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Stable Willingness to Communicate, Shifting Participation: A Ten-Year Study of a University Self-Access Centre

McCrohan, Gerardine (Kagawa U.); Broxholme, James (Kwansei Gakuin U.); Brod, Adam Sol (Kagawa U.)

This study examines long-term patterns in willingness to communicate (WTC), anxiety, and confidence among frequent users of a university Self-Access Centre (SAC) over ten years, spanning pre- and post-COVID contexts. Using repeated cross-sectional survey data collected in 2015, 2017, 2019, 2023, and 2025, the study compares trends across student groups and explores differences between two engagement types: students who participated in SAC classes or events in addition to social interaction, and those who used the space primarily for socialising. Quantitative analyses showed that mean levels of WTC, anxiety, and confidence remained relatively stable across the years, with no statistically significant differences between pre- and post-pandemic groups. However, engagement type revealed a change in usage patterns. Students involved in organised SAC activities consistently reported higher WTC than social-only users, but they also reported higher levels of communication-related anxiety. This coexistence of elevated willingness and anxiety suggests that active participation in informal learning spaces may involve perceived communicative risk alongside motivation and investment. In addition, descriptive comparisons indicated a post-pandemic shift in user composition, with a greater proportion of frequent users engaging primarily in social interaction rather than structured activities. The findings suggest that, while core communicative dispositions among frequent SAC users appear relatively stable over time, patterns of participation in informal language-learning environments may shift in response to broader social and educational disruptions. Implications are discussed for SACs that support gradual participation pathways and recognize anxiety as a normal component of communicative development.

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How Do Intrinsic and Extrinsic Motivation Affect Reading Self-Efficacy Among Japanese EFL University Students?

Matsumoto, Hiroyuki (Hokkai Gakuen U.); Iwata, Akira (Hokkai Gakuen U.)

L2 reading motivation has been studied to a limited extent within the frameworks of intrinsic motivation, extrinsic motivation, and self-efficacy, largely drawing on L1 reading research (Grabe, 2009). This study examined how intrinsic and extrinsic motivation affect reading self-efficacy among Japanese EFL university students, using a questionnaire survey with a 5-point Likert scale administered in 2023 and 2024 ($N = 261$, with no missing data). Participants were categorized into high- and low-intrinsic/extrinsic motivation groups (intrinsic motivation: $M \geq 3.75$ vs. $M < 3.75$; extrinsic motivation: $M \geq 4.00$ vs. $M < 4.00$). For both intrinsic and extrinsic motivation, the high-motivation group accounted for approximately 40%, whereas the low-motivation group accounted for over 60%. The data were analyzed using t-tests, regression analysis, and ANOVA. First, the t-test results showed that both high intrinsic motivation and high extrinsic motivation were associated with higher perceived self-efficacy, and vice versa ($t = 5.265$, $p < .001$; $t = 6.262$, $p < .001$, respectively). Second, the regression analysis indicated that intrinsic and extrinsic motivation independently predicted 20.4% ($p < .005$) and 28.6% ($p < .001$) of the variance in self-efficacy, respectively, whereas their combined contribution accounted for approximately 16% of the variance. Finally, an ANOVA comparing four motivation profiles (high intrinsic/high extrinsic, high intrinsic/low extrinsic, low intrinsic/high extrinsic, and low intrinsic/low extrinsic) revealed that the high intrinsic/high extrinsic group demonstrated significantly higher self-efficacy than the other three groups. These findings suggest that intrinsic and extrinsic motivation are closely related to reading self-efficacy among Japanese EFL students, with extrinsic motivation functioning as a somewhat stronger predictor. Motivation appears to be one of several factors influencing self-efficacy, and a balanced combination of high intrinsic and extrinsic motivation may enhance self-efficacy. In conclusion, pedagogical efforts to enhance reading motivation may contribute to higher levels of reading self-efficacy.

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Doing Woman-to-Woman Interviews: The Pleasures of Feminist Research

Yoshihara, Reiko (Nihon U.); Kimura, Julia (Mukogawa Women's U.)

