Aug. 27 / 09:00-09:30 / AN321

Negative Evidence in English Classes at a University: Less Effective Than Expected?

Yamada, Toshiyuki (Gunma U.)

The goal of this study is to demonstrate that negative evidence or teaching about ungrammatical sentences is not necessary for leaners of English as a second language. As the unnecessity of negative evidence having been shown in first language acquisition, the present study hypothesizes that the same holds in second language acquisition. To verify the hypothesis, a free-English-writing experiment was conducted with 60 Japanese-speaking university students in English classes. The participants were divided into three groups: 20 students with negative evidence, 20 students with positive evidence or providing grammatical sentences related to a writing topic, and 20 students with no negative or positive evidence. One of the 26 general topics such as the summer vacation plans was given for 15 minutes in each class through one academic year. The ratio of the number of ungrammatical sentences in the total number of produced sentences was compared by a chi-squared test among the three groups over the data points. The ungrammatical ratios in the first and second semesters were 1695/2651 (63.94%) and 975/2405 (40.54%) for the negative-evidence group, 1547/3400 (45.50%) and 1123/3068 (36.60%) for the positive-evidence group, and 2197/3302 (66.54%) and 1625/3510 (46.30%) for the control group. For all groups, the chi-squared test indicated a significant difference between the semesters, meaning that the ungrammatical ratio decreased significantly from the first to the second semesters. This suggests that even without teaching, second language acquisition proceeds at least in terms of grammar learning. In conclusion, the present study has demonstrated that as in first language acquisition, negative evidence is not necessary in second language acquisition against the long-standing view of teaching. Thus, a traditional view of teaching should be reformulated for what teachers can do for their students in English classes at school and university in Japan.

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Generative AI as a Supplementary Tool for L2 Writing: Effects on the Writing Development of Non-Traditional Japanese University Students

Nakamichi, Yumi (Rakuno Gakuen U.)

Writing in a foreign language (L2) is a cognitively demanding skill (Rasool et al., 2023), particularly for non-traditional university students returning to academia after long gaps. While generative AI (GenAI) tools are proliferating, it remains unclear how AI-supported study influences subsequent independent writing performance and learning transfer in classroom settings. This mixed-methods study investigates how using GenAI as a supplementary tool affects the content and quality of subsequent in-class essays by non-traditional Japanese EFL students (n = 19). Participants enrolled in face-to-face classes at a correspondence university completed two timed writing sessions. Between sessions, students engaged in self-study either with GenAI (AI-use group, n = 9) or without it (control group, n = 10). Quantitative analyses tracked changes in fluency (total word count) and syntactic complexity (words per sentence). Qualitative analysis of student reflections explored shifts in writing awareness. Results indicated that both groups increased fluency, with similar relative gains in output (19–22%). However, the AI-use group demonstrated superior gains in absolute word counts and syntactic complexity. Conversely, the control group increased output primarily through an increased volume of short sentences. Qualitative findings revealed that the AI-use group shifted their focus toward organization, audience awareness, and the application of new expressions. In contrast, control group reflections remained focused primarily on specific lexical and grammatical difficulties. These findings suggest that AI-supported writing serves as a cognitive scaffold, facilitating not only increased output but also deeper learning transfer and more sophisticated sentence construction. This indicates that AI tools can help non-traditional learners transition from low-level linguistic concerns to higher-level rhetorical strategies in independent writing tasks.

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The Effect of Using a Reading Practice System for Educating English for Science Students

Kono, Tomoko (Juntendo U.); Takano, Kosuke (Kanagawa Institute of Technology)

The purpose of this research is to improve English education for science students by creating an original textbook, demonstrating the effect of using an AI-based speech-recognition system in reading-aloud practice. With the rapid development of AI technology, there is an urgent need for science students to improve their English proficiency, particularly in science and technology. As English teachers have difficulty teaching science English due to their limited science proficiency, we propose developing a science English textbook in collaboration with science specialists, with each field of science topics, and language teachers responsible for teaching academic English suitable for science university students. We adopt reading-aloud practice, hypothesizing that it is effective for learning English, rather than translating English into native languages or providing no grammatical or syntactic explanations, because students learn English in whole sentences through reading-aloud

practice. We implement this teaching method in two classes at the same level, with nearly the same number of students. One class is a usual reading, and in the other, students use an AI system to record learning history and check pronunciation. Although most students are motivated to practice reading with the teacher's support, it is difficult for teachers to check every student's pronunciation in class. The merit of using a speech-recognition system is that it automatically assesses students' pronunciation and examines each student's individual learning trajectory. To assess the impact of using this system, we conducted the same final tests in both cases and compared learning outcomes, finding that test scores in the class using the system were higher than in the other class. We conclude that using an AI-enabled reading-aloud system is effective for promoting science English in university education, thereby fostering collaboration in the field of language and science.

Aug. 27 / 09:00-09:30 / AC345

Transforming an Academic Debate Course to Promote Speaking Fluency and Critical Thinking Skills

Yagi, Keita (International Christian U.)

In this presentation, I will explain how I revised a one-term academic debate course to enhance students' speaking fluency and critical thinking skills. The course has been offered at a bilingual university for many years. Prior to teaching it, I reviewed feedback from both students and instructors and identified several issues. For example, in the format previously used in this course, students were typically placed in groups of four or five and assigned in advance to either the affirmative or negative side. They prepared written scripts for their individual roles and read them during the debate. In addition, only two debate matches were conducted in one lesson: while two teams debated at the front of the classroom, the remaining teams served as judges and then switched roles. This format tended to intimidate students, limited their opportunities to consider both sides of an argument, and reduced spontaneity, making it difficult for them to respond effectively to opposing arguments. To address these issues, I implemented several changes. For instance, I replaced whole-class debates with small-group debates by dividing the class into three groups, allowing three debates to run concurrently and reducing performance anxiety. Group size was reduced to two or three students, and each group participated in three rounds: once as the affirmative side, once as the negative side, and once as judges. Furthermore, to encourage spontaneous speaking, students were given index cards and prohibited from writing full scripts. In addition, I introduced several logic patterns to support more effective rebuttals. As a result of these changes, students demonstrated greater engagement, improved responsiveness, and increased confidence during debates. The classroom atmosphere also became more relaxed and enjoyable. Participants in this session can gain practical tips for designing debate activities that promote spontaneous speaking, critical thinking, and active participation.

Aug. 27 / 09:00-09:30 / AS363

From Syntactic Constraints to Sociopragmatic Meaning: Narrative Coherence in Bilingual Storytelling Among Japanese EFL Learners

Takeda, Lala (Komazawa Women's U.)

While interlanguage pragmatics has emphasized interpersonal alignment in second language interaction, less attention has been paid to how linguistic constraints shape socially meaningful narratives. Drawing on a sociopragmatic perspective (Spencer-Oatey, 2008), this study examines how Japanese EFL learners construct narrative episodes under syntactic limitations and how these constraints influence sociopragmatic meaning. It hypothesizes that difficulty producing subject-verb constructions in English restricts not only clause-level coherence but also the expression of intentionality, evaluation, and relational stance. Participants were 28 Japanese university students with lower-intermediate proficiency (TOEIC 400-500). In pairs, they sequenced six picture prompts and narrated a story in English within two minutes, then reconstructed it in Japanese. Sessions were recorded and transcribed. Analysis focused on clause formation, cohesion, episode integration, and expressions of intentionality and evaluation. English narratives were marked by fragmented production and incomplete clauses, reflecting difficulty forming subject-verb structures in real time. Episodes developed as scene descriptions with limited causal linkage, and learners seldom articulated characters' intentions or evaluations, resulting in reduced sociopragmatic depth. Japanese reconstructions, however, showed clearer causal organization and explicit marking of intentions and emotions, demonstrating stronger coherence and richer meaning. These findings suggest that limited syntactic accessibility constrains both narrative coherence and sociopragmatic meaning in English. For university EFL instruction, developing fluent subject-verb production and explicitly teaching causal and evaluative expressions may enhance learners' discourse competence. Bilingual storytelling thus offers a pedagogical framework linking grammatical development to communicative effectiveness in English.

Aug. 27 / 09:00-09:30 / AS365

Decolonial Trans-Spatiotemporal Digital Communication

<JinJ> Ishikawa, Tomokazu (Otaru U. of Commerce)

It is well documented that nationalism, essentialism, and Western-centrism exert a significant influence on how we conceptualise culture and language (e.g., Byram, 2021). As termed coloniality, these epistemologies continue to control subjectivity and knowledge even in regions that have never been directly colonised (Grosfoguel, 2007). Even so, today's interactions regularly take place in cyberspace (e.g., Kemp, 2026), potentially subverting the long-standing epistemological and symbolic control. In this popular space, English-speaking multilinguals move through and across different cultural and linguistic scales, from the local to the global, and these scales can be simultaneously present (Baker, 2022). The current paper explores how seamless these spatial scales can be and how far they may intertwine virtual and physical worlds. For this purpose, the author has reanalysed recently published digital communication data (e.g., Boumaza & Baker, 2025; Dovchin et al., 2024; Ishikawa, 2026) with a focus on decoloniality (Jordão, 2024; Mignolo & Walsh, 2018) and chronotopes (Bakhtin, 1986; Blommaert et al., 2015). Findings indicate that digital generations can strategically assemble diverse communicative resources dynamically and seamlessly into their interactions and in defiance of colonial epistemologies. In the process, their shared topic can no longer be located within a particular spatial or temporal scale. They may also bring virtual and actual meanings together, thereby suggesting that what they can imagine relates to their real-world experiences. These findings illustrate that new generations have the digital agency to defy the colonialist correlation between nation, culture, and language, as well as categorical and hierarchical approaches to language and culture. Overall, the paper argues that applied linguistics, and especially additional language education, should account for ubiquitous decolonial trans-spatiotemporal practices among digital interactants.

Aug. 27 / 09:00-09:30 / AS357

Applying Functional Literacy in the Classroom: A Sociocultural Perspective

<JinJ> Yasunaga, Akie (Tokyo Keizai U.)

