power idols have at their disposal (Lee & Kao, 2021). Economic inequality served as the basis for examining the idol system and how it favors the wealthy. This course served to help students bridge the gap between passively partaking in Kpop and examining it academically. Topics including group concepts, dance, lyrics, music, and fashion were used. Courses were taught with an emphasis on project based assessment and student centered learning while Sustainable Development Goals served as an overarching framework. Discussed topics will include curriculum design, student feedback, and future directions.

**B8-113 SAT: Task-Based Learning, GILE & PIE; SUN: Study Abroad, Vocabulary / 96**

## **An Original Interpretation of an English Song**

**Author:** Emi Nagai<sup>1</sup>

<sup>1</sup> *Student*

**Corresponding Author:** emi.kaie.nagai@gmail.com

**TITLE:**

An Original Interpretation of an English Song

**RELEVANT SIG:**

Task-Based Learning (TBL)

**FORMAT:**

Practice-oriented Oral Face-to-face presentation (25 minutes, including Q&A)

**Short English description:****KEYWORDS:**

Designed activity, music, autonomy, vocabulary learning

**First-time presenter?:****ABSTRACT:**

Music has been utilized in numerous language learning scenarios globally, and many kinds of research introduce the benefits and potentials of using music and song. In this presentation, I present an activity that I designed and conducted in a Japanese EFL classroom using Western music lyrics. The goal of this activity is for students to understand the meaning of the lyrics written in English and rewrite them in their own words. Through this activity, students start with understanding the literal meaning of the lyrics and then interpret them into language that involves a personal interpretation. They then write their personalized lyrics using their interpretation of the song and present them to their classmates. Because there is no one correct way to interpret the lyrics, different students produce different interpretations based on their experiences, ideas, and feelings. At times, research into the background of the song might be helpful or required. This activity engages students with ideas in Western music in an enjoyable way while they autonomously learn about the use of L1 and L2 vocabulary.

## B8-110 Learner Development / 99

### Intrusive r in L2 English of Native Japanese Speaker: Analysis and Comparison with British Vernacular

**Authors:** Kanon Toyama<sup>1</sup>; Ritsu Dansako<sup>2</sup>

<sup>1</sup> 福岡女学院大学

<sup>2</sup> Kyushu University

**Corresponding Authors:** ie220018@st.fukujo.ac.jp, ritsutoyama@gmail.com

#### TITLE:

Intrusive r in L2 English of Native Japanese Speaker: Analysis and Comparison

#### RELEVANT SIG:

Learner Development

#### FORMAT:

Research-oriented Oral Face-to-face presentation (25 minutes, including Q&A)

#### Short English description:

#### KEYWORDS:

intrusive r, hypercorrection, English as a second language (L2 English)

#### First-time presenter?:

First-time presenter

#### ABSTRACT:

This research investigates an overwhelming frequency of the unnecessary sound of /ɹ/ in rather fluent L2 English learners of native Japanese speakers that has not been researched. It is called 'Intrusive r,' which means the /ɹ/ emerges where the /ɹ/ is not spelled out in words, such as 'idea(r).' We collected 114 of the two to three-minute recordings of a short story from native Japanese speakers above eighteen. Within the data of their English L2 utterances, this research will first analyze how and where the 'intrusive r' is pronounced using 'Praat (Boersma & Weenink, 2007),' which analyses the sound of speech. Secondly, we hypothesize and examine closely whether it is unconscious hypercorrection that is the influence of the sound system of the mother tongue that /ɹ/ is generally recognized as an inadequate skill, so it is overly often pronounced. If not, it would be a genuine occurrence with the same rule as vernacular British English that does have intrusive r in some rural areas (Tuinman et al., 2011; Crystal, 2002; Broadbent, 1991; Gimson, 1980). We will investigate these two hypotheses, and the result will contribute to the fluency in L2 English of native Japanese speakers.

**B8-110 Learner Development / 100****Enhancing Researcher Agency Through Multi-Perspective Research****Author:** Jon Rowberry<sup>None</sup>**Co-author:** Kayoko Horai <sup>1</sup><sup>1</sup> *Sojo University***Corresponding Authors:** jrowberry@m.sojo-u.ac.jp, khorai@m.sojo-u.ac.jp**TITLE:**

Enhancing Researcher Agency Through Multi-Perspective Research

**RELEVANT SIG:**

Learner Development

**FORMAT:**

Practice-oriented Oral Face-to-face presentation (25 minutes, including Q&amp;A)

**Short English description:****KEYWORDS:**

agency, research design, practitioner research, language learning advising

**First-time presenter?:****ABSTRACT:**

As an “emergent phenomenon”(Priestly et al., 2015) facilitated by collaboration (Edwards, 2015), the agency of instructor-researchers can be enhanced through research designs that draw on multiple perspectives for collecting and analysing data (Paltridge, 2020). This presentation will explore how the complementary positionalities of a classroom teacher and a learning advisor were brought to bear in an investigation of learner agency at a Japanese university. As a practitioner-research case study focusing on 14 learners in his own classes, the teacher, a non-Japanese male, collected data via direct observation of learners’ activities, interactions, and assignments as they engaged with a course component targeting self-directed language learning. Meanwhile, the learning advisor, a Japanese female, conducted stimulated recall interviews in participants’ L1 based on their self-directed learning plans and reflections. Our different roles, expertise, experience, and cultural backgrounds contributed significantly to research validity and data quality, as well as enhancing our agency as instructor-researchers. We will discuss the rationale, benefits, and challenges of our research design and offer specific recommendations for incorporating multiple perspectives into classroom-based practitioner-research.

**B3-202 Forum (60) SAT: JALT CALL SIG Forum; ICLE SIG Forum; Pragmatics SIG Forum; MAVR SIG Forum; SUN: SPIN Forum; CT SIG Forum, TYL SIG Forum / 101**

**Teachers’ Beliefs and Practices on Listening Instruction in EFL Classrooms****Author:** Li-Yuan Hsu<sup>1</sup><sup>1</sup> *Department of English, National Chengchi University, Taiwan***Corresponding Author:** leehsu@nccu.edu.tw



**TITLE:**

Teachers' Beliefs and Practices on Listening Instruction in EFL Classrooms

**RELEVANT SIG:**

Listening Literature in Language Teaching

**FORMAT:**

Research-oriented Oral Face-to-face presentation (25 minutes, including Q&A)

**Short English description:****KEYWORDS:**

teacher beliefs, teacher agency, second language listening, EFL listening instruction

**First-time presenter?:**

First-time presenter

**ABSTRACT:**

Listening, though requiring explicit instruction, is often treated as a form of testing in many contexts (Graham, 2017). Consequently, research on classroom listening instruction, pedagogical beliefs, and the role of teacher agency remains worth pursuing. This study investigated teachers' beliefs and reported practices in listening instruction within EFL classrooms. It involved semi-structured interviews with twelve public senior high school English teachers from various regions in Taiwan. Participants responded to twelve questions exploring their views and classroom practices related to listening instruction, teaching materials, activities, and personal reflections. Qualitative analysis revealed that most teachers took an implicit approach, emphasizing increased listening input, such as using more English and playing recorded passages. Common activities included repeated listening and reviewing test content. Only a small number of teachers reported engaging in strategy instruction such as activating students' background knowledge and making predictions. Based on these findings, the study suggests an instructional design integrating intensive, interactive, and guided autonomous listening, along with activities that enhance students' metacognitive awareness. It also discusses the importance of teacher agency in shaping instructional practices. Given that national entrance exams strongly influence secondary-level English instruction in both Taiwan and Japan, these insights can inform teaching practices in both contexts.

**B8-109 SAT: Critical Thinking, Study Abroad & CALL; SUN: CALL / 102**

## **Empowering students: Keys to a successful study abroad experience**

**Author:** Simon Humphries<sup>1</sup>

**Co-authors:** Michiko Ueki<sup>1</sup>; Todd Allen<sup>1</sup>

<sup>1</sup> *Kansai University*

**Corresponding Authors:** tjallen@kansai-u.ac.jp, mk.ueki@kansai-u.ac.jp, shumphri@kansai-u.ac.jp

**TITLE:**

Empowering students: Keys to a successful study abroad experience

**RELEVANT SIG:**

Study Abroad

**FORMAT:**

Research-oriented Oral Face-to-face presentation (25 minutes, including Q&A)

**Short English description:****KEYWORDS:**

Study abroad (SA)  
acculturation  
extracurricular integration  
coordination

**First-time presenter?:****ABSTRACT:**

Study abroad (SA) programs benefit participants' personal growth but also present challenges as students adapt to new sociocultural contexts (Allen & Ramonda, 2023). Successful pre-departure preparation is essential to provide students with the academic, cultural and emotional foundations (Humphreys & Baker, 2021). Moreover, host university SA managers and coordinators play critical roles in facilitating successful sojourns, but their voices are underrepresented in the literature (Allen, 2023). To fill this gap, the authors surveyed 28 mobility staff from seven countries, asking how the SA experience can be improved for Japanese students, and triangulated their data with responses from 105 English majors who sojourned in 2023. Results highlighted that, although the home university students were comparatively well-prepared for their SA experience, four main themes arose from the coordinators: preparation, student empowerment, acculturation and extracurricular integration. While student responses generally affirmed the partner universities' positive observations about their preparedness, they also highlighted challenges related to differing expectations of student independence, cultural nuances, and integrating extracurricular activities with academic demands. These results suggest that before SA, home and host universities should cooperate in developing realistic student expectations about their independence, cultural differences and extracurricular engagement, ultimately leading to a rewarding and enriching SA experience.

**B8-107 CUE / 103**

## **CLIL for University Curricula: A Promising New Shared Resource**

**Author:** Paul Wadden<sup>1</sup>

**Co-authors:** Bethany Lacy<sup>1</sup>; Chris Carl Hale<sup>2</sup>; Hiroaki Umehara<sup>1</sup>; Robert Dilenschneider<sup>3</sup>

<sup>1</sup> *JUNTENDO UNIVERSITY*

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**TITLE:**

CLIL for University Curricula: A Promising New Shared Resource

**RELEVANT SIG:**

College and University Educators (CUE)

**FORMAT:**

Research-oriented Oral Face-to-face presentation (25 minutes, including Q&A)

**Short English description:****KEYWORDS:**

CLIL  
University Curricula  
Japanese Universities  
Japan Higher Education

**First-time presenter?:**

**ABSTRACT:**

This presentation reports the results of a Kakenhi project by researchers at 5 prominent universities who sought to answer 4 questions: How can Japanese students' academic English skills be improved to meet MEXT nationwide objectives (Browne 2019, 2023), support English-Medium Instruction (EMI) courses within universities (Underwood and Glasgow, 2019), prepare students for overseas study in English-speaking countries, and enhance Japan's overall global competitiveness in language proficiency? Transitioning from communicative-based instruction to comprehensive Content and Language Integrated Learning (CLIL) curricula is one promising solution. This presentation describes the extensive 4-year reform of a 1st-year program of 250 students at a major university. It describes the rationale behind the reform, challenges faced, innovative approaches implemented, and significant outcomes achieved. Rather than relying on standard communicative textbooks, the program transitioned to a coordinated CLIL curriculum across six weekly classes, focusing on liberal arts content in sociology, economics, earth sciences, biology, health and medicine, and natural history. The new curriculum resulted in 100%-140% higher TOEFL ITP score gains compared to the previous curriculum, along with high levels of student satisfaction. Materials developed for the curriculum are designed for adaptation by other universities facing similar challenges and will soon be accessible online.

**B8-110 Learner Development / 104**

## **Promoting Learning Through Collaborative Content Creation and Peer-Teaching**

**Author:** Niall Walsh<sup>1</sup>

<sup>1</sup> *Aichi Prefectural University*

**Corresponding Author:** mullingarman@gmail.com

**TITLE:**

Promoting Learning Through Collaborative Content Creation and Peer-Teaching

**RELEVANT SIG:**

Learner Development

**FORMAT:**

Research-oriented Oral Face-to-face presentation (25 minutes, including Q&A)

**Short English description:**

**KEYWORDS:**

peer-teaching, collaborative learning, learner agency, materials development

**First-time presenter?:**

**ABSTRACT:**

This presentation will provide an update on a longitudinal study being carried out into student attitudes towards collaborative learning and peer-teaching in their English as a Foreign Language (EFL) classroom in Japan. Nineteen Japanese university students working in groups of two and three people developed teaching content (e.g. speaking activities and grammatical exercises), at two stages over

one academic year and then taught the content to other research participants at the end of each stage. The research employed an explanatory sequential mixed methods design, first collecting quantitative data followed by qualitative data to help explain the quantitative data. It was guided by three research questions, 1. Who do students think should create the content? 2. What are students' attitudes towards learner-based teaching? and 3. What is the teacher's role in learner-based teaching? Analysis of pre- and post-performance questionnaire data and student interviews provided insights into student attitudes towards this pedagogical approach and the nature of input they require from the teacher. The findings have practical implications for language teachers interested in collaborative learning, particularly regarding students' engagement with the approach and its effective implementation.

**B8-108 SAT: Bilingualism & CALL / SUN: CUE & CALL / 105**

## **AI-Powered Segmental Sound Training for EFL Comprehensibility**

**Author:** Robert Cvitkovic<sup>1</sup>

**Co-authors:** Omar Massoud<sup>2</sup>; Yoko Kita<sup>3</sup>

<sup>1</sup> *Teikyo University*

<sup>2</sup> *Meiji Gakuin University*

<sup>3</sup> *Kyoto Notre Dame University*

**Corresponding Authors:** kitayoko@notredame.ac.jp, bobcvitkovic@gmail.com, osm85111@gmail.com

### **TITLE:**

AI-Powered Segmental Sound Training for EFL Comprehensibility

### **RELEVANT SIG:**

Computer Assisted Language Learning (CALL)

### **FORMAT:**

Practice-oriented Oral Face-to-face presentation (25 minutes, including Q&A)

### **Short English description:**

### **KEYWORDS:**

pronunciation  
segmentals  
comprehensibility  
AI-enhanced learning

### **First-time presenter?:**

### **ABSTRACT:**

In English language teaching, there is often more focus on suprasegmental features, such as intonation, stress, and rhythm, than on the basic building blocks of speech: individual consonant and vowel sounds, known as segmentals. However, research shows that producing these sounds is essential for clear communication. This presentation promotes a “segmentals-first” approach that emphasizes the importance of distinguishing sounds before producing them. We emphasize that learners must be able to hear the differences between sounds before they can articulate them correctly. This is especially relevant for Japanese learners of English, as the North American English vowel system contains more sounds than the Japanese system. This presentation will show how these differences can cause misunderstandings and introduce a free segmental training tool to help learners improve their comprehensibility. Participants will also learn how to use AI prompts for speaking activities that reinforce segmental discrimination, providing engaging ways to enhance practice. Focusing on segmentals provides a strong

foundation for speech clarity and can help learners naturally develop their intonation and rhythm without needing separate lessons on these features. Attendees will leave with useful insights and tools that promote both student independence and better learning outcomes.

**B8-111 SAT: Teacher Development & Critical Thinking; SUN: ICLE & TBLT / 106**

## **Accept As Is: Crafting Acceptable Academic Abstracts**

**Author:** Anthony Brian Gallagher<sup>1</sup>

<sup>1</sup> *Meijo University*

**Corresponding Author:** briangallagherinowariasahi@gmail.com

### **TITLE:**

Accept As Is: Crafting Acceptable Academic Abstracts

### **RELEVANT SIG:**

Teachers Helping Teachers (THT)

### **FORMAT:**

Research-oriented Oral Face-to-face presentation (25 minutes, including Q&A)

### **Short English description:**

### **KEYWORDS:**

Abstract Writing  
Academic Writing

### **First-time presenter?:**

### **ABSTRACT:**

This presentation aims to help attendees unlock the key to writing abstracts that not only meet the standards but excel in academic quality. It delves into the nuances of crafting both highly effective and acceptable academic abstracts. By analyzing data from the last three years sourced from JALT PANSIG conference handbooks, we shall identify trends, highlight best practices, and pinpoint common pitfalls. This session provides actionable tips and techniques to enhance your abstract's clarity, coherence, and impact, ensuring that your research is communicated effectively and stands out in academic submission through keywords (Letchford et al, 2015) and direct sentence structures (Hyland, 2000). As shown in research by Hartley (2008) in *Journal of the American Society for Information Science and Technology*, "abstracts with clear, concise language improve readability and citation rates". The study highlights how structured abstracts with precise wording help readers quickly grasp key findings. Attendees will gain insights into these elements that constitute a good abstract compared to an acceptable one, with practical examples and data-backed evidence. Join us to refine your abstract writing skills and increase the likelihood of acceptance and recognition in academic circles. Let's transform your abstracts from basic to acceptable to exceptional!

**Sunday Posters / 107**

## **"Face Needs" and Engagement in the Japanese EFL Classroom**

**Author:** Zoe Barber<sup>1</sup>

<sup>1</sup> *Konan University*

**Corresponding Author:** zoeannmariebarber@gmail.com

**TITLE:**

“Face Needs” and Engagement in the Japanese EFL Classroom

**RELEVANT SIG:**

Teacher Development

**FORMAT:**

In-person interactive poster session

**Short English description:**

**KEYWORDS:**

motivation, engagement, feedback, rapport

**First-time presenter?:**

**ABSTRACT:**

EFL teachers must develop an understanding of how teacher-student interactions and teacher feedback directly contribute to engagement, motivation, and classroom silence. Supportive teacher feedback is a powerful tool for increasing student motivation and building rapport, and teacher feedback practices are strongly linked to student motivation and learning outcomes (Gan et al., 2021). Research indicates that students unanimously prefer positive teacher feedback and even “look forward to it” (Zhao, 2010, p.32), while negative teacher feedback, particularly in the public-mode, can lead to a significant negative reaction in the vast majority of learners. Investigations into this phenomenon suggest that EFL teachers are not choosing the most beneficial feedback strategies, and that teacher-student interactions are frequently done without consideration of students’ face needs, contributing to demotivation, low markers for active participation, and classroom silence (Chen, 2017; Huang, 2014; MacIntyre, 2021; Wajnryb & Crichton, 1997; Wang & Zhang, 2021; Wang, 2023; Zhao, 2010). By optimizing feedback and carefully considering students’ face needs, teachers may be able to reduce the negative impacts of feedback on motivation, enhance rapport, and increase classroom L2 oral participation and active participation markers.

**B8-110 Learner Development / 108**

## **Forging Autonomy for Oral Proficiency with LEGO® Serious Play®**

**Authors:** David Sauvignon<sup>1</sup>; Julien AGAËSSE<sup>2</sup>

<sup>1</sup> *Sorbonne University Abu Dhabi*

<sup>2</sup> *The University of Tokyo*

**Corresponding Authors:** julienagaesse@g.ecc.u-tokyo.ac.jp, sauvignondavid@hotmail.com

**TITLE:**

Forging Autonomy for Oral Proficiency with LEGO® Serious Play®

**RELEVANT SIG:**

Learner Development

**FORMAT:**

Practice-oriented Oral Face-to-face presentation (25 minutes, including Q&A)

**Short English description:**

**KEYWORDS:**

gamification, reflection, narratives, self-reliance

**First-time presenter?:**

First-time presenter

**ABSTRACT:**

Applying gamification methods in the educational sector has become increasingly popular in recent years to get and hold generation-Y students' attention and enhance their commitment (Reiners, Wood, 2015). While computer-based gamification tools are more well-known and widespread, the haptic potential of concrete toy-like gamification tools should not be underestimated as students increasingly crave a counter-experience to the e-learning overkill.

We have set up a 60/90-minute workshop based on the Lego® Serious Play® methodology (Roos, Victor, 2018) allowing participants to practice the target language in small groups. First, the facilitator asks them to build a model, then gives the participants time to build it using Lego bricks. Finally, each participant presents their model orally. The presentation is done without interruption, but questions from other participants are welcome at the end of the story. The form allows everyone to express themselves with the support of a model. A workshop will include 4 requests (individual and collective) related to language learning.

The question remains, however, as to which ways such activities can empower learners and teachers (Cruz, Gutierrez, Rojo-Revenge, 2021), and how to introduce the concept of learning by doing, gamification, storytelling, and metaphors in an academic environment.

**B8-113 SAT: Task-Based Learning, GILE & PIE; SUN: Study Abroad, Vocabulary / 109**

## **A replication of Hu and Nation's (2002) coverage-comprehension study**

**Author:** Tim Stoeckel<sup>1</sup>

**Co-authors:** Christopher Nicklin<sup>2</sup>; Chunmei Huang<sup>3</sup>; Liang Ye Tan<sup>4</sup>; Tomoko Ishii<sup>5</sup>

<sup>1</sup> *University of Niigata Prefecture*

<sup>2</sup> *University of Tokyo*

<sup>3</sup> *Kyorin University*

<sup>4</sup> *Momoyama Gakuin University*

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**TITLE:**

A replication of Hu and Nation's (2002) coverage-comprehension study

**RELEVANT SIG:**

Vocabulary

**FORMAT:**

Research-oriented Oral Face-to-face presentation (25 minutes, including Q&A)

**Short English description:**

**KEYWORDS:**

coverage-comprehension research  
vocabulary  
meaning recall  
reading comprehension

**First-time presenter?:**

**ABSTRACT:**

Hu and Nation's (2000) coverage-comprehension study has been immensely influential in ELT. Its 98% coverage figure for unassisted comprehension has been used to estimate the vocabulary sizes needed for independent reading in different genres (Nation, 2006) and is regularly used as an important benchmark in research. A possible limitation of Hu and Nation's study is its approach to calculating coverage. To simulate different coverage levels of their text, real words were replaced with pseudowords. However, the criteria for ensuring that learners had complete knowledge of the remaining real words (scores of just 83% and 61% on the 2K and 3K levels of Nation's 1983 VLT) were remarkably low. Hence, coverage may have been overestimated.

The presenters will describe the findings of a partial replication (N = 286) of that study. The materials included Hu and Nation's reading measure and a vocabulary test assessing meaning-recall knowledge of nearly all content lemmas in the reading test passage. The benchmark defining adequate comprehension was the same as that used by Hu and Nation. Generalized mixed-effects regression modeling was used, with vocabulary coverage and reading comprehension scores as the main independent and dependent variables, respectively. The results and implications for pedagogy will be discussed.

**B8-112 SAT: ICLE & Critical Thinking; SUN: Listening & ER / 111**

## **Does what you see affect listening? Multimodality in listening**

**Author:** Marc Jones<sup>1</sup>

<sup>1</sup> *Toyo University*

**Corresponding Author:** jones056@toyo.jp

**TITLE:**

Does what you see affect listening? Multimodality in listening

**RELEVANT SIG:**

Listening Literature in Language Teaching

**FORMAT:**

Research-oriented Oral Face-to-face presentation (25 minutes, including Q&A)

**Short English description:****KEYWORDS:**

listening  
multimodality  
phonology

**First-time presenter?:**

**ABSTRACT:**

Listening is obviously an auditory process relating to the monitoring and mental processing of acoustic information and attending to meaning. However, there are documented links between visual and



acoustic information processing in the brain when listening. The presentation will first provide an easily-digestible overview of the links between vision and listening from neuroscience, psychology and language teaching. The next part of the presentation details a quasi-experimental study and pilot study conducted in a classroom setting examining discrimination of English vowels /æ/, /ʌ/, /ɜ:/, and /ɔ:/. The quasi-experimental study ran with two groups exposed to audio-only and audiovisual training stimuli, using total sample size of 40. Although at time of submission data is still being collected for a delayed post-test, and initial data analysis has not been completed, a pilot study reported that while immediate post-test differences small, delayed post-test differences showed that the audiovisual group discriminated vowels more accurately than the audio-only group. Finally, the presentation brings together the initial overview of the literature presented in the introduction, linking the findings of the studies on modality, and presenting ramifications for the classroom, including whether audiovisual or audio-only input is more useful for language acquisition and comprehension.

**B8-111 SAT: Teacher Development & Critical Thinking; SUN: ICLE & TBLT / 112**

## **Powered by Plot: AI-Driven Storytelling for ESL**

**Author:** Melissa Harr<sup>None</sup>

**Corresponding Author:** goreadandwrite@gmail.com

### **TITLE:**

Powered by Plot: AI-Driven Storytelling for ESL

### **RELEVANT SIG:**

Teachers Helping Teachers (THT)

### **FORMAT:**

Practice-oriented Oral Face-to-face presentation (25 minutes, including Q&A)

### **Short English description:**

### **KEYWORDS:**

Narrative-based learning  
AI-driven materials  
Comprehensible input  
Language engagement tools

### **First-time presenter?:**

First-time presenter

### **ABSTRACT:**

Traditional language learning materials often lack the dynamic, engaging content needed to fully captivate students. This presentation introduces a narrative-driven approach to comprehensible input, leveraging AI to create adaptable and immersive language learning experiences. By using AI tools to develop interactive stories and tailored materials, educators can transform their classrooms into spaces of creativity and meaningful language acquisition.

In this session, participants will see a step-by-step demonstration of how AI can be used to generate stories and materials that are not only contextually rich but also aligned with learners' proficiency levels. The presenter will showcase how AI tools were utilized to craft a narrative-driven lesson, complete with adaptable scaffolding for vocabulary and grammar. Attendees will gain insights into how these materials can be integrated into a course-long narrative or used as standalone activities.

This session is designed to empower educators with practical knowledge and strategies to create their own AI-driven materials. By the end of the presentation, participants will have a clear understanding of the tools and techniques they can use to develop engaging, customizable stories and resources that meet their students' needs. This approach offers an innovative way to enhance comprehensible input and inspire learner engagement.

**B8-110 Learner Development / 114****The effects of goal setting instruction on reading achievement****Author:** Chunmei Huang<sup>1</sup><sup>1</sup> *Kyorin University***Corresponding Author:** muimuia2@gmail.com**TITLE:**

The effects of goal setting instruction on reading achievement

**RELEVANT SIG:**

Learner Development

**FORMAT:**

Practice-oriented Oral Face-to-face presentation (25 minutes, including Q&amp;A)

**Short English description:****KEYWORDS:**

self-regulation, goal setting instruction, lower proficiency learners, reading achievement

**First-time presenter?:**

First-time presenter

**ABSTRACT:**

This presentation reports on a qualitative study which investigated the effects of goal setting instruction on learners' reading achievement in an extensive reading program. Self-regulation processes start with goal setting. Goal setting theory asserts that task performance is regulated by the conscious goals that individuals set for a task. In L2 contexts, goal setting has been found to enhance students' motivation and self-efficacy for reading. However, little research has been done on goal setting instruction. Hence, this study explored the effects of goal setting instruction on L2 reading achievement. Seven lower proficiency learners of English participated in pre- and post-interviews, which investigated how their goal setting practices changed over a semester and how goal setting affected their reading achievement, measured by word count. The results showed that the ability to develop strategies for goal attainment and an increased resultant motivation for reading differentiated the learners who achieved the extensive reading word target from those who did not. Goal setting instruction appeared to increase some learners' goal commitment and help them improve self-regulated learning skills.

**B3-302 Forum (30) SAT: GILE SIG Forum; TEVAL SIG Forum; GALE SIG Forum; DEI Committee Workshop; SUN: JASAL Forum, MBE SIG Forum, PIE SIG Forum / 115**

**Giving Agency and Fostering Autonomy through SDG 5, Gender Equality****Author:** Eucharia Donnery<sup>1</sup><sup>1</sup> *Soka University*

**Corresponding Author:** donneryeucharia@gmail.com

**TITLE:**

Giving Agency and Fostering Autonomy through SDG 5, Gender Equality

**RELEVANT SIG:**

Gender Awareness in Language Education (GALE)

**FORMAT:**

Research-oriented Oral Face-to-face presentation (25 minutes, including Q&A)

**Short English description:**

**KEYWORDS:**

Learner Autonomy  
SDGs  
Gender Equality  
Collaborative Learning

**First-time presenter?:**

**ABSTRACT:**

This presentation discusses learner autonomy in an EAP curriculum centered on SDGs within a year-long first-year honors program at a Japanese university. Students choose three SDGs to research at length, while fulfilling the curricular aims to enhance critical thinking skills and build confidence in productive English. With a focus on SDG #5, Gender Equality, each class begins with a relevant newspaper article, which students read before engaging in group discussions within assigned roles, then writing continuously for five minutes without editing. Next, the students use AI to refine their language and produce a reaction statement.

Using this reaction statement as a stimulus, students engage in a prewriting stage using a shared Google Document. As a homework assignment, students identify three sources in APA7 format, which they share with their research group. Others act as “detectives”, locating and assessing these articles for potential inclusion in their reference lists. Through this collaborative process and focused discussion, students develop essay titles, research questions, thesis statements, and outlines, enhancing their critical thinking and editing skills. Through this process, students are given the agency and autonomy to build understanding of gender issues in Japan, and their role as part of Japanese society.

**B8-109 SAT: Critical Thinking, Study Abroad & CALL; SUN: CALL / 116**

## **Designing Poster Presentations: Teaching with Canva**

**Author:** Phil Nguyen<sup>None</sup>

**Corresponding Author:** nguyep44@gmail.com

**TITLE:**

Designing Poster Presentations: Teaching with Canva

**RELEVANT SIG:**

Computer Assisted Language Learning (CALL)

**FORMAT:**

Practice-oriented Oral Face-to-face presentation (25 minutes, including Q&A)

**Short English description:**

**KEYWORDS:**

Canva, CALL, Online Learning

**First-time presenter?:****ABSTRACT:**

This workshop will consist of some of the benefits of introducing Canva and designing poster presentations in the classroom. Canva is a very powerful tool and resource to help students and teachers create a variety of different classroom projects. While these tools are often associated with English language learning, we'll see how they can be just as powerful and useful in other subjects and various types of classes and seminars.

Poster presentations are a great way to get students not only learning how to present in front of their peers but also creating an environment where students can gain valuable skills and learning goals that a traditional presentation system may not provide.

Finally, the workshop will focus on how all these elements –Canva in the classroom, designing poster presentations, and improved PC skills - come together to help save time, save money, increase productivity, and enhance efficiency. My goal is to ensure that by the end of this workshop, participants have a toolkit of strategies and insights that can be applied in educational settings to make a real difference. If possible, please bring smartphones and PCs. I also welcome any questions or concerns regarding PC skills.

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## **Guided Research Task - a Debate Pretask for Promoting Research in EFL Classes**

**Author:** Deborah Maxfield<sup>1</sup>

<sup>1</sup> *Sophia University, Meiji University*

**Corresponding Author:** [debs.j.maxfield@gmail.com](mailto:debs.j.maxfield@gmail.com)

**TITLE:**

Guided Research Task - Debate Pretask for Promoting Research in EFL Classes

**RELEVANT SIG:**

Critical Thinking

**FORMAT:**

Practice-oriented Oral Face-to-face presentation (25 minutes, including Q&A)

**Short English description:****KEYWORDS:**

debate  
research  
critical thinking

**First-time presenter?:****ABSTRACT:**

Critical thinking and research underlie solid academic and scientific writing, and the importance of developing strong research skills warrants their inclusion as a core element of many undergraduate and postgraduate programs. Providing a well-substantiated argument forms a key element of debate, essay writing, thesis development, and presentations. However, many first- and second-year university students may lack the necessary skills to effectively conduct independent research, which can be

particularly taxing in a second language. Teachers can mitigate this need by developing clear, simple methods to encourage research in EFL undergraduate classes as a pretask for in-class discussions and debates.

This practical teaching report recommends the use of a carefully-structured Guided Research Task (GRT), developed in line with critical thinking theory, to provide students in a Speaking and Writing course with an introduction to research skills. The GRT utilizes a learner-centered and collaborative approach designed to minimize second language anxiety and increase student participation. Adaptable enough to be used with various topics, group sizes, and English proficiency levels, the GRT aims to provide an effective and practical tool for teachers, as well as a key step on the path towards successful independent research for students

**B8-108 SAT: Bilingualism & CALL / SUN: CUE & CALL / 118**

## **The development of the Corpus of Academic Writing for Engineering Studies (CAWES)**

**Author:** Steven Yeung<sup>None</sup>

**Corresponding Author:** stevenyeung@cuhk.edu.hk

### **TITLE:**

The development of the Corpus of Academic Writing for Engineering Studies

### **RELEVANT SIG:**

Computer Assisted Language Learning (CALL)

### **FORMAT:**

Practice-oriented Oral Face-to-face presentation (25 minutes, including Q&A)

### **Short English description:**

### **KEYWORDS:**

specialised corpus, ESP, academic writing

### **First-time presenter?:**

First-time presenter

### **ABSTRACT:**

This presentation reports on the development of a specialised corpus, the Corpus of Academic Writing for Engineering Studies (CAWES), to address the need for relevant and up-to-date resources in English for Specific Purposes (ESP) courses. CAWES consists of peer-reviewed research articles published across various engineering sub-disciplines and allows teachers to generate pedagogical word and collocation lists that enhance language instruction. An online concordancer for CAWES has been developed to support self-access learning and materials development. A case study was conducted to explore engineering students' experience of using the concordancer and relevant resources such as word lists. The study showed that access to these resources enabled students to develop an awareness of discipline-specific textual features, although additional guidance was generally needed. These findings suggest that corpus-based tools can better prepare students for academic and professional communication in engineering contexts and beyond. The presentation will also discuss suggestions for developing and incorporating corpus-based resources.

**B3-203 SAT: Teaching Younger Learners & Materials Writers; SUN: TYL, CT & TD / 119**

## I see what you mean: Cultivating Young Learners' Agency Through Debates

**Author:** Ellie Fujimoto<sup>1</sup>

<sup>1</sup> *Hinode Gakuen Elementary School*

**Corresponding Author:** eliseovargas14@gmail.com

**TITLE:**

I see what you mean: Cultivating Young Learners' Agency Through Debates

**RELEVANT SIG:**

Teaching Younger Learners (TYL)

**FORMAT:**

Practice-oriented Oral Face-to-face presentation (25 minutes, including Q&A)

**Short English description:**

**KEYWORDS:**

debate  
young learners  
metacognitive approach  
learner agency

**First-time presenter?:**

**ABSTRACT:**

Debates are often conducted in higher-level classes, such as junior and senior high schools and university foreign language courses. However, little is known about whether it is possible to engage young learners of English in Japan in debates and how it can help cultivate their agency and autonomy in the language classroom.

In this workshop, I will walk you through my sixth graders' journey in preparing, practicing and expressing their arguments during debates. This unit is a part of our sixth grade's English curriculum that aims to provide a venue for our students to use the English expressions they have learned in the year, as well as immerse them in the environment of debates where they can be confident to express their ideas while learning to listen respectfully to others' opinions. Employing a metacognitive approach, I guided my students in planning, practicing, and reflecting on their performance. At the end of the workshop, we will look at how this approach in debates may have helped cultivate my students' agency and autonomy.