This research explored researchers' pleasures of feminist research in TESOL. As feminist research values women's lived experiences, interviewing women is extremely important. Unlike other qualitative research, there might be pleasures and struggles unique to woman-to-woman interviews with emotions that are inextricably linked to methodological and ethical concerns. To find the pleasures and struggles of feminist research, we employed duoethnography. The data, such as dialogic communications including audio-taped and non-audiotaped conversations, field notes, research journals, and email exchanges, were collected from November 2025 to January 2026 . The primary data were a series of three Zoom audio-recorded

conversations in the winter of 2025. In our Zoom communications, we reflected on our identities as feminist researchers, lived experiences, and emotions during fieldwork in the past. In this presentation, we highlighted pleasures and happiness of feminist research. By analyzing the data, four themes emerged as follows: (1) learning new knowledge from participants, (2) raising awareness among participants, (3) relieving stress, and (4) sisterly solidarity. For example, while interviewing, researchers learned from participants' lived experiences, involving teacher identity, pedagogical issues, and sociocultural contexts. By sharing researchers' lived experiences and professional knowledge, participants had "a-ha" moments and raised their awareness. In this regard, both researchers and participants empowered each other. Also, by sharing stories of challenges, both researchers and participants relieved their stress, which is related to the feminist concept of a safe space. Sisterly solidarity was also a source of both pleasure and happiness. The pleasures and happiness of woman-to-woman interviews benefited both researchers and participants. Last, we provide post-reflection on our duoethnographic research process with the hope that our work contributes to researcher development and feminist research in language education.

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Future Career Clarity and L2 Motivation in Science-Major Students

Iwamoto, Noriko (Toyo U.)

This study examines how clarity of future career images influences the L2 self and motivation to study English. A questionnaire was administered to 1,231 science-major university students (642 first-year and 589 second-year students) in April and July 2025. The questionnaire measured the Ideal L2 Self (IS) and Ought-to L2 Self (OS) based on Dörnyei's L2 Motivational Self System, as well as self-reported efforts to study English. In addition, students'career awareness was assessed using the Career Action Vision Test (Umezaki & Okazawa, 2013), which includes Career Vision (CV), reflecting the clarity of future career images, and Career Action (CA), reflecting concrete actions taken toward career preparation. Participants were divided into four groups: 338 students who had not decided on their future jobs (G1), 148 who had decided in April but became undecided in July (G2), 171 who had not decided in April but had decided by July (G3), and 574 who remained decided (G4). TOEIC scores did not show any significant differences among the four groups. ANOVA results revealed that in April, all five variables for G2 and G4 were significantly higher than those for G1 and G3. In July, all five variables for G3 and G4 were significantly higher than those for G1 and G2. Between April and July, all variables in G3 increased significantly, while all variables in G2 decreased significantly; the other two groups showed no significant changes. These results indicate that students with a clearer image of their future careers tended to have higher levels of IS, OS, CV, CA, and effort. Moreover, regression analysis revealed that efforts to study English were most strongly predicted by IS, followed by CA, OS, and CV ($R^2 = .53$), indicating that not only L2 self but also career awareness contribute to students'efforts to study English.

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Finding Specific Information as a Foundation for Intertextual Reading: A TOEIC-Based Study in an EFL Context

Ting, I-Jiuan (HungKuo Delin U. of Technology)

This study examines the relationship between two TOEIC reading subskills, finding specific information and intertextual reading, among students at a private technology university in Taiwan. Although TOEIC is widely used to assess workplace English proficiency, how its component subskills interact remains underexplored, limiting the pedagogical value of interpreting subskill scores. To address this gap, the study analyzes quantitative data from 217 undergraduates who took the official TOEIC campus test. Scaled subskill scores were extracted from test score reports to represent students' performance in finding specific information and intertextual reading. Descriptive statistics were used to profile students' performance, and simple linear regression was conducted to test whether specific information retrieval predicts intertextual reading. The results show a significant positive correlation between the two subskills: students who more accurately locate explicitly stated details tend to achieve higher scores on intertextual reading tasks that require linking information across sentences and integrating evidence across texts. This finding suggests that efficient retrieval of explicit information may function as a foundational skill that supports higher-order cross-text integration rather than operating as an independent ability. In addition, the predictive relationship remains consistent across genders, indicating that the linkage between the two subskills is stable within the current sample. Pedagogically, the findings suggest a developmental approach to reading instruction for EFL learners. Students who experience difficulty with English reading comprehension may benefit from initially strengthening lower-order skills, such as identifying specific information, to support the development of higher-order intertextual comprehension. Overall, TOEIC subskill analysis can serve as a practical diagnostic resource for targeted interventions and reading curriculum design.

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From Scaffolding to Self-Correction: Integrating Generative AI Into English Presentation Classes Through Dynamic Assessment

Wakayama, Norio (Shobi U.)