This theoretical research examines how literacy education has transformed over recent decades. Traditional literacy instruction emphasized cognitive and linguistic aspects of content and textual learning—a focus was on vocabulary, grammar, and pronunciation—treating literacy as a neutral, technical skill set detached from social context. This autonomous model has been widely criticized for overlooking the communicative and functional aspects that literacy serves in everyday life (Street, 1984; UNESCO, 2017). In contrast, current research conceptualizes literacy as dynamic, fluid, socially situated, and multimodal, shaped by global, ideological, and technological transformations. Scholars in the New Literacy Studies argue that literacy comprises diverse social practices embedded in cultural, historical, and institutional contexts, which include media literacy, mathematical literacy, critical literacy, and school literacy. Building on this perspective, the presentation introduces functional literacy grounded in Street's ideological model. This orientation views literacy as a continuum between orality and written text, continually shaping and reshaping meaning through socially situated communication. Informed by Vygotsky's sociocultural theory, the presentation illustrates several functional literacy practices, such as writing a petition to community leaders, creating a poster recommending local cultural sites to international visitors, discussing an article's argument, debating contrasting viewpoints, and composing a summary report in classroom settings. These examples demonstrate how literacy emerges through authentic, purposeful social interactions with texts. The presentation concludes by outlining current models of authentic literacy that can expand and enrich classroom instruction.

Aug. 27 / 09:00-09:30 / AC337

Strategies and Hindrances in Fostering Students' Creativity in Online Speaking Classes: A Qualitative Study

<JinJ> Syafryadin, Syafryadin (U. of Bengkulu)

This study investigates the teaching strategies employed by the lecturer to foster students' creativity in online speaking classes and explores the challenges faced by the lecturer in promoting creativity in this context. This study also confirms the hindrances faced by the students in online speaking class. Through a small-scale exploratory approach employing qualitative methods, the research investigated the perspectives of one lecturer and nine students within a class. Data collection instruments included an observation checklist and interview guideline, with thematic analysis serving as the methodological framework. Thematic analysis covered 1) familiarization with data, (2) generating initial codes, (3) searching for themes, (4) reviewing themes, (5) defining and naming themes, and (6) writing the report. Findings indicated the lecturer's implementation of various strategies, encompassing instructional communication, scaffolding, learning and thinking strategies, direct instruction, questioning strategies, feedback, and computer mediation, to foster student creativity. However, challenges including students' diminished motivation, inadequate speaking skills, and difficulties in online monitoring were encountered. Moreover, students expressed concerns regarding issues related to confidence, lack of practice partners, poor internet connection, uninteresting topics, limited reading material, and language skill limitations . These findings underscore the complexities inherent in promoting creativity within virtual learning environments and highlight the need for targeted interventions to address underlying impediments.

Aug. 27 / 09:00-09:30 / AN327

What Helps EFL Learners Persist in Shadowing Marathons During Summer Break? Interview-Based Case Studies of Engagement and Self-Regulated L2 Learning

<JinJ> Muraoka, Yuka (Seigakuin U.); Agawa, Toshie (Hoshi U.); Nakanishi, Noriko (The U. of Osaka)

Sustained, autonomous engagement in out-of-class L2 practice is important but difficult to maintain, especially during long breaks. This work examined why some Japanese university EFL learners persist in a voluntary online daily shadowing program over a seven-week summer break, while others discontinue the program midway through. The study addressed the following three research questions: (1) What self-regulated L2 learning (SRLL) strategies characterized completers versus partial completers? (2) How did week-by-week fluctuations in behavioral, cognitive, and emotional engagement change over time? (3) What helped them recover from disruption? Participants completed weekly reports while participation logs recorded training days. Approximately three months after the shadowing marathon was completed, focal participants were interviewed for 60 minutes via stimulated recall. They reviewed their weekly reports and engagement trajectories and discussed turning points that led to their persistence or dropout. Interview transcripts are analyzed through cross-case thematic analysis guided by an SRLL strategy framework (e.g., planning, self-monitoring, goal setting, self-consequence, effort/emotion regulation, and environmental structuring). Analysed patterns suggest at least three contrasts. First, completers tended to connect daily shadowing to rather salient distal goals while setting realistic proximal targets and “Plan B” routines. Second, they actively regulated affect and effort through immediate self-consequences (e.g., small rewards, self-praise) and flexible workload management. Third, they used recovery-oriented strategies after missing days to prevent them from disengagement spirals. Partial completers more often reported rigid standards and difficulty adapting strategies under competing demands, leading to discontinuity in participation. The presentation will outline the engagement trajectories and offer tentative implications for long-break assignments.

Aug. 27 / 09:35-10:05 / AN323

Impact of Different Feedback Types on Learners’ Revised Writing: Textual Features, Keyword Use, and Vocabulary Levels

Hatakeyama, Yukako (Ochanomizu U.)

This study aims to explore the impact of different types of feedback on learners’ written texts by comparing their drafts and revised essays after receiving different types of feedback: peer feedback on their first (descriptive) essays and ChatGPT feedback on their second (comparison-contrast) essays. The participants in the study were students in two writing classes taught by the researcher: one B1-level class (n = 17) and one B2-level class (n = 20). The effects were examined in three ways. First, three aspects of the texts were analyzed: quantity (total number of words), variety (number of unique words and the ratio of unique words to total words), and complexity (average number of words per sentence). The effects were also examined by comparing the drafts and revised texts to ascertain any significant differences in word choice using EJTKAN (Ishikawa, 2025) and EJWFTG (Ishikawa, 2024). Finally, vocabulary levels in the learners’ drafts and revised versions were compared based on CEFR-J and the JACET 8000 word list, using the New Word Level Checker (Mizumoto, 2022). It was found that in both the first and second essays, learners in both the B1 and B2 classes produced significantly longer texts with significantly more unique words; however, only those in the B2 class produced significantly longer sentences. The ratio of unique words to total words did not show any significant change in either class. In the keyword analysis comparing the drafts and revised texts, no significant differences were found in the first essay in either class. In contrast, significant differences were observed in the second essay, with an increased frequency of characteristic expressions used in comparison-contrast writing. Regarding vocabulary level differences between drafts and revised versions, the proportions of CEFR A2-, B1-, and B2-level words increased in both essays in both classes. Pedagogical implications will also be discussed.

Aug. 27 / 09:35-10:05 / AN325

Enhancing Learner Engagement in a University-wide EFL Course: Structured Forums and Analytics-Based Feedback

Obermeier, Andrew (Kyoto U. of Education)

This presentation describes a forum project designed to foster learner interaction and encourage frequent use of English in a compulsory English course for 340 Japanese university EFL students, divided into 16 sections of 22 students each. To create small, personalized discussion spaces among classmates who met weekly in person, the course used Moodle’s separate groups feature, enabling participants to interact within their smaller class-based groups rather than the university-wide forum. Meanwhile, course management and evaluation were coordinated centrally by the researcher. Because most participants were first-year students, the first-semester forum provided a useful platform for self-introductions at the beginning of the school

year. In the second-semester forum, students told classmates about their summer vacations. Data-driven feedback was provided on key participation indicators: number of replies, word count, and number of images uploaded. This feedback clarified assessment criteria and motivated students to participate. Participation rose markedly in the second forum compared to the first, suggesting that the feedback process motivated students to interact more. In this way, large-scale forum activities supported by clear, analytics-based feedback can significantly enhance learner engagement, even in large courses with multiple instructors. At this presentation, results comparing the above two iterations of the forum will be explained. In addition, results will be presented from a preliminary trial in which ChatGPT evaluated the content quality of replies, then provided feedback encouraging improvements.

Aug. 27 / 09:35-10:05 / AC341

AI-Assisted Text Simplification and Student Motivation in a Content-Based Class

Imai, Mitsuko (Tamagawa U.)

Many Japanese university students struggle to read long passages in English, which can negatively affect their motivation and willingness to engage in classroom reading tasks. In courses where students are required to read extended texts weekly, excessive linguistic difficulty and reading volume can become overwhelming, even for intermediate- or higher-proficiency learners. This study explores the potential of AI-assisted text simplification as a motivational support tool in a content-based class. In this class, the students (n = 25, sophomores) were assigned to read half a chapter (about 3,000 words) of a textbook each week. The primary purpose of this course is to understand cross-cultural communication issues in a business context. To reduce cognitive load while maintaining core content, the author used ChatGPT to generate simplified versions of the assigned chapters. First, students read one chapter of the original textbook over two weeks. Subsequently, they were given simplified texts for the next chapter over the following two weeks, during which they could choose which versions to read. To examine the impact on learner motivation, a questionnaire was administered in which students reported their motivation levels and perceived difficulty when reading both versions. The results showed that most students preferred the simplified versions; however, their preferences were not limited to the texts' difficulty. Text format, including font size and reading medium, their schedule conflicts during that week, and other factors also affected what they chose to read. By investigating students' perceptions of AI-generated simplified texts, this study aims to provide preliminary insights into how generative AI can support learner motivation in Japanese university classrooms and to offer pedagogical implications for instructors facing challenges related to reading load and student engagement.

Aug. 27 / 09:35-10:05 / AS363

A Concept-Based Instructional Approach to Developing Pragmatic Competence in Japanese L2 English Learners: Requesting-in-Interaction

Nicholas, Allan (U. of Aizu)

With often limited opportunities for authentic oral interaction in L2 English outside of the classroom, Japanese L2 English learners can find the co-construction of speech acts in conversation a demanding task. Requesting in particular, being inherently face-threatening, can be especially challenging, requiring interlocutors to take into account relevant sociopragmatic factors such as power, social distance, and rank of imposition when formulating language choices. Further, interlocutors require an understanding of sequential organization in oral interactions – the ways in which interlocutors typically structure a conversation. Despite the challenges learners face, however, pragmatics may still receive less instruction time in the language classroom, or is addressed in ways that may not adequately capture the interactional nature of request-based interactions. Concept-Based Instruction (CBI) offers one approach that can address these needs for learners, developing both sociopragmatic and pragmalinguistic awareness of requesting-in-interaction through a three-stage process. A material phase introduces key concepts to learners via diagrams or other visual aids; a verbal phase promotes learning via speech, while a mental phase sees material aids withdrawn, promoting the internalization of target concepts. This study addresses a need to evaluate CBI's effectiveness in promoting pragmatic development in Japanese L2 English learners, and focuses on an individual young adult university level learner progressing through a 6-week CBI-based programme of instruction. Through analysis of the learner's performances, verbalised explanations for language choices and learner visualisations of sequential organisation and socio-contextual factors, evidence of pragmatic development is discussed, with implications for the classroom.