**B8-106 CUE / 120**

## Transforming a University Commons into a Self-Access Learning Center

**Author:** Josh Kidd<sup>1</sup>

**Co-author:** Rory Banwell<sup>1</sup>

<sup>1</sup> *Utsunomiya University*

**Corresponding Authors:** j.kidd6776@gmail.com, banwell@cc.utsunomiya-u.ac.jp

**TITLE:**

## Transforming a University Commons into a Self-Access Learning Center

### RELEVANT SIG:

College and University Educators (CUE)

### FORMAT:

Practice-oriented Oral Face-to-face presentation (25 minutes, including Q&A)

### Short English description:

### KEYWORDS:

Self-Access Learning Center, Drop-in Chat, low-budget innovation

### First-time presenter?:

### ABSTRACT:

Faced with an underutilized university commons area, teachers within a university English language program examined how it could be transformed into a Self-Access Learning Center (SALC) tailored to meet their students' needs. With minimal financial resources, the teachers collaborated with students and consulted with universities that had established SALCs to create a space that was welcoming, accessible, and responsive to the dynamic needs of the student body. Key initiatives included presentations on social issues, an academic support program, and an English drop-in chat program. This presentation focuses on the drop-in chat, which was managed by a team of trained student staff members. Over the academic year, the program attracted approximately 500 participants and received positive feedback for fostering language development, building community, and promoting cultural understanding. The presentation will explore the transformation of the commons space in terms of design, programs, and student staff training. It will also explore student reflections and discuss challenges and future directions. This presentation offers practical, budget-friendly strategies for educators and administrators looking to develop functional, student-centered spaces while maximizing student engagement and development.

**B8-106 CUE / 121**

## Designing a University Multiple-Proficiency English Communication Course

**Author:** Jon Harrison<sup>1</sup>

<sup>1</sup> *Nihon University, CST*

**Corresponding Author:** jon.harrison@nihon-u.ac.jp

### TITLE:

Designing a University Multiple-Proficiency English Communication Course

### RELEVANT SIG:

College and University Educators (CUE)

### FORMAT:

Practice-oriented Oral Face-to-face presentation (25 minutes, including Q&A)

### Short English description:

### KEYWORDS:

CEFR, Communication, Presentation-discussion, Debate

**First-time presenter?:**

First-time presenter

**ABSTRACT:**

This practice-oriented presentation will discuss a 3-module English communication skills-building course across proficiency levels. Each module of the course was designed for slightly increased difficulty from CEFR level A1 to A2 and then to B1-B2. The level of interaction with peers also increased from simple, short conversational interactions to presentations, discussions, and finally to collaborative 30-minute debates. The first module focuses on basic English skills (A1-A2), such as sentence formation, describing, turn-taking, presenting, and asking and answering basic questions for information exchange. The second module focuses on reading and usage of vocabulary and information from topical readings in conversation (A1-B1). Discussion skills taught include use of names, complimenting, commenting, asking open-ended questions, and answering in more than 1 sentence. The third module of the course consists of weekly debates (B1-B2). Groups work together to choose debate resolutions, create teams, and then collaborate within those teams to develop reasons for or against the resolution. The 3 modules consisting of 4 lessons each will be discussed in detail in the presentation. The learners' perspectives will be illustrated through course survey results, including self-reported data on level of collaboration with their debate teams, initiation vs. responding behavior in collaboration, and methods of communication.

**B8-109 SAT: Critical Thinking, Study Abroad & CALL; SUN: CALL / 122**

## **Incorporating MALL: Possibilities for Japanese University Practitioners**

**Author:** Jason Beaton<sup>1</sup>

<sup>1</sup> *Kansai University of International Studies*

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**TITLE:**

Incorporating MALL: Possibilities for Japanese University Practitioners

**RELEVANT SIG:**

Computer Assisted Language Learning (CALL)

**FORMAT:**

Practice-oriented Oral Face-to-face presentation (25 minutes, including Q&A)

**Short English description:****KEYWORDS:**

MALL  
Learner Autonomy  
Self-Directed Learning

**First-time presenter?:****ABSTRACT:**

Smartphones have become ubiquitous in society. We are living in an era where the human-machine relationship has taken on this new form. The communication and connectivity options of smartphones have made them necessary items in our daily lives and communities. This fact may be especially evident to those practitioners who work in Japanese university settings.



While some institutions, contexts and teachers have decided to ban smartphone use in the classroom, is it possible that this goes against the tide of student-centered teaching and learning, allowing the classroom to possibly become an artificial environment, separate from the real world?

Although it is recognized that smartphone use in the classroom could present distractions, there is also potential for it to enhance language learning through convenience, entertainment, and increased motivation.

This presentation will highlight studies demonstrating how the use of MALL may expand learner autonomy and self-directed learning (e.g., Jeong, 2022; Godwin-Jones, 2017; Leis, Tohei & Cooke, 2015). Also, some examples of applications and functions used on smartphones will be provided that could be integrated into language learning curriculums (Hacker's TOEIC, Google Test, Course LMS, Facebook). Both the challenges and opportunities they may provide to learners and instructors alike will be discussed.

**B8-112 SAT: ICLE & Critical Thinking; SUN: Listening & ER / 123**

## **Teacher Assessments of Critical Thinking in Japanese University EFL Classes**

**Author:** Leveth Jackson<sup>1</sup>

**Co-author:** Adriana Estevez<sup>1</sup>

<sup>1</sup> *Chiba University*

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**TITLE:**

Teacher Assessments of Critical Thinking in Japanese University EFL Classes

**RELEVANT SIG:**

Critical Thinking

**FORMAT:**

Research-oriented Oral Face-to-face presentation (25 minutes, including Q&A)

**Short English description:**

**KEYWORDS:**

critical thinking, EFL classrooms, assessment, teacher autonomy

**First-time presenter?:**

First-time presenter

**ABSTRACT:**

Presently, critical thinking (CT) does not have a global definition. It encompasses different skills that are not mutually exclusive. For this research, CT refers to logical thinking which entails deductive, inductive, and abductive skills along with the reflective dimensions such as critique and evaluation (Dowling, 2021). In recent years, MEXT (2016) has been encouraging the implementation of CT in Japanese EFL classrooms to prepare students to excel in global academic and professional environments. However, assessing CT presents challenges such as alignment with curriculum goals while ensuring it is reliable and effective. Teachers play a vital role in addressing these challenges by designing assessments that foster both learner development and curriculum alignment. This presentation explores Japanese university EFL teachers' perspectives on assessing CT and their autonomy in developing evaluation methods. We identify the challenges teachers face in ensuring practicality, applicability, and consistency (PAC). Furthermore, we analyze how educators utilize agency in designing assessment tools that encourage CT development for learners. Participants will gain practical knowledge about assessment techniques,

including examples of teacher-driven evaluation tools. This session also emphasizes the importance of teacher collaboration in improving CT assessments and ensuring that they meet both students' needs and curriculum goals.

**B8-108 SAT: Bilingualism & CALL / SUN: CUE & CALL / 124**

## **Korean English Learners' Shaping of Identities in a Technological World**

**Author:** So-Yeon Ahn<sup>1</sup>

**Co-author:** Suin Kim<sup>2</sup>

<sup>1</sup> *Korea Advanced Institute of Science and Technology*

<sup>2</sup> *Elice*

**Corresponding Author:** ahnsoyeon@kaist.ac.kr

**TITLE:**

Korean English Learners' Shaping of Identities in a Technological World

**RELEVANT SIG:**

Computer Assisted Language Learning (CALL)

**FORMAT:**

Research-oriented Oral Face-to-face presentation (25 minutes, including Q&A)

**Short English description:**

**KEYWORDS:**

English-Speaker Identity  
Technology  
Multimodal Analysis  
Korean English Learners

**First-time presenter?:**

First-time presenter

**ABSTRACT:**

Amidst a rapidly advancing technological landscape, the importance of English for personal and professional growth has significantly shaped how learners construct their identities as English speakers in South Korea. Within the broader context of English as a medium for aspiration and upward mobility, this study examines how Korean English language learners perceive themselves in relation to technological tools such as Papago and ChatGPT. It investigates how 60 Korean undergraduates construct their English-speaker identities and communities through drawings and narratives, employing a multimodal analysis to explore the interplay between graphic representations and written accounts (De Fina, 2003; Jewitt, 2009; Kress, 2010). Central to this inquiry are the concepts of agency and autonomy, as learners navigate choices in leveraging technology to set goals, monitor progress, and envision their roles within global English-speaking communities. Findings reveal how learners use visual and narrative elements to articulate their perspectives on English learning, imagined identities, and the role of technology in these processes. This study underscores the critical role of technology in shaping not only learners' language skills but also their evolving sense of self, offering valuable insights for educators and researchers seeking to foster empowered and independent English language learners.

**B8-108 SAT: Bilingualism & CALL / SUN: CUE & CALL / 125**

## **Exploring ChatGPT's Role in First-Year ESL Writing: Skills, Confidence, and Integrity**

**Author:** Omar Massoud<sup>1</sup>

<sup>1</sup> *Meiji Gakuin University*

**Corresponding Author:** osm85111@gmail.com

### **TITLE:**

ChatGPT in First-Year ESL Writing: Skills, Confidence, and Integrity

### **RELEVANT SIG:**

Computer Assisted Language Learning (CALL)

### **FORMAT:**

Research-oriented Oral Face-to-face presentation (25 minutes, including Q&A)

### **Short English description:**

This study explores the long-term impact of ChatGPT on first-year ESL students' writing skills, confidence, and academic integrity. Over two semesters, findings reveal writing improvements in an experimental group using ChatGPT while addressing challenges with ethical AI use.

### **KEYWORDS:**

ChatGPT  
ESL writing  
Academic integrity  
AI in education

### **First-time presenter?:**

### **ABSTRACT:**

This presentation examines the long-term impact of ChatGPT on first-year ESL students' writing skills, confidence, and understanding of academic integrity, building on prior research into AI tools in language education. Conducted over two semesters, the study compares an experimental group using ChatGPT for brainstorming, content refinement, organization, and grammatical accuracy with a control group relying on traditional methods. Data from pre- and post-tests, level tests, and self-efficacy surveys reveal significant improvements in writing proficiency, confidence, and organizational skills among the experimental group, particularly across different proficiency levels. Despite the introduction of guidelines on ethical AI use, findings highlight gaps in students' understanding and application of academic integrity principles when using ChatGPT. The study also examines challenges such as over-reliance on AI tools and ethical ambiguities, alongside the potential of AI to enhance first-year writing instruction. This session will explore research findings and their implications for integrating AI into foundational writing courses, offering insights into its benefits, limitations, and strategies to address ethical complexities in language education.

**B8-111 SAT: Teacher Development & Critical Thinking; SUN: ICLE & TBLT / 126**

## **Collaborative reflection as a path to autonomous professional development**

**Authors:** Alexandra Terashima<sup>1</sup>; Anna Bordilovskaya<sup>2</sup>; Greg Dalziel<sup>3</sup>

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**TITLE:**

Collaborative reflection as a path to autonomous professional development

**RELEVANT SIG:**

Teacher Development

**FORMAT:**

Practice-oriented Oral Face-to-face presentation (25 minutes, including Q&A)

**Short English description:**

**KEYWORDS:**

reflective practice  
collaboration  
job crafting  
professional development

**First-time presenter?:**

**ABSTRACT:**

For instructors in higher education, engaging in meaningful research enhances professional growth and informs teaching practices. However, balancing research with heavy teaching loads and administrative responsibilities presents challenges. As three teachers who have collaborated on a research project for more than three years, we will reflect on the ongoing development of our collaboration and emphasize how collaboration has given us the opportunity to attain autonomy in terms of professional development, helping us grow as researchers despite lack of formal professional development opportunities. Last year, our team achieved key milestones, including submitting a paper for publication and applying for external research funding. We also faced challenges: changes in the members affiliations, expansion of research activities beyond this collaboration and taking on more administrative work. Central to our progress has been a commitment to reflective methodologies, which have allowed us to engage in constructive dialogue, challenge assumptions, and refine our practices collaboratively. This presentation highlights how collaborative reflection fosters autonomy in professional development as both teachers and researchers. Through these reflections, we aim to provide actionable advice for educators seeking to engage in job crafting and improve their well-being by taking control of their professional development and sustaining meaningful academic partnerships.

**B8-109 SAT: Critical Thinking, Study Abroad & CALL; SUN: CALL / 127**

## **Promoting learner autonomy through COIL: Japan-Korea game creation project**

**Author:** Elizabeth Lavolette<sup>1</sup>

<sup>1</sup> *Kyoto Sangyo University*

**Corresponding Author:** betsy.lavolette@gmail.com

**TITLE:**

Promoting learner autonomy through COIL: Japan-Korea game creation project

**RELEVANT SIG:**

Computer Assisted Language Learning (CALL)

**FORMAT:**

Research-oriented Oral Face-to-face presentation (25 minutes, including Q&A)

**Short English description:****KEYWORDS:**

learner autonomy  
COIL  
project-based learning  
games

**First-time presenter?:****ABSTRACT:**

Collaborative online international learning (COIL) enables students to communicate in English with peers from another culture. Research has showed benefits of COIL for improving perceived intercultural competence (e.g., de Castro et al., 2018; Lázár, 2014) and language competence (e.g., Casañ-Pitarch et al., 2020), but researchers have only hinted that COIL benefits learner autonomy (e.g., Dooly, 2017; Fuchs, Hauck, & Müller-Hartmann, 2012; Little, 2016).

In this COIL project, students in Japan (n = 17) and Korea (n = 9) formed teams to produce digital games aimed at English learners. The project was intended to provide the students with an opportunity to use English while working independently from their teachers on a project of interest to them, ultimately increasing their learner autonomy.

COIL participants and students in non-COIL classes completed survey questionnaires measuring their learner autonomy at the beginning and end of the spring semester of 2024. The results showed a significant increase in learner autonomy in both the COIL group and a group that participated in flipped classes (n = 33), while a group in traditional classes (n = 8) showed a non-statistical increase.

In this presentation, we will provide details of the COIL project, including successes, challenges, and future plans.

**B3-204 SAT: TEVAL & Pragmatics; SUN: LLL, TYL, PIE & Global Englishes / 128**

## Exploring the Speech Act of Requesting in High School Grammar Instruction

**Author:** Chie Kawashima<sup>1</sup>

<sup>1</sup> *Oyama Johnan High School*

**Corresponding Author:** kawashimachie@hotmail.com

**TITLE:**

Exploring the Speech Act of Requesting in High School Grammar Instruction

**RELEVANT SIG:**

Pragmatics

**FORMAT:**

Research-oriented Oral Face-to-face presentation (25 minutes, including Q&A)

**Short English description:****KEYWORDS:**

requesting, grammatical knowledge, mitigation

**First-time presenter?:**

**ABSTRACT:**

The directive speech act of requesting is often sensitive to politeness and typically requires a highly conventionalized approach favoring indirectness (Leech, 2014). Native English speakers frequently use mitigating devices such as the past tense, the continuous aspect, and embedding to reduce directness to perform requesting (Wigglesworth & Yates, 2007). The studies by Ashoorpur and Azqri (2014) and Huschova (2021) have highlighted a correlation between learners' grammatical knowledge and their pragmatic competence in performing this speech act appropriately. This study explores grammar books used in Japanese high schools as supplementary resources. The instances of grammatical knowledge related to requesting are identified and categorized based on their type. The study examines the specific grammatical features introduced in connection with requesting and evaluates how metapragmatic information is presented for each feature. Additionally, it compares differences across grammar books in terms of the types of grammatical knowledge and metapragmatic information provided for requesting. The findings reveal variations in the grammatical knowledge and mitigation strategies introduced through the speech act of requesting. At the end, the study offers practical suggestions for teachers to enhance pragmatic instruction by adapting and utilizing these examples effectively and providing communicative contexts for language use.

**B3-102 Forum (30). SAT: Vocabulary SIG Forum; CEFR SIG Forum; LiLT Forum; PanSIG Journal; SUN: Business Communication Forum, GE SIG Forum, LLL SIG Forum / 129**

## Exploring the CEFR's Influence on a Japan's Courses of Study

**Author:** Tomoko Takada<sup>1</sup>

<sup>1</sup> *Seisen University*

**Corresponding Author:** ttakada@seisen-u.ac.jp

**TITLE:**

Exploring the CEFR's Influence on a Japan's Course of Study

**RELEVANT SIG:**

CEFR and Language Portfolio

**FORMAT:**

Research-oriented Oral Face-to-face presentation (25 minutes, including Q&A)

**Short English description:**

**KEYWORDS:**

CEFR  
action-oriented approach  
Course of Study

**First-time presenter?:**

**ABSTRACT:**

The Courses of Study (CS) for secondary schools in Japan underwent significant revisions during 2017–2018, influenced by the CEFR. These revisions introduced objectives articulated as can-do descriptors across five skill areas, with spoken interaction added as a new category. The overarching goal of these

changes was to foster students' communicative competence by engaging them in meaningful, active language use.

While these revisions are seen as a progressive step, the adoption of the CEFR's descriptive scales has faced criticism. Some have argued that the philosophical foundations of the CEFR were not fully considered during the adaptation process, raising questions about its compatibility with Japan's educational context.

This presentation focuses on the Course of Study for upper secondary schools, providing an overview of its key features. It examines the alignment between the CEFR's action-oriented approach and the principles underpinning the CS. Specifically, it draws on Piccardo and North's (2019) identification of three core aspects of the CEFR's action-oriented approach: (a) functional perspective, (b) collaborative co-construction, and (c) action-oriented tasks.

By analyzing the objectives and content of the CS through these lenses, this presentation sheds light on the interplay between the CEFR's framework and Japan's unique educational context.

## Saturday Posters / 130

### Empowering learners: Navigating agency in AI-assisted language learning

**Author:** Hangyan Lu<sup>1</sup>

<sup>1</sup> *Gratia Christian College*

**Corresponding Author:** shelleylu@gratia.edu.hk

#### TITLE:

Empowering learners: Navigating agency in AI-assisted language learning

#### RELEVANT SIG:

Computer Assisted Language Learning (CALL)

#### FORMAT:

Research-oriented Oral Face-to-face presentation (25 minutes, including Q&A)

#### Short English description:

#### KEYWORDS:

Generative artificial intelligence (GenAI), learner agency

#### First-time presenter?:

First-time presenter

#### ABSTRACT:

In recent years, generative artificial intelligence (GenAI) has significantly transformed English language learning, particularly in English as a Medium of Instruction (EMI) contexts. Tools such as translation apps and text generation platforms like ChatGPT have become readily accessible, providing students who previously struggled with English assignments valuable support. However, the impact of these tools on language acquisition is not straightforward. The effectiveness of AI in enhancing learning outcomes largely hinges on students' autonomy and agency in leveraging these resources. This presentation will share findings from an action research study that investigates how students adapt AI-generated English texts in their assignments. A class of 20 students was tasked with presenting their pre-AI texts, AI-generated texts, and their post-AI texts in a writing assignment. The research will include a linguistic analysis to quantify differences between the AI-generated and post-AI texts, followed by interviews to explore students' rationales for accepting, accommodating, or rejecting AI contributions. The findings will shed light on the interplay between agency and autonomy in AI-assisted learning, offering both theoretical and pedagogical implications for learner empowerment in language education.

**Saturday Posters / 131****Students' development of AI metacognitive awareness in an EAP course: A qualitative exploration through the Experiential Learning Theory**

**Authors:** Xiaohua Liu<sup>1</sup>; Yangyu Xiao<sup>1</sup>; Yao Yao<sup>1</sup>

<sup>1</sup> *The Chinese University of Hong Kong, Shenzhen*

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**TITLE:**

Students' development of AI metacognitive awareness in an EAP course

**RELEVANT SIG:**

Computer Assisted Language Learning (CALL)

**FORMAT:**

In-person interactive poster session

**Short English description:****KEYWORDS:**

artificial intelligence  
student engagement  
metacognitive awareness  
experiential learning  
language education

**First-time presenter?:**

First-time presenter

**ABSTRACT:**

The bulk of recent research on AI use in learning focused on students' cognitive, behavioural and emotional dimensions, and few investigated if and how students develop AI metacognitive awareness, which is vital for efficient use of AI. The present study examined this critical issue through collecting reflective journals and interview data from 23 students enrolled in an EAP course at a Chinese university. Drawing on the Experiential Learning Theory, data analyses identified that students engaged in a dynamic and iterative process of using various AI tools to help complete assignments, critically evaluating AI-generated information via internal and external standards, reflecting on the effectiveness of specific tools and strategies, conceptualising the general utility of AI in providing different types of assistance, and actively experimenting with new AI and strategies. Such process helped them continuously update their metacognitive knowledge about AI use, leading to adapted regulation of AI behaviours. Meanwhile, the study disclosed a generally negative perceived impact of AI use on language development, indicating the detrimental effect of instrumental motivation for AI use. These findings highlight the importance of fostering intrinsic motivation for using AI in language tasks and the implementation of pedagogical activities to help students internalise AI-generated linguistic output.



## Using Duoethnography in Academic Research Writing: An Action Research Study

**Author:** Natasha Hashimoto<sup>1</sup>

<sup>1</sup> *Tokyo Woman's Christian University*

**Corresponding Author:** nhashim@cis.twcu.ac.jp

**TITLE:**

Using Duoethnography in Academic Research Writing: An Action Research Study

**RELEVANT SIG:**

College and University Educators (CUE)

**FORMAT:**

Practice-oriented Oral Face-to-face presentation (25 minutes, including Q&A)

**Short English description:**

**KEYWORDS:**

Duoethnography, academic writing, L2 writing

**First-time presenter?:**

**ABSTRACT:**

This presentation introduces action research that implemented duoethnography in a research writing course for third-year university English majors. The course aims to prepare students to write graduation theses in English in their fourth year. Teaching this course is challenging because students tend to struggle with conducting research (e.g., data collection and analysis) because they lack previous research experience and are also relatively unfamiliar with academic writing conventions. To experience a research process, students engaged in duoethnographic projects in this course. Duoethnography is a collaborative research approach where participants from different backgrounds compare their life histories to offer diverse perspectives on the world or phenomena (Norris & Sawyer, 2012; Sawyer & Norris, 2015). Duoethnography can also be used in the language classroom (Lowe & Lawrence, 2020). In pairs, students collected and analyzed interview data during class, which allowed them to engage in hands-on research while selecting topics of personal interest (e.g., L2 learning motivation and anxiety, study abroad, academic writing). Students reported finding the experience with duoethnography engaging and beneficial. They appreciated the opportunity to learn a new research method and choose topics freely. This approach seemed to improve the class atmosphere as students connected more deeply with one another.

### Sunday Posters / 133

## Ethical AI use in business writing to build student autonomy and agency

**Author:** Allyson MacKenzie<sup>1</sup>

<sup>1</sup> *Toyo University*

**Corresponding Author:** allyson@toyo.jp

**TITLE:**

Ethical AI use in business writing to build student autonomy and agency

**RELEVANT SIG:**

College and University Educators (CUE)

**FORMAT:**

In-person interactive poster session

**Short English description:****KEYWORDS:**

Ethical AI  
Autonomy and Agency  
Business Writing  
Self-Directed Learning

**First-time presenter?:****ABSTRACT:**

As AI tools like ChatGPT and Grammarly become everyday writing companions, teaching students to use them responsibly has never been more important. This presentation shares how a university-level Business Writing course was redesigned to empower students to take charge of their learning by integrating AI into their writing process.

Through real-world business scenarios, students practiced self-directed learning by evaluating AI-generated content for accuracy, relevance, and ethical considerations. They explored issues such as originality, intellectual property, and professional integrity, developing a framework for ethical decision-making that prepares them for AI-assisted communication in professional contexts.

This session will highlight practical activities like case studies, peer reviews, and reflective assignments, which fostered autonomy and agency while addressing common challenges, such as over-reliance on AI or misunderstanding its limitations. By emphasizing ethical awareness and informed decision-making, the course enabled students to become confident, responsible, and autonomous writers.

Attendees will leave with actionable strategies to incorporate these practices into their teaching, ensuring students are equipped for the challenges and opportunities of AI in writing.

**B3-203 SAT: Teaching Younger Learners & Materials Writers; SUN: TYL, CT & TD / 134**

## English Pronunciation Exercises Using Songs

**Author:** Ayako Taguchi<sup>None</sup>

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**TITLE:**

English Pronunciation Exercises Using Songs

**RELEVANT SIG:**

Materials Writers

**FORMAT:**

Practice-oriented Oral Face-to-face presentation (25 minutes, including Q&A)

**Short English description:****KEYWORDS:**

pronunciation  
songs  
activities

**First-time presenter?:**

First-time presenter

**ABSTRACT:**

Pronunciation is essential when communicating with people. Even if speakers' grammar or vocabulary is comprehensible, poor pronunciation can hinder fluency, and this may create difficulties for a listener to understand the intended message. However, despite its importance, the time used for pronunciation-focused exercise is not long in many classes in Japan, and sometimes students are reluctant to pronounce well in front of other students and intentionally use heavily Japanese accented pronunciation in classrooms. In addition, there are sounds that don't exist in Japanese and that makes it difficult for Japanese learners to pronounce English words. For example, English has more vowels compared to Japanese, and some vowels are difficult to distinguish and pronounce. This presentation will introduce activities that can be used for the pronunciation exercise, targeting difficult pronunciation features for Japanese learners of English. The lesson plan includes exercises for distinguishing and pronouncing words with the /æ/ sound, such as happy, ant, and sad. By incorporating songs into the activity, it is designed to make pronunciation practice more engaging and enjoyable for learners.

B3-204 SAT: TEVAL &amp; Pragmatics; SUN: LLL, TYL, PIE &amp; Global Englishes / 135

## **“The request should be polite yet assertive” - Hong Kong English coursebook speech acts**

**Author:** Liam Wilson<sup>None</sup>**Corresponding Author:** mr.liam.wilson@gmail.com**TITLE:**

Hong Kong English coursebook speech acts

**RELEVANT SIG:**

Pragmatics

**FORMAT:**

Research-oriented Oral Face-to-face presentation (25 minutes, including Q&amp;A)

**Short English description:****KEYWORDS:**

speech acts  
ELT coursebooks  
Hong Kong

**First-time presenter?:**

First-time presenter

**ABSTRACT:**

In this investigation, speech acts targeted for instruction in ELT (English Language Teaching) coursebooks commonly used in Hong Kong schools were examined using relational content analysis, as coursebooks are one way that learning autonomy can be promoted (Gurevych et al., 2022; Ying et al., 2007). Using Austin (1962) and Searle's (1976) speech act theory, the aim was to discover which speech acts are frequently presented or not evident, so that this information could be compared to that which has been found in prior studies in other locations. To the best of the author's knowledge, this was the first study to focus purely on all speech acts found in ELT coursebooks used in Hong Kong. It was found that there was a tendency to include certain speech acts (such as suggestions) much more frequently than others (such as enquiring), and that some (such as offering) were not included at all. Other crucial information was found to be generally lacking, such as the insufficiency of the pragmalinguistic (such as

indirect speech acts) and sociopragmatic information (such as high degrees of social distance) presented. Therefore, this pragmatics study has important implications for both coursebook writers and English teachers.

**B8-113 SAT: Task-Based Learning, GILE & PIE; SUN: Study Abroad, Vocabulary / 136**

## **Exploiting Expo 2025: Creative Ways to Teach about World's Fairs!**

**Author:** Kip Cates<sup>1</sup>

<sup>1</sup> *Tottori University*

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### **TITLE:**

Exploiting Expo 2025: Creative Ways to Teach about World's Fairs!

### **RELEVANT SIG:**

Global Issues in Language Education

### **FORMAT:**

Practice-oriented Oral Face-to-face presentation (25 minutes, including Q&A)

### **Short English description:**

### **KEYWORDS:**

content-based instruction  
global education  
thematic language teaching  
world's fairs

### **First-time presenter?:**

### **ABSTRACT:**

World's Fairs are international exhibitions that address important themes, highlight new technologies and showcase foreign cultures. They rank beside the Olympics and World Cup as global events that bring together the world's nations, celebrate human achievements and promote international understanding.

This year, Japan is hosting Expo 2025 in Osaka featuring pavilions from 160 countries, regions and organizations. This international event provides content-based teachers with a unique opportunity to energize their classrooms, foster language learning and stimulate students' interest in foreign peoples, countries and cultures.

This session will introduce a university EFL teaching unit on "World's Fairs" developed over the past 20 years. This thematic unit comprises content-based activities, tasks and projects that engage students in discussion, research and presentations. Themes covered range from the origins, history and aims of Expos to case studies of historic World's Fairs (Paris 1889, Chicago 1893, Montreal 1967, Osaka 1970). Participants will analyze the design of the unit, discuss how the activities could be adapted and take away handouts listing on-line and print resources. They will leave the session inspired to see Expo 2025 as a teachable moment for building language skills, promoting global awareness and learning about our multicultural world.

**B3-204 SAT: TEVAL & Pragmatics; SUN: LLL, TYL, PIE & Global Englishes / 137**

## Enhancing Reading Comprehension and Public Speaking through Retelling Activities in University English Classes

**Author:** Chihiro MORIOKA<sup>1</sup>

<sup>1</sup> *Kyoto University of Advanced Science*

**Corresponding Author:** cmorioka452@gmail.com

**TITLE:**

Enhancing Reading Comprehension and Public Speaking through Retelling Activ

**RELEVANT SIG:**

Performance in Education

**FORMAT:**

Practice-oriented Oral Face-to-face presentation (25 minutes, including Q&A)

**Short English description:**

**KEYWORDS:**

Retelling, Presentation, Public Speaking, English Education

**First-time presenter?:**

First-time presenter

**ABSTRACT:**

Retelling activities involve conveying what one has read or heard to a third party using supplementary notes (Sasaki, 2020). According to Ushiro (2006), the benefits of retelling include:

①Transforming traditional reading instruction focused on content comprehension into “student-led” activities.

②Increasing the frequency of content engagement, often through pair work.

③Deepening comprehension, as students must organize information in their minds to convey it clearly, a process similar to reading comprehension.

Sasaki (2020) also states that “retelling is an output activity that allows students to engage actively while deepening their comprehension.”

In the English classes for second-year university students, the author integrated retelling activities into reading lessons and linked them to two speech presentations to increase public speaking opportunities. The tasks’ difficulty increased with each presentation: the first involved teacher-provided pictures and keywords plus students’ opinions, while the second required students to find keywords themselves based on provided pictures, including an introduction and their opinions. This presentation will report on the effectiveness and challenges of this practice.

**B8-109 SAT: Critical Thinking, Study Abroad & CALL; SUN: CALL / 138**

## Supporting student autonomy in L2 Icelandic online classes

**Author:** Branislav Bédi<sup>1</sup>

<sup>1</sup> *The Árni Magnússon Institute for Icelandic Studies*

**Corresponding Author:** branislav.bedi@arnastofnun.is

**TITLE:**

Supporting student autonomy in L2 Icelandic online classes

**RELEVANT SIG:**

Computer Assisted Language Learning (CALL)

**FORMAT:**

Research-oriented Oral Face-to-face presentation (25 minutes, including Q&A)

**Short English description:****KEYWORDS:**

computer assisted language learning, distance learning, online education, teacher development

**First-time presenter?:**

First-time presenter

**ABSTRACT:**

This research presents a qualitative study that explores how 19 teachers of Icelandic as a second language (L2) adapted their teaching approaches in online classes during and after the pandemic. Not much is known about how this transition affected student autonomy, particularly in the current L2 Icelandic online instruction. Therefore, this study will highlight novel strategies supporting student autonomy in L2 Icelandic language learning during online classes as well as strategies contributing to learner independence. Purposeful sampling was used to recruit participants. In-depth interviews were used to investigate the transition from emergency remote teaching to current practices, thus identifying key factors that help students to actively engage in online classes and develop autonomous learning skills. The data was analysed using thematic analysis. Preliminary results suggest that task-specific projects outside the online classroom enhance learners' language skills, motivation, and overall autonomy. This presentation will demonstrate how these projects can foster more successful learning outcomes and offer practical examples for teachers who teach different languages both in hybrid and online delivery modes. In summary, this study sheds light on online language pedagogy and the professional development of teachers using different online tools that foster student autonomy in language learning.

**Saturday Posters / 139****Presenting autoethnography as both process and product**

**Author:** Aya Hayasaki<sup>1</sup>

<sup>1</sup> *Kagoshima University*

**Corresponding Author:** hayasakiaya@gmail.com

**TITLE:**

Presenting autoethnography as both process and product

**RELEVANT SIG:**

Learner Development

**FORMAT:**

In-person interactive poster session

**Short English description:****KEYWORDS:**

autoethnography, critical applied linguistics, translanguaging, multimodality

**First-time presenter?:**

First-time presenter

**ABSTRACT:**

This presentation explores the evolving role of autoethnography (AE) in language education research, focusing on its development in national and international conferences. While conventional language education research has focused primarily on studying effective language learning and teaching methods, more studies today incorporate critical perspectives that address social and political aspects, such as language ideologies and resulting inequalities in the classroom and beyond. In this vein, AE's role in connecting researchers' personal experiences to such issues from a different angle has received increasing attention (Yazan, 2024). However, unlike the end product of AE such as publication, the process of AE (e.g. how it is experienced and presented beyond written forms) is rarely discussed. Here, I will present a review of relevant conference programs over the last three years and reflect on my own presentation experience. As a doctoral student who was hesitant to adopt AE, I started by silently listening to other people's AE, eventually getting involved in a collaborative AE and finding myself much more comfortable sharing personal stories as a research method. I will also highlight the potential of AE in language education research, through translanguaging and multimodality, making research more accessible and meaningful to a wider audience.

**Sunday Posters / 141**

## **Brain-based emotion-involved activities enhancing agency and autonomy**

**Author:** Yu Kanazawa<sup>1</sup>

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<sup>1</sup> *The University of Osaka*

<sup>2</sup> *J. E. Purkyně University in Ústí nad Labem, Czechia*

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**TITLE:**

Brain-based emotion-involved activities enhancing agency and autonomy

**RELEVANT SIG:**

Mind, Brain, and Education

**FORMAT:**

Practice-oriented Oral Face-to-face presentation (25 minutes, including Q&A)

**Short English description:**

**KEYWORDS:**

epistemic emotions  
brain-based TEFL  
learner agency and autonomy  
classroom activities

**First-time presenter?:**

First-time presenter

**ABSTRACT:**

Emotions shape how learners engage with material and retain information. While positive emotions like enjoyment are widely recognized, epistemic emotions such as curiosity and surprise—central to deeper thinking and knowledge exploration—remain underexplored in foreign language education. This

presentation begins by reviewing the theoretical underpinnings of emotions in foreign language education, drawing on psychological concepts (emotionally enhanced memory) and neuroscientific insights (amygdala's role in learning). Multinational hypotheses on emotion and the cutting-edge Free Energy Principle will provide a robust framework for understanding how epistemic emotion drives learning. The practical component introduces classroom activities designed to align with PanSIG 2025's theme of agency and autonomy. Activities include Challenger's Reading Circle, where learners create self-generated quizzes to enhance curiosity and agency, and P4ELT Discussions, which empower learners to democratically select and discuss topics of authentic interest. Additionally, Peekers and Word Bingo supports autonomy by allowing students to choose vocabulary words and lead parts of the game, fostering decision-making and engagement. Treasure Hunting encourages collaborative problem-solving and creative clue design, enabling learners to navigate tasks independently. These activities exemplify how fostering epistemic emotions enhances agency, autonomy, and engagement. Educators will gain actionable strategies to create emotionally resonant, learner-centered environments.