This study examines the pedagogical impact of integrating generative AI tools, specifically ChatGPT and Google Gemini, into university-level English presentation courses through the lens of Dynamic Assessment (DA). While previous research on AI in language education has largely focused on writing support, limited attention has been paid to its role in oral presentation learning and process-oriented assessment. This study addresses that gap by exploring how AI-mediated scaffolding can facilitate learners' metacognitive awareness, self-correction, and communicative confidence. Participants were 84 undergraduate students enrolled in two English presentation courses at a private university in Japan: approximately 50 first-year students (Presentation I) and 55 second-year students (Presentation II). Over a 15-week semester, students used AI tools to develop presentation scripts based on the OREO (Opinion–Reason–Example–Opinion) framework, design slides following the Assertion–Evidence model, and rehearse anticipated question-and-answer interactions. AI use was embedded into regular classroom activities and homework tasks as a form of graduated mediation (Prompt → Hint → Scaffold → Full Clue). A 17-item post-course survey was administered, consisting of Likert-scale items and open-ended questions. Quantitative results indicated generally positive student perceptions of AI support for linguistic refinement, logical organisation, and confidence in expressing opinions in English. Notably, items related to DA revealed that staged support from AI encouraged learners to become more aware of their weaknesses and engage in self-correction. Qualitative analysis of open-ended responses further identified three recurring themes: AI as a reflective partner, increased awareness of audience perspective, and enhanced confidence through iterative feedback. At the same time, students expressed concerns regarding overreliance on AI and difficulty in paraphrasing AI-generated language. These findings suggest that generative AI can function as a dynamic co-evaluator, complementing teacher mediation rather than replacing it. The study argues that AI-mediated DA offers a viable framework for promoting autonomous, reflective, and process-oriented learning in EFL presentation classes, while underscoring the importance of explicit AI literacy instruction.

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Exploratory Action Research as Teacher Education: Tracing Pedagogical Change Through Two Years of Project-Based Learning

Warabi, Tomohide (U. of Yamanashi)

This presentation reports on a teacher education study examining how a high school English teacher's instructional design evolved across Project-Based Learning (PBL) implementations, using Exploratory Action Research (EAR) as a framework for professional development. The study was conducted by the teacher working with one class of 20 students over two years in high school. In Year 1, the teacher implemented Collaborative Fiction Writing Project in which students worked in groups of four to co-construct stories, with each member responsible for different sections of the plot, with the aim of promoting creative language use and collaboration. Through the project, the teacher identified concerns such as uneven participation during group work and limited time for collaborative meaning making. To explore the concerns, the teacher engaged in EAR by gathering classroom-based evidence to support reflective practice, including weekly teaching journals based on the ALACT model. Insights from this exploration phase informed a redesigned Year 2 project centered on Movie Making Project as a multimodal collaboration integrating screenwriting, recording, editing, and so on. A key design change was that students worked in groups to synthesize workshop input and learning points and deliver short presentations to classmates, which functioned as shared planning resources. Over the two years, the teacher noted instances of cross-project transfer, as experiences from fiction writing appeared to support later movie making such as script development and translation. Qualitative analysis traces changes in the teacher's pedagogical reasoning and instructional focus, highlighting shifts in sequencing and scaffolding decisions. The analysis further suggests that responding to students' expressed needs was associated with greater participation in collaborative work. The presentation concludes by suggesting that exploratory engagement with PBL can foster meaningful pedagogical development.

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Linguistic Affordances in Intercultural Collaborative Learning: A Micro-Analysis of Bilingual Peer Interaction

Yamamoto, Aya (Toyo U.)

Intercultural collaborative learning (ICL; kokusai kyoshu) has gained increasing prominence in Japan as universities seek to promote interaction between domestic and international students. While the objectives of ICL projects vary, they offer students a unique environment for authentic peer interaction. However, little is known about how language learning opportunities emerge in moment-to-moment interaction within such settings. To examine the specific linguistic potentials and pitfalls of an

ICL project, this study analyzes bilingual interactions during a visitor session held at an American university's Japan campus. The 135-minute session involved 11 Japanese student visitors with low-to-intermediate English proficiency and 13 international students enrolled in a Japanese language course at the campus. Data were collected from ice-breaking activities, where the students, divided into six groups, introduced themselves and engaged in casual conversation while sharing snacks and discussing the flavors and package designs. A preliminary overview indicated that interaction was conducted mostly in Japanese; although English use was permitted and initially encouraged, it occurred only sporadically. However, a micro-analysis based on Conversation Analysis showed that even within the predominantly Japanese-medium context, the students engaged in spontaneous meta-linguistic exchanges focusing on English pronunciation, vocabulary, and grammar. These observations suggest that informal communication in an ICL classroom provides Japanese students with rich affordances for incidental learning of English. The presentation concludes by discussing the challenges of long-term retention following classroom activities and the extent to which pragmalinguistic and sociopragmatic aspects may be addressed in ICL.

