



Contribution ID: 16 Type: **Research-oriented presentation (25 minutes)** 研究や論文発表 (25分)

Cultivating Well-Being: Navigating a Void of Vulnerability

In tertiary English language education in Japan, the pursuit of academic excellence often overshadows critical emotional and relational factors for effective learning. Our ongoing research delves into the complexities faced by non-national scholar-practitioner faculty members in Japan, focusing on primary insights into well-being and support. Our collaborative model integrates expertise in social-emotional learning (SEL), positive psychology, and conflict resolution, to address faculty vulnerability. Since May 2023, our journey has involved establishing a shared understanding of well-being, conducting a literature review, and formulating research questions. Using an anonymous Google form survey with a WHO5 Likert scale and open-ended questions, we gathered faculty opinions, offering follow-up interviews.

Key questions guiding our research include:

- What is known about the connection between well-being, support, and teaching/learning?
- How do identity and perceptions of well-being differ between Japanese and non-Japanese teaching staff?
- Should well-being be integrated into the curriculum or faculty development?
- What is the relationship between well-being and support in language teaching, particularly at our university?

This 25-minute presentation provides illustrative examples of applying SEL, positive psychology, and conflict resolution in our ongoing research. We will visually demonstrate the application of these models, offering a glimpse into survey methodology and initial observations. Ongoing analysis aims to contribute valuable insights towards a more inclusive, empathetic, and balanced academic community in Japan.

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