**B8-108 SAT: Bilingualism & CALL / SUN: CUE & CALL / 143**

## **Timed Writing: Effects for Low and High-Proficiency Level Learners**

**Authors:** Teruyo Nakao<sup>1</sup>; Timothy Doe<sup>2</sup>

<sup>1</sup> *Toyo Gakuen University*

<sup>2</sup> *Meiji University*

**Corresponding Authors:** timdoe@hotmail.com, teruyo1323@gmail.com

### **TITLE:**

Timed Writing: Effects for Low and High-Proficiency Level Learners

### **RELEVANT SIG:**

College and University Educators (CUE)

### **FORMAT:**

Research-oriented Oral Face-to-face presentation (25 minutes, including Q&A)

### **Short English description:**

### **KEYWORDS:**

Writing  
Complexity  
Accuracy  
Fluency

### **First-time presenter?:**

### **ABSTRACT:**

Research has shown that timed or 'free' writing activities can help learners to develop their writing fluency and build on the syntactic complexity of their writing. However, the potential effects of these activities for different proficiency levels have not been explored deeply, and little is known about whether pushed output activities such as timed writing influences the accuracy levels of learner writing. This presentation will report on a study which was undertaken to investigate the development of complexity, accuracy, and fluency (CAF) features in the writing of two distinct proficiency groups of Japanese university students: beginning-level first-year students in a compulsory reading and writing class, and advanced-level second-year students in an elective writing class. Over a thirteen-week period, the groups completed weekly timed writing activities. Results indicated that while both groups made significant gains in their writing fluency in terms of the number of words produced per text, only the higher-proficiency group made significant gains in both syntactic and lexical complexity. For both



groups, no significant development was seen in two accuracy measures. The presentation will conclude with a discussion of the implications of the findings.

**B8-111 SAT: Teacher Development & Critical Thinking; SUN: ICLE & TBLT / 144**

## **Developing Agency, Autonomy and Identity: International Online Exchange**

**Author:** Eric Hagley<sup>1</sup>

**Co-authors:** Adam Jenkins<sup>2</sup>; Andrew Johnson<sup>3</sup>

<sup>1</sup> -Griffith University

<sup>2</sup> Shizuoka Institute of Science and Technology

<sup>3</sup> Future University Hakodate

**Corresponding Authors:** eric@iveproject.org, adam.jenkins@sist.ac.jp, andrewclarkjohnson@gmail.com

### **TITLE:**

Developing Agency, Autonomy and Identity: International Online Exchange

### **RELEVANT SIG:**

Intercultural Communication in Language Education

### **FORMAT:**

Practice-oriented Oral Face-to-face presentation (25 minutes, including Q&A)

### **Short English description:**

### **KEYWORDS:**

Virtual Exchange, International Online Collaboration, Intercultural competence

### **First-time presenter?:**

### **ABSTRACT:**

Agency is “the socioculturally mediated capacity to act”(Ahern, 2001) so for Foreign Language (FL) learners, using the FL they are learning in truly sociocultural environments is ideal. Virtual Exchange (VE) - or international online exchange - allows this to happen in a truly international online environment. Little & Erickson (2015) challenge teachers to empower their learners and suggest “exploratory talk” is essential to foster collaboratively constructed knowledge. For students in classrooms with peers from only one culture, having access to international peers via VE improves the chances of intercultural learning occurring and thus development of learners’ intercultural identity. As this forms, students become more confident to actively pursue “personal and collaborative learning agendas”(ibid.), which is the crux of learner autonomy, with a world view. Teachers embrace methods of FL learning that ensure all this can occur hence the growing popularity of VE. This presentation will showcase how the IVEProject develops students’ agency, autonomy and intercultural identity whilst offering teachers numerous tools to bolster students’ motivation and reports to easily assess participation data. The free-of-charge IVEProject has had some 25,000 students from Japan, under the tutelage of their teachers, interact with 35,000 students from 29 other countries since 2015,

## Teacher Agency, Positioning, and Sensemaking in an International Virtual Exchange

**Author:** Satchie Haga<sup>1</sup>

<sup>1</sup> *Rikkyo University*

**Corresponding Author:** satchieteacher@gmail.com

**TITLE:**

Teacher Agency, Positioning, and Sensemaking in an International Virtual Ex

**RELEVANT SIG:**

Computer Assisted Language Learning (CALL)

**FORMAT:**

In-person interactive poster session

**Short English description:**

**KEYWORDS:**

computer supported collaborative learning (CSCL); EFL; virtual exchange; CALL

**First-time presenter?:**

**ABSTRACT:**

Computer supported collaborative learning (CSCL) refers to more than one student working together towards a learning objective using technology. CSCL research examines the relationship between technology, people, and their learning. One example of CSCL projects in language learning are virtual exchanges. A virtual exchange connects students and teachers across different cultures and geographic locations through technology. In the context of language education, virtual exchanges promote learner agency by giving them the opportunity to use the target language in authentic contexts. Also they can promote teacher agency by facilitating opportunities to work collaboratively with international partners to develop new teaching and learning experiences beyond the classroom. However, understanding the social aspects of collaboration through technology is underdeveloped in CSCL scholarship. This qualitative grounded theory case study examined teacher positioning and their agency within an international virtual exchange. The virtual exchange took place across seven higher education institutions in four countries (Israel, Italy, Japan and Poland). Data were collected through observation, documentation, lesson materials and interviews over one semester of the exchange. The findings indicate how teacher positioning informs teacher agency, sensemaking, and socially sensitive design decisions. A sociomaterial model of relational pedagogy is introduced as a possible framework to guide CSCL.

**B8-108 SAT: Bilingualism & CALL / SUN: CUE & CALL / 146**

## Exercising agency against language ideologies: foreign English teachers learning Japanese in Japan

**Author:** Owen Minns<sup>1</sup>

<sup>1</sup> *Chiba University*

**Corresponding Author:** owen.minns@faculty.gs.chiba-u.jp

**TITLE:**

Exercising agency against language ideologies

**RELEVANT SIG:**

Bilingualism

**FORMAT:**

Research-oriented Oral Face-to-face presentation (25 minutes, including Q&A)

**Short English description:****KEYWORDS:**

Agency  
Ideologies  
Japanese learning  
Foreign English teachers

**First-time presenter?:****ABSTRACT:**

Recent research in Second Language Acquisition has called for an increased focus on the influence of context and ideologies on SLA (Douglas Fir Group 2016). Within Japan, ideologies about English learning bring foreign English teachers to Japan to teach English. This presentation examines how foreign English teachers exercise agency to step out of language ideologies in Japan when learning Japanese.

This presentation draws on narratives of language learning of newly arrived and long-term foreign English teachers in Japan. Nine newly arrived teachers participated in a 6-month diary study, while thirteen long-term teachers participated in two semi-structured interviews. Both data sets were analysed using NVivo separately before being merged at the final analysis stage.

Ideologies influenced how these teachers learned Japanese throughout their time in Japan. For both groups of teachers, the ecological influence of learning Japanese while working as an English teacher significantly influenced their language learning engagement. To step out of language ideologies and ecological influences in Japan, these teachers had to exercise agency about their language learning, the communities they socialised with and other aspects of their lives in Japan. This study shows agency is key to employment migrants learning the language of the countries they migrate to.

**B3-204 SAT: TEVAL & Pragmatics; SUN: LLL, TYL, PIE & Global Englishes / 147**

## **The Genre-Based Approach in L2 Writing Instruction in Japan Under the Scope of Lifelong Learning**

**Author:** Julia Rosa Nakanishi<sup>1</sup>

<sup>1</sup> *Aoyama Gakuin University*

**Corresponding Author:** a1321225@aoyama.jp

**TITLE:**

The Genre-Based Approach in L2 Writing Instruction in Japan

**RELEVANT SIG:**

Lifelong Language Learning

**FORMAT:**

Research-oriented Oral Face-to-face presentation (25 minutes, including Q&A)

**Short English description:**

**KEYWORDS:**

lifelong language learning  
genre  
writing instruction  
improvement

**First-time presenter?:**

First-time presenter

**ABSTRACT:**

This article discusses the genre-based approach in L2 writing instruction in Japan under the scope of lifelong learning. Traditionally, English education in Japan has been dominated by the yakudoku method and teacher-centered instruction. The range of genres addressed in instruction is narrow, primarily limited to expository texts and personal reflections. However, recent initiatives have been made to improve and renovate writing instruction, and the genre approach is increasingly recognized and practiced in schools. Despite these advancements, several issues persist in the genre approach in Japan. These include the lack of regulated standards for university instruction, diverse educational philosophies, a teacher-centered learning style that contrasts with the self-directed nature of genre-based learning, and textbooks that offer a limited variety of genres. Additionally, the focus on form-based approaches often neglects to adapt to students' voices, while outdated entrance exams assess only a narrow range of genres. However, the genre approach can offer many benefits for Japan, particularly for low-level proficiency students. It can lead to significant progress in writing proficiency quickly, enhance genre awareness, improve lexicogrammatical features, and increase students' confidence. Finally, this article provides recommendations on how to improve L2 writing instruction in Japan with an emphasis on lifelong learning.

**B8-111 SAT: Teacher Development & Critical Thinking; SUN: ICLE & TBLT / 148**

## **Publishing in learner autonomy: Insights and advice from editors**

**Author:** Dominique Vola Ambinintsoa Razafindratsimba<sup>1</sup>

**Co-author:** Jo Mynard

<sup>1</sup> *Kanda University of International Studies*

**Corresponding Authors:** joanne-m@kanda.kuis.ac.jp, razafindratsimba-d@kanda.kuis.ac.jp

**TITLE:**

Publishing in learner autonomy: Insights and advice from editors

**RELEVANT SIG:**

Teacher Development

**FORMAT:**

Practice-oriented Oral Face-to-face presentation (25 minutes, including Q&A)

**Short English description:****KEYWORDS:**

learner autonomy - teacher autonomy - publications - insights

**First-time presenter?:****ABSTRACT:**

Learner autonomy is “one of the most widely discussed concepts in second language education,” with “apparently no end” to the published work (Little, 2020, p. 8). So, given the proliferation of publications, why the need to publish in learner autonomy? Firstly, in general, publishing is an opportunity for educators to contribute to the field while developing their own knowledge (Burns, 2023). Furthermore, publications can increase the chances of being recruited and promoted (Klingner et al., 2005). With regard to learner autonomy and related fields (e.g., self-regulation, self-directed learning, strategies, self-access, learner and teacher narratives), further dissemination is still needed, particularly qualitative research using innovative methods, especially in outside-classroom contexts (Chong & Reinders, 2022).

In this presentation, we will help educators identify potential projects to enhance their own knowledge and skills while also contributing to the field. With our experience in managing and editing academic journals and books related to learner and teacher autonomy, we will discuss the kinds of papers that are needed in the field. We will then explore some common reasons why papers get rejected and provide some tips for increasing acceptance. Finally, we will talk about opportunities for publishing in our journals and book series.

**B3-204 SAT: TEVAL & Pragmatics; SUN: LLL, TYL, PIE & Global Englishes / 149**

## **Constructing Local Knowledge as a Decolonial Activity in the EFL Classroom**

**Author:** Aurora Tsai<sup>1</sup>

<sup>1</sup> *University of Tokyo*

**Corresponding Author:** amtsai@g.ecc.u-tokyo.ac.jp

### **TITLE:**

Constructing Local Knowledge as a Decolonial Activity in the EFL Classroom

### **RELEVANT SIG:**

Global Englishes

### **FORMAT:**

Research-oriented Oral Face-to-face presentation (25 minutes, including Q&A)

### **Short English description:**

### **KEYWORDS:**

decolonial, translanguaging, ideology, bilingualism

### **First-time presenter?:**

First-time presenter

### **ABSTRACT:**

The decolonizing and critical multilingual turn in applied linguistics has called for a “delinking” from colonial understandings of language learning and “relinking” of local knowledge within classrooms (Canagarajah, 2023; Garcia, 2017). In a Japanese context, this involves helping students recognize colonial histories of English in Japan and how it has shaped Japan’s educational goals for learning “standard native-speaker” English. It also encourages students to use their autonomy in constructing their own understanding of which language skills are valuable to pursue. This presentation presents two intermediate EFL speaking projects: 1) a class research project interviewing Japanese workers about multilingualism’s importance for their careers, and 2) student autoethnographies where they presented critical incidents in their lives that influenced their beliefs towards language learning. A thematic analysis (Braun & Clark, 2006) was performed on students’ interviews and presentations, revealing that English and other language skills were important for upwards mobility within interviewees’ careers. Although students did not feel a need to be “native-speaker-like” to pursue these careers, many continue to feel

anxiety when speaking English outside class due to various pressures they discussed in their autoethnographies. Such tensions between pursuing “intelligible” English vs. “standard native-speaker” English are further discussed.

**B8-106 CUE / 150**

## **Student workbooks as a means to increasing motivation, agency, and output**

**Author:** Kunert Hannah<sup>1</sup>

<sup>1</sup> *Komazawa University*

**Corresponding Author:** hannah80@komazawa-u.ac.jp

**TITLE:**

Student workbooks as a means to increasing motivation, agency, and output

**RELEVANT SIG:**

College and University Educators (CUE)

**FORMAT:**

Practice-oriented Oral Face-to-face presentation (25 minutes, including Q&A)

**Short English description:**

**KEYWORDS:**

University  
Reading  
Writing  
Motivation

**First-time presenter?:**

**ABSTRACT:**

Post-covid 19, many university students experienced technology-burnout meaning that online portfolios and LMS-based courses were no longer novel or appealing. This presentation reports on the author's use of student workbooks - notebooks in which the students pasted in handouts and completed classwork - as an alternative to computer-based courses or published textbooks in a university reading/writing course. By literally starting with a blank page, workbooks provided many opportunities for students to individualize or customize their learning, giving them agency over their progress in the course, and a sense of ownership of the output they produced. This flexibility also helped to address the difficulties of mixed-level classes, as well as accommodating students with different learning styles. Finally, using workbooks increased student accountability, as students had a very tangible record of what they had produced in the course at the end.

This presentation will highlight simple ways that workbooks increased student autonomy and motivation in a university reading/writing course, many of which can also be adapted by educators using textbooks or online portfolios. Providing opportunities for students to exercise their agency and customize their learning can increase student motivation and by extension also their skills in reading and writing English.

**Sunday Posters / 151****Understanding Agency and Autonomy through Collaborative Auto-Ethnography****Authors:** Caroline Hutchinson<sup>None</sup>; Li-hsin Tu<sup>None</sup>**Corresponding Author:** lihsintu@gmail.com**TITLE:**

Understanding Agency and Autonomy through Collaborative Auto-Ethnography

**RELEVANT SIG:**

Teacher Development

**FORMAT:**

In-person interactive poster session

**Short English description:****KEYWORDS:**

Autoethnography, CAE, qualitative, university

**First-time presenter?:****ABSTRACT:**

In this poster presentation, two university-level English language teachers will share the progress of their collaborative auto-ethnography (CAE) project, a qualitative study reflecting on their teaching and professional lives during the 2024 academic year.

As foreign faculty situated in the Japanese higher education context, we reflected on where we had autonomy and agency to make decisions as teachers and where we faced constraints in our respective teaching environments. This project aimed to explore our perceptions relating to our autonomy and agency as teachers, and how these factors influenced our motivation and engagement.

Our CAE process involves independently producing narrative-based data, then sharing and examining it through peer dialogue. This approach allows the researchers to have agency over their professional development by fostering self-awareness and self-efficacy, and generating practical ideas. Emerging themes include adapting to shifting student expectations, refining feedback practices to align with pedagogical goals, and balancing professional and personal priorities.

We will introduce the concept of CAE and demonstrate how this reflective process can cultivate agency and autonomy among educators. By engaging with the audience, we aim to explore how this method can be used as a tool for self-directed growth and informed professional decision-making.

**B8-112 SAT: ICLE & Critical Thinking; SUN: Listening & ER / 152****10 Principles of Successful Extensive Reading Programs****Author:** Paul Goldberg<sup>1</sup><sup>1</sup> *Xreading***Corresponding Author:** paul@xreading.com**TITLE:**

## 10 Principles of Successful Extensive Reading Programs

### RELEVANT SIG:

Extensive Reading

### FORMAT:

Practice-oriented Oral Face-to-face presentation (25 minutes, including Q&A)

### Short English description:

### KEYWORDS:

extensive reading  
extensive listening

### First-time presenter?:

### ABSTRACT:

A common issue faced by many extensive reading programs is a lack of reading by students. Some teachers, especially those who enjoy reading themselves, seem to believe that providing access to a library of graded readers, whether printed or digital, will make students want to read. While that would be great if it were true, unfortunately it only works for the most highly motivated of students. Just like having a gym in the neighborhood doesn't necessarily make most people actually work out, having easy access to books will not automatically make most students read. Reading, especially in a foreign language, is hard work and requires time, which is always in short supply for students. Therefore, at least initially, students need to be motivated to read, and that can be accomplished with a well-planned and implemented program. In this workshop, the presenter who has advised hundreds of universities and high schools on their extensive reading programs, will share 10 principles that when followed will significantly increase the likelihood of students doing significant amounts of reading, and the general success of the extensive reading program.

**B3-204 SAT: TEVAL & Pragmatics; SUN: LLL, TYL, PIE & Global Englishes / 153**

## Igniting the Hearth: Fostering Agency and Autonomy Through Narrative-Based, Community-Driven Learning

**Author:** Gareth Barnes<sup>1</sup>

<sup>1</sup> *Yokohama City university*

**Corresponding Author:** gbarnes1129@gmail.com

### TITLE:

Igniting the Hearth: Fostering Agency and Autonomy Through Myth-Based, Comm

### RELEVANT SIG:

Learner Development

### FORMAT:

Practice-oriented Oral Face-to-face presentation (25 minutes, including Q&A)

### Short English description:

### KEYWORDS:

Learner Agency  
Autonomy in SLA



## Emergent Learning Community-Driven Education

### First-time presenter?:

First-time presenter

### ABSTRACT:

This presentation examines how myth-based, participatory courses for older adult learners fostered agency and autonomy in Second Language Acquisition (SLA) through collaborative storytelling and shared inquiry. Initially structured around Greek myths, the courses evolved organically as participants contributed personal narratives, stories from Japanese Kojiki myths, and Australian Dreaming tales. These emergent contributions enriched the course by connecting myths across cultures and allowing learners to lead the learning process. One of the course's key aims was to encourage the local community to take part in shaping this dynamic learning environment, fostering a sense of shared ownership and collaboration.

The symbolic "Hestia's Hearth," where each participant added a piece of firewood for every shared story or reflection, became a metaphor for learner agency and collective engagement. The participatory, learner-driven approach aligns with ecological models of learning, emphasizing the interplay between learners, their environment, and the broader community in fostering engagement, creativity, and growth.

Supported by research in educational gerontology and SLA, this presentation illustrates how creating flexible, community-driven spaces enhances self-efficacy, autonomy, and lifelong learning. By offering practical examples and theoretical insights, it provides educators with a framework for designing courses that promote agency through meaningful, collaborative storytelling.

**B3-203 SAT: Teaching Younger Learners & Materials Writers; SUN: TYL, CT & TD / 154**

## The potential role of immersive technologies in enhancing the SALC experience

**Authors:** Katherine Thornton<sup>1</sup>; Mehrasa Alizadeh<sup>1</sup>

<sup>1</sup> *Otemon Gakuin University*

**Corresponding Authors:** mehrasa.alizadeh@gmail.com, thornton.katherine@gmail.com

### TITLE:

The role of immersive technologies in enhancing the SALC experience

### RELEVANT SIG:

Learner Development

### FORMAT:

Research-oriented Oral Face-to-face presentation (25 minutes, including Q&A)

### Short English description:

### KEYWORDS:

virtual reality  
self-access  
intercultural communication  
immersive technologies

### First-time presenter?:

**ABSTRACT:**

Self-access learning centers (SALCs) in Japan tend to focus on three main aims: fostering learner autonomy, providing opportunities for communication in target languages, and enhancing international exchange (Thornton et al., 2021). Through offering opportunities to engage in immersive intercultural activities, virtual reality (VR) may have the potential to meet all three of these aims. Previous studies have shown how VR enhanced the implementation of self-directed learning strategies (Wu et al., 2021), and provided opportunities for language use and international exchange (Chateau et al., 2019). AUTHORS (2024) have also shown how VR activities enhanced learner motivation and engagement.

This study examined the impact of a VR workshop program at a SALC in Japan, where international students worked with SALC staff and faculty to prepare and deliver an immersive tour experience. Surveys and reflection data from faculty, workshop facilitators and participants were analyzed to reveal the viability of the SALC-based VR workshop program, and the affordances it may offer for enhancing intercultural communication skills, and providing motivation for language learning and SALC participation. The presenters will also share practical suggestions for the implementation of VR programs in similar contexts.

**B8-111 SAT: Teacher Development & Critical Thinking; SUN: ICLE & TBLT / 155**

## **Teacher agency and autonomy in Japan: Insights from 30 years of experience**

**Author:** Monika Szirmai<sup>1</sup>

<sup>1</sup> *Hiroshima International University*

**Corresponding Author:** szirmaimonika@gmail.com

**TITLE:**

Teacher agency and autonomy in Japan: Insights from 30 years of experience

**RELEVANT SIG:**

Teacher Development

**FORMAT:**

Practice-oriented Oral Face-to-face presentation (25 minutes, including Q&A)

**Short English description:****KEYWORDS:**

teacher agency; teacher autonomy; personal experience; Japan

**First-time presenter?:****ABSTRACT:**

Teacher agency and autonomy are the cornerstones of creativity and job satisfaction (OECD, 2020). Educators who feel restricted by prescribed textbooks and methodologies, without opportunities for consultation, may experience diminished motivation, leading to challenges in engaging students effectively. This, in turn, can result in lower job satisfaction and contribute to the global issue of educators leaving the profession. In Japan, the primary concern lies not in the number of teachers but in improving the quality of the educational environment (Ono, 2024).

The presenter brings over 40 years of teaching experience, including 30 years as a full-time faculty member at two private universities and 22 years as a part-time instructor at a national university in Japan. Following a brief overview of this professional journey, the session will focus on insights into working conditions and institutional expectations in Japanese universities.

The presentation will start with a brief survey to explore the participants' views on teacher autonomy,

followed by a group discussion to share experiences. Key topics will include navigating institutional demands, addressing surface-level intentions versus genuine objectives, and strategies for maintaining professional satisfaction. The presentation will conclude with lessons learned and reflections on the positive aspects of the presenter's career.

**B3-203 SAT: Teaching Younger Learners & Materials Writers; SUN: TYL, CT & TD / 156**

## **Independent textbook publishing: A guide for educators**

**Author:** John Carle<sup>1</sup>

<sup>1</sup> *MW SIG, Kindai University, Oak Hills Press*

**Corresponding Author:** johncarlesensei@gmail.com

**TITLE:**

Independent textbook publishing: A guide for educators

**RELEVANT SIG:**

Materials Writers

**FORMAT:**

Practice-oriented Oral Face-to-face presentation (25 minutes, including Q&A)

**Short English description:**

**KEYWORDS:**

textbook  
publication  
independent  
creative

**First-time presenter?:**

**ABSTRACT:**

Many educators aspire to write a textbook and choose to publish independently, but the process can feel overwhelming. This presentation provides guidance and practical advice to navigate independent publishing with confidence.

The session is divided into two parts: the Creative Process and the Publication Process.

The Creative Process covers idea generation, transforming concepts into written content, selecting visuals, creating layouts, and developing online components. It highlights the role of AI tools, such as AI-generated voices, chatbots for idea development, and AI image creation, discussing their benefits and limitations. The session emphasizes collaboration with professionals like designers, voice actors, and editors, as well as gathering feedback from educators and students to refine the material.

The Publication Process focuses on the business side of publishing, including obtaining ISBNs, working with printers, deciding whether to partner with distributors, and building relationships with booksellers. It offers practical advice on creating invoices, managing timelines, and handling taxes. Additionally, the presentation explores marketing strategies and ensuring your textbook provides value to educators and students.

The session concludes with a Q&A, offering participants the opportunity to ask questions about any aspect of independent publication.

**B8-106 CUE / 157**

## Confirmatory Factor Analysis on L2 Motivation and School Belonging

**Author:** Tetsuya Fukuda<sup>1</sup>

<sup>1</sup> *Juntendo University*

**Corresponding Author:** tetsuyafukuda2012@gmail.com

**TITLE:**

Confirmatory Factor Analysis on L2 Motivation and School Belonging

**RELEVANT SIG:**

College and University Educators (CUE)

**FORMAT:**

Research-oriented Oral Face-to-face presentation (25 minutes, including Q&A)

**Short English description:**

**KEYWORDS:**

L2 motivation, school belonging, confirmatory factor analysis, questionnaires

**First-time presenter?:**

**ABSTRACT:**

This research investigates models hypothesized to test observed variables with the data collected through revised questionnaires on L2 motivation and school belonging. The questionnaires were originally developed for a large-scale study in 2020. The L2 motivation questionnaire comprises five components: effort, enjoyment, integrativeness, instrumentality, and ideal L2 self. The school belonging questionnaire includes three components: pride in membership, support from others, and comfort in membership. In the 2020 study, the questionnaires were validated using three conventional methods: internal consistency with Cronbach's alpha, exploratory factor analysis, and Rasch analysis. In early 2024, the questionnaires were further refined using variance inflation factor to reduce the number of items. Subsequently, it was deemed essential to examine the constructs of the revised questionnaires through confirmatory factor analysis. In late 2024, data were collected from 150 university students in eastern Japan using the revised questionnaires. The results of the confirmatory factor analysis demonstrated satisfactory fit statistics, validating the constructs of L2 motivation and school belonging. These questionnaires are now ready to be employed in future studies investigating these psychological factors within more complex models containing other factors such as attendance rates, study-abroad experiences, and test scores.

**B3-203 SAT: Teaching Younger Learners & Materials Writers; SUN: TYL, CT & TD / 158**

## Graphic Novels in the Classroom: Connecting to Culture through Reading

**Author:** Travis Gasaway<sup>1</sup>

<sup>1</sup> *Kanda Univ of International Studies*

**Corresponding Author:** gasaway-t@kanda.kuis.ac.jp

**TITLE:**

Graphic Novels in the Classroom: Connecting to Culture through Reading

**RELEVANT SIG:**

## Listening Literature in Language Teaching

### FORMAT:

Research-oriented Oral Face-to-face presentation (25 minutes, including Q&A)

### Short English description:

### KEYWORDS:

Graphic Novels  
CLIL  
Culture  
Reading

### First-time presenter?:

First-time presenter

### ABSTRACT:

Graphic Novels represent an interesting approach to teaching language, reading skills, and culture for EFL students. The interplay between text and images can make meaning more salient, as well as provide students with much needed context clues for discerning new or challenging vocabulary. They also introduce students to a unique method of story telling, acting as a middle ground between full text novels and full visual mediums such as film. Graphic novels also represent a cultural resource for students to begin learning about social issues, philosophical dilemmas, historical narratives, and artistic expression. In this presentation, I will outline and reflect on a special interest CLIL course that I taught covering Graphic Novels and how they can help students engage with foreign culture, language, and social issues. I will cover the primary topics, texts, and activities presented in the classroom, and discuss personal challenges and classroom issues that arose throughout the course.

**B8-112 SAT: ICLE & Critical Thinking; SUN: Listening & ER / 159**

## Exploring the role of humor in intercultural communication

**Author:** John Rucynski<sup>None</sup>

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### TITLE:

Exploring the role of humor in intercultural communication

### RELEVANT SIG:

Intercultural Communication in Language Education

### FORMAT:

Practice-oriented Oral Face-to-face presentation (25 minutes, including Q&A)

### Short English description:

### KEYWORDS:

humor  
intercultural communication  
verbal irony  
social satire

### First-time presenter?:

### ABSTRACT:

Humor is a double-edged sword in the context of intercultural communication. While humor has the potential to help interlocutors from various cultural backgrounds bond (Bell & Pomerantz, 2016), failure to comprehend humor can also lead to embarrassment or even conflict (Shively, 2018; Wulf, 2010). Nonetheless, lessons or courses devoted to intercultural communication rarely include an in-depth focus on the role of humor.

To address this need, the presenter designed a university-level course entitled “Humor and Intercultural Communication.” Offered to both degree students and international exchange students, the overall purpose of the course is to raise awareness about how to reap the benefits and avoid the pitfalls of using humor in intercultural environments. Sample units include examining how the form and function of different types of humor (e.g., social satire, verbal irony) vary in respective cultures. Students also discuss a series of case studies in which cultural differences with regards to humor led to misunderstandings.

The presenter will provide an overview of the course, including main themes, materials, class activities, and assessment. Sample activities from a unit on verbal irony will also be demonstrated. Finally, student reactions to the course (gathered from unit reflections and course surveys) will be shared.

## Saturday Posters / 160

### Post-task student use of generative AI in two university English courses

**Author:** Nadiia Zaitseva<sup>1</sup>

**Co-author:** Gyasi Anglade<sup>1</sup>

<sup>1</sup> *Iwate University*

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#### TITLE:

Post-task student use of generative AI in two university English courses

#### RELEVANT SIG:

College and University Educators (CUE)

#### FORMAT:

In-person interactive poster session

#### Short English description:

#### KEYWORDS:

generative AI use  
teacher-student co-agency  
university students

#### First-time presenter?:

#### ABSTRACT:

With the proliferation of generative AI tools such as ChatGPT and Gemini, university students have reportedly indiscriminately adopted such tools to complete homework assignments. With this assumption in mind, two educators from a Japanese university have embarked to research how a group of first-year university students enrolled in two semester-long English language courses choose to use generative AI in task-specific situations. Introducing the first step of an ongoing project, we will familiarize the audience with the evolving structure of the courses and the student cohort profile. We will then present the results of questionnaires about the students' generative AI use that they were prompted to finish

once they have submitted each post-task reflection. As the results tentatively suggest, we believe it is crucial to make the connections between the content of post-task reflections and their interactive nature clear to both educators and students, and to highlight the dialogic value of such reflections as communicative links that foster student-teacher co-agency. Finally, the presentation will proceed to outline future research directions. We will conclude with implications that will be useful for university language teachers who find that their students over-rely on generative AI.

## Sunday Posters / 161

### Bridging the gap between shallow and deep reflections

**Author:** Jason Wills<sup>1</sup>

<sup>1</sup> *Kanda University of International Study*

**Corresponding Author:** jasevonwills@gmail.com

**TITLE:**

Bridging the gap between shallow and deep reflections

**RELEVANT SIG:**

Learner Development

**FORMAT:**

In-person interactive poster session

**Short English description:**

**KEYWORDS:**

autonomy  
reflection  
collaboration

**First-time presenter?:**

First-time presenter

**ABSTRACT:**

A key component of fostering learner autonomy is encouraging reflective practices; however, learners often struggle to write effective reflections beyond basic explanations. While individual feedback can guide learners toward more effective reflection, it is time-intensive for teachers and may not always clarify actionable steps for improvement. Therefore, allocating class time to explicitly teach effective reflective writing practices can enhance understanding across the class and equip students with valuable skills for deeper learning that make them more reflective learners.

This poster presentation introduces a lesson outline featuring a hands-on team-building task designed to encourage meaningful reflection. The task provides a rich opportunity for learners to practice and develop deeper reflective skills. This is done by having learners first reflect on the completed task, followed by the teacher explicitly presenting six effective self-questioning methods for deeper reflection. Students utilize them through controlled repetition, and then compare these deeper reflections to their original post-task reflections. The presenter will explain their rationale for the process, their experience implementing it with their learners, the challenges they encountered, before proposing future improvements. Participants are encouraged to share their own experiences with similar approaches.

## Sunday Posters / 163

## Specificity in Writing: Insights for English Academic Instruction

**Author:** Sonia Sharmin<sup>1</sup>

<sup>1</sup> *University of Tsukuba, Japan*

**Corresponding Author:** sonia.sharmin.gb@u.tsukuba.ac.jp

**TITLE:**

Specificity in Writing: Insights for English Academic Instruction

**RELEVANT SIG:**

College and University Educators (CUE)

**FORMAT:**

In-person interactive poster session

**Short English description:**

**KEYWORDS:**

Disciplinary Writing  
EAP  
Genre Conventions  
Academic Curriculum Design

**First-time presenter?:**

First-time presenter

**ABSTRACT:**

This study examines how genre conventions and expectations influence assignment types, structural formats, and language use within distinct academic disciplines. Specifically, it highlights the unique characteristics of university-level writing in Physics and English. In Physics, assignments such as lab reports and research proposals prioritize precision, objectivity, and empirical rigor, reflecting the discipline's emphasis on quantifiable and replicable results. Conversely, English assignments, including analytical essays and reflective discourses, focus on argumentative structure, critical interpretation, and expressive language, aligning with the discipline's emphasis on textual analysis and subjective interpretation. These disciplinary differences emphasize the importance of English for Academic Purposes (EAP) programs in providing targeted instruction that addresses both specialized and foundational writing skills. By exploring the unique and shared aspects of disciplinary writing, this study offers insights for designing EAP curricula that balance specialized training with transferable competencies. Such an approach ensures that students are well-equipped to meet the demands of their academic disciplines while also preparing them for diverse communicative challenges in their professional and academic futures. This balanced strategy supports students' immediate success and fosters long-term adaptability in various contexts.

**B8-110 Learner Development / 164**

## Engaging students as agents of their learning in test-preparation course

**Author:** Hisako Yamashita<sup>1</sup>

<sup>1</sup> *Ritsumeikan University*

**Corresponding Author:** hisakoyamashita@gmail.com



**TITLE:**

Engaging students as agents of their learning in a test-preparation course

**RELEVANT SIG:**

Learner Development

**FORMAT:**

Research-oriented Oral Face-to-face presentation (25 minutes, including Q&A)

**Short English description:****KEYWORDS:**

Learner autonomy, lifelong learning, motivation, test preparation course

**First-time presenter?:**

First-time presenter

**ABSTRACT:**

A test preparation course usually entails solving practice test questions and listening to the instructor's lecture. In such classes, learners can be mere receivers of the information, rather than engaging actively to construct their own learning.

A more active and self-fulfilling way to reach learners' ideal test score is to become the agent of their learning—by designing their learning content based on their needs and interests, becoming aware of what suits them and what does not, and managing their fluctuations in motivation. Learners can also establish and maintain supportive relationships with the learning community as agents of their own learning. In this presentation, the presenter will share a series of activities she has developed to provide learners with opportunities to explore themselves as agents of their own learning. The activities are integrated into and run in parallel to the aims and content of the test preparation course set by the university. The presenter will highlight how, by engaging in these activities, learners developed an increased sense of fulfillment, self-reported self-efficacy, and self-reported sense of belonging. Learners have also reported after the course ended that skills learned in this course are applicable and useful in other areas of their lives.

**B8-113 SAT: Task-Based Learning, GILE & PIE; SUN: Study Abroad, Vocabulary / 165**

## **Who's afraid of culture shock? Emotions of university students preparing to study abroad**

**Author:** Adam Littleton<sup>1</sup>

<sup>1</sup> *Toyo University*

**Corresponding Author:** adam.littleton@gmail.com

**TITLE:**

Who's afraid of culture shock? Emotions of university students preparing to

**RELEVANT SIG:**

Study Abroad

**FORMAT:**

Research-oriented Oral Face-to-face presentation (25 minutes, including Q&A)

**Short English description:**

**KEYWORDS:**

study abroad, emotions

**First-time presenter?:**

First-time presenter

**ABSTRACT:**

In both academic and popular literature, culture shock is frequently presented as a universal, uniform, and linear process involving discrete stages; a journey from cultural and linguistic insecurity to one of mastery and competence. To what extent does this tidy conceptualization reflect reality? How do Japanese university students actually feel as they prepare to study abroad, and how well do these feelings conform to the culture shock model? To explore these questions, this small-scale study asked a class of Japanese university students about the emotions they felt as they prepared for their study abroad experiences, and the emotions they anticipated experiencing while abroad. Students were then asked to attribute these emotions, identifying possible antecedents. It was found that, while there is indeed truth to the idea that many students begin their study abroad with deep-seated linguistic insecurity, this anxiety is balanced by a host of other emotions, many of which hint strongly at students' confidence in their own linguistic and cultural competence. While the culture shock model identifies real generalizable patterns, the linearity, universality, and orderliness which it often implies were found to be rough approximations at best of a far more complex and interesting picture.