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Developing and Validating a Facilitating Anxiety Scale for Second Language Reading

Mikami, Hitoshi (Chubu U.)

While the debilitating role of anxiety has been widely documented in the field of second language (L2) reading, the potential facilitating role of anxiety has received comparatively little attention. Mikami (2023) argued that this imbalance may stem from a long-standing assumption that facilitating and debilitating anxiety represent opposite ends of a single continuum, such that low levels of anxiety are assumed to be facilitative, whereas high levels are assumed to be debilitative. This conceptualization overlooks the possibility that facilitating anxiety constitutes a qualitatively distinct psychological reaction. Mikami (2023) empirically demonstrated that existing L2 reading anxiety scales were designed to capture debilitating anxiety and are therefore ill suited to assessing facilitating anxiety responses. Building on this work, the present study aimed to develop the Facilitating Reading Anxiety Scale (FRAS) and to conduct an initial validation of the instrument. Data were collected from 116 English majors at a Japanese university. The FRAS consisted of nine items adapted from Alpert and Haber's (1960) facilitating anxiety scale and contextualized for L2 use. To examine discriminant validity against debilitating anxiety, Brantmeier's (2005) reading anxiety scale was included. L2 performance was assessed using the reading section of TOEIC®, allowing for an evaluation of the predictive validity of the FRAS. For the initial validation, partial least squares structural equation modeling was employed. The FRAS demonstrated adequate psychometric properties across multiple validity domains, including collinearity, indicator reliability, internal consistency reliability, convergent validity, discriminant validity, predictive validity, and out-of-sample predictive validity. These findings suggest that the FRAS provides a psychometrically sound tool for investigating the unique role of facilitating anxiety in L2 reading among English-major students.

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How Do Stories Begin? A Cognitive Linguistic Analysis and Its Impact on Reading Pedagogy

Hosokawa, Hirofumi (Fukuoka Jo Gakuin U.)

People enjoy reading stories, especially novels. However, few readers remember the exact wording used at the beginning of a novel. In contrast, writers devote considerable effort to crafting the opening lines, as these play a crucial role in guiding readers from a state of "nowhere" into the narrative "now-here." The aim of this study is to investigate, from a cognitive linguistic perspective, whether there is an isomorphic structural relationship between sentences and stories. Cognitive Grammar (Langacker, 2008) argues that meaning is equated with conceptualization. When describing an event such as John met Jane at the station yesterday, the conceptualizer selects prominent participants in the event (e.g. John and Jane) and construes their relationship (meeting). Temporal and spatial elements (yesterday, at the station) provide the setting of the event. These components are essential for generating linguistic expressions from conceptualization. Research methods: The opening lines of English and Japanese novels were collected and closely analyzed by the researcher. The English texts include works by Jane Austen, E. M. Forster, and Kazuo Ishiguro, while the Japanese texts include works by Soseki Natsume, Haruki Murakami, and Keiichiro Hirano. Findings: Several recurring patterns were identified. Stories tend to begin with (1) the protagonist, (2) the temporal and/or spatial setting, and (3) a summary or aphoristic statement related to the theme of the story. While introducing the protagonist may seem natural, closer analysis reveals multiple sub-patterns. These findings suggest an isomorphic relationship between the structural organization of sentences and that of narrative openings. Pedagogical implications: These findings offer new insights into reading instruction. Tasks such as comparing opening lines from different novels may stimulate students' curiosity, particularly among reluctant readers, and help foster engagement with texts and reading development.

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Harmony and Difference: An ADHD Learner's Voice Across Languages and Cultures

Humphries, Nina (Ehime U.)