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International Collaborative English Dialogue Activities in the Metaverse

<JinJ> Mochizuki, Keiko (Tokyo U. of Foreign Studies); Hoshizawa, Mie (Tokyo U. of Foreign Studies)

(1) Data Collection
From December 2025 to March 2026, we conducted weekly one-hour metaverse exchanges in English with students from the Japanese language departments at our partner universities overseas. Participants were recruited as follows: Faculty members and undergraduate students from Tokyo University of Foreign Studies collaborated with faculty members from the Japanese Language Departments at National Taiwan University, The Chinese University of Hong Kong, and the University of Indonesia to recruit participants for the metaverse dialogue sessions. Furthermore, through a high school-university partnership, first and second-year high school students from Obihiro, Hokkaido, also participated and introduced tourist attractions in Hokkaido.Each session involved 10 native Japanese-speaking university and high school students interacting in English for one hour within the metaverse.
(2) Research Design and Analysis Procedure
Dialogue topics were determined in advance, and participants prepared presentation materials beforehand, then delivered presentations in English using PowerPoint within the metaverse, after which all participants shared questions and feedback. The topics set included “Introducing the Local Area,” “University Entrance Exams,” “Job Hunting,” and “Tourism in Japan”. All interactions in the metaverse space were recorded. Participants answered a questionnaire after each interaction in the metaverse.
(3) Feedback from the learners
In the metaverse, anxiety about conversing in English decreased, allowing for more active participation in conversations.
theoretical and educational significance For the interactive activities using the metaverse, students first devised conversation topics in advance and delivered 5-minute presentations in English using PowerPoint. Afterward, they answered questions from the participants. Finally, a questionnaire survey and interviews were conducted with all participants. Learners who participated in the metaverse reported that, despite being in different regions.
(4) Regarding the outcomes of the metaverse dialogue exchange, the results of the questionnaire survey conducted among participants are as follows:
(5) The effects of the metaverse dialogue, conducted weekly over three months, can be summarized in the following three points:
1) Interacting as avatars within the metaverse reduces anxiety about speaking in English.
2) Dialogue exchanges within the metaverse provide a sense of unity, as all participants are present in the same space, compared to remote conference systems using Zoom.
3) Compared to remote conferencing systems using Zoom, dialogue exchanges within the metaverse foster a sense of unity, as all participants are present within the same virtual space. cross-cultural understanding of the history, culture, and religion of each country and region deepened.

Aug. 27 / 09:35-10:05 / AS357

Developing English Tour-Guiding Skills Through Local History: An Action Research Project in Nagasaki

<JinJ> Yoshimuta, Satomi (Kwassui Women's U.)

With the recent recovery of international tourism in Japan, the ability to communicate local history and culture in English has become increasingly important. This action research project examines how university students can develop English tour-guiding skills while learning about local historical heritage in Nagasaki. The study was conducted in an English class at a university located near the historic foreign settlement district. The course aimed to help students explain historical sites in simple but meaningful English. The instructional design consisted of three stages: classroom instruction, script development, and field-based practice. First, students practiced basic communicative tasks such as giving directions in English in order to develop practical guiding skills. They were then introduced to the historical background of the Nagasaki foreign settlement, including sites such as Dutch Slope, Higashiyamate No.12 House, and the triangle-shaped drainage system. Based on a model tour guide presentation, each student selected a historical spot and prepared a short five-sentence English guide explaining its history, original purpose, and current use. Next, students conducted on-site guiding activities in the Higashiyamate area. Their presentations were recorded on video to support reflective learning. After the fieldwork, students reviewed the recordings and reflected on their language use, clarity of explanation, and interaction with listeners. The findings suggest that combining local history with experiential learning can enhance students’ communicative competence, confidence, and cultural awareness. The study also highlights the effectiveness of scaffolded instruction—including model guides, structured script writing, and reflective practice—in helping learners produce accessible historical explanations in English. This approach may provide a practical model for English education that connects language learning with regional heritage and tourism.

Aug. 27 / 09:35-10:05 / AC337

Listening Strategies for NS and NNS Speech

<JinJ> Hamada, Yo (Akita U.); Hanzawa, Keiko (Tokyo U. of Science)

The purpose of the research was to examine what types of listening strategies second language (L2) learners use when listening to familiar native-speaker (NS) English speech and unfamiliar non-native-speaker (NNS) English speech. Listening comprehension has long been a major focus of research in L2 listening. Listening strategies, defined as the mental and behavioral processes used to understand spoken messages, have been identified as one of the factors affecting L2 listening comprehension. Moreover, listening strategies have been shown to be shaped by the nature of the listening material. In this regard, it has become increasingly important how familiar NS English and unfamiliar NNS English affect L2 listening strategy use and comprehension. Therefore, the current study examined L2 listeners' strategy use and listening comprehension when learners listen to familiar NS speech and unfamiliar NNS speech. A total of 102 Japanese university students participated in the present study. Half of them listened to a passage spoken in American English, while the other half listened to the same passage in Czech-accented English. After listening, participants summarized the passage and completed a 25-item listening strategy questionnaire. The results showed that there were no differences between the groups in their reported listening strategy use. However, the group who listened to the familiar American English passage performed better on the listening comprehension task than the group who listened to the unfamiliar Czech-accented English passage. The results suggest the learners did not appear to adjust their listening strategies when processing unfamiliar NNS speech. These findings indicate that learners may benefit from receiving explicit listening strategies for understanding unfamiliar NNS's speech.

Aug. 27 / 09:35-10:05 / AN327

Beyond Incremental Gains: Explaining the CEFR B1–B2 Jump Through Pragmatic, Sociolinguistic, and Interactional Competence

<JinJ> Maswana, Sayako (Tokyo U. of Science); Yamanaka, Tsukasa (Ritsumeikan U.); Ishikawa, Nozomi (Sapporo Otani U.); Terauchi, Hajime (Takachiho U.)

This presentation offers a theory-driven account of the qualitative "jump" often observed between CEFR B1 and B2 performance. Across our previous investigations, we have found evidence of a substantial gap—what we describe as a "wall"—between these adjacent proficiency bands, suggesting that progression from B1 to B2 involves more than incremental gains in vocabulary or grammatical accuracy. The aim of our research is to clarify what this "wall" consists of. Our analyses are based on proficiency-classified spoken interaction datasets compiled through a novel LLM-augmented data approach. Based on the analytical results, we propose a provisional model consisting of three interrelated components that become increasingly decisive at the B2 level and above. First, pragmatic competence shifts from conveying intentions to enacting them appropriately: speakers calibrate actions to the situation and relationship so that their acts are socially workable. Second, sociolinguistic competence shifts from a uniform "good English" target to flexible style and identity management, enabling adaptation to roles and contexts rather than a single norm. Third, interactional competence shifts from responsiveness to co-construction of meaning and outcomes: speakers advance the conversation through negotiation and repair breakdowns toward shared conclusions. Our research examines the plausibility of this three-component account by comparing B1 and B2 interaction datasets. We illustrate how the proposed components are manifested in observable interactional practices, and we discuss how these practices jointly constitute the qualitative leap. By describing the nature of the B1–B2 "wall" in theoretically grounded and empirically traceable terms, this study contributes to a clearer construct-level understanding of proficiency development and offers pedagogical implications for supporting learners aiming to move from B1 to B2.

Aug. 27 / 10:10-10:40 / AN321

Pilot Study: The Effects of Audio-Only and Video Input on L2 Listening-to-Summarize Performance

Luhovyk, Olena (Nagasaki U.)

Integrated tasks that require test-takers to employ at least two language skills are becoming increasingly common in language assessment. Listen-to-summarise (LTS) tasks are an emerging tool for assessing listening, as they test skills needed in real-life and academic contexts. While L2 listening involves processing auditory and visual information, the use of visuals in L2 listening assessments remains limited, largely due to the lack of consensus on how visuals affect test performance (Suvorov, 2018). To close this gap, this pilot study for a larger doctoral study examined the effectiveness of audio-only and video input on L2 LTS performance using a mixed-methods approach. In the first phase of this study, a listening span (LS) task was administered to measure participants' working memory. In the second phase, the LTS tasks were presented with audio and video materials (~2 min), and the participants were given 5 min to write a summary for each listening task in random order. During the LTS task, participants wore Tobii Pro Glasses 3 Eye Tracker to collect data on their eye movements. At the end of

the experiment, the participants completed a short listening comprehension quiz, followed by a questionnaire on their test-taking experiences and strategies comprising 48 questions. The initial analysis of the pilot study data (n = 4) suggests that participants perceived the video as helpful for comprehension, which was evident in how they spent more time looking at the text of the news title and the speakers' faces than at other areas of interest. However, it did not significantly affect the difference in quality between the essays for audio- and video-based tasks. This study contributes to the discussion of the construct validity of integrated listening tasks and sheds light on the appropriateness of using videos in listening assessment.

Aug. 27 / 10:10-10:40 / AN323

Productive Accuracy of English Subjects and Objects in Japanese Learners

Arshavskaia, Ekaterina (U. of Shizuoka)

This action research explores whether L2 productive accuracy differs between obligatory subjects and obligatory objects. Although both exist in English and Japanese, Japanese allows null subjects and null objects, whereas English allows neither. This presents a difficulty for Japanese learners of English (JLE). Wakabayashi and Negishi (2003) indicated that obligatory subjects are easier for JLE to acquire than obligatory objects. They explained this difference by input consistency: subject nouns are consistently realized in English, whereas object nouns may be present or absent. However, their study examined receptive accuracy using grammaticality judgment tasks, leaving it unclear whether the same pattern can be observed in production tasks. This project aims to answer the following research question: is there a difference in how JLE produce obligatory subjects and obligatory objects in English? Participants (n = 56), JLE at an intermediate proficiency level and majoring in science, were enrolled in a tertiary-level English writing course. They completed four writing tasks, each followed by a 20-minute feedback session that included explicit explanations of basic English SVO structure and peer-review activities. The study employed pre- and post-essay writing tasks. Two English-speaking instructors with a Master's degree or higher identified and classified errors in the learners' essays. Results showed that productive accuracy of obligatory subjects improved significantly, whereas no significant improvement was observed for obligatory objects of transitive verbs, as confirmed by a t-test. The greatest improvement was observed in the use of indefinite pronouns in subject position, whereas omission of the first-person pronoun persisted. These findings suggest that productive accuracy of English subjects is indeed easier to develop for JLE than that of objects, and further research is needed to examine whether this tendency applies similarly to nouns and pronouns.