**B8-108 SAT: Bilingualism & CALL / SUN: CUE & CALL / 166**

## **AI-related technostress among Japanese EFL university students**

**Author:** Gilbert Dizon<sup>1</sup>

**Co-authors:** Jason Gold<sup>2</sup>; Ryan Barnes<sup>3</sup>

<sup>1</sup> *Himeji Dokkyo University*

<sup>2</sup> *Sagami Women's University*

<sup>3</sup> *Nagoya University*

**Corresponding Authors:** gilbert.dizon.jr@gmail.com, ryan@nagoya-u.jp, jason-gold@star.sagami-wu.ac.jp

**TITLE:**

AI-related technostress among Japanese EFL university students

**RELEVANT SIG:**

Computer Assisted Language Learning (CALL)

**FORMAT:**

Research-oriented Oral Face-to-face presentation (25 minutes, including Q&A)

**Short English description:****KEYWORDS:**

computer assisted language learning  
language anxiety  
artificial intelligence

**First-time presenter?:****ABSTRACT:**

Rapid technological advancements may negatively affect students' psychological well-being, resulting in a phenomenon known as technostress. Adding to this concern is the sudden growth of generative artificial intelligence (AI), which may exacerbate technostress among language students. Given these concerns, this study examined technostress among Japanese English as a foreign language (EFL) students at two universities. The goals of the study were twofold: 1) to measure the levels of technostress related to generative AI among Japanese EFL university students, and 2) to examine how English language proficiency affects both EFL learning and technostress related to generative AI. To achieve these aims, the study adopted a mixed-methods design. A survey consisting of Likert-scale and open-ended items was developed based on relevant literature (Kohnke et al., 2024; Niu et al., 2020) and administered during the fall semester of 2024. While data collection is ongoing, approximately 100 university students are expected to participate in the study. Findings will be analyzed using inferential statistics and content analysis. Full results of the research and the study's implications will be discussed during the presentation.

**B8-112 SAT: ICLE & Critical Thinking; SUN: Listening & ER / 167**

## **Developing TOEFL-Inspired Listening Materials for Mixed Fluency Levels**

**Author:** Bethany Lacy<sup>1</sup>

<sup>1</sup> *Juntendo University*

**Corresponding Author:** blacy454@gmail.com

### **TITLE:**

Developing TOEFL-Inspired Listening Materials for Mixed Fluency Levels

### **RELEVANT SIG:**

Listening Literature in Language Teaching

### **FORMAT:**

Practice-oriented Oral Face-to-face presentation (25 minutes, including Q&A)

### **Short English description:**

### **KEYWORDS:**

listening materials  
material development  
TOEFL scores  
university students

### **First-time presenter?:**

### **ABSTRACT:**

When working with a diverse cohort of first-year university students with English fluency levels ranging from CEFR A1 to C2, developing accessible listening materials is essential. This presentation focuses on the creation and implementation of listening modules designed to improve TOEFL scores for approximately 220 students in a liberal arts program. The program requires all first-year students to take six koma of English classes for a full academic year, with two koma each dedicated to reading, listening, and grammar. While in-house reading materials had been previously prioritized, listening materials lacked the same level of development and adaptability to mixed fluency levels.

To address this gap, I developed six listening modules based on topics commonly appearing on the TOEFL exam, including academic lectures and conversations. Each module integrates grammar, vocabulary, note-taking, and comprehension tasks to support listening skill development. This presentation will compare students' TOEFL listening scores from April 2024 to December 2024, with a focus on identifying statistically significant improvements. Additionally, student feedback and attitudes toward the

new materials will be discussed to assess their accessibility, effectiveness, and impact on motivation and confidence in listening tasks.

**B8-111 SAT: Teacher Development & Critical Thinking; SUN: ICLE & TBLT / 168**

## **Agency and Autonomy through Game-based Learning Activities**

**Author:** James Dunn<sup>1</sup>

<sup>1</sup> *Meiji University*

**Corresponding Author:** james.d.dunn@outlook.com

### **TITLE:**

Agency and Autonomy through Game-based Learning Activities

### **RELEVANT SIG:**

Task-Based Learning (TBL)

### **FORMAT:**

Research-oriented Oral Face-to-face presentation (25 minutes, including Q&A)

### **Short English description:**

Game-based activities can help students be more motivated and take agency over their learning outcomes. Through a game-based activity, students increased their vocabulary test scores and reported being more motivated and “in control” of their learning.

### **KEYWORDS:**

Game-based activities, curriculum design, project-based learning, task-based learning

### **First-time presenter?:**

### **ABSTRACT:**

This presentation explores the use of a game-based activity designed to enhance vocabulary acquisition and usage among English language learners at CEFR levels A1 to B1. The game-based activity incorporated vocabulary selected not only to facilitate gameplay but also to help improve learners' academic and general English proficiency levels. Through the interactive and engaging nature of the activity, students had ample opportunities to encounter, practice, and retain new vocabulary in the context of playing the game. The activity in question was designed with an eye on helping students gain vocabulary knowledge, be more motivated in class to speak, and understand directions with new vocabulary words that were introduced. To evaluate the effectiveness of this approach, students completed a pre- and post-test on 70 vocabulary items. Results demonstrated an average vocabulary score increase of 22% over the pre-test, highlighting the activity's impact on learning. Additionally, student feedback will be shared that indicates high levels of motivation and a sense of achievement in learning. This presentation will share practical insights into designing game-based learning activities and attendees can learn how to use similar methods to help their students take greater agency over their learning.

**B8-110 Learner Development / 170**

## **Encouraging English use in self-access spaces: Barriers and Support**

**Authors:** Adam Garnica<sup>1</sup>; Isra Wongsarnpigoon<sup>1</sup>

<sup>1</sup> *Kanda University of International Studies*

**Corresponding Authors:** wongsarnpigoon-i@kanda.kuis.ac.jp, adamgarnica@gmail.com

**TITLE:**

Encouraging English use in self-access spaces: Barriers and Support

**RELEVANT SIG:**

Learner Development

**FORMAT:**

Research-oriented Oral Face-to-face presentation (25 minutes, including Q&A)

**Short English description:**

**KEYWORDS:**

Self-access learning, Learner autonomy, Motivation, Self-determination Theory

**First-time presenter?:**

**ABSTRACT:**

A challenge faced by faculty and staff in providing areas for target-language use in self-access centers (SACs) is whether learners actually use the language actively. We introduce some findings from a project in which a research team interviewed 141 users of a SAC at a private university in Chiba and analyzed the results from a self-determination theory (Deci & Ryan, 1985) perspective. In our presentation, we examine the barriers which learners believe prevent them from using English in the center, especially in its English-only space, as well as the kinds of support which learners feel they need in order to use English more. We discuss some insights from the interviews, particularly relating to how learners feel their basic psychological needs of competence, relatedness, and autonomy are being fulfilled in the SAC. Furthermore, potential tension between the SAC's autonomy-supportive mission and learners' desire for more directive, other-initiated support is addressed. We also introduce some proposed interventions to better support our learners' needs for their autonomous language learning. This presentation is of interest to educators hoping to improve practices in their SACs or similar language-learning spaces, or in helping learners to take initiative in target-language use.

**B8-111 SAT: Teacher Development & Critical Thinking; SUN: ICLE & TBLT / 171**

## **The State of Classroom Observations in Japanese Universities & How to Implement Them**

**Authors:** Benjamin Filer<sup>1</sup>; Niall Walsh<sup>1</sup>

<sup>1</sup> *Aichi Prefectural University*

**Corresponding Authors:** benfiler@yahoo.co.uk, mullingarman@gmail.com

**TITLE:**

Classroom Observations in Japanese Universities & How to Implement Them

**RELEVANT SIG:**

Teacher Development

**FORMAT:**

Research-oriented Oral Face-to-face presentation (25 minutes, including Q&A)

**Short English description:**

**KEYWORDS:**

observations  
teacher development  
reflective practice

**First-time presenter?:**

**ABSTRACT:**

In many university settings in Japan, English as a Foreign Language teachers are largely autonomous and dictate the pedagogical instruction in their classroom. While this autonomy is welcome, it should be supported by collegiality that allows teachers to observe best practices and acquire skills that will enhance their autonomy and benefit the students. Classroom observations are widely regarded as a valuable professional development tool across various fields and have historically played a central role in teacher training and ongoing professional growth. However, the experiences of English as a Foreign Language (EFL) teachers regarding classroom observations vary significantly, as do their attitudes toward the practice. Noting a potential decline in the prevalence of observations and a lack of robust discussion surrounding their role, this study investigates how three EFL university teachers in Japan perceive and experience classroom observations. In the second part of the presentation, practical strategies for conducting effective classroom observations will be shared, drawing on the presenters' experiences observing each other. These strategies are reviewed with an emphasis on fostering an environment that respects and enhances teacher autonomy while promoting reflective practice.

**B8-107 CUE / 173**

## **Dynamic motivational trajectories of students opting for English-only study**

**Author:** Benjamin Bailey<sup>1</sup>

**Co-authors:** Chika Takahashi<sup>2</sup>; Jerry Huang<sup>1</sup>; Simon Humphries<sup>1</sup>

<sup>1</sup> *Kansai University*

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**TITLE:**

Dynamic motivational trajectories of students opting for English-only study

**RELEVANT SIG:**

College and University Educators (CUE)

**FORMAT:**

Research-oriented Oral Face-to-face presentation (25 minutes, including Q&A)

**Short English description:**

**KEYWORDS:**

English, Motivation, Language Choice

**First-time presenter?:**

**ABSTRACT:**

Studies investigating Japanese undergraduates' English motivation frequently involve participants from compulsory English classes, negating the essential motivational element of choice. This presentation seeks to address this gap by exploring the motivation of university students who were permitted to choose between additional English study and Languages Other than English (LOTE), with a particular emphasis on those who opted solely for English. The study is grounded in Dynamic System Theory (DST; Turner and Waugh, 2007), offering an analytical framework to comprehend students' initial choices and evolving motivational paths. By employing weekly journals where students documented their intentions, enjoyment, and objectives, and utilising Retrodictive Qualitative Modelling (RQM; Dörnyei, 2014), the research identifies three primary archetypes of motivation among the students who selected English-only. Qualitative insights from student interviews further elucidate the factors influencing their motivation and satisfaction. The findings provide significant pedagogical implications for university language policies concerning both English and LOTEs, highlighting how understanding student choice can enhance the effectiveness of language education strategies. Attendees will gain a comprehensive understanding of the motivational dynamics involved in language selection, practical insights for improving language learning environments, and a framework for implementing DST and RQM in their own research or teaching practices.

**B8-109 SAT: Critical Thinking, Study Abroad & CALL; SUN: CALL / 174**

## **AI as a mediator in CLIL: Bridging content and language learning**

**Author:** Miguel Campos<sup>1</sup>

<sup>1</sup> *Toyo University*

**Corresponding Author:** campos@toyo.jp

**TITLE:**

AI as a mediator in CLIL: Bridging content and language learning

**RELEVANT SIG:**

Computer Assisted Language Learning (CALL)

**FORMAT:**

Practice-oriented Oral Face-to-face presentation (25 minutes, including Q&A)

**Short English description:****KEYWORDS:**

CLIL  
Soft CLIL  
Hard CLIL  
AI

**First-time presenter?:****ABSTRACT:**

Content and Language Integrated Learning (CLIL) blends subject instruction with language acquisition, but its dual focus poses challenges for educators. Language teachers may lack expertise in specific subject areas, while content specialists often lack language teaching training. This presentation explores the role of Artificial Intelligence (AI) as a mediator in CLIL classrooms, addressing these challenges. AI tools, such as ChatGPT and adaptive learning platforms, support language teachers by generating subject-specific insights and exercises, while also aiding content specialists in providing linguistic feedback and pedagogical strategies.

Through a case study in a tertiary-level business CLIL course, the presentation demonstrates how AI enhances engagement, facilitates collaborative learning, and balances content and language learning. Students used AI to generate ideas for marketing strategies and financial analyses, refining their outputs to foster critical thinking and language precision. While the integration of AI holds promise, ethical considerations, such as plagiarism and over-reliance on AI, require careful oversight. This presentation underscores AI's potential to bridge gaps between content and language education, advocating for its responsible implementation to create enriched, balanced learning environments. Educators can utilize AI's capabilities to meet the demands of CLIL pedagogy, ensuring rigorous, contextually relevant instruction.

**B8-113 SAT: Task-Based Learning, GILE & PIE; SUN: Study Abroad, Vocabulary / 175**

## Minority students representing their roots at a language festival

**Author:** Tomoko Eto<sup>1</sup>

**Co-authors:** Aika Ishige<sup>2</sup>; Tamiko Itabashi<sup>1</sup>

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### TITLE:

Minority students representing their roots at a language festival

### RELEVANT SIG:

Global Issues in Language Education

### FORMAT:

Research-oriented Oral Face-to-face presentation (25 minutes, including Q&A)

### Short English description:

### KEYWORDS:

Language festival; minority international students; multiculturalism

### First-time presenter?:

First-time presenter

### ABSTRACT:

Language festivals (LF) are organized in many parts of the world to celebrate linguistic and cultural diversity by offering language lessons, although the concept and practice remain under-researched. Guided by the concept of "critical multiculturalism" (Kubota, 2004; May, 2003), this action-based case study explores the experiences of five minority international students participating in LF held at an internationalized university in Japan. The data collection focused specifically on their language and culture lessons at the event, with primary sources including their lesson videos and post-event individual interviews. Drawing on identity as pedagogy (Morgan, 2004), the data were transcribed and inductively analyzed. The following themes were encapsulated in their lessons: the participants' sense of mission to represent their home community and its complexities and their desire to resolve misconceptions about their country and culture. Further, their participation in this event increased their sense of belonging to their home and/or host communities. The findings highlight the minority students' limited opportunities to celebrate their cultural roots and experience of marginalization in the host community. The implications underscore the challenges that higher education must address to foster more inclusive environments for minority international students. Finally, the study contributes to the theorization of LF.



**B3-203 SAT: Teaching Younger Learners & Materials Writers; SUN: TYL, CT & TD / 176**

## **Using instructors' own autonomy & agency experiences in L3 course planning**

**Author:** Eric Fortin<sup>1</sup>

<sup>1</sup> *St. Mary's College*

**Corresponding Author:** eric@st-mary.ac.jp

**TITLE:**

Using instructors' own autonomy & agency experiences in L3 course planning

**RELEVANT SIG:**

Other Language Educators (OLE)

**FORMAT:**

Practice-oriented Oral Face-to-face presentation (25 minutes, including Q&A)

**Short English description:**

**KEYWORDS:**

Third language acquisition, Learner autonomy, Learner agency

**First-time presenter?:**

**ABSTRACT:**

Many foreign language instructors at Japanese universities have learned Japanese as their third language. They are therefore well-positioned to understand the challenges as well as opportunities that third-language classrooms can present. One challenge is the need to teach students from a blank slate, as opposed to English language instructors who teach mostly students who possess at least a basic knowledge of the language. On the other hand, third language instructors are presented with opportunities to guide students through new language learning adventures that have not been "tainted" by negative learning situations that Japanese students have often experienced. This presentation will look at how one instructor's past experiences and usage of autonomy and agency have been conveyed to his students to encourage them to engage in their own autonomy and agency endeavors. Specifically, the presenter will relate how he has created stimulating environments conducive to autonomous learning for himself as well as his students of French. Then, he will demonstrate how, once autonomous situations had been created, what kinds of conditions were designed to stimulate the agency required to actuate the knowledge and skills that have been acquired in his own learning, as well as in that of his students.

**Sunday Posters / 178**

## **Harnessing Padlet's motivational power through collaborative learning and reflection**

**Author:** James Rankin<sup>None</sup>

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**TITLE:**

Padlet - The motivational power of building a multimedia wall

**RELEVANT SIG:**

College and University Educators (CUE)

**FORMAT:**

In-person interactive poster session

**Short English description:**

**KEYWORDS:**

Collaborative learning

Motivation

Padlet

Multimedia wall

**First-time presenter?:**

First-time presenter

**ABSTRACT:**

When leveraged effectively, digital learning platforms like Padlet become a source of motivation, driving engagement and deepening the learning experience. While time has passed since Padlet was the new kid on the digital block it has evolved and remains a key resource around which much of my students' engagement is focused. Students have a shared digital space to build upon class materials and reflect on their learning journey.

Padlet has encouraged my students to engage with content in a meaningful way, particularly when activities and shared spaces on the wall revolve around future study abroad placements. The students can share their excitement, hopes, and concerns about what for many of them is their first time to study away from home. By allowing participants to contribute ideas, post multimedia content about their study locations, and comment on others' inputs, Padlet has helped foster a sense of community and shared purpose in my classes. This collaborative process not only amplifies creativity but also enhances individual accountability, as each participant sees their contributions as integral to how sections of the digital wall are built and curated. Learners can later revisit this collective output in the build-up to their study abroad program.

**B8-111 SAT: Teacher Development & Critical Thinking; SUN: ICLE & TBLT / 179**

## **Part-timers' wellbeing - An unnoticed aspect fostering teacher autonomy**

**Author:** Bao Nguyen<sup>1</sup>

<sup>1</sup> *Waseda University*

**Corresponding Author:** ngdthienbao@fuji.waseda.jp

**TITLE:**

Part-timers' wellbeing - An unnoticed aspect fostering teacher autonomy

**RELEVANT SIG:**

Teachers Helping Teachers (THT)

**FORMAT:**

Research-oriented Oral Face-to-face presentation (25 minutes, including Q&A)

**Short English description:**

**KEYWORDS:**

language teacher well-being, part-timers, Japan, tertiary level

**First-time presenter?:****ABSTRACT:**

While research into teacher wellbeing has been gaining momentum in recent years, little is known about the well-being of part-time English teachers at university and its influence on teacher agency and autonomy. With regard to factors that affect well-being, besides burnout and attrition rates (Mercer, 2023), part-time English teachers at the tertiary level endure other additional stressors such as job security and extra responsibility (Tytherleigh et al., 2005). As such, this study examines the general well-being, both subjective and psychological perspectives, of part-time English teachers to provide a more nuanced understanding of teacher well-being in Japan. The ecosystems framework (Bronfenbrenner, 1979) for human development was employed, and the interviews of Japanese teachers of English were analyzed using the constructivist grounded theory approach (Charmaz, 2006). In this presentation, a summary of the framework and detailed analysis of teachers' accounts will be provided together with findings regarding factors that affect the ecology of teacher wellbeing. As far as "agency and autonomy" are concerned, the presentation hopes to provide useful insights to language teachers, institutions, and department coordinators so that language teacher well-being at the tertiary level is understood more comprehensively, providing a solid foundation to foster teacher's agency and autonomy.

**B3-203 SAT: Teaching Younger Learners & Materials Writers; SUN: TYL, CT & TD / 180**

## High School Lessons from an IB Elementary School Classroom

**Author:** Karmen Siew<sup>1</sup>

<sup>1</sup> *University of Tsukuba*

**Corresponding Author:** karmensensei@gmail.com

**TITLE:**

High School Lessons from an IB Elementary School Classroom

**RELEVANT SIG:**

Teaching Younger Learners (TYL)

**FORMAT:**

Practice-oriented Oral Face-to-face presentation (25 minutes, including Q&A)

**Short English description:****KEYWORDS:**

high school, classroom practices, agency

**First-time presenter?:**

First-time presenter

**ABSTRACT:**

The International Baccalaureate (IB) puts agency at the core of its Primary Years Programme (PYP) philosophy, and its style of inquiry-based, globally-minded and transdisciplinary education seems like a completely different world from many high school classrooms, where teachers juggle covering relevant, impactful content alongside helping their students prepare for standardised tests and university entrance examinations. I will cover how the IB PYP promotes agency and engages the learning community through its classroom practices (such as the Celebration of Learning, personal inquiries, and

inviting guest speakers), and discuss ideas for adapting some of these practices to the high school language classroom. Additionally, as some Japanese high schools are beginning to introduce global leader programmes, I would like to invite discussion about the content, range, development and trajectory of classes conducted in the English language in these programmes, centring on how teachers can give students greater agency while encouraging them to engage in more critical thinking and international-mindedness.

## Saturday Posters / 181

### Facilitating Educational Development in Central Asia

**Author:** Roger Palmer<sup>1</sup>

<sup>1</sup> *Konan University*

**Corresponding Author:** roger88@mac.com

**TITLE:**

Facilitating Educational Development in Central Asia

**RELEVANT SIG:**

Teachers Helping Teachers (THT)

**FORMAT:**

In-person interactive poster session

**Short English description:**

**KEYWORDS:**

Central Asia  
teacher training  
workshops

**First-time presenter?:**

**ABSTRACT:**

This poster describes the activities of Teachers Helping Teachers (THT) in Kyrgyzstan and Uzbekistan, Central Asia. The THT SIG assists fellow educators in and around Asia by providing teacher-training workshops. THT seminars are held at both central locations and in the regions of the countries, in an effort to train and support in-service instructors at the primary, secondary and tertiary level. The workshops are grouped around a seminar theme each year, with the aim of exhibiting practical and teacher-friendly approaches to language education, informed by current research in the field. In Central Asia, THT organizes teaching seminars every September that are tailored to the needs of instructors there. Subtopics covered in the poster include the distinctive teaching and learning contexts of the two countries, the main challenges confronted by teachers in those societies, key elements of the teacher training undertaken, partnerships with language teaching associations and universities, what to expect from a THT seminar, and a note about how Japan-based instructors can advance their careers while helping the professional development of their fellows. The presenter hopes that the poster and resulting discussion will inspire more Japan-based language instructors and researchers to avail themselves of opportunities in Central Asia.

## B8-110 Learner Development / 182

## Preparing Students for the Future in Education: Teaching How to Learn

**Author:** Natsuho Mizoguchi<sup>1</sup>

<sup>1</sup> *Nagoya University of Foreign Studies*

**Corresponding Author:** natsuhomizoguchi@gmail.com

**TITLE:**

Preparing Students for the Future in Education: Teaching How to Learn

**RELEVANT SIG:**

Learner Development

**FORMAT:**

Research-oriented Oral Face-to-face presentation (25 minutes, including Q&A)

**Short English description:**

**KEYWORDS:**

Reiwa Style Education, learner autonomy, self-esteem

**First-time presenter?:**

First-time presenter

**ABSTRACT:**

In 2021, MEXT introduced an educational reform called Reiwa Style Education, to realize Japanese education where students acquire self-esteem and respect for each other through communication and co-operation with their peers. Many classes in Japan used to be taught in a one-way lecture style, and this passive classroom culture is said to have led students to be less engaged, whereas a student-centric environment facilitates learner autonomy and enables more vibrant classes. When learning a language, it is essential to understand the speakers' culture, and this requires learners' open-minded attitude to accept various perspectives. Thus, discussing their own knowledge and ideas in class plays an important role in exposing students to the ideals of embracing the differing values of others. In this presentation, the presenter first explains Reiwa Style Education and then discusses what influences on university teaching it could have, as well as how to improve the effects of this reform in language teaching. The audience will be able to gain an insight into how to enhance students' learning motivation and self-esteem in the context of Japanese universities by examining the shift to the student-driven teaching model.

**Sunday Posters / 183**

## Supporting Educators in an Active Research Community for Promoting Learner Autonomy

**Author:** Phillip Bennett<sup>1</sup>

**Co-authors:** Dominique Vola Ambinintsoa Razafindratsimba<sup>1</sup>; Isra Wongsarnpigoon<sup>1</sup>; Jo Mynard<sup>1</sup>

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**TITLE:**

Supporting Educators in an Active Research Community for Promoting Learner

**RELEVANT SIG:**

Teacher Development

**FORMAT:**

In-person interactive poster session

**Short English description:****KEYWORDS:**

Learner Autonomy, Teacher Autonomy, Professional Development, Self-Determination Theory

**First-time presenter?:****ABSTRACT:**

This presentation focuses on supporting educators in developing the knowledge and skills needed to help language learners develop learner autonomy. Taking a self-determination theory (SDT) perspective, the presenters look at how educators' basic psychological needs can be satisfied through active engagement in community-based activities offered by a research institute in Japan.

Established in 2017, the aim of the Research Institute for Learner Autonomy Education (RILAE) at Kanda University of International Studies is to promote research, professional development, and best practice in developing learner autonomy in language learning. With this aim, RILAE staff and researchers have been building an active community of fellow educators and academics through free online webinars ("LAb Sessions") for professional development, two academic journals, a professional certification course in advising for language learning, and an online repository of instruments for learner autonomy research. In this poster presentation, the presenters showcase each of these services –when and how often they are offered, how like-minded educators can contribute to them, and how they all facilitate our mission regarding learner and teacher autonomy and support educators' basic psychological needs of autonomy, competence, and relatedness. The presenters look forward to having discussions with educators interested in learner and teacher autonomy.

**B3-103 SUN: OLE SIG Forum, Listening SIG Forum, Study Abroad SIG Forum / 185**

## **Fostering Autonomy through Student-Generated Videos**

**Author:** Cecilia Noemi Silva<sup>1</sup>

<sup>1</sup> *Tohoku University*

**Corresponding Author:** cecilin2006@yahoo.com

This paper explores the relationship between learner autonomy and meaning-making in a project involving students of Spanish as a foreign language (CEFR A1/A2 levels). Learner autonomy refers to students being encouraged to take responsibility for making decisions about their learning, while meaning-making refers to the process of constructing knowledge by connecting prior and new information in meaningful ways. Both concepts involve creativity and imagination. Promoting autonomy and meaning-making requires educators to design learning experiences and environments that encourage students to make connections, exercise choices, and build on each other's ideas.

In this work, we will describe a video project that shows how students construct and adapt knowledge to achieve specific learning outcomes. During their study abroad programs in Spain, students select topics, conduct interviews to gather information, and adapt that information to create videos. We will report the results in terms of language use, and discuss two key aspects in depth: a) autonomy and problem-solving—how students planned and conducted interviews independently, decided how to use the information gathered, and solved linguistic difficulties; b) meaning-making—how students connected prior and new knowledge, and how they integrated text and images to convey their intended meanings.

**TITLE:**

## Fostering Autonomy through Student-Generated Videos

### RELEVANT SIG:

Other Language Educators (OLE)

### FORMAT:

Practice-oriented Oral Face-to-face presentation (25 minutes, including Q&A)

### Short English description:

### KEYWORDS:

learner autonomy, meaning-making, problem-solving, videorecording

### First-time presenter?:

### ABSTRACT:

This paper explores the relationship between learner autonomy and meaning making in a project involving students of Spanish as a foreign language (CEFR A1/A2 levels). Learner autonomy refers to students being encouraged to take responsibility for making decisions about their learning, while meaning making refers to the process of constructing knowledge by connecting prior and new information in meaningful ways. Both concepts involve creativity and imagination. Promoting autonomy and meaning making requires educators to design learning experiences and environments that encourage students to make connections, exercise choices, and build on each other's ideas.

In this work, we will describe a video project that shows how students construct and adapt knowledge to achieve specific learning outcomes. During their study abroad programs in Spain, students select topics, conduct interviews to gather information, and adapt that information to create videos. We will report the results in terms of language use, and discuss two key aspects in depth: a) autonomy and problem-solving—how students planned and conducted interviews independently, decided how to use the information gathered, and solved linguistic difficulties; b) meaning making—how students connected prior and new knowledge, and how they integrated text and images to convey their intended meanings.

**B8-112 SAT: ICLE & Critical Thinking; SUN: Listening & ER / 186**

## Autobiography of Intercultural Encounter for Inclusive English Classes

**Author:** Dung Nguyen<sup>1</sup>

<sup>1</sup> *Temple University Japan*

**Corresponding Author:** bellarina.dung.nguyen@temple.edu

### TITLE:

The Autobiography of Intercultural Encounters for Inclusive English Classes

### RELEVANT SIG:

Intercultural Communication in Language Education

### FORMAT:

Practice-oriented Oral Face-to-face presentation (25 minutes, including Q&A)

### Short English description:

### KEYWORDS:

## Autobiography of Intercultural Encounter, Cultural Reflection

**First-time presenter?:**

### ABSTRACT:

The Autobiography of Intercultural Encounters (AIE), developed by the Council of Europe, serves as a reflective tool designed to enhance intercultural understanding. This practice-oriented presentation examines the implementation of autobiographical narratives of intercultural encounters in English language classrooms as an effective pedagogical approach. By sharing personal stories of cultural interactions, students can engage critically with their identities and appreciate the diverse perspectives of others.

This session will offer specific strategies for incorporating autobiographical writing and discussion activities that are tailored to young learners, adolescents, and adult learners. Participants will observe how these methods create an inclusive and reflective learning environment suitable for each age group. For young learners, the focus may be on guided storytelling; for adolescents and adults, discussions may involve reflective essays and group discussions. To foster active engagement, participants will have the opportunity to practice these activities during the session. Ultimately, this framework empowers students to navigate intercultural challenges in an increasingly globalized world, equipping them with the skills to communicate empathetically and effectively across cultures.

## Saturday Posters / 187

### Enhancing EFL Learning Through an Intercultural Exchange Program

**Authors:** Tilabi Yibifu<sup>1</sup>; Yuko UCHIMA<sup>1</sup>

<sup>1</sup> *National Institute of Technology, Akita College*

**Corresponding Authors:** i1810192@gl.aiu.ac.jp, yuchima@akita-nct.ac.jp

### TITLE:

Enhancing EFL Learning Through an Intercultural Exchange Program

### RELEVANT SIG:

Intercultural Communication in Language Education

### FORMAT:

In-person interactive poster session

### Short English description:

### KEYWORDS:

Intercultural Exchange, EFL Education, Curriculum

**First-time presenter?:**

### ABSTRACT:

English is a global language, making it essential for EFL students to engage with speakers from diverse cultural and linguistic backgrounds in order to prepare for a globalized world. To address this need, the National Institute of Technology, Akita College, has incorporated an intercultural exchange program into the English curriculum for first-year students. This event involves over 20 international students from various universities in Akita, who participate in interview sessions with Japanese students about their home countries. Additionally, approximately 150 first-year students at our school deliver poster presentations in English on Japanese culture and interesting travel destinations in Japan.



Feedback from our students indicates that the event provided valuable cultural insights and opportunities for meaningful interaction despite some language challenges. In this presentation, we will outline the structure and dynamics of the program, present findings from student feedback questionnaires, and discuss the limitations and areas for future improvement. We believe this presentation will offer useful insights for English educators on how to systematically and effectively integrate intercultural activities into their courses.

## Sunday Posters / 188

### Promoting Learner Well-Being in a Self-Access Learning Center: Practical Strategies for Agency and Autonomy

**Author:** Ella Lee<sup>1</sup>

<sup>1</sup> *Learning Advisor*

**Corresponding Author:** lee-e@kanda.kuis.ac.jp

**TITLE:**

Promoting Learner Well-Being in a Self-Access Learning Center

**RELEVANT SIG:**

Learner Development

**FORMAT:**

In-person interactive poster session

**Short English description:**

**KEYWORDS:**

Learner well-being, self-access learning centers, learner awareness

**First-time presenter?:**

First-time presenter

**ABSTRACT:**

Positive psychology has gained prominence in language learning and teaching, reflecting a growing interest in learner well-being (Mercer, 2021; Oxford, 2016). Research has shown that learners' motivation and overall success are positively influenced by their experience of well-being (Seligman et al., 2009). Based on positive psychology in language education (Mercer, 2021), this poster presentation highlights institutional efforts to promote learner well-being through a week-long event in a Self-Access Learning Center (SALC).

The event was designed for both students and faculty, offering activities focused on different aspects of well-being, including interactive posters, nature-based activities, creative projects, reflective advising dialogues, and workshops on managing language anxiety, cultivating mindfulness, and regulating mood. I reflect on my own experiences, considering the challenges and opportunities of integrating well-being into self-access learning environments. I also share practical ideas that other learning institutions can adopt to support well-being in language learning and enhance learner agency and autonomy.

**B3-201 Forum (60) SAT: Material Writers SIG Forum; ALL SIG Forum; ER SIG Forum; Teacher Development SIG Forum; SUN: Bilingualism SIG Forum; LD SIG Forum; CUE SIG Forum / 189**

## Addressing ableism in ELT: From individual blame to systemic change

**Author:** Gretchen Clark<sup>1</sup>

**Co-author:** Shawna M. Carroll<sup>2</sup>

<sup>1</sup> *Ritsumeikan University*

<sup>2</sup> *Capilano University*

**Corresponding Authors:** shawnacarroll@capilanou.ca, gretchen3clark@gmail.com

### TITLE:

Addressing ableism in ELT: From individual blame to systemic change

### RELEVANT SIG:

Accessibility in Language Learning

### FORMAT:

Research-oriented Oral Face-to-face presentation (25 minutes, including Q&A)

### Short English description:

### KEYWORDS:

Anti-Ableism  
Strengths-Based Approaches  
Inclusive Education

### First-time presenter?:

### ABSTRACT:

Traditional individualist and medical discourses or 'standard' approaches to development understand disability through a lens of deficit, positioning those with additional needs as the 'problem' (Dirth & Adams, 2019; Sensoy & DiAngelo, 2017). In contrast, a social model of disability reveals that what is perceived as a disability is largely socially constructed and shaped by history, cultures, and societies (Dirth & Adams, 2019). In this presentation, we highlight the critical need to shift our mindset in language education to a social model of disability. By doing so, we can help all learners understand and value the unique abilities of neurodiverse learners, thereby playing a powerful role in shifting perspectives on the myth of neurotypicality. After exploring the social model of disability, we explore the principles of presuming competence and embracing strengths-based approaches to challenge preconceived assumptions and forefront inclusion in planning and pedagogy, ultimately enhancing our ability to support all learners. Throughout the session, attendees will have opportunities to reflect on the strengths and weaknesses of their own praxis and discuss any barriers they encounter. Attendees will leave the session equipped with actionable resources and ideas to enrich their teaching pedagogy and promote inclusivity in their educational settings.