Literature on ADHD tends to lean towards a deficit-based perspective, and while recently there has been a trend in perceiving it in a positive light, further research is needed with a strengths-based or balanced perspective. Moreover, few studies have considered the effects of ADHD on language learning, which makes it harder to develop appropriate strategies for supporting neurodivergent students (Köder et al., 2024). In Japan, in particular, more studies are needed into how sociocultural norms, such as the need for harmony, might influence the self-esteem of language learners with ADHD. To address this gap, the researcher examined the impact of Japanese culture on language learning among individuals with ADHD. The presenter conducted semi-structured qualitative interviews with a female English major who had experienced some formative years in the USA and had studied abroad in Germany. The inductive constant comparison approach (Corbin & Strauss, 2014) guided the data collection and analysis, as the participant compared differing societal expectations between living overseas and in Japan. The following themes arose: (a) influence of empathy towards the teacher for spoken class participation; (b) fear of negative evaluation by peers for appearing different; and (c) the emergence of multilingual identities that influenced her ability to express her feelings in each language. Based on these findings, the presenter will discuss implications for EFL teacher training in Japan, including the need to raise awareness of neurodiversity, reconsider participation norms, and develop classroom environments that support self-esteem and learner agency. Finally, the researcher will recommend practical ways to move teacher education away from deficit-oriented views of ADHD toward inclusive, strengths-based approaches that can enhance both teacher practice and students' language-learning experiences.

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Effects of Different Infographic Types and Layouts on Test-Taker Performance in the Common Test: An Eye-Tracking Study

Hoshino, Natsumi (Nagasaki U.); Nishikawa, Mikako (Nagasaki U.)

The new format of the English Common Test (ECT) for Japanese University Admissions incorporates a wide range of infographics (e.g., tables, charts, and figures) to assess students' fundamental academic English skills and their ability to think, judge, and express themselves (MEXT, 2021). While infographics have been shown to facilitate students' English learning (Wu & Kuwajima, 2022), empirical research on how their inclusion affects test-takers remains limited. Therefore, the present mixed-methods study ($n = 25$) explored the impact on test-takers' performance in two sections of the ECT reading comprehension (Sections 3 and 4 of the 2024 supplementary test). This study examined how different infographic types and layouts influence test-takers' reading comprehension using eye-tracking and questionnaire data. The results suggest that the test items in Section 3 had easy to moderate item difficulties with relatively high discrimination indices, while those in Section 4 had a variety of item difficulties with high to negative discrimination indices. More importantly, the eye-tracking results confirm two contrasting patterns in Section 4 with mixed results: (1) certain test items that had longer and more frequent fixations were linked to correct answers, indicating careful and sustained attention to infographics as a sign of an effective test-taking strategy; and (2) other items that had longer and more frequent fixations were linked to incorrect answers, suggesting that prolonged viewing is a sign of students having difficulty simply extracting and synthesizing information. Notably, there were differences in eye-tracking measures between correct and incorrect test-takers for the item integrating the question prompt and the table ($p < .01$). The results highlight the need for further investigation into the relationship between question design, particularly the types and layouts of infographics, and test-taker performance concerning the main text.

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AI-Agent Conversation Practice for L2 Speaking: Learner Perceptions, Anxiety, and Proficiency

Oi, Yoko (Seisen U.)

This study examines university students' perceptions of AI-agent conversation practice and its potential to support English-speaking development. Thirty-two students completed 15 self-paced speaking sessions over five months using an AI agent (InteLLA). The same system administered speaking assessments before and after the intervention. Each session lasted approximately 10–30 minutes and was completed outside regular class time at locations convenient for participants. To explore learners' experiences and awareness, participants took part in semi-structured interviews with an English learning advisor during the project. Interview data were thematically analysed using NVivo. Students also completed the Second Language Speaking Anxiety Scale (SLSAS; Woodrow, 2006) before and after the intervention to investigate changes in speaking anxiety. Pre/post AI-based assessment data were analysed to examine changes in speaking proficiency after the participatin in the AI-agent practice. Overall, students reported reduced speaking anxiety and increased motivation to use

English for communication. These attributed benefits to the low-stakes nature of AI interaction, noting that the absence of teacher or peer evaluation allowed them to participate more comfortably. At the same time, participants identified limitations of AI-mediated practice, including a need for more human-like scaffolding and the lack of nonverbal cues (e.g., facial expressions and nodding). Awareness of students also varied by proficiency level: learners at pre-A1 to A2 described difficulty sustaining interaction without additional support, whereas C1 learners reported frustration with slow response speed and called for more precise, adaptive proficiency targeting. Taken together, the findings suggest that AI agents can expand opportunities for spoken English practice, but their pedagogical value depends on appropriate instructional support and improved system adaptivity.

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Training Teachers in Embodied Pedagogy: What, How, and Why?