Aug. 27 / 10:10-10:40 / AN325

Exploring the Effects of VR-Based English Learning on Speaking Self-Efficacy Within a Constructivist CALL Framework

Kobayashi, Wakako (Nihon U.)

This exploratory study examines the impact of virtual reality (VR)–based English speaking activities on learners' speaking self-efficacy within a constructivist CALL framework in a Japanese university context. Although VR has been discussed as a promising tool for enhancing engagement and authenticity in foreign language learning, empirical research focusing on affective learner variables—particularly speaking self-efficacy—remains limited in English education in Japan. To address this gap, the present study investigates how immersive VR environments may influence learners' confidence, engagement, and perceptions of speaking activities.A mixed-methods design was employed involving eight undergraduate students (aged 19–21) at a private university in Tokyo. Participants engaged in five VR-based English speaking sessions using the Immerse platform with Oculus Quest 2 headsets during the 2024 academic year. Quantitative data were collected through a Japanese version of the Sources of Foreign and Second Language Speaking Self-Efficacy Questionnaire administered before and after the intervention, together with pre- and post-tests using the CASEC English Communication Examination. Qualitative data were obtained from learner portfolios reflecting participants' experiences after each VR session.The results indicate modest positive changes in learners'speaking self-efficacy, particularly in reduced speaking anxiety and increased willingness to communicate. Qualitative analysis showed that learners perceived VR-based speaking tasks as less threatening than traditional classroom activities and reported increased immersion and motivation. Portfolio reflections further suggest that VR environments supported key constructivist CALL principles, including authentic communication, learner autonomy, and meaningful engagement.Despite the small sample size, the findings suggest that this VR activity has pedagogical potential as an constructivist approach.

Aug. 27 / 10:10-10:40 / AC341

Understanding Japanese University Students' L2 Motivation Over Four Years

Kobayashi, Chiho (Tenri U.)

Although motivation concerns three dimensions, choice, effort, and persistence, the third has received far less attention in L2 research (Dornyei & Ushioda, 2021). Yet, understanding the nature of this component is important because sustained learning behavior is required for an L2 student to master the language. The currently available studies show that Japanese University students' motivation for learning English fluctuates over time in interaction with many internal, social, and contextual factors (Johnson, 2013; Yashima & Arano, 2015). More research is, however, needed for deeper understanding of this process. The current study examined how Japanese university students' motivation to learn English changed during their four years on campus and what factors contributed to the changes within the framework of the L2 Motivational Self System (Dornyei, 2005). The participants comprised 45 English majors who entered a university in April 2022. At the end of each semester, they completed a questionnaire based on previous studies (Taguchi et al., 2009; Yashima, 2009). Following each administration of the questionnaire, a smaller number of students participated in 60-minute semi-structured interviews to shed more light on their answers. The data elicited through the questionnaire and interviews were then compared with their TOEIC scores. The results show that after the initial excitement had dissipated, most students' motivation declined in the second year. Only a small number of students with self-regulating learning skills and clearer ideal L2 self-images were able to sustain high levels of motivation, which seemed to result in the greater development of English abilities. Many other factors affected their motivation levels, but most students regained their motivation in the third year when critical events in their college life, such as study abroad and job hunting, took place. Career paths after graduation were crucial factors to sustain motivation at the later stage of college life.

Aug. 27 / 10:10-10:40 / AC345

Oral Summaries and Lecture Comprehension: Evaluating EFL Performance With AI

Sakurai, Shizuka (Tohoku U.); Spring, Ryan (Tohoku U.)

In English for General Academic Purposes (EGAP) contexts, the ability to process and orally summarize academic lectures is a critical skill that integrates listening comprehension with productive language use. Previous research has highlighted the challenges EFL learners face in transforming receptive input into coherent spoken output, particularly in cognitively and linguistically demanding academic settings (e.g., Plakans & Gebril, 2017). Recent advancements in automated speech evaluation (Spring 2025) offer new opportunities to analyze performance on such integrated tasks and suggest that these skills can be improved with practice. However, little is known about how oral summarization tasks may influence lecture comprehension or how they relate to standardized listening proficiency (Zhou et al., 2026). This study investigates the relationship between Japanese university EFL students' oral summary performance and their lecture comprehension, with a particular focus on correlations with standardized listening scores. Purposefully sampled data were collected from students with a wide range of proficiency levels. Data sources included TOEFL scores (April and December) and formative assessments of listening comprehension and oral summarization conducted at the beginning of the second semester. Students' oral summaries of academic lectures (N=112) were evaluated based on the inclusion of main ideas, use of discourse markers, total word count, and mean length of utterance. A comparative analysis was conducted using both human raters and an AI-based evaluation system to examine the validity and reliability of automated scoring in this context. Findings suggest a positive relationship between oral summary performance and lecture comprehension, especially in terms of students' ability to produce a variety of expected content words ($r = .32$) and discourse markers from their books ($r = .20$). The presentation will also explore pedagogical implications for using oral summaries as a measure of listening ability and the potential of AI technology in assessing integrated academic tasks.

Aug. 27 / 10:10-10:40 / AS365

AI-Powered Speech Assessment and Individual Pronunciation Development: A Longitudinal Case Study of Metacognitive Processes in Extended Shadowing Practice

<JinJ> Ito, Yuko (National Institute of Technology, Fukushima C.)

This study examined how AI-powered Speech Assessment—encompassing Automatic Speech Recognition (ASR), Pitch (intonation), and Magnitude (volume)—affects one learner's pronunciation development and metacognitive processes during extended shadowing practice. While a companion study examined group-level listening outcomes using the same STEAC system, this paper focuses exclusively on individual-level pronunciation trajectories and metacognitive transformation over 17 weeks. The participant was drawn from a cohort of 119 first-year students at a Japanese Kosen who completed weekly shadowing and overlapping exercises providing immediate feedback on three metrics. Detailed analysis tracked

approximately 1,020 individual scores alongside qualitative analysis of weekly free-response comments from this one learner. Results revealed substantial pronunciation growth: the three-metric composite average increased by 58% (Week 1: 0.29 → Week 17: 0.45), with Pitch showing the most dramatic improvement (0.10 → 0.53). Most notably, a marked acceleration during Weeks 12–14 coincided with ChatGPT dialogue activities, suggesting that AI interaction heightened prosodic awareness in ways conventional shadowing alone did not. Qualitative analysis traced a clear metacognitive trajectory: from initial frustration, through growing self-monitoring, to confident and self-regulated practice. These findings suggest that real-time score visualization creates a productive feedback loop supporting metacognitive development at the individual level, and that AI dialogue activities may serve as a catalyst for prosodic awareness—an effect that warrants further investigation at the individual level.

Aug. 27 / 10:10-10:40 / AC337

Current State and Challenges in Listening Instruction: Practical Teaching Methods With AI and Websites

<JinJ> Ueda, Marisa (Ritsumeikan U.)

Listening is often regarded as the most difficult of the four language skills because learners have limited control over input speed and fewer opportunities to pause, repeat, and confirm meaning in real time. Yet, in many university English classrooms, what is presented as listening instruction still remains little more than testing for measurement or evaluation purposes (Graham & Santos, 2015). Although listening has been conceptualised as a three-stage process (Anderson, 2020), classroom practice has not sufficiently addressed how to identify where comprehension breaks down, why errors occur, and how such diagnosis can be linked to targeted support (Ueda, 2022). This presentation argues for a shift from test-centred listening lessons to a more diagnostic and pedagogically meaningful model of instruction. It proposes a practical classroom cycle in which teachers first identify where comprehension failed, then diagnose the underlying cause, provide training matched to that cause, and finally promote learner reflection so that improvement can be carried forward into subsequent listening tasks. To make this shift concrete, the presentation introduces examples of AI- and website-based listening instruction that can be readily implemented in university classrooms. These include the use of generative AI to create audio materials and questions, the adaptation of textbook-based tasks to learners' proficiency levels, and training activities that incorporate metacognition and listening strategies. Website-based practice models suitable for both first- and second-term courses will also be presented. By combining theory, diagnosis, and practical intervention, this presentation demonstrates how listening instruction can move beyond evaluation and become a process through which learners recognise their own weak points and develop strategies to overcome them. It also offers accessible and adaptable models for teachers who wish to strengthen their listening pedagogy with greater clarity and confidence.

Aug. 27 / 10:55-11:25 / AN321

Effects of Traits and State Anxiety on English Prosody in Japanese EFL Learners

Nakamura, Hiroko (Tottori U. of Environmental Studies); Saeki, Namie (Doshisha Women's C. of Liberal Arts); Nomura, Kazuhiro (Konan U.)

This study investigates how trait and state anxiety affect English prosody produced by Japanese university students, using physiological and acoustic measures, along with questionnaires. Anxiety is a key factor that hinders L2 oral proficiency, and in Japan, limited attention to English prosody in EFL classrooms further constrains learners, despite its importance for intelligibility and comprehensibility. While previous research has examined the negative impact of L2 anxiety on speaking, few studies have explored how trait and state anxiety influence L2 prosody using acoustic and physiological data. This study addresses the following questions: (1) Is trait anxiety related to L2 speaking anxiety? (2) Do trait and state anxiety affect heart rate during L2 oral readings and spontaneous speech? (3) Do trait and state anxiety influence word stress in L2? (4) Do these effects differ between learners with higher and lower L2 oral proficiency? Thirty-one students read an English passage, then its Japanese version, followed by the same English passage again—assuming the first English reading would induce more anxiety. English spontaneous speech samples were collected after the second reading. English prosody was analyzed by examining pitch range of a target word and pitch differences between the first and second syllables to measure word stress. Heart rate was measured during reading and speaking tasks to assess state anxiety physiologically. Participants also completed anxiety-related questionnaires and a TOEIC Speaking test. Major findings include: (1) High trait anxiety is linked to a narrower pitch range when producing word stress. (2) State anxiety may temporarily raise pitch among those with high trait anxiety. (3) Higher speaking proficiency correlates with more accurate stress placement, though trait anxiety causes individual differences. The results underscore the value of incorporating prosody into EFL instruction to support proficiency and anxiety management.

Aug. 27 / 10:55-11:25 / AN323

The Integration of Theme-Based Instruction and a Meaning-Order Approach to Pedagogical Grammar and Its Effects on Timed Writing Abilities

Shibata, Naoya (Osaka Kyoiku U.)