**B8-109 SAT: Critical Thinking, Study Abroad & CALL; SUN: CALL / 190**

## Cyclical Teaching: A method for improving learner agency and autonomy

**Author:** Seiko Oguri<sup>1</sup>

**Co-author:** D. Patrick Allen<sup>1</sup>

<sup>1</sup> *Chubu University*

**Corresponding Authors:** dpallen@fsc.chubu.ac.jp, ogury@fsc.chubu.ac.jp

**TITLE:**

Cyclical Teaching: A method for improving learner agency and autonomy

**RELEVANT SIG:**

Learner Development

**FORMAT:**

Practice-oriented Oral Face-to-face presentation (25 minutes, including Q&A)

**Short English description:**

**KEYWORDS:**

Learner Autonomy  
Motivation  
Blended Learning  
Teacher Roles

**First-time presenter?:**

**ABSTRACT:**

Teaching English communication in an EFL setting is difficult, especially for once a week classes . One of the biggest hurdles is convincing the students to use learned language points in communicative tasks. How can teachers motivate students accustomed to passive learning to become more autonomous and take more agency over their language learning? This study examines ten years of teaching English to Japanese university students as well as three years of instruction for Japanese high school students all utilizing a cyclical blended-learning method. One of the major goals of the courses has been to help students grow beyond the false beginner stage and take more responsibility for their learning. This presentation will detail the cyclical methods that have been developed to motivate students to become more autonomous English learners and how effective the methods have been. The areas discussed include teacher roles, lesson planning, student observation and reflection, and lesson modification –all done in a cyclical manner. Results suggest that a cyclical teaching method can be applied to nearly any course in order to help foster confidence and encourage more student agency. Data to support the conclusions includes self-report surveys from the students, test results, and teacher observation.

**Sunday Posters / 191**

**Exploratory Practice: Two birds (student output/data), one stone (PEPAs)**

**Author:** Amanda Kira<sup>None</sup>

**Corresponding Author:** amandakira2004@ybb.ne.jp

**TITLE:**

Exploratory Practice: Two birds (student output/data), one stone (PEPAs)

**RELEVANT SIG:**

College and University Educators (CUE)

**FORMAT:**

In-person interactive poster session

**Short English description:**

**KEYWORDS:**

Exploratory Practice, task-based instruction, digital tools for research

**First-time presenter?:****ABSTRACT:**

Exploratory Practice (EP), a type of practitioner research, facilitates reflection on teaching/learning contexts, viewing students as agents with unique understanding of their particular classrooms who have the ability to provide critical feedback and insights. Its goal is understanding specific learning situations to improve the quality of life for all participants. In other research methods, in-class data collection may interfere with “normal” class activities, but EP recommends “Potentially Exploitable Pedagogical Activities” (PEPAs) for gathering information about puzzles in teaching/learning contexts with minimal disruption. In my experience in Japanese university EFL, where students sometimes try to avoid using English, explicitly framing tasks and assignments as opportunities to provide feedback via digital formats has benefitted both sides, opening channels of communication and providing students reasons for producing English output in monolingual classrooms. Further, students’ responses form data sets that can benefit the teacher in terms of both developing appropriate localized classroom practices and conducting research for publishing opportunities and professional development. In this poster presentation, I present my “takeaways” from digitally gathering, managing, and analyzing qualitative student data collected with surveys, writing prompts, asynchronous posts, and recorded discussions to report on my experiences of the affordances of these PEPAs.

**B8-108 SAT: Bilingualism & CALL / SUN: CUE & CALL / 192**

## **The effect of synchronous computer-mediated and face-to-face communication modes on second language learner engagement in collaborative pre-task planning for task performances**

**Author:** Scott Aubrey<sup>1</sup>

<sup>1</sup> *Chinese University of Hong Kong*

**Corresponding Author:** scaubrey@cuhk.edu.hk

**TITLE:**

The effect of synchronous computer-mediated and face-to-face communication

**RELEVANT SIG:**

Task-Based Learning (TBL)

**FORMAT:**

Research-oriented Oral Face-to-face presentation (25 minutes, including Q&A)

**Short English description:****KEYWORDS:**

Task-based language learning, computer-mediated language learning, pre-task planning, learner engagement

**First-time presenter?:****ABSTRACT:**

The mode of communication in second language pedagogic tasks can significantly affect learners’ sense of agency, engagement, and their overall learning outcomes. To explore this issue, this presentation will report on a study that investigated the impact of synchronous computer-mediated communication

(SCMC) mode on engagement in collaborative pre-task planning, and whether learner engagement is linked to subsequent task performance quality. One hundred twenty-eight Hong Kong learners of English were assigned to either a face-to-face (FTF) planning group or a synchronous computer-mediated communication (SCMC) planning group, where they completed in collaborative pre-task planning in preparation for an oral monologic problem-solution task. Learner self-ratings assessed emotional engagement, while discourse analytic measures evaluated behavioural engagement, cognitive engagement, and social engagement. Results from a multivariate analysis of variance showed that certain indicators of behavioural, cognitive, and social engagement in FTF planning mode were significantly higher than in SCMC planning mode. A multiple linear regression revealed that the number of words, affiliative backchannels, and elaborative clauses produced in pre-task planning were predictive of learners' subsequent task performances. The presentation will discuss how these findings contribute to an understanding of engagement in SCMC and FTF modes and their impact on second language learning through task performance.

**B3-204 SAT: TEVAL & Pragmatics; SUN: LLL, TYL, PIE & Global Englishes / 193**

## **What Motivates L1 English-Speaking Long-Term Residents to Learn Japanese?**

**Author:** Steven Lim<sup>1</sup>

<sup>1</sup> *Rikkyo University*

**Corresponding Author:** stevenmenjinlim@gmail.com

**TITLE:**

What Motivates L1 English-Speaking Long-Term Residents to Learn Japanese?

**RELEVANT SIG:**

Lifelong Language Learning

**FORMAT:**

Research-oriented Oral Face-to-face presentation (25 minutes, including Q&A)

**Short English description:**

**KEYWORDS:**

Japanese as a second language  
Motivation  
Q methodology  
L2MSS

**First-time presenter?:**

**ABSTRACT:**

This case study utilized Q methodology to examine the Japanese as a second language (JSL) motivation of three L1 English-speaking long-term residents of Japan. Using the L2 motivational self system (L2MSS) as a framework, the participants reflected on the influence of their ideal and ought-to selves as well as their language learning environment on the efforts they made to improve their Japanese. The participants first did a Q sort of 34 statements regarding motivations to study Japanese related to the L2MSS. Then were then asked to elaborate on which statements they felt most strongly about and the thought process behind the choices they made when sorting the cards. The interviews revealed that despite having similar learner profiles (e.g., length of time in Japan, extent of Japanese education), the participants had different degrees of motivation for learning the language and reasons for doing so, including career advancement, a desire to be independent, and the need avoid embarrassment. In addition, several demotivating factors were identified, such as the belief that they would never be able to integrate into Japanese society, and an introverted personality. The findings are examined with the aim

of identifying factors which foster motivation to learn the language.

**B8-111 SAT: Teacher Development & Critical Thinking; SUN: ICLE & TBLT / 194**

## **Critical Analysis in News Education: A Collaborative Approach**

**Authors:** Edward Howland<sup>1</sup>; Samar Kassim<sup>2</sup>

<sup>1</sup> *Kanda University of International Studies*

<sup>2</sup> *Rikkyo University*

**Corresponding Authors:** samark777@gmail.com, cooperincorporated@gmail.com

### **TITLE:**

Critical Analysis in News Education: A Collaborative Approach

### **RELEVANT SIG:**

Critical Thinking

### **FORMAT:**

Practice-oriented Oral Face-to-face presentation (25 minutes, including Q&A)

### **Short English description:**

### **KEYWORDS:**

Critical Thinking  
Action research  
Media literacy

### **First-time presenter?:**

### **ABSTRACT:**

News literacy education faces specific challenges in Japanese university settings, where traditional Western-centric materials often fail to support students' analytical development. This presentation details a systematic, evidence-based renewal of a required news unit through collaborative action research. Initial surveys and semi-structured interviews with 20 Media English teachers revealed key challenges: teaching bias recognition, evaluating source credibility, and bridging the gap between traditional print and digital media consumption. Our iterative redesign process prioritized scaffolding complex concepts through culturally relevant examples, particularly in areas teachers identified as problematic, such as bias recognition and editorial decision-making. The unit was piloted across multiple classes with systematic collection of teacher reflections, student responses, and learning outcomes. We will share our complete research timeline, data collection instruments, and revised materials, demonstrating how targeted lesson sequencing improved student engagement with challenging concepts. Attendees will receive practical insights into conducting collaborative curriculum renewal while maintaining academic rigor and meeting institutional requirements.

**Saturday Posters / 195**

## **Am I a Researcher? Taking Agency to Apply for a JALT Research Grant**

**Author:** Martyn McGettigan<sup>1</sup>

<sup>1</sup> Hiroshima City University

**Corresponding Author:** martynmcgettigan@hotmail.com

**TITLE:**

Am I a Researcher? Taking Agency to Apply for a JALT Research Grant

**RELEVANT SIG:**

Teacher Development

**FORMAT:**

In-person interactive poster session

**Short English description:**

**KEYWORDS:**

Research grants  
Teacher development

**First-time presenter?:**

**ABSTRACT:**

Drawing on my own experience as a 2023 JALT Research Grant recipient, this interactive poster presentation aims to encourage conference attendees who do not have access to funding at their institution(s), and are not yet ready to apply for a larger and more complex kaken grant, to consider making their own grant applications. Areas covered include the range of grants available (including those supported by PanSIG and offered by the various SIGs), the application process and what to expect, details of the support available both during the application process and while conducting the research itself, and reflections on my own experience so far and the challenges I have overcome. The paper-based poster will also display QR codes for useful links and more detailed information. It is my hope that many of those who engage with this presentation will go on to become successful research grant applicants themselves, and will develop both personally and professionally as a result.

**B3-205 Teacher Development / 196**

## **Functions of Teacher Echo in Teacher-Student Conversation**

**Author:** 村田陽人<sup>1</sup>

<sup>1</sup> 国際教養大学

**Corresponding Author:** i2310244@gl.aiu.ac.jp

**TITLE:**

Functions of Teacher Echo in Teacher-Student Conversation

**RELEVANT SIG:**

Teacher Development

**FORMAT:**

Practice-oriented Oral Face-to-face presentation (25 minutes, including Q&A)

**Short English description:**

**KEYWORDS:**

Conversation Analysis, Corrective Feedback, IRF sequence, Teacher Echo

**First-time presenter?:**

First-time presenter

**ABSTRACT:**

Although MEXT has been promoting that English should be taught in English, a survey conducted by MEXT in 2023 shows English teachers in 13.3 % of junior high schools and less than 10 % of senior high schools speak English for over 75 % of class time. In this context, how classroom discourse can be conducted or how English teachers give responses to students in English is likely to be overlooked. In conversations between a teacher and students, there tend to be corrective feedback or initiation-response-feedback (IRF) sequences. When a teacher asks a question and a student answers, the teacher sometimes repeats exactly the same thing the student has just said or says part of the answer. This repetition can be classified as a type of corrective feedback or “teacher echo.” This form of feedback has been described as both beneficial and harmful in scholarly research. Using conversation analysis, this presentation will explore how teacher echo works and how it can affect learning in the English classroom. (167 words)

**B8-108 SAT: Bilingualism & CALL / SUN: CUE & CALL / 197**

## Comparing JLPT and ChatGPT-generated reading comprehension items

**Author:** Ryo Kurose<sup>1</sup>

**Co-author:** Gilbert Dizon<sup>2</sup>

<sup>1</sup> *Kyoto University of Foreign Studies*

<sup>2</sup> *Himeji Dokkyo University*

**Corresponding Authors:** gilbert.dizon.jr@gmail.com, r\_kurose@kufs.ac.jp

**TITLE:**

Comparing JLPT and ChatGPT-generated reading comprehension items

**RELEVANT SIG:**

Computer Assisted Language Learning (CALL)

**FORMAT:**

Research-oriented Oral Face-to-face presentation (25 minutes, including Q&A)

**Short English description:****KEYWORDS:**

computer assisted language learning  
artificial intelligence  
language assessment

**First-time presenter?:****ABSTRACT:**

The rise of generative artificial intelligence (GenAI) has enabled educators and researchers to efficiently create materials for language assessment (Xi, 2023). Initial research in this area has revealed some of the benefits and limitations of utilizing GenAI for language assessment development (Aryadoust et al.,



2024; Shin & Lee, 2023). However, these early studies have focused on the assessment of second language (L2) English. This presentation reports on a study that seeks to address this gap in the literature by comparing Japanese Language Proficiency Test (JLPT) reading comprehension items created by human experts with those created by GenAI. To this end, two reading comprehension passages were selected from sample JLPT materials developed by the Japan Foundation and Japan Educational Exchanges and Services, the organizations responsible for the development and administration of the JLPT. Next, two reading passages and corresponding test items were created with ChatGPT 4.0 using a procedure outlined by Shin and Lee. Following this, a survey based on Shin and Lee was administered, which asked Japanese speakers to blindly evaluate the quality of the reading passages and test items. While data collection is ongoing, full results of the research and the study's implications will be discussed during the presentation.

## Saturday Posters / 198

### Fostering autonomy and agency via standardized media English assessments

**Authors:** Daryl Cox<sup>1</sup>; Andrej Krasnansky<sup>1</sup>

<sup>1</sup> *Kanda University of International Studies*

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#### TITLE:

Fostering autonomy and agency via standardized media English assessments

#### RELEVANT SIG:

Teacher Development

#### FORMAT:

In-person interactive poster session

#### Short English description:

#### KEYWORDS:

Teacher autonomy  
Learner autonomy  
Collaborative development  
Assessment standardization

#### First-time presenter?:

First-time presenter

#### ABSTRACT:

This poster presents how teachers at a Japanese university collectively developed standardized yet flexible media assessment practices that promote agency at multiple levels. Through structured reflection and collaboration, 15 teachers worked with the researchers to create assessment options that both preserved teacher agency and promoted student autonomy in how they engage with English media.

Analysis of teacher and student (n=100) feedback revealed the complexity of balancing standardization with autonomy. While some teachers appreciated the agency to adapt the assessment tasks to their teaching styles, there was some concern about inconsistent expectations across sections. Students valued the ability to choose the media they consumed for class, which encouraged their own engagement as well as community-building through peer-learning.

Through iterative discussion and practice-sharing, teachers co-developed two standardized assessments designed to maintain pedagogical flexibility: a weekly media log emphasizing peer discussion and

media exposure, and a detailed journal focusing on analytical depth. These assessments will occur throughout the two semesters regardless of the units taught and allow for teacher choice based on their classes.

This poster demonstrates how teacher-led standardization can enhance rather than restrict agency, offering insights for collaborative assessment development that empowers both teachers and learners.

**B8-110 Learner Development / 199**

## **Facilitating learning beyond the classroom through student-led activities**

**Author:** Andre Parsons<sup>1</sup>

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**TITLE:**

Facilitating learning beyond the classroom through student-led activities

**RELEVANT SIG:**

Learner Development

**FORMAT:**

Practice-oriented Oral Face-to-face presentation (25 minutes, including Q&A)

**Short English description:**

**KEYWORDS:**

Learner autonomy  
Learning beyond the classroom  
Student-led activities

**First-time presenter?:**

**ABSTRACT:**

For learners to become more autonomous, it is important that they take charge of their learning (Little, 2007). Teachers can support their learners in doing this by encouraging them not only to be aware of the different settings and opportunities for learning beyond the classroom (Benson, 2017; Richards, 2015), but also to be active agents in their learning (Rowberry, 2022). This practice-oriented presentation will describe a course in which students take on leadership roles in designing, preparing, and offering speaking-focused activities that are open to all students outside the classroom. It will begin by focusing on the set-up and management of the course followed by examples of the students' activities and a discussion of their experiences with creating these learning opportunities. It will then conclude by highlighting the challenges and benefits of conducting such a course as well as future directions. This presentation will be of particular interest to those teachers who are looking for a way to encourage their own students to be more involved in their language learning beyond the classroom.

**B8-111 SAT: Teacher Development & Critical Thinking; SUN: ICLE & TBLT / 200**

## Using Padlet to Enhance Relatedness in an Online Advisor Education Program

**Authors:** Satoko Kato<sup>1</sup>; Sina Takada<sup>1</sup>

<sup>1</sup> *Kanda University of International Studies*

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**TITLE:**

Using Padlet to Enhance Relatedness in an Online Advisor Education Program

**RELEVANT SIG:**

Teacher Development

**FORMAT:**

Research-oriented Oral Face-to-face presentation (25 minutes, including Q&A)

**Short English description:**

**KEYWORDS:**

reflective dialogue  
written reflection  
online education

**First-time presenter?:**

**ABSTRACT:**

This study examines an online Advisor Education Program designed to enhance educators' ability to foster learner autonomy through reflective dialogue grounded in the principles of Advising in Language Learning (Kato & Mynard, 2016). Originally launched in English for global reach, the program added Japanese in 2023, expanding its audience. It includes three courses, each offering three weeks of live lectures and online discussions on the Padlet platform.

While online platforms broaden educational access, fostering supportive relationships remains a challenge. This research employs the Self-Determination Theory (SDT) framework, particularly the Relationship Motivation Theory, emphasizing relatedness (feeling belonging and significance among others) and autonomy as essential for positive self-development and well-being (Ryan & Deci, 2017).

The study analyzes 267 weekly reflections and over 795 responses from participants on the Padlet platform, collected after nine online live classes in 2024. Using the SDT framework, the research investigates how post-class written interactions deepen the reflection, facilitate diverse learning experiences, and build community among participants.

The findings emphasize the depth of reflective dialogue promoted by Padlet, showcasing its influence on personal and professional growth. This research highlights how structured online environments effectively foster learner autonomy and educator agency.

**B3-205 Teacher Development / 201**

## How teaching during the pandemic impacted teacher beliefs and practices

**Corresponding Authors:** averla@gmail.com, roloffrothman@gmail.com

**TITLE:**

How teaching during the pandemic impacted teacher beliefs and practices

**RELEVANT SIG:**

Teacher Development

**FORMAT:**

Research-oriented Oral Face-to-face presentation (25 minutes, including Q&A)

**Short English description:**

**KEYWORDS:**

Narratives, Teacher beliefs, Covid-19

**First-time presenter?:**

**ABSTRACT:**

As we move past the aftermath of the COVID-19 pandemic, it is still important to reflect on teachers' experiences and the effects the pandemic had on them and their teaching. For some, the pandemic was a transformational period, while for others, it was a time best forgotten. Either way, there are lessons to be learned about language education provided at that time, those who provided it, and whether it impacted how they teach today. This presentation shares elements of an ongoing three-year government-funded research project in Japan which investigates how teaching during the pandemic impacted language teachers' identities and emotions, as well as their teaching beliefs and practices. Research participants taught in various contexts in the public and private sector, and to all ages from children to adults. Using narrative inquiry, the researchers analyzed both survey and interview data to identify a variety of themes and explored educators' lived experiences. This presentation will share findings on the themes of teacher beliefs and practices through which teacher agency and autonomy are manifested.

**B8-112 SAT: ICLE & Critical Thinking; SUN: Listening & ER / 202**

## **Extensive Reading: Aiding agency in material choices**

**Authors:** Christopher Arnott<sup>1</sup>; Mike Kettle<sup>1</sup>; Simon Bannister<sup>1</sup>

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**TITLE:**

Extensive Reading: Aiding agency in material choices

**RELEVANT SIG:**

Extensive Reading

**FORMAT:**

Research-oriented Oral Face-to-face presentation (25 minutes, including Q&A)

**Short English description:**

**KEYWORDS:**

extensive reading, graded readers, autonomy, action research

**First-time presenter?:**

First-time presenter

**ABSTRACT:**

Extensive reading (ER) is vital in second language acquisition (Krashen, 1993; Nation 2009). It establishes useful reading habits which help to consolidate knowledge and usage of existing vocabulary and structures, and promotes motivation for reading (Richards, Platt & Platt, 1992). Additionally, a crucial component in selecting ER materials is learner autonomy and is 'key' to its success (Day & Bamford, 2002; Day, 2015). However, immediate full adherence to the 10 principles for successful use of ER (Day & Bamford, 2002) is problematic in certain academic contexts. Focusing primarily on graded readers (level controlled books for learners), a survey of 147 students at a Japanese university showed that they lacked confidence in their ability to select reading material in line with those principles, inhibiting their attempts at agency. This presentation describes facilitating a transition towards using those principles by creating scaffolded activities designed to raise awareness of reading goals and building confidence to select their own materials. The aim is for learners to gradually improve their choice of reading materials, and to gain motivation thus helping them create and sustain a reading habit that both aids language development and is pleasurable.

**B8-113 SAT: Task-Based Learning, GILE & PIE; SUN: Study Abroad, Vocabulary / 204**

## **Performance and empowerment in language learning: A practical study**

**Author:** Max Pardeilhan<sup>1</sup>

<sup>1</sup> *University for Foreigners of Perugia, Italy*

**Corresponding Author:** m.pardeilhan@studenti.unistrapg.it

**TITLE:**

Performance and empowerment in language learning: A practical study

**RELEVANT SIG:**

Performance in Education

**FORMAT:**

Research-oriented Oral Face-to-face presentation (25 minutes, including Q&A)

**Short English description:**

**KEYWORDS:**

Performance-based learning  
Sociolinguistic gap-bridging  
Teacher and student empowerment

**First-time presenter?:**

First-time presenter

**ABSTRACT:**

Standing at the intersection between academic research, theatrical practice, and language teaching, the present contribution examines the context of a performance-based language course aimed at B1-level students, investigating the sociolinguistic dynamics in play and their development over the span of a two-week timeframe.

By confronting the criticalities of language learning in contexts featuring substantial sociocultural gaps between teachers and students, the goal of the presentation is to address the following key factors:

. How did the school structure provide a constructive framework for the teaching staff to be autonomous,

effective and adaptable?

. How were the teachers able to make use of the agency granted by the hosting institution to hone and apply their strategies in an environment of responsible decision-making?

. How were the students capable of making and enacting informed learning choices leading to long-lasting additions to their experiential, linguistic, and cultural repertoires?

The talk therefore focuses on illustrating which devices of empowerment led to fostering the agency and autonomy needed in order to achieve a fruitful and practical application of learning through embodied performance, transversally affecting the course with cascading benefits for all parties involved.

**B8-108 SAT: Bilingualism & CALL / SUN: CUE & CALL / 206**

## Using authentic materials to link form-focused instruction with real-world English

**Author:** Shizuka Brooks<sup>1</sup>

<sup>1</sup> *Kyoto Sangyo University*

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### **TITLE:**

Using authentic materials to link form-focused instruction with real-world

### **RELEVANT SIG:**

College and University Educators (CUE)

### **FORMAT:**

Practice-oriented Oral Face-to-face presentation (25 minutes, including Q&A)

### **Short English description:**

### **KEYWORDS:**

TOEIC, Listening, Authentic Materials

### **First-time presenter?:**

### **ABSTRACT:**

Research has long acknowledged the link between pronunciation and listening for L2 learners. Researchers have detailed how tasks designed to improve pronunciation at the word (Khaghaninejad & Maleki, 2015; Siegel & Siegel, 2015) and sentence (Kissling, 2018) levels can enhance listening proficiency. However, incorporating these activities into the classroom in a meaningful way that connects form-focused instruction with real-world English is often challenging (Kung, 2011). This connection is vital because linking classroom activities to practical outcomes improves learner motivation and autonomy (Wachob, 2006), both critical for success in L2 studies.

This presentation addresses this gap by introducing pronunciation activities based on authentic spoken texts from audio and video, which have been shown to benefit L2 learners' pronunciation and communicative competence (Gilmore, 2008, 2011). It demonstrates how these activities can be effectively used in the TOEIC classroom to improve learners' listening scores while providing a bridge between classroom English and real-world English.

The talk will offer practical suggestions, highlighting common pronunciation challenges and showing how videos paired with targeted pronunciation activities can enhance learners' understanding of these rules. It will detail strategies to connect these activities to students' TOEIC preparation and broader communicative needs.

**B3-203 SAT: Teaching Younger Learners & Materials Writers; SUN: TYL, CT & TD / 207**

## **Attribution of Authorship for Collaboratively Created Materials**

**Authors:** Davey Young<sup>1</sup>; Matthew Schaefer<sup>1</sup>

<sup>1</sup> *Sophia University*

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**TITLE:**

Attribution of Authorship for Collaboratively Created Materials

**RELEVANT SIG:**

Materials Writers

**FORMAT:**

Research-oriented Oral Face-to-face presentation (25 minutes, including Q&A)

**Short English description:**

**KEYWORDS:**

Materials writing  
Authorship  
Textbook  
Ethics

**First-time presenter?:**

**ABSTRACT:**

Teaching materials created for standardized university courses are often the result of collaboration among the educators who work within a language center. This collaboration can take place iteratively and over many years, meaning that material creators may not work together directly, but are connected as links within a common chain.

In such a context, establishing the provenance of a set of materials becomes a challenge, but one that is typically unnecessary. However, when the materials are formalized in a published textbook, the institution where they were created, which usually, and understandably, holds the legal authorship rights, has the option to formally acknowledge those who were responsible for their creation. This is not a legal necessity, but rather an ethical matter; omitting recognition of individuals who made significant contributions is known as ghost authorship, which is considered a form of plagiarism and therefore a breach of academic integrity.

In this presentation, an actual (anonymized) case of ghost authorship will be detailed, followed by a set of recommendations for how to appropriately track and acknowledge those responsible for the creation of a set of teaching materials. The aim is to promote academically sound procedures regarding attribution of authorship in teacher-created textbooks.

**B8-109 SAT: Critical Thinking, Study Abroad & CALL; SUN: CALL / 208**

## **Generative AI as a Tool for Teaching Discourse Competence in EFL**

**Author:** Javier Salazar<sup>1</sup>

<sup>1</sup> ICLE SIG - University of Tsukuba

**Corresponding Author:** salazarjavier@gmail.com

**TITLE:**

Generative AI as a Tool for Teaching Discourse Competence in EFL

**RELEVANT SIG:**

Computer Assisted Language Learning (CALL)

**FORMAT:**

Practice-oriented Oral Face-to-face presentation (25 minutes, including Q&A)

**Short English description:**

**KEYWORDS:**

Generative AI  
Prompt Engineering  
Discourse Competence  
Communicative Competence

**First-time presenter?:**

**ABSTRACT:**

The ability to produce coherent and cohesive utterances during a conversation, commonly referred to as discourse competence (Celce-Murcia et al., 1995) is one of the many challenges of developing “natural” conversational skills in EFL (Bachman, 1991). In the Japan context, there is a number of difficulties Japanese learners face in this regard, e.g. structural discrepancies between Japanese and English in terms of how thoughts tend to be chained during speech as well as the inherent “unnaturalness” of the conversations that appear in some English textbooks (Ellis, 1991; Haugh, 2019). In this practice-oriented presentation, a Generative AI-based strategy for overcoming some of these challenges will be presented. Specifically, a chatbot was prompt-engineered for conversing with students; whilst coaching them on how to organize sentences coherently and use linking words and transitional phrases to create cohesive discourse. The classroom application of this tool will be demonstrated through student outputs and testimonials. Finally, the limitations of using this tool and the general transferability of skills learned through chatbot-based conversations to non-AI mediated, real-world interactions will be discussed.

**B8-107 CUE / 209**

## **CLIL course design options to encourage learner autonomy and agency**

**Author:** Michael Griffiths<sup>1</sup>

<sup>1</sup> Kwansei Gakuin University

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**TITLE:**

CLIL course design options to encourage learner autonomy and agency

**RELEVANT SIG:**

College and University Educators (CUE)



**FORMAT:**

Practice-oriented Oral Face-to-face presentation (25 minutes, including Q&A)

**Short English description:****KEYWORDS:**

CLIL, autonomy, agency

**First-time presenter?:****ABSTRACT:**

Content and Language Integrated Learning (CLIL) is a learner-centered approach that allows for concurrent focus on learning of content and language (Coyle, Hood, & Marsh, 2010). CLIL uses progressively cognitively challenging content input and learner interaction reflects meaning-making attempts at understanding content. Furthermore, it can provide opportunities for learners to take charge of their learning (autonomy), namely through topic selection, and ownership and control over this process (agency), such as how learners decide to communicate learned content and reflections. Via an exploration of two CLIL courses taught in Japanese undergraduate settings within English language programmes, and their inherent course design options, this session explores how these courses can encourage learner autonomy and agency on theoretical and pedagogical levels. While both courses provide learning opportunities through a series of content-focused communicative tasks, the first course centres on written output of teacher-selected content about the Australian English dialect. In contrast, the second course focuses on spoken output of student-selected topics on Australian culture. Given that many content foci and output formats for learners in these settings are pre-selected, this session discusses how CLIL provides greater engagement within the learning process and enables learners to have more autonomy and agency in this process.

**Saturday Posters / 210**

## 児童の漢字書字学習に及ばず効果について

**Author:** SHIH HSIU CHING<sup>1</sup>

<sup>1</sup> *HungKuo Delin University of Technology*

**Corresponding Author:** daphne568@gmail.com

**TITLE:**

児童の漢字書字学習に及ばず効果について

**RELEVANT SIG:**

Accessibility in Language Learning

**FORMAT:**

In-person interactive poster session

**Short English description:**

The way children learn meaningful language materials to promote language acquisition is significant. Therefore, this study examines the effects of a discrimination task involving character elements during the process of acquiring kanji writing among children. In the experiment, we re-evaluated character elements in relation to their complexity and familiarity through kanji decoding. The results indicated that the effect of character elements was significant. However, this should not be interpreted unconditionally as a general effect of familiarity, since significant interactions were noted. When high-familiarity kanji groups were used, the performance was significantly better with lower complexity kanji than with higher complexity ones. Conversely, when low-familiarity kanji groups were used, the performance

was better with higher complexity kanji than with lower complexity ones. This suggests that instruction should progress from high-familiarity kanji to low-familiarity kanji, taking into account children's existing language knowledge. It is essential to enable children to extract clear information from teaching materials regarding low-familiarity kanji and to progressively move from high-complexity kanji to low-complexity kanji.

**KEYWORDS:**

Language Learning • Language Materials • Text Elements Graphics

**First-time presenter?:**

**ABSTRACT:**

言語学習を促進ために有意義な言語材料を子供達がどのように学習するのがということは重要である。そのために児童の漢字書字習得過程において文字要素図形の弁別課題を行う促進効果を検討する。実験では漢字の解読により文字要素図形と複雑度と熟知度について再検討した。その結果は文字要素図形効果が有意だった。しかしこのことは熟知度という要因の一般的な効果として決して無条件に考えてはならない。なぜならば交互作用が有意であることにあり高熟知漢字群を用いた場合、複雑度の低い方が複雑度の高い方よりも有意に成績がよく、低熟知漢字群を用いた場合、複雑度の高い方が複雑度の低い方よりも成績がよかったが示されたためである。つまり児童の既存言語知識を考慮し高熟知漢字から低熟知漢字へという順序で進んでいく。それについて低熟知漢字では教材からわかりやすい情報を読み取らせることが重要になる。高複雑漢字から低複雑漢字へと進むべきである。

**B8-112 SAT: ICLE & Critical Thinking; SUN: Listening & ER / 211**

## Developing Critical Thinking Skills and Depth of Knowledge in an EAP Course

**Authors:** Izumi Kanzaka<sup>1</sup>; Kriti Arora<sup>None</sup>; Richmond Stroupe<sup>1</sup>

<sup>1</sup> Soka University

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**TITLE:**

Developing Critical Thinking Skills and Depth of Knowledge in an EAP Course

**RELEVANT SIG:**

Critical Thinking

**FORMAT:**

Research-oriented Oral Face-to-face presentation (25 minutes, including Q&A)

**Short English description:**

**KEYWORDS:**

English for Academic Purposes (EAP), critical thinking, depth of knowledge

**First-time presenter?:**

First-time presenter

**ABSTRACT:**

The development of critical thinking skills is often added as a goal of English courses at universities in Japan, particularly related to English for Academic Purposes (EAP) courses. This presentation will share the lessons learned through an EAP course which emphasizes Global Citizenship Education (GCE) for

Japanese EFL university learners. An EAP course with a GCE focus can encourage learners to examine global, local and current issues, and develop critical thinking skills. While global understanding and critical thinking skills can be developed over time with appropriate scaffolding and support, a sufficient level of knowledge is a prerequisite for students being able to demonstrate higher order thinking skills. A series of class activities and student independent research tasks which facilitated the students' development of an appropriate level of depth of knowledge in order to engage in discussions, write effective essays, and demonstrate their understanding of global and local issues will be presented. Data on multiple student essays over the course of an academic year which demonstrate this development of critical thinking skills and depth of knowledge over time will be presented. The presentation will conclude with feasible recommendations for teachers who wish to implement similar approaches in academic English courses.

**B8-112 SAT: ICLE & Critical Thinking; SUN: Listening & ER / 212**

## Starting a “Super-library” for German ER

**Author:** Corinna V. Goto<sup>1</sup>

**Co-author:** Mark Brierley

<sup>1</sup> *Shinshu University*

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### **TITLE:**

Starting a “Super-library” for German ER

### **RELEVANT SIG:**

Extensive Reading

### **FORMAT:**

Practice-oriented Oral Face-to-face presentation (25 minutes, including Q&A)

### **Short English description:**

### **KEYWORDS:**

German, super-library, book recommendations

### **First-time presenter?:**

First-time presenter

### **ABSTRACT:**

Setting up an ER program one should try to achieve two very high aims: the autonomous language acquirer and the super-library (Krashen, 2004). Inspired by the possibilities of ER to emancipate the students to become learners who take charge of their own learning beyond the classroom or short-term curriculum, a library for German ER was set up within the university library in 2020. Well aware of the remaining imperfections, our “super-library” has grown to more than 360 titles, trying to provide the students with an extensive “forest of books” to pick from according to their proficiency level on the one hand and their preferences on the other. It includes authentic books like Manga, children’s books, Teen Readers and Graded Readers and covers CEFR levels A0 to C2.

Based on the answers of our second year students on qualitative questionnaires undertaken in the years 2021 to 2023, as well as the students’ book-lending habits recorded by the university library, we will present our students’ book preferences and recommendations on books genres as well as proficiency levels. We hope this information is helpful for people setting up an ER “super-library” in German or any other language.

B8-106 CUE / 213

## Student reflection on classroom English use using a reflective tool

**Author:** Ewen MacDonald<sup>1</sup>

<sup>1</sup> *Kanda University of International Studies*

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**TITLE:**

Student reflection on classroom English use using a reflective tool

**RELEVANT SIG:**

Learner Development

**FORMAT:**

Research-oriented Oral Face-to-face presentation (25 minutes, including Q&A)

**Short English description:**

**KEYWORDS:**

reflection, learner autonomy, target language use, in-class English communication

**First-time presenter?:**

**ABSTRACT:**

The necessity of reflection for language learners to develop a greater awareness of their learning processes is well established (Mynard, 2023). One way reflection can be facilitated is through cognitive tools, with visual tools particularly powerful due to their graphical representations of knowledge (Yamashita & Kato, 2012). This presentation explores how student reflection on target language use in the classroom can be facilitated through a visual reflective tool. 18 first-year university students monitored and reflected on their English use over a semester in a communication-based course. Students added their target English use percentage to a spreadsheet at the beginning of each class, and the percentage of English they actually used at the end. This data was automatically charted in a line graph which acted as a visual tool students could monitor and reflect on. Students twice analysed what they noticed about their English use before sharing and discussing their reflections with classmates. A survey on the tool and activities was given at the end of the semester. The presenter will discuss students' perceptions of the usefulness and enjoyment of the tool and peer discussions, and the influence these had on students' awareness of and attitude towards their classroom English use.