Amundrud, Thomas (Nara U. of Education)

Embodied pedagogy describes how teachers express a specific pedagogy through multimodal semiotic resources such as their manipulation of classroom space, their use of gesture, and their provision of instruction through digital classroom semiotic modalities, such as PowerPoint, interactive whiteboards, or tablets using learning management software, as well as traditional classroom semiotic modalities like blackboards or whiteboards. Yet, while gesture and other elements of embodied pedagogy have proven to be instrumental in assisting classroom learning across disciplines, teaching future teachers in their provision is often an afterthought in university teacher training programs. There is also little research on how training in the conscious, explicit use of embodied pedagogy can contribute to the improvisation of interactional scaffolding, through which teachers interact with students in response to the teaching opportunities that emerge during class. This presentation will first introduce briefly the theoretical background in Systemic Functional Theory (SFT) and Legitimation Code Theory (LCT). It will show the speaker's previous and current research into English language teachers' use of gesture, classroom space, and classroom semiotic modalities alongside language, and how these demonstrate effective pedagogy, and hint at potential issues. It will then explore how teacher training, which attempts to get pre-service teachers beyond teaching as they were taught, currently handles embodied pedagogy, and will discuss current pre-service interventions. It will close with proposals for further research into how university researchers can both help and learn from in-service teachers dialectically with the aim of improving language teacher training, and thus language teaching, in Japan and beyond.

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The Discursive Construction of Gen-AI Tools for Academic Research on Social Media platforms: The Cases of Two Academic Influencers

Ko, Belinda Wing-shum (City U. of Hong Kong)

In the past three years, Generative Artificial Intelligence (Gen-AI) tools have drastically changed the landscape of teaching and learning. The application of Gen-AI in the higher education context has attracted a lot of attention in the academic community. Despite the mixed reception, it is undeniable that the use of Gen-AI tools will continue to grow in academic and research writing due to their easy accessibility. As one of the most used informal online learning platforms, YouTube plays a role in the popularisation of Gen-AI tools. Influencers produce videos about these tools. Among them are university educators and academics, who are PhD holders and (used to be) members of academia. These academic influencers publish videos to evaluate the Gen-AI tools, through which they also teach their audience how to apply them to academic and research writing. However, there has been little research on how Gen-AI is portrayed in these videos. The current study takes a discourse analytic approach to examine how academic influencers construct Gen-AI tools in their videos. In this presentation, I will share how discursive strategies and linguistic features are employed by academic influencers in shaping Gen-AI tools. I will also discuss the implications of the roles of these educational videos in influencing novice scholars in their perceptions of Gen-AI in relation to academic and research writing.

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Malaysia as a Short-Term Training Trip Destination for College Students

Sonda, Nozomu (Yamaguchi U.)

Malaysia is a popular destination of study abroad among Japanese college students because of relatively low costs (tuitions and living expenses), English being used at schools and in daily life, a proximity from Japan and a relative stability and safety of the society. According to JASSO (2025), 893 students from Japan went to study at universities in Malaysia in 2023 while more than 3,000 Japanese individuals were enrolled in schools in Malaysia in 2024, These numbers are on the increase after the pandemic years. The present author organized a week-long visit to Malaysia for four university students in the fall of 2025,

visiting a national university and an international elementary school and doing some sights. In terms of the university visits, we met some teachers and students, discussed some topics of interest, and enjoyed some cultural exchange. At the international school, we gave an introduction to our local community and our university, made some cultural presentations and held a hands-on craft workshop for the school children using origamis. The latter was an Islamic school, so we also had a precious experience of interacting with Muslim children and learned about the religion of Islam. Likewise, we explored some major points of interest in Kuala Lunpur and Malacca. As a result, the university students learned to use more English without being too shy, were immersed in the ethnic and cultural diversity, and enjoyed the natural beauty and physical environment of Malaysia. The present author was able to organize this trip with a relative ease in the midst of his busy schedule with many other duties. A week-long visit can be an excellent alternative or introduction to a longer period study abroad program if there are constraints with time, budgets and administration.

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From Credits to Communication: A Comparative Study of English Learning Motivation Among Japanese Undergraduates

Gotz, Patrik (Kyoto Tachibana U.)