Theme-based instruction (TBI), as a language-driven model of content-based instruction that uses themes relevant to students' interest and academic majors to develop language abilities, is conducted in many tertiary educational settings (Brinton & Snow, 2017), including Japanese English-as-a-foreign-language (EFL) contexts. Although some positive effects of TBI on language production have been reported, its limited effects on accuracy development have also been identified (Lightbown & Spada, 2021). Because of this, the integration of TBI and explicit grammar teaching approaches is recommended (Lyster, 2007). A meaning-order approach to pedagogical grammar (MAP Grammar), defined as a systematic grammar teaching and learning approach to help learners raise awareness of the meaning-order of the target language (Tajino, 2019), may address its drawback. However, few studies on the integration of TBI and MAP Grammar have been conducted. Thus, this research aims to examine the effects of the integration of these two approaches on timed writing abilities in a Japanese EFL tertiary context. Seventy-six students were divided into two groups: a TBI group and a TBI+MAP Grammar group. Data were collected from pre- and post-tests of timed writing, a 6-point Likert scale questionnaire with open-ended questions, and semi-structured interviews. Quantitative data were analysed with descriptive statistics, Mann-Whitney U tests, and Wilcoxon signed-rank tests. Qualitative data were thematically coded and categorised into groups. After that, data integration was conducted to raise reliability and validity. Findings indicated that the TBI+MAP Grammar group produced fewer word tokens and fewer global and local grammatical mistakes than the TBI group. Furthermore, the TBI+MAP Grammar group gained more confidence in their timed writing abilities than the TBI group. Accordingly, TBI and MAP Grammar can be integrated to facilitate effective language learning.

Aug. 27 / 10:55-11:25 / AC341

Play-Centered Interaction in CLIL EFL: Interactional Competence in a Board Game–Based "Specialized Studies in English" Course

Reed, Jacob (Otemon Gakuin U.)

This presentation examines classroom interaction in Specialized Studies in English (SSE), a required second-year university EFL course that adopts a CLIL-oriented framework in which instructors teach English through rich and diverse content domains (e.g., photography, literature, tabletop games). The study focuses on one implementation of SSE that uses modern board games as experiential content, emphasizing ludic interaction, peer collaboration, and minimal lecturing in large, mixed-proficiency classes. The analysis adopts an interactional competence (IC) perspective, viewing language ability as the capacity to participate effectively in social interaction. During gameplay, students engage in interactional practices such as initiating activities, explaining rules, negotiating strategies, and coordinating group actions in English. Interaction data are documented through structured classroom field notes focusing on participation roles, interaction types, and observable changes in student involvement across the 13-week term. The presentation reports on recurring interactional patterns and initial developmental trends, with particular attention to how participation becomes more distributed over time and how students increasingly take on explanatory and leadership roles during group play. Rather than focusing on micro-level linguistic features, the study highlights macro-level interactional behavior that reflects learners' growing ability to use English as a social and functional resource during shared, low-stakes activities. By illustrating how interactional competence can be observed through everyday classroom practice, this study offers practical insights for instructors implementing content-based or experiential approaches in university EFL contexts and contributes to classroom-based research on interaction-focused second language development.

Aug. 27 / 10:55-11:25 / AC343

A Fully Automated, Generative AI-Powered System for Oral Proficiency Assessment

Park, Yena (Duolingo)

This paper presents the development and validation of an innovative Interactive Speaking task that assesses spoken communication through a fully automated system powered by generative AI (genAI). Current speaking assessments typically fall into two categories: (a) direct formats where test takers engage in face-to-face interactions with one or more human interlocutors (i.e., examiners or peer test takers), or (b) semi-direct formats where test takers respond monologically to computer-delivered prompts. The Interactive Speaking task reimagines oral proficiency assessment by bridging the authenticity of direct assessments with the cost-effectiveness and efficiency of standardized semi-direct assessments (Clark, 1979; Qian, 2009). Leveraging recent advancements in genAI, this task engages the test taker in interview-style, topic-driven conversations by adaptively administering questions based on real-time evaluations of task completion. To investigate the

validity of the Interactive Speaking task, we conducted three empirical studies involving 3,959 test takers around the world. Study I examined the quality of AI-powered question generation, task-completion evaluation, and follow-up question selection against expert judgments. Study II used multidimensional analysis to compare the linguistic features of responses elicited by the Interactive Speaking task versus an indirect monologic task. Study III examined the task's psychometric properties, including reliability and concurrent validity. Findings demonstrated strong alignment between AI and human experts in question generation and task-completion evaluation, with some divergence in follow-up question selection. Responses from the Interactive Speaking task exhibited higher prevalence of features connected to interactivity than monologic responses. The AI-generated task scores were highly reliable and predictive of external speaking criteria. This work highlights the potential of genAI in shaping speaking assessments.

Aug. 27 / 10:55-11:25 / AC345

Exploring the Validity of Accessible Automated Pronunciation Assessment Using Classroom and Corpus Data

Rose, Richard (Hankuk U. of Foreign Studies)

Assessing pronunciation accuracy, fluency, and prosody is challenging due to substantial variability in human perceptions of speech production. In response to these challenges, automated pronunciation assessment tools have been proposed as a scalable means of supporting both assessment and the development of speaking skills. Among these tools, Azure Pronunciation Assessment offers automated scoring for 33 languages at relatively low cost, including access via a free tier. This study investigates the convergent, predictive, and construct validity for measures of pronunciation accuracy, fluency, and prosody in Azure Pronunciation Assessment. Analysis of approximately 3,510 speech samples from the ICNALE dataset indicates that these three speech production measures are strongly associated with CEFR proficiency levels and rank among the strongest CEFR predictors when compared with established measures of lexical diversity and syntactic complexity. In addition, analyses of classroom speech data for 66 participants from Korea, Japan, and China reveal moderate to strong correlations between human raters' scores and Azure's scores across the three speech production constructs. These findings suggest that Azure Pronunciation Assessment may serve as a useful tool for educators and learners seeking to monitor and support the development of pronunciation skills. By providing automated, fine-grained feedback, this tool enables broader access to high-quality and timely information on speech production, with potential benefits for pronunciation-focused instruction and learning.

Aug. 27 / 10:55-11:25 / AS361

Integrating Project and Problem-Based Learning in an EFL Conversation Class

Hsu, Jeng-yih Tim (National Kaohsiung U. of Science and Technology)

This course integrates Project-Based Learning (PjBL) into a freshman-level English listening and speaking course at a technological university in Taiwan. In collaboration with faculty and students from a sister university in Thailand, the course features a 9-week Collaborative Online International Learning (COIL) project. Through cross-national teamwork, students engage in project-based tasks using English in authentic communicative contexts (Lungu, 2022; Shi, Kassim, & Radzuan, 2024). To match the academic calendar in Thailand, the course is divided into two phases. During the first 9 weeks, students from Taiwan and Thailand participate in synchronous online PjBL collaboration. In the second 9 weeks, instruction shifts back to the classroom and adopts a Problem-Based Learning (PmBL) model to further strengthen students' problem-solving skills and language application, aligning with prior findings on PBL's role in fostering speaking and listening proficiency (Sultana & Arif, 2024). Grounded in the core principles of PBL, the course combines international and local teamwork to form an innovative hybrid approach that merges project-based and problem-based English instruction. This study explores the impact of the course on students in four dimensions: (1) intercultural sensitivity, (2) teamwork and interaction, (3) self-perceived improvement in speaking and listening, and (4) overall effectiveness and challenges of the hybrid model. Results show that: (1) Thai students demonstrated significantly greater gains in intercultural sensitivity compared to their Taiwanese peers; (2) both groups reported positive perceptions of teamwork, with Thai students rating slightly higher (Likert scale averages: Thai students 4.12, Taiwanese students 3.87); (3) most students felt their speaking and listening skills had improved; and (4) students responded positively to the hybrid model, noting its benefits in fostering creativity, intercultural communication, and language expression. This course offers an effective and creative instructional model that promotes English communication skills and intercultural understanding through hands-on and collaborative learning experiences (Poonpon, 2017).

Aug. 27 / 10:55-11:25 / AS363

Trajectories of English Proficiency and Intercultural Competence Across the Study-Abroad Timeline

Yamakawa, Kenichi (Yasuda Women's U.)

Study abroad is widely viewed as an ideal environment for fostering foreign language proficiency and intercultural competence (Tseng et al., 2024). In Japan, the number of higher-education students studying abroad has continued to rise since the 2011 proposal of "global human resources." However, institutional evaluations of study-abroad outcomes often rely on participants' subjective accounts. This is particularly the case for assessing internal changes such as intercultural competence (Grant et al., 2021; Nishitani, 2020; Onishi, 2019). Moreover, research remains limited on whether such changes are sustained after return (Zalbidea et al., 2022). Prior studies have reported a "boomerang effect," whereby study-abroad gains diminish post-return (Deacon & Miles, 2022; Rexeisen, 2013). This study examined whether such a boomerang effect is observed among Japanese learners. Participants were 35 English majors who studied abroad for approximately five months at one of two U.S. universities while living with host families. Before departure (T1), they took the TOEIC IP and completed the BEVI (Shealy, 2016) and the CQS (Ang et al., 2007). The same measures were administered after return (T2). Approximately 18 months later (T3), the BEVI and CQS were re-administered (TOEIC IP: T1/T2 only). Linear mixed-effects models were fitted for each outcome, with fixed effects of time, study-abroad site, and their interaction, and random intercepts for participants. English proficiency (TOEIC IP) increased significantly from T1 to T2. In contrast, for intercultural competence (three BEVI scales; four CQS scales), the effects of time (T1/T2/T3), site, and their interaction were generally not significant. Analyses are exploratory; results are interpreted with attention to multiplicity. The discussion considers possible reasons for the lack of observed change in intercultural competence in relation to prior research.

Aug. 27 / 11:30-12:00 / AN321

Active Learning Classroom Through Team-Based Learning

Yasunaga, Akie (Tokyo Keizai U.)