B3-204 SAT: TEVAL &amp; Pragmatics; SUN: LLL, TYL, PIE &amp; Global Englishes / 215

## Rethinking washback: How Japan's stratified high schools shape English learning

**Author:** Sunao Fukunaga<sup>1</sup>

<sup>1</sup> *Kyushu Institute of Technology*

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**TITLE:**

Rethinking washback: How stratified high schools shape English learning

**RELEVANT SIG:**

Global Issues in Language Education

**FORMAT:**

Research-oriented Oral Face-to-face presentation (25 minutes, including Q&A)

**Short English description:****KEYWORDS:**

college entrance examinations,  
washback effects,  
English education policy

**First-time presenter?:****ABSTRACT:**

While Japan's college entrance examinations have been shown to influence English teaching practices, limited attention has been paid to the diversity of high school types and curricula and their interplay with these exams. Students who do not pursue higher education or bypass the English Center Test are notably underrepresented in existing research. Drawing on its qualitative data set and government statistics, this study addresses these gaps by exploring the intricate relationship between the Japanese high school system and its college entrance exam structure. Japanese high schools are highly stratified academically and socio-economically (Matsuoka, 2019), comprising schools ranked by academic performance, as well as school types including vocational schools and colleges of technology that do not necessarily aim for university. Although the overall high school enrollment rate is 98.8% (MEXT, 2022), not every student takes the English Center Test or aims for university. This diversity results in significant variations in English curricula, learning experiences, and the extent of washback effects from exams. By exposing these disparities, this study underscores the importance of incorporating structural factors into any discussion of English education policy. Neglecting these foundational elements risks marginalizing key student populations and undermining the broader goals of national-level English education reforms.

**B3-203 SAT: Teaching Younger Learners & Materials Writers; SUN: TYL, CT & TD / 216**

## **Supporting EAL Learners with Wordlists in the International School Context**

**Author:** Gavin Brooks<sup>1</sup>

<sup>1</sup> *Kyoto Sangyo University*

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**TITLE:**

Supporting EAL Learners with Wordlists in the International School Context

**RELEVANT SIG:**

Teaching Younger Learners (TYL)

**FORMAT:**

Research-oriented Oral Face-to-face presentation (25 minutes, including Q&A)

**Short English description:****KEYWORDS:**

English as an Additional Language, Vocabulary, Corpus Linguistics, Wordlists

**First-time presenter?:**

**ABSTRACT:**

Young English as an Additional Language (EAL) learners have been shown to struggle academically in English-only learning environments (Coxhead & Boutorwick, 2018). Wordlists are one pedagogical tool that can support such learners (Green & Lambert, 2018). While recent years have seen the production of more advanced corpus-informed word lists (e.g., Lei & Liu, 2016), these have mainly focused on adult learners and may not apply to the EAL learner (Nation, 2016).

This presentation builds on recent developments in corpus linguistics by reporting on a large-scale corpus project involving the compilation of eight domain-specific lemma-based academic vocabulary lists designed specifically for EAL learners studying in the international school context. The presentation includes an overview of the procedures taken to compile and tag the corpus for parts of speech and a description of how important academic words and multiword expressions were identified (see Green & Lambert, 2018).

We conclude by introducing the EAL word lists and examining the differences between them and existing general and academic word lists, focusing on how EAL teachers can use these word lists to design supportive curricula.

**B8-112 SAT: ICLE & Critical Thinking; SUN: Listening & ER / 217**

## **Black Japanese Students: Analyzing their Educational Experiences in Japan**

**Author:** Helen Aracena<sup>None</sup>

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**TITLE:**

Black Japanese Students: Analyzing their Educational Experiences in Japan

**RELEVANT SIG:**

Intercultural Communication in Language Education

**FORMAT:**

Research-oriented Oral Face-to-face presentation (25 minutes, including Q&A)

**Short English description:**

**KEYWORDS:**

Hāfu students, Japan, educational experiences, diversity

**First-time presenter?:**

First-time presenter

**ABSTRACT:**

This presentation examines the experiences of hāfu students in Japan, particularly those with one Black parent and one Japanese parent. Using an autoethnographic approach, it explores the unique challenges faced by this group in educational spaces. Previous studies show that the type of school significantly influences hāfu students' experiences. Research indicates that students attending international schools often experience more positive outcomes, such as greater inclusion and increased confidence. Conversely, in schools with predominantly Japanese students, hāfu students tend to face exclusion and hardships. Additionally, a student's physical features can impact their interactions with peers, as their appearance may shape how they are perceived by others. Japan's perceptions of Black people are also a crucial factor in understanding the reactions of Japanese students to their Black hāfu classmates.

This study uses an intersectional framework (Crenshaw 1991) to examine how factors like familial background, economic status, and societal stereotypes combine to shape the educational opportunities and experiences of Black hāfu students. Narratives from students who have attended various schools—public, private, and international—reveal the complexities of navigating these educational environments. The presentation sheds light on the barriers Black hāfu students face and discusses the potential for greater diversity and inclusion in Japanese schools.

**B8-106 CUE / 219**

## University Departmental Integration and Belonging

**Author:** Bladimie Germain<sup>1</sup>

<sup>1</sup> *Reitaku University*

**Corresponding Author:** bgermain@reitaku-u.ac.jp

**TITLE:**

University Departmental Integration and Belonging

**RELEVANT SIG:**

College and University Educators (CUE)

**FORMAT:**

Research-oriented Oral Face-to-face presentation (25 minutes, including Q&A)

**Short English description:**

**KEYWORDS:**

integration organisational belonging, professional identity, foreign language teachers

**First-time presenter?:**

**ABSTRACT:**

Despite integration and belonging being multidimensional constructs that affect identity(ies), professional efficacy, institutional commitment, and mental well-being, little research attention has been given to how these concepts manifest among foreign language teachers (FLTs) in Japan, especially given the cultural, institutional and language challenges they face (Scuzzarello & Moroşanu, 2023; Germain, 2024). Therefore, to understand the extent to which lack of integration and belonging impacts FLTs, this research employed a mixed methods questionnaire and was distributed to 48 FLTs using purposive and snowball sampling. Through the use of Castogone and Salis (2015) WORK-INT framework, integration and belonging can be understood at the structural (institutional), relational (seniors, department, peers), and individual dimensions. However, due to many FLTs having limited influence at the structural dimension, this presentation focuses on the relational dimension, which looks to understand (1) the status of FLTs' perceptions of integration and belonging, (2) factors affecting their perception, and (3) policies that could enhance integration and belonging. The findings highlight the role of interpersonal dynamics and its impact on FLTs' overall well-being, especially their sense of security. This in turn affects their institutional commitment and professional engagement, which demonstrate the need for more departmental policies that target integration and belonging.

**Saturday Posters / 220**

## Towards new pedagogical signatures for learner autonomy

**Author:** Andy Barfield<sup>1</sup>

<sup>1</sup> *Chuo University*

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**TITLE:**

Towards new pedagogical signatures for learner autonomy

**RELEVANT SIG:**

Learner Development

**FORMAT:**

In-person interactive poster session

**Short English description:**

**KEYWORDS:**

multiple viewpoints  
learner autonomy  
critical incident role-plays  
human rights

**First-time presenter?:**

**ABSTRACT:**

Making sense of multiple viewpoints –particularly our own and those of the students we teach –is necessary for deepening our pedagogical understanding and practices, especially when we make fundamental shifts in (re-)conceptualising learner autonomy. This poster session explores one such shift in my own practices by examining how, in the 2024 academic year in a first-and second year English course on human rights, students used critical incident role-plays (involving two protagonists with different interests and power) to explore issues such as climate change, corporal punishment, and labour rights. In their final projects, each student presented their research in small groups, then invited listeners to act out a critical incident, before discussing the issue together. Enabling students to embody human rights issues from the inside, such role-plays proved challenging but engaging. Extended student reflections in weekly human rights diaries also provided fresh perspectives for me as the teacher in deconstructing and (re-)framing learner and teacher roles, critical thinking, and the role of evaluation, in this shift. In this presentation I focus on such reflective deconstruction, and the unexpected perspectives that it has opened up towards new pedagogical signatures for learner autonomy in human rights education.

**B3-203 SAT: Teaching Younger Learners & Materials Writers; SUN: TYL, CT & TD / 221**

## **Teaching Writing to Young Learners: Bright Side and Dark Side**

**Author:** Yoko Takano<sup>1</sup>

<sup>1</sup> *NUFS*

**Corresponding Author:** okidoki405@yahoo.co.jp

**TITLE:**

Teaching Writing to Young Learners: Bright Side and Dark Side

**RELEVANT SIG:**

Teaching Younger Learners (TYL)



**FORMAT:**

Research-oriented Oral Face-to-face presentation (25 minutes, including Q&A)

**Short English description:****KEYWORDS:**

writing , young learners, Romaji, English spelling

**First-time presenter?:****ABSTRACT:**

Writing English is hard for young learners, and many students struggle with spelling. In addition, they learn Romaji to represent sounds with the alphabet or write Japanese names with Romaji, for example, さくら becomes “sakura”. On the other hand, using Romaji can interfere with writing correct English words, and some students can not distinguish between correct English spelling and Romaji when writing essays. Investigating this dilemma, the presenter conducted a 6-month action research (AR) study with 7 students (aged 12-14) to observe and analyze: 1) how students improve their essay writing, 2) how Romaji can help students write essays, and 3) how Romaji can interfere with essay writing. Results showed that some students improved their writing skills through making errors and revising step by step, but other students did not due to Romaji-driven writing styles. This presentation discusses how Japanese young learners develop writing skills and why some of them failed to write sentences correctly. In spite of the study's limitations this study potentially contributes toward understanding some of the difficulties young learners in Japan face in developing English writing skills.

B8-107 CUE / 222

## Empowering autonomy: Part-time teachers' collaborative pathways to success

**Author:** Mariko Yamada<sup>1</sup>

**Co-author:** Kazunori Shishikura

<sup>1</sup> *Sophia University*

**Corresponding Authors:** shishikura.teacher@outlook.com, mariko.yamada3@gmail.com

**TITLE:**

Empowering autonomy: Part-time teachers' collaborative pathways to success

**RELEVANT SIG:**

College and University Educators (CUE)

**FORMAT:**

Practice-oriented Oral Face-to-face presentation (25 minutes, including Q&A)

**Short English description:****KEYWORDS:**

Teacher autonomy, teacher collaboration, part-time teachers, professional development

**First-time presenter?:****ABSTRACT:**

Autonomy is an essential factor for language teachers to advance their careers. However, part-time university teachers often struggle with professional development and academic opportunities due to their busy teaching schedules and limited opportunities (Kambayashi, 2021; Milliner, 2017; Sugino, 2010). Collaborating with colleagues can improve their autonomy and help address this issue. This presentation reflects and discusses two types of collaboration: pedagogic and academic collaborations. Case studies highlight two pedagogic collaborations using digital tools. In one case, two teachers jointly utilised Padlet for academic writing instruction. Other teachers partnered with full-timers using Quizlet to enhance learners' self-directed vocabulary learning. The presentation also examines academic collaborations, including co-writing an academic paper and forming an academic writing group that supports each member's productivity. This presentation will be valuable for any part-time or novice teachers interested in professional development but unsure where to begin. It will also benefit faculty at the managerial level, seeking fresh ideas for faculty development and considering the integration of collaborative activities in their programmes. We believe teacher collaboration improves our autonomy, which not only enhances career development but also ultimately promotes learner autonomy.

### Saturday Posters / 223

## From Concept to Publication: Creating a Graded Reader

**Author:** Stephen Bridge<sup>1</sup>

**Co-author:** John Carle<sup>2</sup>

<sup>1</sup> Tokyo International University

<sup>2</sup> MW SIG, Kindai University, Oak Hills Press

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#### TITLE:

From Concept to Publication: Creating a Graded Reader

#### RELEVANT SIG:

Materials Writers

#### FORMAT:

In-person interactive poster session

#### Short English description:

#### KEYWORDS:

graded reader  
publication  
audio  
creative

#### First-time presenter?:

#### ABSTRACT:

This poster presentation explores the process of writing and producing a graded reader for EFL/ESL students, from initial concept to published material, with insights from two presenters. The first presenter will focus on the writing process, detailing the development of story ideas, collaboration with an editor, and the extensive cycle of writing and rewriting. Special attention will be given to adapting the vocabulary for graded reading levels, using tools such as the Online Graded Text Editor and others to ensure accessibility for learners. Additionally, the presenter will discuss the integration of AI-generated artwork to visually enhance the story, sharing both the limitations and advantages encountered during this process.

The second presenter will highlight the creation of the story's audio narration, addressing the decision-making process between using human voice actors and AI-generated voices. The pros and cons of each approach will be evaluated, along with the incorporation of sound effects to enrich the storytelling experience.

By sharing their experiences, the presenters aim to provide practical insights for educators and aspiring authors interested in creating engaging graded readers. They hope to inspire others to craft materials that combine narrative, visuals, and audio to motivate and support language learners worldwide.

## **B8-110 Learner Development / 224**

### **From Vision to Implementation: National Objectives and Classroom Practices in Japan**

**Author:** Cecilia Smith Fujishima<sup>1</sup>

<sup>1</sup> *Shirayuri University*

**Corresponding Author:** fujishima@shirayuri.ac.jp

**TITLE:**

From Vision to Implementation: National Objectives and Classroom Practices

**RELEVANT SIG:**

College and University Educators (CUE)

**FORMAT:**

Research-oriented Oral Face-to-face presentation (25 minutes, including Q&A)

**Short English description:**

**KEYWORDS:**

Global Human Resources, internationalizing the curriculum, Japan, higher education

**First-time presenter?:**

**ABSTRACT:**

The globalization of higher education is a key priority in Japan, with national policies urging universities to develop “global jinzai”(global human resources) who can think independently, collaborate across cultures, and adapt to a rapidly changing global environment. However, the mechanisms for achieving these ambitious goals remain unclear. While studies of institutional practices and classroom case studies exist, little is known about how government policies translate into classroom practices across diverse institutional contexts.

This presentation reports on a quantitative analysis of syllabi from globalized programs at four Japanese universities, focusing on course content, learning objectives, and assessment methods. The findings reveal that the syllabi demonstrate an awareness of preparing students to operate effectively in international society. However, significant gaps remain, particularly in instances where the connection between government policy and classroom practice is less evident or inconsistently applied.

This study serves as a foundation for further research, emphasizing the need to refine curricula in Japanese universities to better align with global education goals, bridge the gap between policy and practice, and enhance educational outcomes.

## Saturday Posters / 225

## Relation between entrance exams, NGSL Levels, GPA, and TOEIC L&R Scores

**Author:** Jean-Pierre Joseph Richard<sup>1</sup>

<sup>1</sup> *The University of Nagano*

**Corresponding Author:** richard.jean-pierre@u-nagano.ac.jp

**TITLE:**

Relation between entrance exams, NGSL Levels, GPA, and TOEIC L&R Scores

**RELEVANT SIG:**

Vocabulary

**FORMAT:**

In-person interactive poster session

**Short English description:**

**KEYWORDS:**

Entrance Exams, NGSL, GPA, TOEIC L&R

**First-time presenter?:**

**ABSTRACT:**

At one Japanese university, TOEIC is used to evaluate the English-language program. Additionally, first-year students should master the New General Service List (NGSL; Brown, 2013). An NGSL levels test (Bennett & Stoeckel, 2013) places students in one of four levels. By January, approximately 20% of students remain at or below NGSL Level 3 (i.e., first 1900 NGSL words). As one step in understanding why, this presentation reports on the relationships between NGSL levels, enrollment type, GPA, and TOEIC L&R scores. Analyses revealed that students who entered by recommendation were more likely to remain at lower NGSL levels,  $\chi^2$  (df = 1, N = 167) = 18.165,  $p < .001$ . A one-way ANOVA indicated significant GPA differences between NGSL groups (partial  $\eta^2 = .27$ ; higher NGSL students > mid-level > lower level). Likewise, two RMANOVAs revealed significant differences for both TOEIC Listening (partial  $\eta^2 = .23$ ) and Reading scores (partial  $\eta^2 = .16$ ). On average, lower-level NGSL students were 10-18 months behind higher-level NGSL peers on both TOEIC Listening and Reading. Differences were most acute for TOEIC Reading. Lower-performing NGSL students might struggle with speed and comprehension on the TOEIC Reading test. Enrollment practices might also be limiting score growth.

## B8-112 SAT: ICLE & Critical Thinking; SUN: Listening & ER / 226

## Enhancing Engagement in Literature Circles through Parallel Thinking

**Author:** Patrick Conaway<sup>1</sup>

<sup>1</sup> *Shokei Gakuin University*

**Corresponding Author:** patrick.conaway@gmail.com

**TITLE:**

Enhancing Engagement in Literature Circles through Parallel Thinking

**RELEVANT SIG:**

Extensive Reading

**FORMAT:**

Practice-oriented Oral Face-to-face presentation (25 minutes, including Q&A)

**Short English description:****KEYWORDS:**

extensive reading  
discussion activities  
literature circles

**First-time presenter?:****ABSTRACT:**

Although extensive reading often focuses on individually chosen books, one reason for using class readers in extensive reading, as highlighted by Ramonda (2020), is their ability to promote discussion and provide students with opportunities to check their own understanding. A common approach in such settings is Literature Circles, where each student takes on a specific role, such as summarizing the book, teaching vocabulary, or connecting the book's themes to their own experiences. Although this method can help deepen understanding, discussion can be limited to sequences of short speeches directed by a facilitator.

This presentation introduces a modification to this discussion format, inspired by de Bono's (1985) Six Thinking Hats method of parallel thinking where every participant takes on the same role rather than individual roles. In this approach, groups work collaboratively to create shared outputs, such as posters summarizing the book, highlighting key vocabulary, or illustrating cultural points. This adaptation encourages students to share opinions and engage with one another's ideas, reducing reliance on a teacher or facilitator to manage discussions.

Through work samples and discussion transcripts, attendees will gain insights into implementing parallel Literature Circles in their own classrooms to promote deeper interaction and autonomy in student-led discussions.

**B8-111 SAT: Teacher Development & Critical Thinking; SUN: ICLE & TBLT / 227**

## **Two ways of using picture books to explore intercultural understanding**

**Author:** Gaby Benthien<sup>1</sup>

<sup>1</sup> *Shumei University*

**Corresponding Author:** gabybenthien@yahoo.com.au

**TITLE:**

Two ways of using picture books to foster intercultural understanding

**RELEVANT SIG:**

Intercultural Communication in Language Education

**FORMAT:**

Practice-oriented Oral Face-to-face presentation (25 minutes, including Q&A)

**Short English description:**

**KEYWORDS:**

intercultural understanding picture books teacher development

**First-time presenter?:****ABSTRACT:**

The use of English-language picture books may not only foster linguistic skills but can also offers a means of introducing various cultural concepts. This presentation focuses on an ongoing exploratory action research project to investigate the integration of picture books into an intercultural understanding course for pre-service teachers. Picture books were used in two main ways. First, topics including perspectives and perceptions, accepted and familiar, and Japan's changing demographics were introduced using picture books. This represents the educator's autonomy and agency in terms of choosing resources that are most likely to engage the students in each theme. A second activity enabled students to use picture books in their future teacher persona. The Ministry of Education, Culture, Sports, Science and Technology (MEXT) prescribes the integration of intercultural understanding in both primary school and secondary school foreign language classes. Thus, this activity represents autonomy and agency in terms of selecting and using additional teaching resources for future teachers and introduces them to options beyond prescribed textbooks. The activities using picture books highlight the process of being autonomous (as well as adventurous and creative) in selecting interesting resources and putting new ideas into action.

**B8-107 CUE / 228**

## **Learner Agency: Students' Views on Using ChatGPT and Google Translate in Essay Writing**

**Author:** Timothy Mazorodze<sup>1</sup>

<sup>1</sup> *Reitaku University*

**Corresponding Author:** mazoroze@reitaku-u.ac.jp

**TITLE:**

Students' Views on Using ChatGPT and Google Translate in Essay Writing

**RELEVANT SIG:**

Computer Assisted Language Learning (CALL)

**FORMAT:**

Research-oriented Oral Face-to-face presentation (25 minutes, including Q&A)

**Short English description:****KEYWORDS:**

Agency, AI Tools, Essay Writing,

**First-time presenter?:****ABSTRACT:**

The rise of AI-driven language tools, such as translation applications and large language models, has significantly transformed language teaching and learning practices. These tools serve various functions, from acting as conversation partners and translating between languages to providing detailed feedback on students' work, making them invaluable to many second language learners. Their widespread availability and ease of use have led to increased integration in language classrooms and independent study alike. While both students and teachers recognize their benefits, concerns have emerged about these

tools potentially exceeding their role as learning aids, undermining learners' agency, and hindering the development of independent writing skills. This study examines students' perceptions of learner agency when using AI-driven language tools. Specifically, it explores how students perceive their own and their peers' agency in the context of using Google Translate and ChatGPT for essay writing assignments. By focusing on these perceptions, the research aims to contribute to a deeper understanding of how AI tools influence learner agency and autonomy in the writing class.

**B8-113 SAT: Task-Based Learning, GILE & PIE; SUN: Study Abroad, Vocabulary / 229**

## **SDGs through CLIL & generative AI: Awareness and action as global citizens**

**Author:** Manami Sato<sup>1</sup>

<sup>1</sup> *Kyoto University of Advanced Science*

**Corresponding Author:** manamis110@gmail.com

### **TITLE:**

SDGs through CLIL & AI: Awareness and action as global citizens

### **RELEVANT SIG:**

Global Issues in Language Education

### **FORMAT:**

Practice-oriented Oral Face-to-face presentation (25 minutes, including Q&A)

### **Short English description:**

### **KEYWORDS:**

CLIL, Global Issues, Critical Thinking, 4-Skills Integrated Approach

### **First-time presenter?:**

### **ABSTRACT:**

Japanese university freshmen often study English solely for entrance exams, resulting in a lack of real-world engagement (MEXT, 2012). This study investigates bridging this gap by transforming knowledge into practical applications and fostering global citizenship through CLIL. Students explore Sustainable Development Goals (SDGs) via compelling themes like Disney movies and stereotypes, the impact of fast fashion and ethical alternatives, and sustainable practices such as SMC (Sound Material-Cycle) society in Edo-period Japan. Utilizing authentic materials and engaging videos, critical thinking, and active discussion are encouraged. Generative AI tools, like ChatGPT (OpenAI, 2023) and DALL-E 3 (OpenAI, 2023), enhance student engagement and creativity; they simulate historical discussions on sustainability, create narratives challenging prevalent stereotypes, and draft sustainable fashion action plans. Students apply their learning meaningfully by actively identifying global issues and implementing tangible actions like awareness campaigns and sustainable consumption pledges. This presentation details the design of a CLIL-based SDG education framework, demonstrating AI's crucial role in empowering students to use English as a tool for addressing global challenges. Emphasizing practical engagement over rote learning (Ikeda, 2018), this approach offers valuable insights for making university English education more relevant and impactful (Zawacki-Richter et al., 2019).

**B8-110 Learner Development / 230**

## Assessing the Potential of AI For Learner Self-Regulation

**Author:** Paul Collett<sup>1</sup>

<sup>1</sup> *Shimonoseki City University*

**Corresponding Author:** collett@shimonoseki-cu.ac.jp

**TITLE:**

Assessing the Potential of AI For Learner Self-Regulation

**RELEVANT SIG:**

Learner Development

**FORMAT:**

Research-oriented Oral Face-to-face presentation (25 minutes, including Q&A)

**Short English description:**

**KEYWORDS:**

Generative AI, Self-Regulation of Learning, Co-regulation of Learning

**First-time presenter?:**

**ABSTRACT:**

In this presentation a research project based around use of an AI chatbot to help English language learners develop self-regulated learning (SRL) strategies will be introduced. One aspect of SRL often overlooked in discussion of its development is the importance of co-regulation and scaffolding from instructors, support that can be difficult to offer for busy teachers. Additionally, if approached incorrectly co-regulation may reduce autonomy by shifting the perceived locus of causality for action away from the learner, creating the perception that behaviour is being regulated outside of the self (Reeve, Ryan, Deci, and Jang, 2008). A possible way to avoid this is through the use of generative AI systems as tools for co-regulation. The presenter will report on such an approach, whereby students use AI tools to create personalized learning goals and detailed study plans, track weekly progress, and adjust strategies if goals are not met. In effect, learners become responsible for creating their own context-specific study plans which they can adjust as needed, ideally supporting SRL development without undermining autonomy. Implementation of the project, outcomes to date, and issues encountered will be covered.

**B3-203 SAT: Teaching Younger Learners & Materials Writers; SUN: TYL, CT & TD / 232**

## Hexagonal Thinking in Academic Discussions

**Author:** Prumel Barbudo<sup>1</sup>

<sup>1</sup> *Meikai University*

**Corresponding Author:** prumelb@gmail.com

**TITLE:**

Hexagonal Thinking in Academic Discussions

**RELEVANT SIG:**

Critical Thinking

**FORMAT:**



Practice-oriented Oral Face-to-face presentation (25 minutes, including Q&A)

**Short English description:**

**KEYWORDS:**

hexagonal thinking, critical thinking, discussions

**First-time presenter?:**

**ABSTRACT:**

Encouraging agency and autonomy while nurturing critical thinking in academic speaking classes is essential for student development. However, first-year college students often depend on teacher prompts, hindering their ability to think independently and engage in metacognitive reflection.

This presentation highlights hexagonal thinking as a strategy to empower students to take ownership of their learning, fostering metacognitive skills and critical thinking in collaborative discussions. Preliminary learning outcomes from a study involving 20 first-year students with pre-intermediate to low-intermediate levels of English competency at a Japanese university demonstrate the ability of this strategy to elicit deeper connections, improve creativity, and enhance speaking opportunities.

Drawing on frameworks for learner autonomy and critical thinking, hexagonal thinking enables students to reflect on their thought processes, articulate ideas independently, and build confidence in self-directed academic discussions. Attendees will leave equipped with practical tools and strategies to integrate hexagonal thinking into their teaching, creating a classroom environment that prioritizes student agency, metacognition, and meaningful engagement.

**B8-106 CUE / 233**

## **Students' Beliefs of the Impact of Generative AI in English Education**

**Author:** Suwako Uehara<sup>1</sup>

<sup>1</sup> *The University of Electro-Communications*

**Corresponding Author:** uehara.suwako@uec.ac.jp

**TITLE:**

Students' Beliefs on the Impact of Generative AI in English Education

**RELEVANT SIG:**

Computer Assisted Language Learning (CALL)

**FORMAT:**

Research-oriented Oral Face-to-face presentation (25 minutes, including Q&A)

**Short English description:**

**KEYWORDS:**

Generative AI, Essay Writing, Coding, Beliefs and Use

**First-time presenter?:**

**ABSTRACT:**

Since the emergence of generative AI, there has been a notable increase in learner's use of AI for language learning, which raises concerns on how to better guide learners to use AI to enhance writing skills (Uehara, 2023). The participants (N = 84) were English as a foreign language learners from three

intact academic writing classes. They responded to a prompt on how they perceive the impacts of AI on English education. Values coding (Saldaña, 2021) was used to investigate a nuanced interpretation on the open-ended responses. Themes on the learners beliefs on generative AI emerged through this inductive method. Preliminary results showed that learners found AI provides learning benefits by offering instant, personalized, and non-judgmental feedback. Many were in favour of AI to be used as a supportive resource rather than a substitute for cognitive engagement. Conversely, learners expressed concerns that overreliance on AI could be detrimental to learning because its convenience may discourage active engagement in the learning process. Recommendations for teachers supporting learners include facilitating regular in-depth discussions with students on the appropriate and ethical uses of AI tools and designing activities that help bridge the gap between writing without digital aid and writing with AI-supported tools.

**B3-203 SAT: Teaching Younger Learners & Materials Writers; SUN: TYL, CT & TD / 234**

## **The Journey for Student Agency and Autonomy in a Language Learning Space**

**Author:** Yanki Chung<sup>1</sup>

<sup>1</sup> *Tokyo BoE*

**Corresponding Author:** yankiyan@hotmail.com

**TITLE:**

The Journey for Student Agency and Autonomy in a Language Learning Space

**RELEVANT SIG:**

Learner Development

**FORMAT:**

Research-oriented Oral Face-to-face presentation (25 minutes, including Q&A)

**Short English description:**

**KEYWORDS:**

Autonomy, Agency, Language Learning Space, Student Volunteers

**First-time presenter?:**

**ABSTRACT:**

Inspired by marketing campaigns and self-access learning centers and the need for an English atmosphere in the school, an English language learning space was established more than three years ago at a non-academic public high school in Tokyo by the presenter, who was then a JET Programme assistant language teacher (ALT). The modest space started with a table, a chair, and a double-sided whiteboard in an in-between space along the corridor. The board designs are interactive and aim to be language resources for students to access during short breaks, which the ALT facilitated. The space gained recognition through a large reach of the school population and gradually went from ALT-only facilitation to student-volunteer facilitated, to the formation of an English team in charge of making board contents, facilitation, and creating festive events. This presentation will recount the journey of the space, the failures, successes, and ongoing challenges in terms of student autonomy and agency, the witnessed transformation of the English team members, how the space was perceived, and raise questions related to whether such spaces can be established in other public high schools with a low student body interested in English language learning, compared to English clubs in confined spaces.

**B8-108 SAT: Bilingualism & CALL / SUN: CUE & CALL / 235**

## **Enhancing ESL Speaking Skills with AI: Crafting Mobile-Friendly ChatGPT Prompts**

**Authors:** Gary Ross<sup>1</sup>; Jeanette Dennisson<sup>2</sup>

<sup>1</sup> *Kanazawa University*

<sup>2</sup> *St. Marianna University School of Medicine*

**Corresponding Authors:** gary.ross@icloud.com, nettedenn@gmail.com

### **TITLE:**

Enhancing ESL Speaking Skills with AI: Crafting Mobile ChatGPT Prompts

### **RELEVANT SIG:**

Computer Assisted Language Learning (CALL)

### **FORMAT:**

Practice-oriented Oral Face-to-face presentation (25 minutes, including Q&A)

### **Short English description:**

### **KEYWORDS:**

ChatGPT AI Mobile Speech

### **First-time presenter?:**

### **ABSTRACT:**

With advancements in AI technology, tools like ChatGPT are now seamlessly integrated into mobile devices, allowing users to engage in natural conversations using state-of-the-art voice recognition. ESL students can harness these capabilities to independently practice speaking and listening skills, providing valuable preparation for their classroom activities.

The key to unlocking the full potential of ChatGPT for language learning lies in crafting effective prompts. A well-designed prompt enables students to dive straight into speaking and listening exercises tailored to their needs. In this interactive mini-workshop, presenters will showcase practical strategies for designing versatile prompts that can be used immediately with students, whether on smartphones or computers.

Participants will explore how to create and customize speaking tasks to suit different themes, English proficiency levels, and learning objectives. The session will also highlight how to adapt these tasks for various devices, ensuring flexibility and accessibility.

To make the most of this workshop, attendees are encouraged to install the latest version of the ChatGPT app on their devices before joining. Whether you're new to ChatGPT or an experienced user, this workshop offers valuable insights, hands-on demonstrations, and a chance to share your experiences with integrating AI into ESL speaking activities.

**Saturday Posters / 236**

## **Facilitating Agency: A Comparative Study of English Reading Attitude**

**Author:** I-Jiuan Ting<sup>1</sup>

<sup>1</sup> *HungKuo Delin University of Technology*

**Corresponding Author:** marina@mail.hdut.edu.tw

**TITLE:**

Facilitating Agency: A Comparative Study of English Reading Attitude

**RELEVANT SIG:**

Learner Development

**FORMAT:**

In-person interactive poster session

**Short English description:**

**KEYWORDS:**

English reading attitude, reading constructs, learner agency

**First-time presenter?:**

**ABSTRACT:**

Reading attitude, a multifaceted construct consisting of cognitive, affective, and conative dimensions, substantially influences the engagement of L2 readers (Yamashita, 2004). The conative component, representing the reader's volitional drive, is vital for developing engagement and agency, and triggers the evolution of students' learning behavior from passive to active (Guthrie & Wigfield, 2000; Reeve & Tseng, 2011). This study compares the perceptions of 22 vocational high school sports students, including 10 sophomores and 12 juniors, on key English reading constructs: practical, intellectual, and linguistic values (cognitive aspect), as well as comfort, discomfort, and anxiety (affective aspect). The research results indicate that juniors perceive a significantly higher "linguistic value" in English reading than sophomores. However, no significant differences emerged in the other surveyed constructs. These findings suggest that additional exposure through a curriculum focused on linguistic complexities improves juniors' appreciation of English. As a result, curricula that emphasize language knowledge and usage may increase student engagement. Educators can implement targeted strategies to foster agency by understanding these differing reading attitudes and, for example, explicitly addressing linguistic values for juniors, and reducing anxiety and discomfort for sophomores. Ultimately, this approach aims to cultivate autonomous readers with informed reading choices.

**B8-112 SAT: ICLE & Critical Thinking; SUN: Listening & ER / 238**

## **L2 Perception of Rhetorical Effect of Greco-Latinate and Anglo-Saxon Words**

**Author:** Conan Chi<sup>1</sup>

<sup>1</sup> *Bunkyo University*

**Corresponding Author:** c.chi5531@bunkyo.ac.jp

**TITLE:**

L2 Perception of Rhetorical Effect of Greco-Latinate and Anglo-Saxon Words

**RELEVANT SIG:**

Intercultural Communication in Language Education

**FORMAT:**

Research-oriented Oral Face-to-face presentation (25 minutes, including Q&A)

**Short English description:**

**KEYWORDS:**

Rhetoric  
Teaching L2 Writing  
EFL  
Latin and Saxon words

**First-time presenter?:**

**ABSTRACT:**

Greco-Latin and Anglo-Saxon words have long held a prominent position in English rhetoric. The same holds true in modern English (Fowler 1907; Farnsworth 2011). This presentation centers on an ongoing study that investigates L2 learners' perception of the rhetorical effect of Greco-Latin and Anglo-Saxon words. Key questions addressed are: 1. What effect does lexicon have on L2 learners in terms of persuasive communication? 2. Do L2 learners respond to the rhetorical effects embedded in the phonological features of Greco-Latin and Anglo-Saxon words, and if so, how? 3. Do L2 learners show preference for Latinate vocabulary over Germanic, or vice versa, and why? A group of 16 students in a debate course will participate in the study. The first part of the study analyzes the lyrics of Enchanted (Swift 2010). The ratio of Greco-Latin words to Anglo-Saxon words is calculated for each section of the song. The participants will be asked to rank each section based on how easy it is to picture the content before taking part in an interview. This study will contribute to understanding L2 learners' sensitivity to rhetorical patterns of the English language, and assess the necessity of rhetorical instruction for L2 learners.