This study investigates Japanese undergraduate students' attitudes toward learning English through the lens of the socio-educational model of second language (L2) acquisition. Focusing on first-year students at Kyoto Tachibana University, it compares motivational patterns between learners enrolled in General English (GE) courses and those in English for Academic Purposes (EAP) courses. Data were collected through a questionnaire administered at the end of the freshman year. The findings indicate clear differences between the two groups, particularly in terms of motivational orientation. GE students tended to demonstrate predominantly instrumental motivation, such as the need to earn course credits or pass assessments, whereas EAP students showed stronger integrative motivation, including an interest in intercultural communication and engagement with the global community. The results also reveal that GE students generally reported lower levels of motivation, self-confidence, and willingness to communicate (WTC) in English, which poses a significant challenge for English education in Japanese universities. Language anxiety and limited opportunities to develop speaking confidence appear to further inhibit active language use. To address these issues, the study highlights the importance of understanding both motivating and demotivating factors in L2 learning. Drawing on the L2 Motivational Self System, it suggests that aligning students' ideal L2 selves with externally driven expectations may help enhance engagement, particularly among less motivated learners. Pedagogical approaches such as deep active learning, reflective activities, and increased learner autonomy may contribute to a more meaningful learning environment and support the development of sustained motivation and communicative confidence in English.

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Beyond Scores: Comparing Teacher Ratings and ChatGPT Feedback on University EFL Essays

Iwanaka, Takahiro (Yamaguchi Prefectural U.)

The growing availability of generative AI has renewed interest in its potential role in second language (L2) writing assessment. However, responsible adoption requires evidence that AI-based evaluation aligns with expert teacher judgment and provides pedagogically helpful feedback. This study compares rubric-based essay ratings by experienced teachers with evaluations produced by a ChatGPT-based system, focusing on both score convergence and feedback quality. Fifteen Japanese university EFL learners wrote an English essay under the same task conditions. Two experienced instructors independently scored each essay using an analytic rubric with four dimensions—Lexical Resource, Cohesion and Coherence, Grammatical Range and Accuracy, and Depth of Argument—on a four-point scale. The same essays were then evaluated by a ChatGPT-based model, prompted to apply the identical rubric and to generate formative feedback aligned with the rubric criteria. Alignment between human and AI ratings was examined at both the overall and dimension-specific levels by comparing score profiles and identifying patterns of convergence and discrepancy. Feedback quality was analyzed qualitatively in terms of specificity, actionability, and diagnostic focus (e.g., whether comments addressed higher-level meaning and argumentation in addition to surface-level accuracy). Overall, the AI-generated scores largely converged with teacher ratings across the four rubric dimensions in this small-scale dataset. Notably, the AI feedback tended to be more detailed and actionable than teacher comments, offering more explicit rationales and concrete revision suggestions aligned with the rubric. These findings provide preliminary evidence of validity for using generative AI as a supportive tool for L2 writing assessment and instruction, while underscoring the importance of careful prompting and ongoing human oversight.

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Balancing Benefits and Risks: Cognitive, Affective, and Ethical Perspectives on Generative AI Use in University EFL Learning

Lee, Yong-Jik (Changwon National U.); Otani, Masashi (Nagoya U.)

This study investigates university students' perceptions of integrating generative artificial intelligence (AI) into English language learning, with an emphasis on cognitive and affective dimensions. Employing a mixed-methods design, quantitative data were collected from surveys of seventy-nine English language learners (ELLs), complemented by qualitative insights from semi-structured interviews. The survey results revealed that ELLs perceived GenAI as beneficial for enhancing learning efficiency, providing translation support, and facilitating task completion. ELLs reported increased motivation and engagement due to AI's interactive, non-judgmental learning environment, though its impact on building language confidence was moderate. From a cognitive standpoint, ELLs recognized AI's potential to improve writing quality and promote metacognitive awareness, but also expressed concerns about excessive dependence, diminished critical thinking, and academic integrity. Thematic analysis of interview data identified three core patterns: (1) affective benefits through anxiety reduction and motivation enhancement, (2) cognitive scaffolding through adaptive feedback and linguistic refinement, and (3) critical awareness toward responsible and ethical AI use. These findings highlight the dual nature of GenAI, offering substantial pedagogical affordances while posing ethical and cognitive challenges. The study contributes to growing scholarship on AI-mediated language learning by integrating emotional, cognitive, and ethical perspectives within the higher education context. It underscores the need for explicit AI literacy education, institutional policy development, and reflective instructional design to ensure ethical, effective, and learner-centered AI integration in English language education.

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Student Preferences for L1/L2 Usage in an EFL Classroom

Shum, Davis (Kyushu Sangyo U.)