MEXT (2018) strengthened the implementation of active learning across all levels of education. Active learning was first detailed in the 2007 School Education Act, with three elements: (1) nurturing individual knowledge and skills; (2) improving the ability to think, judge, and express; and (3) increasing proactive motivation, interest, and attitude toward learning, indicating that students will learn subject-specific knowledge and skills to apply them in society by actively engaging with the process of their learning. Active learning often takes the form of inquiry-based or project-based learning, engaging students in discussion and debate. It is dynamic, but disorganized or even chaotic. One consideration in this regard is that it can be difficult for language teachers to assess how much learning has been achieved (Kobari, 2018). I developed an active learning approach in tertiary education through team-based learning (TBL) for the EFL context (Yasunaga, 2022). TBL adopts a systematic instructional sequence to ensure mastery of key concepts and skills. In EFL contexts, TBL may appear as a theme-based approach that uses important concepts as the engine for language learning. TBL requires carefully planned instructional procedures to maximize team learning and encourage team members' contributions. It has proven success in hard sciences like medical education. The principle involves three phases: 1) the preparation phase for building fundamental knowledge through flipped learning, 2) the application phase where key concepts are instilled through significant questions, and finally 3) the assessment phase to synthesize students' learning. I discovered that TBL allows for knowledge growth while increasing team cohesion, interdependence, and engagement in collaborative work. This practice-oriented presentation introduces participants to the TBL process for EFL.

Aug. 27 / 11:30-12:00 / AN323

Crossing Points of English Grammar and Language Functions: Textbook Analysis

Nakazumi, Yukiharu (Kagawa U.)

The main purpose of this study is to examine the possibility of linking English grammar to language functions. Conventional grammar instruction in Japan tends to be focused just on 'form' and 'meaning,' and 'use' is often taken lightly. However, MEXT (2022) says that "grammar underpins communication" and asks teachers to "make the students strongly aware of the necessity and usefulness of grammar." It also puts further emphasis on language functions and language use situations. Accordingly, many textbooks for senior high school students place language functions, an important element of 'use,' as an independent section. However, it is not common that English grammar and language functions are dealt with interdependently. Knowledge of their mutual relations could contribute to more effective instruction of grammar and language functions, which will help students to work more proactively on language activities. In this study, examples from the sections of English grammar and of language-use functions were collected from forty-one sets of English textbooks for the former Course of Study (English Expression I/II and English Communication I/II) and thirty-five sets for the current one (English Logic and

Expression I/II and English Communication I/II). The sentences and the key expressions in them were categorized into groups of major and subordinate grammatical items and of language functions. Descriptive statistics and residual analysis were also used for data analysis. Results showed that all major grammatical items were used in giving reasons, while subjunctives were not used in explaining, reporting, and summarizing. Results also found that the present perfect tense is often used for summarizing and that inanimate subjects are frequently used to show cause and effect. Findings in this study suggested that English grammar and language functions could be instructed interdependently.

Aug. 27 / 11:30-12:00 / AN325

Designing an AI-Supported Poster Project to Foster Learner Autonomy in a University EFL Classroom

Li, Olga (Toyama Prefectural U.)

This case study describes the design and delivery of an AI-assisted poster project to promote learner autonomy and critical generative AI use in a university-level EFL classroom. The project was delivered to 98 first -year engineering students in a Japanese university setting. In this teaching context, ChatGPT was used as a tutor rather than a writer, and students were encouraged to think independently before, during, and after using the AI tool. The project design involved a series of writing tasks, prompts, reflection tasks, and rules for using generative AI tools. Students were also required to submit logs of interaction with ChatGPT and think critically about their use of the tool throughout the project. Crucially, the project also involved assessing the quality of generative AI use, including effective use, critical evaluation, and independent revision, which made up half of the overall student assessment criteria. This presentation will discuss the pedagogical insights gained from this project and consider its implications for designing autonomy-oriented generative AI use in a university-level EFL classroom.

Aug. 27 / 11:30-12:00 / AC341

Learning to Think, Learning to Speak: Exploring Intellectual Conversations in a University EFL Classroom

Dorota, Zaborska Schack (The U. of Osaka)

This presentation reports on a qualitative study conducted in a one-semester Elective English course at a national university in Japan, where intellectual conversations were positioned as both a pedagogical goal and a lived learning experience. The course centered on the shared reading of the non-fiction book Four Thousand Weeks by Oliver Burkeman and invited students to engage in sustained dialogue on themes such as time, priorities, productivity, and well-being. Classroom interaction emphasized exploration of ideas, thoughtful questioning, and open-minded listening. The study draws on two qualitative data sets collected at the end of the course: 1) students' written responses to a prompt asking them to reflect on their experiences of intellectual conversations in and beyond the classroom, and 2) end-of-term reflective reports in which students critically examined their learning journey and described their learning gains in terms of content and language development. Participants were 35 first-year students, of whom 34 submitted complete responses. The combined data set comprises over 26,500 words of reflective writing. A thematic analysis was conducted to explore how students conceptualized intellectual conversations, and how participation in such conversations influenced their thinking. Findings suggest that students frequently linked intellectual conversations with increased curiosity, perspective-taking, acceptance of multiple viewpoints, and more reflective, meaning-oriented thinking. Many students also reported applying insights gained through classroom conversations to everyday contexts. The presentation will be relevant to EFL teachers and researchers interested in soft-CLIL, content-enriched language instruction, and reflective qualitative inquiry, suggesting that intellectual conversations can serve as a meaningful bridge between language learning, critical thinking, and broader educational aims.

Aug. 27 / 11:30-12:00 / AC343

Striving for the PDCA Cycle: A Case of Language Program Evaluation in Japanese Higher Education

Watanabe-Kim, Izumi (International Christian U.); Fukuda, Tetsuya (Juntendo U.)

Despite an increased interest in the Plan-Do-Check-Act (PDCA) cycle (MEXT, 2022; Noguchi, 1995) to continuously improve teaching and student learning in Japanese higher education, research on English language program evaluation remains scarce. This may relate to limited resources, data availability, time constraints, and other factors and obstacles. As such, language program evaluation "has been ignored by the mainstream of applied linguistics" (Norris, 2016, p.169). Acknowledging the constraints, the current study attempts to take a small step forward in language program evaluation by analyzing standardized test scores in relation to the motivation of test takers. The primary focus of this paper is twofold: 1) to present a case of how a group of language teaching practitioners worked within constraints to conduct a language program evaluation, and 2) to discuss the risk of basing the evaluation solely on standardized test scores. The data consisted of pre-test scores (TOEFL), post-test scores (IELTS), and survey responses of 134 participants. To make a statistical comparison of pre-

and post-tests, scores were standardized with z-scores. Additionally, a one-way ANOVA was conducted to compare the score gains across the four streams based on proficiency. It was found that participants in the lower proficiency groups had significant score gains compared to higher proficiency groups. To find the relationship between score gains and motivation, correlations were run between the test scores and the responses to the survey questions relating to test preparation, experience and motivation. The result indicated that participants with the intention to study abroad had greater score gains. Based on the findings, we will discuss how test takers' level of motivation may affect test results, and how the test scores alone do not answer the question of program efficacy. This may be of interest to those who are seeking alternative approaches and cases of program evaluation.

Aug. 27 / 11:30-12:00 / AS361

Translingual Identity-as-Pedagogy: An Action Research on Promoting Translanguaging and DEI Awareness

Kim, Miso (The U. of Osaka)

Based on translingual identity-as-pedagogy (Motha et al., 2012; Zheng, 2017), this action research has two purposes: (a) presenting the strategies to promote pedagogical translanguaging (Cenoz & Gorter, 2021) that facilitates full deployment of students' communicative repertoires, and (b) introducing a collection of sample activities for promoting the awareness of diversity, equity, and inclusion (DEI) for college students in Japan. Translingual identity-as-pedagogy translates teachers' translingual identities and experiences into teaching practice. Following Morgan's (2004) attempt to use his image-texts as pedagogical resources, Motha and her colleagues (2012) discussed how they deployed their transnational identities and experiences to complicate the notion of accents and native-speakerism. Advancing the discussion, Zheng (2017) reported that transnational teachers who recognize the link between their transnational identities and pedagogy, and who receive explicit support, can utilize their identities for teaching, benefiting both students and teachers. Based on three-year action research, I present strategies for teachers to draw on their identities for their pedagogy and promote the full deployment of everyone's communicative repertoire. First, teachers need to critically reflect on their translingual identities, lived experiences, and potential biases. Their reflection enables them to examine how their experiences shape their pedagogical approaches and decide how to meaningfully integrate their identities into their lessons. Second, the teachers need to learn about the students' diverse literacy backgrounds and communicative repertoires, find common ground, and maximize everyone's translingual repertoire. Lastly, teachers should examine who are (under)represented in the materials and whose interests they serve. To demonstrate how to use the strategies, this presentation shows a three-week module exploring the students' languages and identities.

Aug. 27 / 11:30-12:00 / AS363

"What do you think?" in a One-on-One Music Lesson: A Case Study of Intercultural Interaction

Koide, Kazuyo (Sophia U.)

This exploratory case-based study investigates intercultural interaction in one-on-one instrumental music lessons conducted in English as a lingua franca between a Japanese university student and a foreign instructor. Turner and Hiraga (2003) suggest that Japanese students' hesitation to express personal opinions in instructional settings is explained by culturally embedded norms that emphasize distance and respect for teachers. While such normative explanations provide an important perspective, this study examines whether additional perspectives emerge through an analysis of a single short one-on-one lesson and how the student managed moments of interaction difficulty. The data consist of retrospective interviews with a Japanese music student who participated in a one-on-one lesson with a foreign instructor. Focusing on episodes surrounding teachers' opinion-seeking questions (e.g., "What do you think?") and opening interactions such as greetings, the analysis examines how students perceived, interpreted, and responded to moments of interactional difficulty. Language Management Theory (Jernudd & Neustupný, 1987) is adopted as the analytical framework to trace the processes of noting, evaluation, and management as articulated in the student's reflections. The findings reveal that the student noticed teachers' intentions to elicit opinions or interaction; however, hesitation arose not primarily from difficulties in English expression, but from unfamiliarity with being asked for personal opinions during prior Japanese music lessons. In addition, when appropriate English expressions for the lesson openings were known, the student chose to use Japanese instead, evaluating the lesson as taking place within a Japanese institutional context. The findings highlight the need for preparatory support that addresses not only language skills but also the sociocultural and sociolinguistic expectations embedded in English-medium music lessons.