Opening Ceremony / 244

## Opening Ceremony

**Corresponding Author:** rdykes.jalt@gmail.com

**B3-201 Forum (60) SAT: Material Writers SIG Forum; ALL SIG Forum; ER SIG Forum; Teacher Development SIG Forum; SUN: Bilingualism SIG Forum; LD SIG Forum; CUE SIG Forum / 245**

## ALL SIG Forum: Inspiring Autonomy in Accessible Language Learning

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**TITLE:**

**RELEVANT SIG:**

Accessibility in Language Learning

**FORMAT:**

**Short English description:**

**KEYWORDS:**

**First-time presenter?:**

**ABSTRACT:**

This interactive Accessibility in Language Learning forum, invites participants to explore how learners can actively shape their language acquisition journeys. By delving into diverse contexts –from formal classrooms to informal and non traditional interactions. Presenters will share their experiences participating in the newly created LIFT scholarship program, offering detailed descriptions of their learning or teaching contexts, challenges, strategies and outcomes. Inspiring autonomy in accessible language learning requires a shift from passive reception to active engagement. Learners must be empowered to take ownership of their learning journey, choosing materials, methods, and a pace that best suit their individual needs and styles. This necessitates flexible learning environments that accommodate diverse needs and backgrounds. Accessibility extends beyond physical access to resources; it encompasses cognitive accessibility, emotional safety, and cultural sensitivity. Providing learners with clear learning goals, personalized feedback, and opportunities for self-assessment fosters a sense of agency. Interactive activities, peer-to-peer learning, and opportunities for learners to create and share their own content are crucial. Ultimately, inspiring autonomy in accessible language learning means empowering learners to become active participants in their language acquisition, fostering a sense of ownership and confidence in their abilities.

**B3-201 Forum (60) SAT: Material Writers SIG Forum; ALL SIG Forum; ER SIG Forum; Teacher Development SIG Forum; SUN: Bilingualism SIG Forum; LD SIG Forum; CUE SIG Forum / 246**

## **Bilingualism SIG Forum: From ESL Learner to ESL Educator: Changing Identities of a TESOL Practitioner**

**Corresponding Authors:** dblhappiness1@gmail.com, mikitanaka0101@gmail.com, alexshaitan@yahoo.com

**TITLE:**

**RELEVANT SIG:**

Bilingualism

**FORMAT:**

**Short English description:**

**KEYWORDS:**

**First-time presenter?:**

**ABSTRACT:**

Some people view language learning as a practical gain, and others consider it as selftransformation; in the recent view of Second Language Acquisition (SLA) and sociolinguistics, the identities of language learners and teachers have been a focal topic. This autoethnography illustrates my own journey as an English as a Second Language (ESL) student and how my identity has changed from a monolingual Japanese teenager to a multilingual and multicultural Teaching English to Speakers of Other Languages (TESOL) practitioner. My experience of wanting to escape the first language ( L1) community and being marginalized in an Englishspeaking community made me reject my L1 culture to belong to the target community. Not until I learned the significance of my identity as Japanese did I realize my multilingual and multicultural self. This article also discusses how it affects my teaching philosophy, emphasizing the importance of noticing changing identities in language acquisition.

**B3-102 Forum (30). SAT: Vocabulary SIG Forum; CEFR SIG Forum; LiLT Forum; PanSIG Journal; SUN: Business Communication Forum, GE SIG Forum, LLL SIG Forum / 247**

## **Business Communication SIG Forum: Impact of AI-based Language Services on Business Communication in Japan**

**Corresponding Authors:** ichiro.araki@gmail.com, saekouj@gmail.com, charry@g.matsuyama-u.ac.jp

**TITLE:**

**RELEVANT SIG:**

Business Communication

**FORMAT:**

**Short English description:**

**KEYWORDS:**

**First-time presenter?:**

**ABSTRACT:**

“At this year’s PAN SIG forum, we will explore the impact of AI on cross-cultural business communication. In today’s interconnected global environment, effective communication across cultures is essential. For Japanese businesses, where English plays a central role in international interactions, AI-powered English communication tools present both opportunities and challenges. Technologies such as translation apps and AI-driven chatbots help break down language barriers, facilitating smoother collaboration with global partners.

AI does more than bridge language gaps; it transforms communication by enabling multimodal interactions that integrate text, voice, and visual elements, enhancing the depth and clarity of exchanges. This multimodality is particularly beneficial in Japanese business contexts, where visual aids can simplify complex ideas and address the challenges posed by language distance between Japanese and English.

Yet, reliance on AI raises important concerns. Does it foster genuine cross-cultural understanding, or does it merely mask underlying linguistic and cultural differences? While AI supports the use of English as a global medium, excessive dependence on these tools may limit Japanese professionals’ language development and intercultural skills. This forum will delve into these issues, examining how AI-mediated multimodal communication influences Japanese business professionals’ engagement with English in real-world settings.

**B3-102 Forum (30). SAT: Vocabulary SIG Forum; CEFR SIG Forum; LiLT Forum; PanSIG Journal; SUN: Business Communication Forum, GE SIG Forum, LLL SIG Forum / 248**

## **CEFR LP SIG Forum: 21st Century Skills and the CEFR: Action Research, Plurilingualism and Mediation**

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**TITLE:**

**RELEVANT SIG:**

CEFR and Language Portfolio

**FORMAT:**

**Short English description:**

**KEYWORDS:**

**First-time presenter?:**

**ABSTRACT:**

The SIG Forum first addresses Action Research informed by CEFR principles as first steps for improving teaching practices. Based on a Kaken research project, a revised Action Research model is introduced to establish a virtuous cycle of improving educational capabilities. Studies from various AR models are scrutinized: Reflection practice methods, Exploratory Research and Exploratory Action Research. Practitioners are invited to join the project. The second presentation focuses on Multilingual English in language teaching -Using a chatbot for Mediation. It tries to demonstrate how AI-based chatbots can foster mediation-oriented language teaching in line with the new CEFR-Companion Volume. By using Japanese as a bridge language for English-based materials, educators can generate and refine tasks that integrate reception, production, interaction, and mediation. The talk intends to demonstrate the potential and the limitations of using chatbots as a tool for creating dynamic, multilingual learning experiences. The third presentation's draws on Mediation and Global Perspectives in a Spanish classroom. How to apply the CEFR mediation process in Spanish classes to improve students' global awareness, employing different cultural resources, reflecting on global issues. The example is the song 'Guntanam-era'. The final discussion will provide us with ideas to improve this teaching methodology.

**B3-202 Forum (60) SAT: JALT CALL SIG Forum; ICLE SIG Forum; Pragmatics SIG Forum; MAVR SIG Forum; SUN: SPIN Forum; CT SIG Forum, TYL SIG Forum / 249**

## **Critical Thinking SIG forum: JALT Critical Thinking SIG Forum**

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**TITLE:**

**RELEVANT SIG:**

Critical Thinking

**FORMAT:**

**Short English description:**

**KEYWORDS:**



**First-time presenter?:**

**ABSTRACT:**

The JALT Critical Thinking SIG Forum will feature presentations that promote the use and development of critical thinking in language courses. Among the topics to be presented by the speakers are learning ethics through analyzing media content, enhancing critical thinking through debate, ensuring student authorship through AI-generated tests, and examining the role of critical thinking skills in lecture comprehension. Additionally, future opportunities for participating, presenting, and publishing with the CT SIG will be presented.

**B3-201 Forum (60) SAT: Material Writers SIG Forum; ALL SIG Forum; ER SIG Forum; Teacher Development SIG Forum; SUN: Bilingualism SIG Forum; LD SIG Forum; CUE SIG Forum / 250**

## **CUE SIG Forum: Exploring ideology in autonomy, learner agency, and the connected classroom**

**Corresponding Authors:** kie.yamamoto1109@gmail.com, bacalaf@gmail.com, parvathy.ramachandran.shu@gmail.com, ctskelly@gmail.com, simpson@rs.tus.ac.jp, nadiiaz@iwate-u.ac.jp

**TITLE:**

**RELEVANT SIG:**

**FORMAT:**

**Short English description:**

**KEYWORDS:**

**First-time presenter?:**

**ABSTRACT:**

The CUE SIG forum for PanSIG features three rather unique perspectives on university education in Japan. The first presenter will talk about the ideological nature of discourses of autonomy, agency and affect within English Language Teaching (ELT). Primarily through his work on multimodal discourse analysis of advertising in ELT, Dr. Simpson will argue how neoliberal framings of learner autonomy often entail an ideological erasure of teacher labor. The second presenter will follow this up by exploring learner agency from an ecological perspective, which views agency not as an individual trait but as something that emerges through interactions between learners and their environments. This approach considers how various affordances—such as social relationships, institutional structures, and digital tools—shape learners' ability to make choices and take action. This would be followed by the final presenter who will further expand on the importance of the connected classroom and incorporate ways to make it happen. A positive classroom experience is associated with positive academic outcomes.

**B3-302 Forum (30) SAT: GILE SIG Forum; TEVAL SIG Forum; GALE SIG Forum; DEI Committee Workshop; SUN: JASAL Forum, MBE SIG Forum, PIE SIG Forum / 251**

## **Developing Inclusive Workplaces: A DEI Workshop on Microaggressions (JALT DEI Committee)**

**Corresponding Authors:** shawnacarroll@capilanou.ca, yaya.j.yao@gmail.com, mckinjp@gmail.com, gretchen3clark@gmail.com, glasgow-g@kanda.kuis.ac.jp

**TITLE:**

**RELEVANT SIG:**

**FORMAT:**

**Short English description:**

**KEYWORDS:**

**First-time presenter?:**

**ABSTRACT:**

The JALT DEI Committee strives to make JALT a more inclusive organization and to empower members with the knowledge, tools, and opportunities to foster awareness, build empathy, and spark meaningful conversations. This hybrid workshop welcomes both newcomers and those familiar with DEI concepts. It will begin with a brief meditation session, followed by a concise review of key DEI-related terms. Through an interactive session, the participants will explore different perspectives and practice strategies for addressing microaggressions in the workplace. Whether attending in person or online, participants will gain valuable insights, engage in meaningful discussions, and access useful DEI-related resources. Bring your friends and send your SIG representatives, officers, and chairs to join us for this engaging and interactive workshop!

**B3-302 Forum (30) SAT: GILE SIG Forum; TEVAL SIG Forum; GALE SIG Forum; DEI Committee Workshop; SUN: JASAL Forum, MBE SIG Forum, PIE SIG Forum / 252**

## **GALE SIG Forum: Hybrid How-Tos: Two Tried & True Procedures from JALT Organizations**

**Corresponding Authors:** e\_escobar@kufs.ac.jp, erinnoxon@gmail.com

For JALT Chapters and SIGs, face-to-face event hosting is just one option of many, due to the advent of powerful video conferencing software systems such as Google Meet, Zoom, and YouTube Live. Organizations who host hybrid events make their offerings accessible to a wider audience, including the geographically distant, people with disabilities, those with family or work obligations, or others who cannot attend for other reasons. In this session, the presenters will discuss the benefits and drawbacks of various platforms, discuss necessary equipment and costs, and outline their processes for ensuring hybrid events and meetings are successful. Edward will explain how to set up a YouTube LIVE stream using the free open source software OBS, as well as go through the equipment purchased and used by the Kyoto Chapter to provide viewers a professional-like experience without breaking the bank. Dr. Noxon will explain how to stream to YouTube using StreamYard, a free live stream platform. Using just a simple PC or Chromebook, a Bluetooth microphone, and a phone, anyone can live stream an event or a meeting in a cheap and easy way. If you are a member of an organizing committee within JALT, join us for this practical session.

**TITLE:**

GALE SIG Forum

**RELEVANT SIG:**

Gender Awareness in Language Education (GALE)

**FORMAT:**

**Short English description:**

**KEYWORDS:**

**First-time presenter?:**

**ABSTRACT:**

For JALT Chapters and SIGs, face-to-face event hosting is just one option of many, due to the advent of powerful video conferencing software systems such as Google Meet, Zoom, and YouTube Live. Organizations who host hybrid events make their offerings accessible to a wider audience, including the geographically distant, people with disabilities, those with family or work obligations, or others who cannot attend for other reasons. In this session, the presenters will discuss the benefits and drawbacks of various platforms, discuss necessary equipment and costs, and outline their processes for ensuring hybrid events and meetings are successful. Edward will explain how to set up a YouTube LIVE stream using the free open source software OBS, as well as go through the equipment purchased and used by the Kyoto Chapter to provide viewers a professional-like experience without breaking the bank. Dr. Noxon will explain how to stream to YouTube using StreamYard, a free live stream platform. Using just a simple PC or Chromebook, a Bluetooth microphone, and a phone, anyone can live stream an event or a meeting in a cheap and easy way. If you are a member of an organizing committee within JALT, join us for this practical session.

**B3-302 Forum (30) SAT: GILE SIG Forum; TEVAL SIG Forum; GALE SIG Forum; DEI Committee Workshop; SUN: JASAL Forum, MBE SIG Forum, PIE SIG Forum / 253**

## **GILE Forum: The Importance of Agency in Global Issues Language Education**

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The Global Issues in Language Education (GILE) SIG Forum will feature presentations and discussions from experienced GILE educators highlighting a variety of unique approaches to promoting agency in the teaching of global issues to language learners. Global issues are increasingly gaining prominence in language education, as educators recognize the importance of equipping learners with the skills and knowledge to analyze and address complex, international challenges in a changing, interconnected world. This forum seeks empower educators with ideas and strategies for addressing such issues, and foster learners' ability to critically examine pressing global challenges. Among the topics to be discussed are: "The Power of Choice: Engaging Students in SDG Education," "Analyzing 2024 US Presidential Election Campaign Materials," "Fostering Social Engagement with Oral Histories in SLA Contexts" and "But What Can I Do? Actions that Empower Students to Protect Human Rights." Join us to hear new perspectives and ideas, participate in discussions regarding how best to address global issues, and gain confidence in your ability to teach such content, whether you are an experienced educator, or a novice looking to incorporate more global issues content in your classes.

**TITLE:**

**RELEVANT SIG:****FORMAT:****Short English description:****KEYWORDS:****First-time presenter?:****ABSTRACT:**

The Global Issues in Language Education (GILE) SIG Forum will feature presentations and discussions from experienced GILE educators highlighting a variety of unique approaches to promoting agency in the teaching of global issues to language learners. Global issues are increasingly gaining prominence in language education, as educators recognize the importance of equipping learners with the skills and knowledge to analyze and address complex, international challenges in a changing, interconnected world. This forum seeks empower educators with ideas and strategies for addressing such issues, and foster learners' ability to critically examine pressing global challenges. Among the topics to be discussed are: "The Power of Choice: Engaging Students in SDG Education," "Analyzing 2024 US Presidential Election Campaign Materials," "Fostering Social Engagement with Oral Histories in SLA Contexts" and "But What Can I Do? Actions that Empower Students to Protect Human Rights." Join us to hear new perspectives and ideas, participate in discussions regarding how best to address global issues, and gain confidence in your ability to teach such content, whether you are an experienced educator, or a novice looking to incorporate more global issues content in your classes.

**B3-102 Forum (30). SAT: Vocabulary SIG Forum; CEFR SIG Forum; LiLT Forum; PanSIG Journal; SUN: Business Communication Forum, GE SIG Forum, LLL SIG Forum / 254**

## **Global Englishes SIG Forum**

**Corresponding Authors:** fmctagga@reitaku-u.ac.jp, chhayankdharsingh@gmail.com

**TITLE:****RELEVANT SIG:**

Global Englishes

**FORMAT:****Short English description:****KEYWORDS:****First-time presenter?:****ABSTRACT:**

Presentation 1: An Introduction to Indian English. Spoken by 128 million people, Indian-English is the largest second-language English variety. With the migration of skilled workers from India and the growth of the Indian economy, Indian English is spreading globally. This presentation explores its phonological, grammatical, lexical, and discourse features, highlighting what defines Indian English.

Presentation 2: Assessing Student Responses to L2 Speaker Video Content as Listening Assignments. This pilot study explores the use of L2 English speaker video content as listening assignments. Results suggest that content featuring L2 speakers is useful not only for language learning purposes, but also has implications for students' perceptions of themselves as English speakers. Presentation 3: Potential for diversification of language teaching in English as a (Multi) Lingua Franca (E(M)LF). This survey of theorization and research indicates: a. various components of English as a Foreign Language (EFL) curricula seem replaceable by more useful language; b. a possible disconnection between EFL and Second Language Acquisition, potentially rectifiable through E(M)LF; c. a possible future for English form and function that is primarily influenced by E(M)LF.

**B3-202 Forum (60) SAT: JALT CALL SIG Forum; ICLE SIG Forum; Pragmatics SIG Forum; MAVR SIG Forum; SUN: SPIN Forum; CT SIG Forum, TYL SIG Forum / 255**

## **ICLE Forum: Fostering Intercultural Learning: COIL and Effective Classroom Resources**

**Corresponding Authors:** gabybenthien@yahoo.com.au, prakhshandehroo@gmail.com

This forum explores innovative strategies for enhancing intercultural awareness and understanding in language education. The first presenter discusses the integration of Collaborative Online International Learning (COIL) into undergraduate courses in Japan, fostering cross-cultural exchanges with students from the United States, Germany, Brazil, Belgium, Portugal, Mexico, and Türkiye. By reflecting on the evolution of COIL implementation since 2021, the presenter highlights key insights, challenges, and best practices for leveraging virtual collaboration to develop students' intercultural competencies.

The second presenter introduces three practical resources that effectively engage students in intercultural learning, whether embedded throughout a course or used in one-off lessons. These resources support critical intercultural awareness development by facilitating discussions on various intercultural perspectives.

By showcasing both long-term virtual exchanges and flexible, adaptable teaching materials, this session offers valuable takeaways for educators seeking to cultivate meaningful intercultural learning experiences in language classrooms. Participants will gain insights into the dynamic role of COIL in fostering global connections and discover accessible tools for enhancing intercultural competence in diverse educational settings.

### **TITLE:**

ICLE SIG Forum

### **RELEVANT SIG:**

Intercultural Communication in Language Education

### **FORMAT:**

### **Short English description:**

### **KEYWORDS:**

### **First-time presenter?:**

### **ABSTRACT:**

This forum explores innovative strategies for enhancing intercultural awareness and understanding in language education. The first presenter discusses the integration of Collaborative Online International Learning (COIL) into undergraduate courses in Japan, fostering cross-cultural exchanges with students from the United States, Germany, Brazil, Belgium, Portugal, Mexico, and Türkiye. By reflecting on the evolution of COIL implementation since 2021, the presenter highlights key insights, challenges, and best practices for leveraging virtual collaboration to develop students' intercultural competencies.

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**B3-202 Forum (60) SAT: JALT CALL SIG Forum; ICLE SIG Forum; Pragmatics SIG Forum; MAVR SIG Forum; SUN: SPIN Forum; CT SIG Forum, TYL SIG Forum / 256**

## **JALTCALL Forum: Applying AI in Language Education**

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**TITLE:**

**RELEVANT SIG:**

Computer Assisted Language Learning (CALL)

**FORMAT:**

**Short English description:**

**KEYWORDS:**

**First-time presenter?:**

**ABSTRACT:**

Since the release of ChatGPT, artificial intelligence (AI) has taken the world by storm, in many cases radically disrupting and transforming the way we work. The accessibility of powerful new AI technologies also brings with it opportunities and challenges for language learning and teaching. AI chatbots can act as intelligent language tutors able to provide individualised feedback adapted to a learner's proficiency level and interests. Learners can also use AI tools to produce higher-quality written work and oral presentations. However, an over-reliance on such tools may undermine their autonomy and raises questions on topics ranging from learning outcomes to ethics and academic integrity. To what extent should we allow or encourage our students then to use AI in their academic work, and which tools are most appropriate for use in and outside of the classroom? How can we mitigate the risks associated with AI? What does the existing research tell us about the effectiveness of AI tools for language education? And how is AI likely to shape the future of language education? Our panel of CALL and AI experts will consider these and other pressing questions, drawing on their own research findings and on their experience as language educators.

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## **Building Up Students' Ability to Discuss a Wide Range of Topics**

TITLE:

RELEVANT SIG:

FORMAT:

Short English description:

KEYWORDS:

First-time presenter?:

ABSTRACT:

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## **The Qualities of an Effective Course for Japanese Children**

**B3-102 Forum (30). SAT: Vocabulary SIG Forum; CEFR SIG Forum; LiLT Forum; PanSIG Journal; SUN: Business Communication Forum, GE SIG Forum, LLL SIG Forum / 259**

## **LLL SIG Forum: Motivations for Lifelong Learning in Undergraduate & Graduate Studies**

**Corresponding Authors:** jshibuya0514@gmail.com, mokuren.yokozeki@gmail.com, a1321225@aoyama.jp, asia@ferris.ac.jp

University education can be part of lifelong learning, but it can also instill lifelong learning habits. A panel of speakers who have studied at the undergraduate and graduate levels in Japan and abroad will compare their university trajectories and explain how their prior and subsequent learning and life experiences affected, and were affected by, their tertiary studies. The speakers will represent those just beginning a Master's program, those who are well into their doctoral studies, and those whose studies have led to careers in academia after completing a PhD. Their diverse research interests include: homeschooling (and alternative) schooling, how English use influences cultural norms and identity, how language learners acquire intercultural competence, and the grammatical awareness of EFL students in Japan. After summarizing the educational and career paths that led them to where they are now, the forum speakers will discuss the key points along their journey and share what they found to be the most conducive in inculcating lifelong learning habits.

TITLE:

Lifelong Learning SIG Forum

**RELEVANT SIG:**

Lifelong Language Learning

**FORMAT:**

**Short English description:**

**KEYWORDS:**

**First-time presenter?:**

**ABSTRACT:**

University education can be part of lifelong learning, but it can also instill lifelong learning habits. A panel of speakers who have studied at the undergraduate and graduate levels in Japan and abroad will compare their university trajectories and explain how their prior and subsequent learning and life experiences affected, and were affected by, their tertiary studies. The speakers will represent those just beginning a Master's program, those who are well into their doctoral studies, and those whose studies have led to careers in academia after completing a PhD. Their diverse research interests include: home-schooling (and alternative) schooling, how English use influences cultural norms and identity, how language learners acquire intercultural competence, and the grammatical awareness of EFL students in Japan. After summarizing the educational and career paths that led them to where they are now, the forum speakers will discuss the key points along their journey and share what they found to be the most conducive in inculcating lifelong learning habits.

**B3-102 Forum (30). SAT: Vocabulary SIG Forum; CEFR SIG Forum; LiLT Forum; PanSIG Journal; SUN: Business Communication Forum, GE SIG Forum, LLL SIG Forum / 260**

## **LiLT forum: Literature in Language Teaching**

**Corresponding Authors:** kuze@toyo.jp, mcilroy@rikkyo.ac.jp, cam.villa1031@gmail.com, alison\_hasegawa@rikkyo.ac.jp, todd.hooper25@gmail.com

**TITLE:**

**RELEVANT SIG:**

**FORMAT:**

**Short English description:**

**KEYWORDS:**

**First-time presenter?:**

**ABSTRACT:**

LiLT is concerned with the use of literature in the language classroom as well as student production of literature, as in composition or creative writing courses: students create their own literature. The LiLT forum celebrates such diversity of literature as input or output and the creative teaching methods



employed.

**B3-302 Forum (30) SAT: GILE SIG Forum; TEVAL SIG Forum; GALE SIG Forum; DEI Committee Workshop; SUN: JASAL Forum, MBE SIG Forum, PIE SIG Forum / 261**

## **Brain SIG Forum: Practical Issues of Autonomy and Agency in Our Classrooms: Let Us Share!**

**Corresponding Authors:** gillisfurutaka.amanda@gmail.com, johnmarshall.reeve@acu.edu.au, feadoga1@gmail.com

**TITLE:**

**RELEVANT SIG:**

Mind, Brain, and Education

**FORMAT:**

**Short English description:**

**KEYWORDS:**

**First-time presenter?:**

**ABSTRACT:**

This forum offers an opportunity for teachers to discuss practical issues of learner autonomy they encounter in the classroom. We'll be using an online tool to allow participants' anonymous input. Psychological science has long provided data supporting the idea that autonomy boosts intrinsic motivation. Such an idea is now being explored by neuroscience with positive outcomes (see Murayama et al., 2016 among others). However, Reeves (2009) pointed out that despite its research-supported benefit, teachers are frequently controlling rather than encouraging autonomy. Why is this? How can teachers facilitate learner autonomy in our classrooms? Come and share your ideas and experiences. Let's learn from each other and further explore the new ideas in our classrooms!

**B3-201 Forum (60) SAT: Material Writers SIG Forum; ALL SIG Forum; ER SIG Forum; Teacher Development SIG Forum; SUN: Bilingualism SIG Forum; LD SIG Forum; CUE SIG Forum / 262**

## **Pragmatics in Materials: Developing Pragmatics-Focused Materials in ELT MW Forum**

**Corresponding Authors:** meizlish@nufs.ac.jp, ogawatravail@gmail.com, romney.cameron@gmail.com

"Pragmatics plays a crucial role in effective communication, yet it remains an underexplored area in English Language Teaching (ELT) in Japan. To address this gap, this forum will bring together the expertise of the Material Writers and Pragmatics Special Interest Groups (SIGs) to showcase innovative approaches to designing and implementing materials that foster pragmatic competence.

The session will feature 5 minute presentations from four experienced instructors who have researched or developed materials targeting key areas of pragmatics, such as speech acts, discourse

markers, and culturally appropriate communication strategies. Each presenter will share insights into their research and practical approaches, followed by an interactive discussion session where attendees will engage in idea-sharing and collaborative problem-solving.

By attending this forum, participants will gain an understanding of how to create pragmatic materials tailored to diverse learner contexts and explore strategies to integrate pragmatics into their teaching practices. This collaborative session will provide valuable resources and inspiration for instructors committed to enhancing their students' pragmatic competence."

**TITLE:**

**RELEVANT SIG:**

Materials Writers

**FORMAT:**

**Short English description:**

**KEYWORDS:**

Material Writers

**First-time presenter?:**

**ABSTRACT:**

Pragmatics plays a crucial role in effective communication, yet it remains an underexplored area in English Language Teaching (ELT) in Japan. To address this gap, this forum will bring together the expertise of the Material Writers and Pragmatics Special Interest Groups (SIGs) to showcase innovative approaches to designing and implementing materials that foster pragmatic competence.

The session will feature 5 minute presentations from four experienced instructors who have researched or developed materials targeting key areas of pragmatics, such as speech acts, discourse markers, and culturally appropriate communication strategies. Each presenter will share insights into their research and practical approaches, followed by an interactive discussion session where attendees will engage in idea-sharing and collaborative problem-solving.

By attending this forum, participants will gain an understanding of how to create pragmatic materials tailored to diverse learner contexts and explore strategies to integrate pragmatics into their teaching practices. This collaborative session will provide valuable resources and inspiration for instructors committed to enhancing their students' pragmatic competence.

**B3-103 SUN: OLE SIG Forum, Listening SIG Forum, Study Abroad SIG Forum / 263**

## **OLE Forum: The Road Through Academia: Embracing the Cycle of Reciprocal Learning**

**Corresponding Authors:** [pornsri@kanda.kuis.ac.jp](mailto:pornsri@kanda.kuis.ac.jp), [szirmaimonika@gmail.com](mailto:szirmaimonika@gmail.com)

This forum explores the dynamic interplay between language and culture pedagogy through the academic journeys of two educators. The presenters will examine diverse perspectives and methodologies used to introduce new ideas, cultures, and languages to students.

The first presenter, a native Hungarian speaker, began her career as an English language instructor at Kanda University of International Studies and comes full circle at Hiroshima University. At KUIS, she reflects on the challenges and personal growth she experienced teaching international students in multicultural and multilingual environments.

The second presenter, a Thai language educator, prepares graduates for careers requiring Thai language proficiency. This presentation discusses how the Thai Language Program at Kanda University of International Studies fosters student motivation and integrates Thai culture into special university events and study abroad programs.

Both speakers reflect on academic challenges and factors of professional success over three decades in Japanese universities. The OLE forum is anchored in three key themes: language teaching, intercultural communication, and academic commitment.

**TITLE:**

**RELEVANT SIG:**

Other Language Educators (OLE)

**FORMAT:**

**Short English description:**

**KEYWORDS:**

**First-time presenter?:**

**ABSTRACT:**

This forum explores the dynamic interplay between language and culture pedagogy through the academic journeys of two educators. The presenters will examine diverse perspectives and methodologies used to introduce new ideas, cultures, and languages to students.

The first presenter, a native Hungarian speaker, began her career as an English language instructor at Kanda University of International Studies and comes full circle at Hiroshima University. At KUIS, she reflects on the challenges and personal growth she experienced teaching international students in multicultural and multilingual environments.

The second presenter, a Thai language educator, prepares graduates for careers requiring Thai language proficiency. This presentation discusses how the Thai Language Program at Kanda University of International Studies fosters student motivation and integrates Thai culture into special university events and study abroad programs.

Both speakers reflect on academic challenges and factors of professional success over three decades in Japanese universities. The OLE forum is anchored in three key themes: language teaching, intercultural communication, and academic commitment.

**B3-204 SAT: TEVAL & Pragmatics; SUN: LLL, TYL, PIE & Global Englishes / 264**

## **Autonomy in EFL Education: Insights from a Rural Junior High School in Japan**

**TITLE:**

**RELEVANT SIG:**

**FORMAT:**

**Short English description:**

**KEYWORDS:****First-time presenter?:****ABSTRACT:**

While existing literature and studies present a wide range of theories on student autonomy, empirical data on how it is promoted in basic education EFL classes remain limited. To address this gap, this study documents student autonomy in English classes at a Japanese rural junior high school, where students have limited exposure to English outside the classroom and little immediate need for the language. This study specifically aims to explore how a small rural school promotes and nurtures student autonomy in language learning.

This study employs class observations and teacher interviews to document the challenges, strategies, and tools used to promote and nurture autonomy. Class observations will provide insights into key practices that support autonomy, as well as barriers that hinder students from fully exercising it. Teacher interviews will complement these observations by confirming findings and offering additional perspectives.

Preliminary results indicate that consistent with existing theories, learner autonomy comprises distinct yet interconnected categories with specific but overlapping prerequisites. Interestingly, while previous literature often cites cultural differences and traditional teaching as obstacles to autonomy, this study finds that these factors can be leveraged as advantages. Policy and curriculum on the other hand remain as significant challenges.

**B3-102 Forum (30). SAT: Vocabulary SIG Forum; CEFR SIG Forum; LiLT Forum; PanSIG Journal; SUN: Business Communication Forum, GE SIG Forum, LLL SIG Forum / 265**

## **Navigating the PanSIG Journal: From Submission to Review**

**Corresponding Authors:** uehara.suwako@uec.ac.jp, allyson@toyo.jp

**TITLE:****RELEVANT SIG:****FORMAT:****Short English description:****KEYWORDS:****First-time presenter?:****ABSTRACT:**

This workshop provides an in-depth look at publishing with the PanSIG Journal, guiding participants through both the submission and peer-review processes. Designed for prospective authors and reviewers, the workshop is divided into two interactive sessions.

The first session focuses on submission guidelines, covering manuscript formatting, adherence to APA style, and the journal's expectations for different paper types. Participants will gain practical insights into crafting a strong submission, common pitfalls to avoid, and strategies for increasing the likelihood of acceptance.

The second session shifts to the role of peer reviewers, exploring the review process, evaluation criteria, and best practices for providing constructive feedback. Participants will learn how to assess submissions effectively, maintain high scholarly standards, and contribute to the academic community by becoming a reviewer for the journal.

This workshop is ideal for researchers looking to publish in PanSIG Journal and those interested in developing their skills as peer reviewers. Whether you are new to academic publishing or seeking to refine your approach, this session will equip you with the knowledge and tools to engage confidently with the journal as both an author and reviewer.

**B3-302 Forum (30) SAT: GILE SIG Forum; TEVAL SIG Forum; GALE SIG Forum; DEI Committee Workshop; SUN: JASAL Forum, MBE SIG Forum, PIE SIG Forum / 266**

## **PIE SIG Forum: Stage to Classroom: Developing EFL Skills with Drama Games + Film Studies.**

**Authors:** Ashley Ford-Mihashi<sup>None</sup>; Brian Gallagher<sup>1</sup>; Dawn Kobayashi<sup>2</sup>

**Co-authors:** Darren A. Kinsman ; David Kluge <sup>3</sup>

<sup>1</sup> *Meijo University*

<sup>2</sup> *Onomichi City University*

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**Corresponding Authors:** kobayashi-dawn@onomichi-u.ac.jp, dkluge55@gmail.com

Drama-based activities offer an engaging and dynamic approach to language learning, fostering authentic communication in the EFL classroom. This forum explores how drama games can enhance students' conversational fluency, confidence, and interactional competence. By incorporating improvisation, role-play, and storytelling, drama encourages spontaneity, risk-taking, and meaningful language use in a low-pressure environment. Drawing from practical applications and classroom research, this forum explores and shows how drama games align with communicative language teaching principles and support linguistic, social, and cognitive development. Participants will gain insights into selecting, adapting, and implementing drama activities tailored to different proficiency levels. Additionally, the session will address challenges such as student reluctance and classroom management while offering strategies to maximize engagement. Through interactive demonstrations and discussions, attendees will leave with practical tools to integrate drama into their teaching repertoire. This open forum advocates for drama as an effective pedagogical tool, transforming classrooms into vibrant spaces for language acquisition.

**TITLE:**

**RELEVANT SIG:**

Performance in Education

**FORMAT:**

**Short English description:**

**KEYWORDS:**

**First-time presenter?:**

**ABSTRACT:**

Drama-based activities offer an engaging and dynamic approach to language learning, fostering authentic communication in the EFL classroom. This forum explores how drama games can enhance students' conversational fluency, confidence, and interactional competence. By incorporating improvisation, role-play, and storytelling, drama encourages spontaneity, risk-taking, and meaningful language use in a low-pressure environment. Drawing from practical applications and classroom research, this forum explores and shows how drama games align with communicative language teaching principles and support linguistic, social, and cognitive development. Participants will gain insights into selecting, adapting, and implementing drama activities tailored to different proficiency levels. Additionally, the session will address challenges such as student reluctance and classroom management while offering strategies to maximize engagement. Through interactive demonstrations and discussions, attendees will leave with practical tools to integrate drama into their teaching repertoire. This open forum advocates for drama as an effective pedagogical tool, transforming classrooms into vibrant spaces for language acquisition.

**B3-202 Forum (60) SAT: JALT CALL SIG Forum; ICLE SIG Forum; Pragmatics SIG Forum; MAVR SIG Forum; SUN: SPIN Forum; CT SIG Forum, TYL SIG Forum / 267**

## **Pragmatics SIG Forum: Pragmatics and Language Learning: From Research to the Classroom**

**Corresponding Authors:** [ma\\_feroze@yahoo.ca](mailto:ma_feroze@yahoo.ca), [stachuspetertu@gmail.com](mailto:stachuspetertu@gmail.com), [keishin-k@kanda.kuis.ac.jp](mailto:keishin-k@kanda.kuis.ac.jp)

This Pragmatics SIG forum brings together four young and early career teachers and researchers with a passion for pragmatics: understanding it, researching it, and bringing it to the language classroom. Each will bring a unique and novel perspective to this important field. Saki Araki investigated multilingual English users, gaining insights regarding their beliefs and reported actions as they navigate communicative challenges in diverse situations. She highlights the importance of equipping learners with the ability to develop pragmatic competence and adjust to shared understandings. Stachus Peter Tu's classroom-based study focused on the affective consequences for students of teachers' feedback on their writing, with interviews with students revealing the positive or negative effects that different types of feedback may have on learners' emotions and motivation. Jingxin Hao will introduce the development and evaluation of a pragmatics-focused guidebook on disagreement, developed to help Japanese learners become less anxious about disturbing harmony and better equipped with pragmatic strategies to express friendly disagreement. Malik Amir Feroze reports on strategies employed to bring greater pragmatic accuracy and variety to freshman university English classes, focusing on nonverbal elements in communication, conversations with three or more partners, and the eliciting and inclusion of students' own insights regarding communication.