In previous studies, researchers have argued that teaching in the target language (L2) is the most effective approach (Krashen & Terrell, 1983, p. 9). Recent studies show, however, that using students' language (L1) can offer a variety of benefits to language learners (LLs) (Leeming, 2011; Bartlett, 2017; Inada & Inada, 2021). These benefits include scaffolding when explaining activity instructions and encouraging student collaboration through L1 usage. In the following presentation, I will present the results of the first stage of a long-term data collection, which explored university LL perspectives regarding L2-only and L1-only lessons. In this study, students enrolled in compulsory English lessons at a Japanese university completed a survey at 3 different times throughout the first semester. The questionnaire uses a 7-point Likert scale and open-ended questions to measure student preferences and how they changed throughout the course. Results from initial data collection show that students prefer neither L1- nor L2-only lessons, but a mixed usage of both. Open ended responses included fear of not understanding an L2-only lesson and feeling that L1 should be used to explain grammar and difficult instructions. The presentation will conclude with advice for language teachers. Specifically, how to find balance in your language use, and how your language use can affect learner development.

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"Earn Money" but Not "Learn Responsibility": Limited Abstract Language in Japanese Beginners' One-Minute English Monologue

Yamazaki, Ken'ichi (Akita Prefectural U.)

Although native speakers are generally assumed to outperform Japanese EFL learners in spontaneous speaking, few studies have quantified this gap using comparable monologue tasks. This study examines how fluently Japanese college students with one year of speaking practice speak English and identifies qualitative differences in their use of abstract expressions. Twenty students at a Japanese university completed a one-minute monologue on the topic of part-time jobs. Their performances were compared with the English native-speaker monologue corpus in ICNALE (Ishikawa, 2014). Quantitative indices such as total word count, vocabulary use, and syntactic features were calculated, and qualitative analyses focused on abstract vocabulary based on concreteness ratings by Brysbaert et al. (2014). The results reveal a substantial performance gap: native speakers produced significantly more words ($t(46.12) = -16.17$, $p < .001$, $d = 2.44$) and demonstrated much richer use of subordinate clauses and conditionals. Particularly striking was the difference in the use of the verb learn: native speakers used it 0.6 times per person on average, compared with the participants' 0.05. Moreover, learn frequently occurred with highly abstract nouns such as responsibility, skills, value, and ethics. For instance, the average frequency of responsibility per speaker was 0.32 in the native group but no use in the learner group. In contrast, the Japanese students tended to focus on immediate experiences and concrete facts, relying on simple logical structures and rarely combining abstract verbs with abstract nouns. These findings

clearly indicate that native speakers deploy abstract expressions to structure arguments even within short monologues, whereas Japanese learners remain grounded in concrete, experience-based descriptions. The study concludes with pedagogical implications, suggesting that structured tasks that train learners to talk abstractly—such as explaining principles, values, or generalizable lessons—may help bridge this qualitative gap. More detailed analyses and sample instructional tasks will be presented.

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専門教員と連携した文理融合型英語授業の実践

Oga, Mayumi (Ritsumeikan U.); Hanasaki, Tomonori (Ritsumeikan U.)

近年、大学教育においては、学問分野を横断した学修の重要性が指摘されるようになっている（文部科学省、2022年）。こうした流れの中で、理系学部においても、専門教育と他分野の教育を接続する取り組みの必要性が指摘されてきた。しかし、学生の専門研究と英語学習を結びつけた授業実践は必ずしも十分に行われているとは言えず、特に英語科目と卒業研究や大学院での研究活動との接続は、理系学部における継続的な課題となっている。立命館大学生命科学部では、3 回生から専門教育と連動した英語カリキュラムとして、春学期必修科目 Junior Project 1（JP1）および秋学期選択科目 Junior Project 2（JP2）を配置している。JP1 ではアカデミックなトピックに基づくグループ・ポスタープレゼンテーションを行い、JP2 ではプロジェクトを動画にまとめる授業を実施しており、近年は実験型のリサーチに取り組む事例も増加している。しかし、費用や設備、安全性といった制約から、英語科目内で本格的な実験を実施することは困難であった。そこで本研究では、比較的小規模な選択科目である JP2 において、理系専門教員の協力のもと、希望した学生 2 名が研究室で実験を行い、その成果を英語で発表する文理融合型授業を試行した。さらに、参加学生 2 名および理系専門教員 5 名を対象にインタビューを実施し、本実践に対する認識および課題について検討した。その結果、学生は、英語必修科目修了後かつ研究室配属前という段階で、専門的な助言を受けながら実験の設計から実施までを主体的に経験できた点に大きな意義を見出していた。一方、理系専門教員からは、理系専門教員の負担や制度的な課題が指摘された。しかし、本取り組みは、英語を目的そのものではなく研究活動を支える手段として位置づけ、英語と専門を結びつけて捉える契機となった点で肯定的に評価され、今後の展開が期待される。