Aug. 27 / 14:45-15:15 / AN321

Improving Pharmacy Students' Communication Strategies in L1 and L2 for Clinical Settings Prior to Practical Training

Inoue, Yuko (Hokuriku U.)

The 2022 revised Model Core Curriculum for Pharmacy Education in Japan shows more specific guidelines for communication skills for inter- and intra-professional collaboration as well as patients and consumers. Communication competence is a critical component in pharmacy education. Therefore, most Japanese pharmacy schools provide various approaches to improve student communication skills through the six-year curriculum. Some schools adopt human/humanism communication courses into the early years; others incorporate communication courses focusing on clinical settings into the third-year or fourth-year programs in preparation for Objective Structural Clinical Examination (OSCE). My colleague in charge of practical training and I have had English conversation class for the four-year pharmacy students with different English levels and different motivation at a private university, adopting a CLIL approach since 2022. In our team teaching, we assign each group to make English scenarios in clinical settings and roleplay between a pharmacist and a patient in pairs. We aim at improving their communication strategies in both L1 and L2, fostering respect for self and others, and easing their apprehension about OSCE through the activities. My presentation will focus on the following two aspects: what English communication strategies for clinical settings the students have realized as a would-be pharmacist and what they have realized about good communication skills in their daily life through the course. The former has been compiled from their self-reflections during the semester, and the latter has been collected from their essays, a part of the course examination. From the viewpoint of a faculty liaison between a pharmacy student and a pharmacy as a training site, I will also discuss what pharmacy students are likely to overlook in communication.

Aug. 27 / 14:45-15:15 / AN323

The Good and Bad of Vibe-Coding a Vocabulary Quiz App

Carney, Nathaniel (Kobe C.)

In recent years, generative AI tools have enabled non-programmers to "vibe-code" functional mobile applications, as these tools continue to advance in their ability to generate code and structure working systems. This presentation reports on the presenter's experience using generative AI to vibe-code a vocabulary study application that allows language teachers to administer individualized vocabulary quizzes to students. Generative AI coding tools (e.g., ChatGPT, Gemini, and Claude) were used to write scripts and to provide guidance on developing the application within the no-code AppSheet platform for mobile and web applications. Overall, AI-assisted development proved highly useful in designing the app and creating its functions and views. However, the guidance provided by the AI was not always accurate; in some cases, features implemented quickly with AI support later required substantial revision or redevelopment. The presentation offers a detailed overview of the vocabulary quiz system, the functionality of the mobile application, and reflections on the opportunities and limitations of using generative AI to create applications without formal programming training.

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AI Feedback and Learner Reflection in an Intermediate EFL Writing Class: A Two-Time-Point Content Analysis

Matsuno, Sumie (Aichi Sangyo U. C.)

This study examined an AI-assisted homework routine in an intermediate-level EFL writing class (N = 30). Students completed a writing assignment every two weeks and independently used an AI tool to review their drafts and generate feedback. Rather than submitting revised drafts, students wrote a short reflection comment explaining what the AI indicated should be improved in their original text and how they planned to address those issues in future writing. These reflection comments were submitted to the instructor and served as the primary dataset. To explore patterns over time while keeping the analysis feasible, the study analyzed comments from two assignment cycles: the first task (early stage) and the final task (late stage). Using qualitative content analysis, comments were coded and grouped into categories representing the areas students noticed and prioritized. Category frequencies were then summarized descriptively to compare trends between the two time points. Across both cycles, students most frequently focused on language form, particularly grammar (e.g., verb tense, articles, prepositions, and sentence structure) and English expression (e.g., word choice, naturalness, clarity, and appropriateness of phrasing). In contrast, fewer reflections addressed higher-level aspects such as idea development, organization, or coherence. These results suggest that AI-supported self-editing may encourage intermediate learners to attend primarily to readily identifiable and correctable linguistic issues. The comparison between the first and final tasks also provides insight into whether learners' attention shifts as they gain experience using AI feedback. Pedagogically, requiring written reflection makes

students' engagement with feedback more visible and may support learner autonomy by encouraging intentional goal setting for future writing.

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Assuring Learning in Scientific English Writing: A Comparison of Product-Based and AI-Aware Process-Based Assessment in a University ESP Course

Ondiba, Hesborn (Tokyo U. of Science)

In university English for Specific Purposes (ESP) courses, academic writing assessment has traditionally relied on product-based, time-limited tasks, which offer limited insight into how learning develops over time. With the growing presence of generative artificial intelligence (AI), concerns have emerged regarding whether such assessments can continue to provide robust assurance of learning (AoL). This study empirically examines whether an AI-aware, process-based assessment design offers stronger AoL evidence than a traditional product-based approach in a scientific English writing context. Using a within-subject, counterbalanced quasi-experimental design, the study was conducted in a Reading and Writing Skills course for science and engineering undergraduates at a Japanese university (n = 25). Students completed two parallel reading-to-writing tasks under contrasting assessment conditions: a supervised, no-gadget product-based assessment and an AI-aware, process-based assessment requiring multiple drafts, revision rationales, transparency of AI use, and verification of disciplinary content. Data included analytic rubric scores, revision process data, and student perception surveys. Results showed significantly higher performance under the AI-aware assessment, with gains concentrated in higher-order dimensions such as organization, clarity of explanation, and stance. Meaning-level revision behaviors were positively associated with performance gains, and students reported greater clarity, fairness, and perceived learning value. The findings suggest that AI-aware, process-based assessment can provide richer and more defensible AoL evidence in AI-present ESP classrooms.

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Participation Ideology in EMI: When English Education Meets Interaction-Oriented Classrooms

Shibata, Miki (Hiroshima U.)

This study examines classroom participation in English-medium instruction (EMI) classes, focusing on third-year Japanese undergraduates enrolled in a national university English-taught program (ETP). The study reframes their inactive participation not as a problem of insufficient English proficiency, but as the consequence of an assessment-oriented participation ideology shaped through their previous learning experiences. English education has long aimed to foster communicative competence; however, communication continues to be conceptualized primarily as an ability that consist of discrete skills (i.e., speaking, listening, reading, and writing) and can be measured through testing such as TOEIC. Recent initiatives such as Can-Do statements presuppose non-interactive and individual performance, which reinforces an accuracy-oriented view of language use. As a result, students develop participation norms that privilege correctness and risk avoidance. In this study, participation ideology is defined as students' internalized beliefs about what amounts to appropriate and legitimate classroom participation. Analyzing weekly class reflection reports of an EMI course from third-year Japanese undergraduates, the results reveal that their beliefs rooted in participation ideology disadvantage them in EMI classrooms that emphasize discussion, questioning, and collaborative work. They disengage from such activities and decide to be reticent due to lack of confidence in English (specifically, grammar) and content accuracy, although they have been exposed to EMI for over two years. Their performance demonstrates that participation norms established through earlier English education are not easily dispelled. Overall, the findings indicate that English education has developed test-aligned forms of participation. However, such performance is misaligned with the interactional demands of EMI. Finally, by showing how the outcomes of English education are realized in EMI classrooms, the study foregrounds critical questions regarding the conceptualization, teaching, and assessment of communicative competence in the field of English language teaching.

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Theoretical (Re)Appraisal of Daily Intercultural Encounters in a Japanese University Classroom

Ishikawa, Tomokazu (Otaru U. of Commerce)

This pedagogical intervention study targeted undergraduates who had selected my fifteen-week English-medium sociolinguistics module on intercultural communication. The module was open to year 2 and above students in the second semester of academic year 2025/26 at a small-scale national university of commerce in Hokkaido, Japan. It aimed to develop an advanced understanding of the role of culture in everyday communication among English users, especially in digital spaces. Twelve students attended the module, and all of them were willing to participate in the study. The first six sessions were concerned with their worldviews. Specifically, the participants (n = 12) shared and reflected on their intercultural experiences

as ‘materials’ in the classroom during weeks 2 to 5. In week 5, they collaborated with peers at an international university in Bangkok, Thailand, found through my research network. In week 6, the twelve participants gave presentations on their most memorable ‘materials’ with a focus on how they described and conceptualised culture. The rest of the module focused on the theoretical (re)appraisal of their worldviews. For this purpose, I encouraged their proactive discussions and group presentations about culture based on my mini-lectures and assigned reading on inter/transcultural communication. The mini-lectures also covered translanguaging and decoloniality. During weeks 14 and 15, the participants gave reflective presentations, including the reexamination of the ‘materials’ they had presented in week 6. Most of them explained, in their own ways, how existing norms and inequalities were reproduced in their daily communication or how nationalism and essentialism were capitalised in their familiar pop culture. The study suggests the significance of challenging a normalised and politicised worldview, or making visible an ‘abyss’ between taken-for-granted ideologies and alternative frameworks of thinking, to commit to social justice agendas.

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The Effects of Generative AI Recasts on Japanese Learners’ English－Speaking Fluency and Accuracy

<JinJ> Masaki, Ayako (Fujita Health U.); Sugiura, Masatoshi (Nagoya U.)

While generative AI has recently been explored as a tool for language learning, existing studies have largely focused on feedback accuracy, learner perceptions, or writing support, and fewer studies have experimentally examined whether AI-mediated corrective feedback can promote learners’ spoken performance during meaning-focused interaction. This study investigates how AI-mediated interaction with ChatGPT influences Japanese EFL learners' speaking performance, focusing specifically on the effectiveness of AI-provided recasts. Forty Japanese university students participated in an experimental study in which they engaged in topic-based English conversations with ChatGPT. Participants were randomly assigned to either a recast group, receiving corrective feedback through implicit recasts, or a control group that continued the interaction without correction. Changes in speaking performance were measured using pre– and post-tests based on an Elicited Imitation Task (EIT). Speaking fluency was operationalized as the number of words produced, and changes were analyzed using linear mixed-effects models. The results showed a significant increase in speech production following the interaction tasks. Accuracy was measured through EIT scores targeting five grammatical features (plural marking, subject–verb agreement, articles, prepositions, and auxiliary verbs), and mixed-effects analysis indicated improvements in some grammatical categories, particularly plural marking and subject–verb agreement. In addition, qualitative analysis of the interaction logs was conducted by extracting and categorizing recasts produced by ChatGPT. The results suggest that ChatGPT generated contextually appropriate recasts that corrected learner errors while maintaining the flow of communication. Although gains in overall grammatical accuracy were modest, the findings suggest that generative AI can serve as an effective conversational partner capable of providing meaningful, individualized feedback.