**TITLE:**

**RELEVANT SIG:**

Pragmatics

**FORMAT:**

**Short English description:**

**KEYWORDS:**

**First-time presenter?:**

**ABSTRACT:**

This Pragmatics SIG forum brings together four young and early career teachers and researchers with a passion for pragmatics: understanding it, researching it, and bringing it to the language classroom.

Each will bring a unique and novel perspective to this important field. Saki Araki investigated multilingual English users, gaining insights regarding their beliefs and reported actions as they navigate communicative challenges in diverse situations. She highlights the importance of equipping learners with the ability to develop pragmatic competence and adjust to shared understandings. Stachus Peter Tu's classroom-based study focused on the affective consequences for students of teachers' feedback on their writing, with interviews with students revealing the positive or negative effects that different types of feedback may have on learners' emotions and motivation. Jingxin Hao will introduce the development and evaluation of a pragmatics-focused guidebook on disagreement, developed to help Japanese learners become less anxious about disturbing harmony and better equipped with pragmatic strategies to express friendly disagreement. Malik Amir Feroze reports on strategies employed to bring greater pragmatic accuracy and variety to freshman university English classes, focusing on nonverbal elements in communication, conversations with three or more partners, and the eliciting and inclusion of students' own insights regarding communication.

**B3-103 SUN: OLE SIG Forum, Listening SIG Forum, Study Abroad SIG Forum / 268**

## **Study Abroad SIG Forum: Creating A New Study Abroad Program: Flipped Panel/Workshop**

**Corresponding Authors:** jmolnar@kinjo-u.ac.jp, stephen05summer@yahoo.com

In this session, participants battle against the clock to create their own ideas for a new study abroad program. After setting out the rules and parameters of the activity, groups will be formed, and each will then discuss, gather information, and put together a short-term study abroad program proposal. Groups will have to consider important elements such as logistics, costs, extracurricular activities, classroom content, learning objectives and more. When the time runs out, everyone gets together in a circle and each group presents their ideas for discussion and feedback. Taking part in this exercise not only gives participants the chance to explore new ideas and learn about different study abroad options, but also to better understand the first steps that are involved in setting up a new study abroad program and some of the pitfalls and challenges along the way. This session would be ideal for anyone with interest in study abroad, whether a seasoned veteran, or complete beginner. Bring your friends!

**TITLE:**

**RELEVANT SIG:**

Study Abroad

**FORMAT:**

**Short English description:**

**KEYWORDS:**

**First-time presenter?:**

**ABSTRACT:**

In this session, participants battle against the clock to create their own ideas for a new study abroad program. After setting out the rules and parameters of the activity, groups will be formed, and each will then discuss, gather information, and put together a short-term study abroad program proposal. Groups will have to consider important elements such as logistics, costs, extracurricular activities, classroom content, learning objectives and more. When the time runs out, everyone gets together in a circle and

each group presents their ideas for discussion and feedback. Taking part in this exercise not only gives participants the chance to explore new ideas and learn about different study abroad options, but also to better understand the first steps that are involved in setting up a new study abroad program and some of the pitfalls and challenges along the way. This session would be ideal for anyone with interest in study abroad, whether a seasoned veteran, or complete beginner. Bring your friends!

**B3-302 Forum (30) SAT: GILE SIG Forum; TEVAL SIG Forum; GALE SIG Forum; DEI Committee Workshop; SUN: JASAL Forum, MBE SIG Forum, PIE SIG Forum / 269**

## **TEVAL Forum: Beyond Scores: Examining Rater Types and Acoustic Influence in L2 Testing**

**Corresponding Authors:** makitokawata@gmail.com, edwards16@me.com

This TEVAL SIG forum at PanSIG2025 addresses two key areas of L2 language assessment: L2 essay evaluation and L2 listening assessment conditions. Edward Schaefer will present an L2 writing assessment study exploring whether many-facet Rasch measurement (MFRM) and cluster analysis can identify distinct rater types among 40 native English speakers evaluating Japanese university students' essays. MFRM revealed significant rater bias within a subgroup, while cluster analysis distinguished three rater types: rhetorical features, linguistic features, and mechanics. Schaefer will discuss the implications for L2 writing instruction and assessment. Makito Kawata will explore how room acoustics influence English listening test performance. The study examined the acoustic characteristics of standardized EFL proficiency test venues and analyzed the score data obtained from those rooms. Results showed that 1) acoustic conditions differed substantially across test rooms, 2) listening scores were significantly lower in acoustically unfavorable rooms, and 3) lower-proficiency learners were disproportionately affected by poor acoustic conditions. Practical recommendations for equitable listening assessment will be discussed. Please join us for a lively discussion about these topics and how they influence teaching and testing practices.

**TITLE:**

**RELEVANT SIG:**

Testing and Evaluation

**FORMAT:**

**Short English description:**

**KEYWORDS:**

**First-time presenter?:**

**ABSTRACT:**

This TEVAL SIG forum at PanSIG2025 addresses two key areas of L2 language assessment: L2 essay evaluation and L2 listening assessment conditions. Edward Schaefer will present an L2 writing assessment study exploring whether many-facet Rasch measurement (MFRM) and cluster analysis can identify distinct rater types among 40 native English speakers evaluating Japanese university students' essays. MFRM revealed significant rater bias within a subgroup, while cluster analysis distinguished three rater types: rhetorical features, linguistic features, and mechanics. Schaefer will discuss the implications for L2 writing instruction and assessment. Makito Kawata will explore how room acoustics influence English listening test performance. The study examined the acoustic characteristics of standardized EFL proficiency test venues and analyzed the score data obtained from those rooms. Results showed that 1)



acoustic conditions differed substantially across test rooms, 2) listening scores were significantly lower in acoustically unfavorable rooms, and 3) lower-proficiency learners were disproportionately affected by poor acoustic conditions. Practical recommendations for equitable listening assessment will be discussed. Please join us for a lively discussion about these topics and how they influence teaching and testing practices.

**B3-102 Forum (30). SAT: Vocabulary SIG Forum; CEFR SIG Forum; LiLT Forum; PanSIG Journal; SUN: Business Communication Forum, GE SIG Forum, LLL SIG Forum / 270**

## Vocabulary SIG Forum

**Corresponding Author:** vittajp@gmail.com

**TITLE:**

**RELEVANT SIG:**

Vocabulary

**FORMAT:**

**Short English description:**

**KEYWORDS:**

**First-time presenter?:**

**ABSTRACT:**

The JALT Vocabulary SIG will hold a forum at the 2025 JALT PanSIG Conference. The forum will be of particular interest to members of the Vocabulary SIG, however, anyone is welcome to join. The forum will begin with a short address by the President of the Vocabulary SIG, Mark Howarth, in which he will provide an update on the current state of the SIG. The remaining time will be dedicated to a roundtable discussion, led by moderator Joseph Vitta (Waseda University), in which participants will have a chance to discuss current trends in vocabulary-related research. Participants are encouraged, but not required, to contact the Vocab SIG at [jaltvocab@gmail.com](mailto:jaltvocab@gmail.com) if there are any projects in particular that you would like to introduce and discuss with attendees. It is perfectly acceptable to discuss projects without contacting the SIG beforehand as well. We hope to have a lively, informed discussion on all things vocabulary related!

**B3-201 Forum (60) SAT: Material Writers SIG Forum; ALL SIG Forum; ER SIG Forum; Teacher Development SIG Forum; SUN: Bilingualism SIG Forum; LD SIG Forum; CUE SIG Forum / 271**

## Teacher Development SIG Forum: Reflective Practices & Creative Teaching: Paths to Agency & Autonomy

**Corresponding Authors:** [agloria@calarts.edu](mailto:agloria@calarts.edu), [jkuroda2012@gmail.com](mailto:jkuroda2012@gmail.com)

“This interactive forum explores innovative approaches to developing teacher autonomy and agency

within language education contexts. Through presentation-workshop style sessions, participants will engage with both theoretical frameworks and practical applications that enhance professional development and classroom practice.

The forum features two complementary perspectives on autonomy in language teaching:

Joan Kuroda examines how reflective practices and phenomenological approaches expand teacher awareness and decision-making. By distinguishing between problem-solving reflection and exploratory reflection, educators can uncover hidden teaching beliefs and develop greater professional autonomy. Participants will experience intersubjectivity through guided phenomenological writing and collaborative meaning-making activities.

Chuck Gloria demonstrates how collaborative songwriting projects foster student agency in Japanese EFL contexts. This arts-based approach balances structured scaffolding with creative freedom, encouraging peer collaboration and metacognitive awareness. Practical examples will showcase how creative project-based tasks can increase student confidence and engagement while transforming assessment models.

Join us for this thought-provoking forum where you'll gain insights into reflective practice, creative teaching methodologies, and cultural dimensions of autonomy. Through facilitated discussion and hands-on activities, participants will explore practical applications for their own teaching contexts and develop strategies for enhancing both teacher and learner agency."

**TITLE:**

**RELEVANT SIG:**

Teacher Development

**FORMAT:**

**Short English description:**

**KEYWORDS:**

**First-time presenter?:**

**ABSTRACT:**

This interactive forum explores innovative approaches to developing teacher autonomy and agency within language education contexts. Through presentation-workshop style sessions, participants will engage with both theoretical frameworks and practical applications that enhance professional development and classroom practice.

The forum features two complementary perspectives on autonomy in language teaching:

Joan Kuroda examines how reflective practices and phenomenological approaches expand teacher awareness and decision-making. By distinguishing between problem-solving reflection and exploratory reflection, educators can uncover hidden teaching beliefs and develop greater professional autonomy. Participants will experience intersubjectivity through guided phenomenological writing and collaborative meaning-making activities.

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**B3-202 Forum (60) SAT: JALT CALL SIG Forum; ICLE SIG Forum; Pragmatics SIG Forum; MAVR SIG Forum; SUN: SPIN Forum; CT SIG Forum, TYL SIG Forum / 272**

## **TYL Forum: Autonomy and Agency in Young Learner Language Education: A Roundtable Discussion**

**Corresponding Authors:** aisasami@gmail.com, robertchartrand@me.com

“This interactive round table session will explore the dual dimensions of autonomy and agency in language education, addressing both student and teacher perspectives. Featuring a diverse panel of educators—including an elementary school teacher, junior high school teacher, high school teacher, university instructor, and Eikaiwa teacher—this session will highlight practical strategies for empowering learners to make informed choices and take meaningful action in their language learning journey.

The first half of the session will focus on fostering autonomy and agency in students. Panelists will share insights into tools, methods, and classroom strategies that encourage students to take ownership of their learning. The second half will shift the focus to teachers, exploring ways educators can cultivate their own professional autonomy and agency to enhance both their teaching practices and overall well-being.

The session will feature a combination of pre-formatted questions designed to guide the discussion, followed by two dedicated Q&A segments to encourage active audience participation. We hope the participants will leave with practical strategies and a deeper understanding of how to foster autonomy and agency in both their students and themselves.

### **TITLE:**

Teachers of Younger Learners SIG Forum

### **RELEVANT SIG:**

Teaching Younger Learners (TYL)

### **FORMAT:**

### **Short English description:**

### **KEYWORDS:**

### **First-time presenter?:**

### **ABSTRACT:**

This interactive round table session will explore the dual dimensions of autonomy and agency in language education, addressing both student and teacher perspectives. Featuring a diverse panel of educators—including an elementary school teacher, junior high school teacher, high school teacher, university instructor, and Eikaiwa teacher—this session will highlight practical strategies for empowering learners to make informed choices and take meaningful action in their language learning journey.

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**B3-201 Forum (60) SAT: Material Writers SIG Forum; ALL SIG Forum; ER SIG Forum; Teacher Development SIG Forum; SUN: Bilingualism SIG Forum; LD SIG Forum; CUE SIG Forum / 273**

## **Learner Development SIG Forum: Developing the Whole Student: A Path to Autonomy**

**Corresponding Authors:** lasni.mck@gmail.com, mrwizard@gmail.com, robertmoreaumandoman@gmail.com, jennyromain@gmail.com, ivan@u-fukui.ac.jp, amandakira2004@ybb.ne.jp

In this forum, we are discussing the idea of developing students as whole people as a way to prepare them for the future. In an increasingly complex and interconnected world, higher education is evolving beyond traditional academic development to nurture autonomous individuals who think critically, act ethically, and engage meaningfully with their communities. Presentations will explore how holistic, whole-student approaches promote agency, self-direction, and personal growth. Presenters will share practices, research, and strategies for co-creating learning environments that empower students to take ownership of their education and thrive as autonomous individuals in a complex, globalized world.

### **TITLE:**

LD SIG Forum

### **RELEVANT SIG:**

Learner Development

### **FORMAT:**

### **Short English description:**

### **KEYWORDS:**

### **First-time presenter?:**

### **ABSTRACT:**

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**B3-202 Forum (60) SAT: JALT CALL SIG Forum; ICLE SIG Forum; Pragmatics SIG Forum; MAVR SIG Forum; SUN: SPIN Forum; CT SIG Forum, TYL SIG Forum / 274**

## **SPIN Forum**

**Corresponding Authors:** nguyep44@gmail.com, lishuyi213@gmail.com, chellykins@gmail.com, nat-suhomizoguchi@gmail.com

The Student Peer Interaction Network Committee (SPIN) works to support students in JALT by being a place for them to help each other by sharing resources, getting advice, and networking. In this forum, SPIN invites student presenters to share their research and experience with other students. The attendees will be offered an opportunity to discuss their experiences with student peers. Although being a student can be challenging financially and keeping track of time management, SPIN hopes this forum provides future professionals with a platform to connect to and empower each other.

**TITLE:**

SPIN Committee / Forum

**RELEVANT SIG:**

**FORMAT:**

**Short English description:**

**KEYWORDS:**

**First-time presenter?:**

**ABSTRACT:**

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**B3-201 Forum (60) SAT: Material Writers SIG Forum; ALL SIG Forum; ER SIG Forum; Teacher Development SIG Forum; SUN: Bilingualism SIG Forum; LD SIG Forum; CUE SIG Forum / 275**

## **ER Forum: Working Together to Build an ER friendly University Across Languages**

**Corresponding Authors:** a\_barino@kufs.ac.jp, romain.tochigi@gmail.com, corinse@gmail.com, mark-shinshu@gmail.com, d\_arriet@kufs.ac.jp

“When attempting to set up an Extensive Reading Program at institutions, teachers often encounter resistance. However, starting on a small scale often reveals that other educators are already engaging in similar practices. By connecting with these like-minded colleagues, collaboration becomes possible, leading to more effective and impactful teaching methods.

This presentation explores the process of overcoming initial opposition, discovering allies, and developing a collaborative approach to extensive reading implementation across different languages. The presenters are French, Spanish, Russian, and English teachers at Universities in Japan. There is a significant difference between implementing extensive reading in English and in other languages. Students enter school with over six years of prior English learning experience, and a wider selection of suitable books is available.

Those teaching languages other than English will explain the difficulties of gathering appropriate materials and how curriculums must be designed carefully as educating Japanese students with no prior language education must reach the intermediate level within four years at University.”

**TITLE:**

Extensive Reading ER SIG Forum

**RELEVANT SIG:**

Extensive Reading

**FORMAT:****Short English description:****KEYWORDS:****First-time presenter?:****ABSTRACT:**

When attempting to set up an Extensive Reading Program at institutions, teachers often encounter resistance. However, starting on a small scale often reveals that other educators are already engaging in similar practices. By connecting with these like-minded colleagues, collaboration becomes possible, leading to more effective and impactful teaching methods.

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Those teaching languages other than English will explain the difficulties of gathering appropriate materials and how curriculums must be designed carefully as educating Japanese students with no prior language education must reach the intermediate level within four years at University.

**B3-103 SUN: OLE SIG Forum, Listening SIG Forum, Study Abroad SIG Forum / 276**

## **Listening SIG Forum: Applying a CDST lens to EMI research: Findings from Hong Kong, Japan, and Sweden**

“Given the widespread and growing implementation of EMI programs around the world, there is a strong need to uncover factors that can enhance or hinder learning outcomes. Current research indicates that self-efficacy, L2 technical vocabulary knowledge, and motivation are key predictors of linguistic and academic success.

Reported research typically uses group-based data elicitation and statistical analyses to draw such conclusions. Recently, however, the complex dynamic systems theory (CDST) paradigm has provided new avenues for investigation. CDST highlights the idiosyncratic and contextually-bound nature of learning and factors that impact or impede learning progress, dynamicity of learning processes, and the interrelated nature of all intermediate variables. These facets of learning in EMI and lecture-related listening comprehension currently remain under-explored. To address this gap, CDST-grounded research is likely to provide results that do not conform to the findings of nomothetically positioned, quantitative research, and there is much scope for new approaches to EMI research.

Accordingly, in this presentation we cover key parameters of CDST related to lecture listening, then

introduce a new mixed methods approach to uncover the CDST-nature of EMI-grounded learning processes as lessons take place, and report on findings using this method from classrooms in Hong Kong, Japan, and Sweden.

“

**TITLE:**

**RELEVANT SIG:**

Listening Literature in Language Teaching

**FORMAT:**

**Short English description:**

**KEYWORDS:**

**First-time presenter?:**

**ABSTRACT:**

Given the widespread and growing implementation of EMI programs around the world, there is a strong need to uncover factors that can enhance or hinder learning outcomes. Current research indicates that self-efficacy, L2 technical vocabulary knowledge, and motivation are key predictors of linguistic and academic success.

Reported research typically uses group-based data elicitation and statistical analyses to draw such conclusions. Recently, however, the complex dynamic systems theory (CDST) paradigm has provided new avenues for investigation. CDST highlights the idiosyncratic and contextually-bound nature of learning and factors that impact or impede learning progress, dynamicity of learning processes, and the interrelated nature of all intermediate variables. These facets of learning in EMI and lecture-related listening comprehension currently remain under-explored. To address this gap, CDST-grounded research is likely to provide results that do not conform to the findings of nomothetically positioned, quantitative research, and there is much scope for new approaches to EMI research.

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## Coffee Break

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## Poster Session

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## **Lunch**

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## **Coffee break**

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## **Plenary**

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## **Clean up**

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## **Social Networking Dinner**

**B8-107 Workshop 1: Dr Gregory Paul Glasgow; Workshop 2: Mayumi Kashiwa / 284**

## **Agency in Language Classrooms for Teachers of Colour**

**Corresponding Author:** [glasgow-g@kanda.kuis.ac.jp](mailto:glasgow-g@kanda.kuis.ac.jp)

Despite increasing diversity in Japan's ELT sector, equity and inclusion remain limited. English teachers of colour from both Global South and Global North communities often face barriers to professional legitimacy. Job discrimination, the lack of cultural representation in ELT materials, coupled with stereotyping and the challenge of navigating hypervisibility / invisibility further undermines their sense of respect, creativity, and empowerment. Drawing on my research on language teacher identity, decoloniality, raciolinguistics, Global/Unequal Englishes (Glasgow, 2023, 2024) and the use of real-life examples, I offer a strategic blueprint to these challenges. Respect involves contesting hegemonic perceptions of English, nation, identity, and language to ensure equal recognition of the backgrounds and origins of teachers often not viewed as "legitimate". Creativity allows teachers to resist ELT norms, create spaces for implementing intercultural pedagogies, and advocate for systemic change. Empowerment involves teachers' active displays of self-efficacy, autonomy, and ownership of one's professional trajectory throughout their careers. This can happen through commanding respect and implementing creative ways to leverage professional knowledge, decolonize ELT, build support networks, and amplify marginalized voices in language education. By foregrounding these three interconnected dimensions, this blueprint provides practical strategies for navigating ELT's structural constraints in Japan while fostering a more inclusive educational landscape. Though this talk centers on teachers of colour, its principles clearly apply to all educators striving for professional legitimacy and equity in the field.



**TITLE:****RELEVANT SIG:****FORMAT:****Short English description:****KEYWORDS:****First-time presenter?:****ABSTRACT:****B8-108 Workshop 1: Eriko Yamabe Workshop 2: Andrew Tweed & Bryan Buschner / 285**

## **Navigating Constraints: Fostering Autonomy in Language Learning**

**Corresponding Authors:** bryan@soka.ac.jp, tweed@soka.ac.jp

Fostering autonomy often means navigating constraints. In classrooms, rigid curricula and assessments may limit self-directed learning. Beyond the classroom, including in self-access centers, institutional barriers such as budgets, space, or administrative policies can pose challenges to effectively promoting autonomy. However, teachers can find creative ways to lessen, work around, or overcome these obstacles. This workshop begins with a theoretical overview of autonomy and constraints, followed by real-world examples from the presenters. Participants will identify challenges at their institutions and collaborate on solutions. By the end, they will have developed practical strategies for fostering autonomous learning despite constraints.

**TITLE:****RELEVANT SIG:****FORMAT:****Short English description:****KEYWORDS:****First-time presenter?:****ABSTRACT:****B8-107 Workshop 1: Dr Gregory Paul Glasgow; Workshop 2: Mayumi Kashiwa / 286**

## **Teacher Awareness of Learning Environments Beyond the Classroom**

**Corresponding Author:** kashiwa-m@kanda.kuis.ac.jp

**TITLE:**

**RELEVANT SIG:**

**FORMAT:**

**Short English description:**

**KEYWORDS:**

**First-time presenter?:**

**ABSTRACT:**

How much do we know about students' language learning practices beyond the classroom? While teachers often hope that students are engaging autonomously with the target language, these practices are rarely visible. Yet, understanding learners' out-of-class environments and experiences can offer valuable insights into their needs and inform teaching practice. This workshop explores students' learning ecologies through an ecological lens. Participants will consider how to better understand learners' broader contexts and discuss ways to foster awareness of the connection between in-class and out-of-class learning to support autonomy, engagement, and meaningful learning experiences.

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## **PLENARY: Benefits of Autonomy-Supportive Teaching**

**Corresponding Author:** johnmarshall.reeve@acu.edu.au

**TITLE:**

**RELEVANT SIG:**

**FORMAT:**

**Short English description:**

**KEYWORDS:**

**First-time presenter?:**

**ABSTRACT:**

Autonomy-supportive teaching is the instructional effort to nurture students' autonomy and agency so that students become increasingly able and willing to volitionally self-engage themselves in learning activities. This talk will explain what autonomy-supportive teaching is, its essential teaching practices, the professional development journey needed to become more autonomy supportive, and how and why autonomy-supportive teaching produces its multiple benefits—for students, for teachers, and for the learning climate. The talk will also identify the tell-tale signs of students' agentic motivation and engagement, and it will review longitudinal research confirming the very constructive reciprocal relation between autonomy-supportive teaching and students' agentic engagement.

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## **PLENARY: Learner Autonomy in Asian EFL Context: Insights, Challenges, and Solutions**

**Corresponding Author:** agawa.toshie@hoshi.ac.jp

**TITLE:**

**RELEVANT SIG:**

**FORMAT:**

**Short English description:**

**KEYWORDS:**

**First-time presenter?:**

**ABSTRACT:**

Learner autonomy, a critical concept in second and foreign language education, has been widely discussed across various contexts worldwide. In this talk, I will focus on learner autonomy in the Asia, particularly in Japan. First, I will examine the types and stages of learner autonomy and discuss where Asian students' autonomy falls within this continuum. Furthermore, I will address autonomy needs within the framework of Deci and Ryan's self-determination theory, highlighting the challenges in establishing a causal relationship between the fulfillment of autonomy needs and Japanese EFL learners' motivation. In the second section, I will explore pedagogical approaches to fostering learner autonomy both inside and outside the classroom. I will argue that educators should provide scaffolding in the early stages, gradually granting students greater freedom of choice and responsibility. Concerning classroom instruction, I will discuss the use of cooperative and collaborative learning and explain how these methods can help students develop autonomy. Regarding out-of-class online speaking lessons, I will present a study that examined how students, with support from teachers and staff, gradually gained confidence in speaking English, developed a sense of connection with other countries, and ultimately continued taking lessons voluntarily.

**B8-108 Workshop 1: Eriko Yamabe Workshop 2: Andrew Tweed & Bryan Buschner / 289**

## **Becoming Aware of Cognitive Differences: Based on Korthagen's Reflection Theory**

**Corresponding Author:** eyamabe@waseda.jp

**TITLE:**

**RELEVANT SIG:**

**FORMAT:**

**Short English description:****KEYWORDS:****First-time presenter?:****ABSTRACT:**

A short introduction to Korthagen's reflection theory will be given by the facilitator, followed by a quick exercise to help participants understand the differences in how our cognitions work and the impact the non-verbal and unconscious areas of our thinking have on our (re)actions. In the main exercise, participants will reflect on their actual teaching situations and Korthagen's "9 questions" will be used to deepen the reflection. Finally, the focus will be shifted on the participants' "strengths," which will be the key in enhancing the good in their teaching practices.

**B3-202 Forum (60) SAT: JALT CALL SIG Forum; ICLE SIG Forum; Pragmatics SIG Forum; MAVR SIG Forum; SUN: SPIN Forum; CT SIG Forum, TYL SIG Forum / 291**

## **MAVR SIG Forum: Expanding Realities: MAVR Innovations for Global Learning and Collaboration**

**Corresponding Authors:** rdpugoy@up.edu.ph, rjbfigueroa@gmail.com, garcia@toyo.jp, erichawkinson@gmail.com, mehrasa.alizadeh@gmail.com

"Expanding Realities: MAVR Innovations for Global Learning and Collaboration  
Exploring the State of MAVR, Metaverse for COIL, and AR-Enhanced Education

This MAVR SIG forum explores the evolving landscape of Mixed, Augmented, and Virtual Realities in education, highlighting innovative approaches that empower learners and educators in an increasingly digital and connected world. The session opens with a comprehensive update on the State of MAVR, offering insights into recent developments, trends, and future directions within the field.

This is followed by two presentations showcasing the transformative role of the metaverse in Collaborative Online International Learning (COIL). These initiatives demonstrate how immersive environments can bridge cultural and geographical divides, enabling students to co-create, communicate, and solve global challenges in shared virtual spaces.

The forum culminates with a deep dive into Augmented Reality for creative learning, featuring Lively Pages: a reimagined, interactive storytelling platform. Using accessible, open-source tools, this approach empowers learners to co-author dynamic comic narratives that respond to voice and movement, fostering engagement, creativity, and critical thinking.

Together, these presentations reflect the MAVR SIG's commitment to exploring how immersive technologies can support inclusive, collaborative, and future-ready learning experiences."

**TITLE:****RELEVANT SIG:****FORMAT:****Short English description:**

**KEYWORDS:****First-time presenter?:****ABSTRACT:**

**B3-302 Forum (30) SAT: GILE SIG Forum; TEVAL SIG Forum; GALE SIG Forum; DEI Committee Workshop; SUN: JASAL Forum, MBE SIG Forum, PIE SIG Forum / 292**

## **JASAL SALC Forum: Sharing SALC experiences**

**Corresponding Author:** clairmtaylor@gmail.com

**TITLE:****RELEVANT SIG:****FORMAT:****Short English description:****KEYWORDS:****First-time presenter?:****ABSTRACT:**

In this 60-minute forum, the Japan Association for Self-Access Learning (JASAL) invites SALC practitioners and those interested in learning more about self-access to share their reflections and discuss issues arising from Saturday's SALC Showcase. The forum will take the form of small group discussions on popular SALC topics and provide opportunities for networking and collaboration. It is not necessary to have participated in the showcase to join the forum.

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## **Registration**

**B8-101 SALC Showcase - Gifu Shotoku Gakuen University / 294**

## **Gifu Shotoku Gakuen University**

**Corresponding Authors:** hocwork1219@gmail.com, clairmtaylor@gmail.com

**TITLE:****RELEVANT SIG:**

**FORMAT:**

**Short English description:**

**KEYWORDS:**

**First-time presenter?:**

**ABSTRACT:**

**B8-102 SALC Showcase - Chiba University / 295**

## **Chiba University**

**Corresponding Author:** smorikawa@faculty.chiba-u.jp

**TITLE:**

**RELEVANT SIG:**

**FORMAT:**

**Short English description:**

**KEYWORDS:**

**First-time presenter?:**

**ABSTRACT:**

**SALC Showcase - Other Universities / 296**

## **Reitaku University**

**Corresponding Authors:** vwong@reitaku-u.ac.jp, dwong@reitaku-u.ac.jp, mitchell@reitaku-u.ac.jp

**TITLE:**

**RELEVANT SIG:**

**FORMAT:**

**Short English description:**

**KEYWORDS:**

**First-time presenter?:**

**ABSTRACT:**

**SALC Showcase - Other Universities / 297**

## **Hirosaki University**

**Corresponding Authors:** jsolomon@hirosaki-u.ac.jp, katagirisanae@hirosaki-u.ac.jp, r.jagno@hirosaki-u.ac.jp, brian@hirosaki-u.ac.jp

**TITLE:**

**RELEVANT SIG:**

**FORMAT:**

**Short English description:**

**KEYWORDS:**

**First-time presenter?:**

**ABSTRACT:**

**SALC Showcase - Other Universities / 298**

## **Sojo University, Sojo International Learning Center (SILC)**

**Corresponding Authors:** markwhowarth@gmail.com, akoga@m.sojo-u.ac.jp

**TITLE:**

**RELEVANT SIG:**

**FORMAT:**

**Short English description:**

**KEYWORDS:**

**First-time presenter?:**

**ABSTRACT:**

**SALC Showcase - Other Universities / 299**

## **National Autonomous University of México**

**Corresponding Author:** adelia.penya@enallt.unam.mx

**TITLE:**

**RELEVANT SIG:**

**FORMAT:**

**Short English description:**

**KEYWORDS:**

**First-time presenter?:**

**ABSTRACT:**

**SALC Showcase - Other Universities / 300**

## **Saitama University**

**Corresponding Authors:** edwards@mail.saitama-u.ac.jp, stacey.vye@gmail.com

**TITLE:**

**RELEVANT SIG:**

**FORMAT:**

**Short English description:**

**KEYWORDS:**

**First-time presenter?:**

**ABSTRACT:**

**SALC Showcase - Other Universities / 301**

## **Nihon University College of Humanities and Science**

**Corresponding Authors:** ri.tei@nihon-u.ac.jp, timothygutierrez@gmail.com, gabrielaschmidtjp@gmail.com

**TITLE:**

**RELEVANT SIG:**



**FORMAT:**

**Short English description:**

**KEYWORDS:**

**First-time presenter?:**

**ABSTRACT:**

**SALC Showcase - Other Universities / 302**

## **Otemon Gakuin University**

**Corresponding Author:** thornton.katherine@gmail.com

**TITLE:**

**RELEVANT SIG:**

**FORMAT:**

**Short English description:**

**KEYWORDS:**

**First-time presenter?:**

**ABSTRACT:**

**SALC Showcase - Other Universities / 303**

## **Ritsumeikan University**

**Corresponding Author:** mshoji@fc.ritsumei.ac.jp

**TITLE:**

**RELEVANT SIG:**

**FORMAT:**

**Short English description:**

**KEYWORDS:**

**First-time presenter?:**

**ABSTRACT:****SALC Showcase - Other Universities / 304****Soka University**

**Corresponding Authors:** kehui@soka.ac.jp, kuromatsu@soka-u.jp, geelian@soka.ac.jp, eugene@soka-u.jp

**TITLE:****RELEVANT SIG:****FORMAT:****Short English description:****KEYWORDS:****First-time presenter?:****ABSTRACT:**

305

**Slow Yoga 1**

**Corresponding Author:** elliemsmith426@gmail.com

**TITLE:****RELEVANT SIG:****FORMAT:****Short English description:****KEYWORDS:****First-time presenter?:****ABSTRACT:**

Come along for a slow and refreshing yoga session where you'll have a chance to unwind and reset in between presentations. These classes are beginner-friendly, so come and have a go even if you've never stepped on a yoga mat before. We will work on some simple yet effective yoga poses to help calm the mind, quiet the noise, and ease the jitters. Wear something comfy and easy to move in.

306

## Slow Yoga 2

**Corresponding Author:** [elliensmith426@gmail.com](mailto:elliensmith426@gmail.com)

**TITLE:**

**RELEVANT SIG:**

**FORMAT:**

**Short English description:**

**KEYWORDS:**

**First-time presenter?:**

**ABSTRACT:**

Come along for a slow and refreshing yoga session where you'll have a chance to unwind and reset in between presentations. These classes are beginner-friendly, so come and have a go even if you've never stepped on a yoga mat before. We will work on some simple yet effective yoga poses to help calm the mind, quiet the noise, and ease the jitters. Wear something comfy and easy to move in.

307

## Slow Yoga 3

**Corresponding Author:** [elliensmith426@gmail.com](mailto:elliensmith426@gmail.com)

**TITLE:**

**RELEVANT SIG:**

**FORMAT:**

**Short English description:**

**KEYWORDS:**

**First-time presenter?:**

**ABSTRACT:**

Come along for a slow and refreshing yoga session where you'll have a chance to unwind and reset in between presentations. These classes are beginner-friendly, so come and have a go even if you've never stepped on a yoga mat before. We will work on some simple yet effective yoga poses to help calm the mind, quiet the noise, and ease the jitters. Wear something comfy and easy to move in.

**B3- 110 & 111 / 308**

## **Guided Meditation 1**

**Corresponding Author:** shawnacarroll@capilanou.ca**TITLE:****RELEVANT SIG:****FORMAT:****Short English description:****KEYWORDS:****First-time presenter?:****ABSTRACT:**

Join Shawna for a dynamic meditation session where you'll sample a diverse mix of practices: from guided breathwork and visualizations, to mantras and music meditation. Whether you're brand new to meditation or a seasoned practitioner, this session welcomes everyone (no experience needed)! Feel free to arrive late or leave early; just slip in or out quietly to respect the peace for all. Come curious, bring a cushion or blanket or nothing, and discover what works best for you!

**309**

## **Guided Meditation 2**

**Corresponding Author:** shawnacarroll@capilanou.ca**TITLE:****RELEVANT SIG:****FORMAT:****Short English description:****KEYWORDS:****First-time presenter?:****ABSTRACT:**

Join Shawna for a dynamic meditation session where you'll sample a diverse mix of practices: from guided breathwork and visualizations, to mantras and music meditation. Whether you're brand new to meditation or a seasoned practitioner, this session welcomes everyone (no experience needed)! Feel free to arrive late or leave early; just slip in or out quietly to respect the peace for all. Come curious, bring a cushion or blanket or nothing, and discover what works best for you!

310

## **Guided Meditation 3**

**Corresponding Author:** shawnacarroll@capilanou.ca

**TITLE:**

**RELEVANT SIG:**

**FORMAT:**

**Short English description:**

**KEYWORDS:**

**First-time presenter?:**

**ABSTRACT:**

Join Shawna for a dynamic meditation session where you'll sample a diverse mix of practices: from guided breathwork and visualizations, to mantras and music meditation. Whether you're brand new to meditation or a seasoned practitioner, this session welcomes everyone (no experience needed)! Feel free to arrive late or leave early; just slip in or out quietly to respect the peace for all. Come curious, bring a cushion or blanket or nothing, and discover what works best for you!

311

## **Closing ceremony**

**Corresponding Author:** rdykes.jalt@gmail.com