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Subject and Object Pronouns in L2 English Writing

<JinJ> Arshavskaia, Ekaterina (U. of Shizuoka)

This action research examines whether the accuracy of subject pronouns (SubPro) and object pronouns (ObjPro) in L2 English writing improves under corrective feedback. Shirahata (2007) showed that L1 transfer affects the acquisition of English pronouns by Japanese learners of English (JLE). While English requires frequent use of pronouns (personal, possessive, reflexive, indefinite, etc.), Japanese often lacks phonetically realized pronoun forms, and Japanese pronouns are analyzed either as demonstratives (Hoji, 1991; Kuno, 1973) or as zero pronouns (Kanzaki, 1994), which may cause difficulties in pronoun acquisition for JLE. While Wakabayashi and Negishi (2003) reported that JLE acquire English subjects more successfully than English objects, this study investigates whether a similar pattern applies to SubPro and ObjPro by addressing two research questions: 1. Does the accuracy of SubPro and ObjPro in L2 writing improve under corrective feedback? and 2. Is there a difference in how the productive accuracy of SubPro and ObjPro develops? Fifty-six JLE (intermediate English proficiency, science majors) enrolled in a tertiary-level English writing course completed four writing tasks, each followed by a 20-minute feedback session focusing on basic SVO sentence structure and agreement in person and number of pronouns. Pre- and post-task essays were analyzed by measuring the number of clauses to account for changes in writing complexity and the number of errors in SubPro and ObjPro. The results showed that learners’ writing became significantly more complex and that errors in SubPro increased significantly, while errors in ObjPro did not change between the pre- and post-tests. This difference is attributed to increased writing complexity in the post-test, supported by a higher number of clause-level errors, including missing antecedents and ambiguity in assigning SubPro and ObjPro across clauses.

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Reimagining Language, Communication, and English Language Education for a More-than-Human World: Posthuman Perspectives

<JinJ> Hori, Yaeko (Nagoya U. of Commerce and Business)

At a time when AI is reshaping how language, communication, and humanness are understood, this presentation reconsiders applied linguistics and English language education from posthuman perspectives. It begins with ontological questions that remain insufficiently addressed: what does it mean to be human, who am I in a world shared with humans and nonhumans, and what counts as "language" in such a shared world? From this starting point, the presentation argues that applied linguistics needs to move beyond binary frameworks such as human/nonhuman, self/other, mind/body, and nature/culture, as well as the hierarchical assumption that "human language" is the primary model of meaning-making. Drawing on a qualitative study of identity formation in Japan informed by a critical phenomenological approach, the presentation offers examples of how people live hardship, healing, and hope through embodied relations with others, places, objects, atmospheres, and wider more-than-human conditions. The analysis suggests that meaning does not arise from language alone as an autonomous human system, but through situated relationality across multiple scales, from microbial life to ecological, planetary, and cosmic horizons. This perspective reveals both the limits and possibilities of language for understanding lived reality. The presentation then considers implications for theory, research, and practice. Learning English as a contemporary lingua franca is reconceptualized not as the acquisition of skills for "effective intercultural communication" or "economic competitiveness," but as the cultivation of critical awareness of how humans are (p)art of technologies, other beings, the Earth, and the cosmos. It also calls on language educators to foster sensitivity to hidden human-centered biases embedded in words and habitual expressions, and to address them at the levels of institutional policy, classroom practice, and everyday campus interaction. Such a reorientation can expand the social contribution of applied linguistics.

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Reconceptualizing Learner Autonomy in AI-Mediated EFL Learning: Are Autonomy and Dependence Mutually Exclusive?

<JinJ> Li, Olga (Toyama Prefectural U.)

This study examines whether AI-mediated learner autonomy and AI dependence should be treated as opposite ends of a single continuum or as distinct dimensions that can co-occur in AI-mediated EFL learning. A questionnaire was administered to 135 first- and second-year engineering students at a Japanese university. The survey included 11 items consisting of two hypothesized constructs: (1) AI-mediated autonomy and competence in AI use, measured by eight items capturing strategic control over when and why to use generative AI, critical evaluation of AI suggestions, revision ownership, and confidence in effective AI use; and (2) AI dependence, measured by three items capturing anxiety without AI and default reliance on AI at task onset, including outsourcing idea generation. Exploratory factor analysis supported a two-factor solution consistent with this measurement design. The autonomy and competence items loaded on Factor 1, while the dependence items loaded on Factor 2. The correlation between composite scores for AI-mediated autonomy and AI dependence was small and not statistically significant ($r = -0.07$), suggesting that the two constructs may not be simple opposites. Analysis further indicated diverse learner profiles, including a substantial group showing both high autonomy and high dependence (28.1%). These findings suggest that learners may demonstrate purposeful and evaluative AI use while simultaneously experiencing psychological reliance, highlighting the need for applied linguistic research to model autonomy and dependence as separable targets in technology-rich language learning contexts.

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Designing Content-Oriented EAP Courses for First-Year Students: Student Perspectives

Kim, Shinyoung (Waseda U.)

English for Academic Purposes (EAP) courses in Japanese universities increasingly foreground academic literacy practices such as reading, discussion, and writing; however, it remains unclear how effectively these practices function in content-oriented, seminar-style courses. This exploratory study examines student perceptions of seminar-based EAP practices across two content-focused first-year courses that shared a common pedagogical design but differed in disciplinary focus. One course introduced selected topics in applied linguistics, including second language acquisition and heritage language, while the other focused on Korean Studies, addressing language, history, and society. Both courses included weekly assigned readings with pre-class written comments, student discussions, brief lectures extending beyond the readings, in-class activities, student presentations, peer review of a draft, and a final term paper. Participants were 14 students in the first course and 20 students in the second course, with diverse linguistic backgrounds. Data were collected through pre- and post-course surveys

examining students' language profiles, prior experience with academic English, expectations, and post-course reflections on class activities. Quantitative items were analyzed descriptively, and open-ended responses were analyzed thematically. Findings show that students consistently valued interactive practices such as discussion and peer learning for engagement with academic content and a positive classroom atmosphere. Instructor reflection also points to a challenge in balancing accessibility and disciplinary enrichment in seminar-based EAP contexts. Based on student perspectives and instructor reflection, the presentation discusses pedagogical implications for designing content-oriented academic English courses, promoting engagement while maintaining disciplinary depth in first-year settings.

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Effects of Phonics Instructions on Vocabulary Learning Strategies and Perceptions of Japanese University Students

Orita, Kana (Kyoto U.)

Phonics, an instructional approach focusing on grapheme-phoneme correspondences, is fundamental to English literacy. In L2 contexts, research shows that phonics facilitates the decoding of unfamiliar words and plays a critical role in vocabulary acquisition. Despite its importance, Japanese EFL learners often overlook the connection between sound and spelling, frequently prioritizing written forms over spoken forms partly due to the pressure of entrance examinations. This study aims to investigate the impacts of phonics on the vocabulary learning strategies and perceptions of Japanese university students. It was hypothesized that phonics would increase learners' attention to phonological forms and improve their metacognitive confidence. To test this hypothesis, the present study employed a pre-test/post-test design using 24 target words selected from the 6,000–9,000 word levels of the BNC/COCA word lists, with participants rating their confidence for each response. The study involved 31 participants who were assigned to one of two instructional conditions: analytic phonics (identifying patterns from familiar words), or analogy phonics (decoding new words based on known words). The results showed that phonics had a positive impact on pronunciation performance. Specifically, the analytic phonics group demonstrated significant gains in both pronunciation scores and confidence ratings. Qualitative analyses of questionnaire and interview data further suggested that phonics enhanced phonological awareness and reduced the cognitive load associated with processing unfamiliar words. These findings provide empirical evidence for the benefits of phonics and underscore the importance of incorporating phonics instruction into the Japanese EFL context.

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How Should Teachers Take Their Responsibility in Using GenAI? A Critical View of Language Teaching in the New Educational Ecosystem From the Large-Scale Survey

Matsuoka, Yaoko (U. of the People)

Advances in AI, particularly generative AI (GenAI), and digital technologies have transformed the educational ecosystem by enabling meaningful educational, social, and cultural collaboration, as well as by introducing AI tutoring and assessment in the classroom. While there are increasing opportunities for teachers to use GenAI in university language classes, there has been little examination of how students perceive teachers' use of AI in teaching and assessment. Based on an extensive survey of Japanese university students' perceptions of teachers' use of GenAI in classroom instruction and assessment, this study investigates how teachers should fulfill their responsibilities regarding GenAI use within an educational ecosystem that is changing as a result of AI. A survey was conducted in mid-2024. Participants were 990 Japanese EFL undergraduates aged 18 to 23, including 49.6% of females. Among the 55 broader-ranging survey questions, this research focuses on the results obtained regarding students' perceptions of teachers' use of AI tools in classroom activities and assessments. More than 52% of the respondents reported that GenAI was used in some way in their university English language classes, particularly for writing (48%) and reading (39%), whereas 46% of respondents wanted GenAI to be used more positively in speaking instruction. 65% of students preferred writing assessments by teachers or teachers collaborating with AI over AI assessments. Additionally, approximately 63% reported that they still felt the need to learn English with human teachers, even as GenAI is expected to replace many English-language tasks. These findings indicate that not only students but teachers are expected to be responsible for the effective and ethical use of GenAI, and teachers still have an important role for students to improve even in the changing learning ecosystem with AI.

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A CLIL Approach to Stakeholder Mapping and Dramatization: From Map to Stage in Engaging Students With Global Issues

Ichikawa, Yuri (Nagoya U. of Commerce and Business)

This study examines the effectiveness of using stakeholder mapping and script creation for drama-based activities to develop critical thinking and understanding of global issues among Japanese students (aged 18), with a focus on palm oil production and sustainability. The CLIL class aimed to increase students' awareness of global issues and to express their ideas in English. Although students possess basic knowledge of environmental issues, their solutions often remain formulaic, typically limited to 3R, because they consider problems only from a consumer perspective. To broaden their understanding, students first examined the complex palm oil supply chain, tracing relationships from farmers to consumers. Through constructing a stakeholder map, they identified the roles, interests, benefits, and challenges faced by producers, manufacturers, governments, retailers, and local communities. This process visualized the multilayered nature of the issue and highlighted trade-offs among economic needs, environmental protection, and social well-being. Students thereby learned to examine problems from multiple viewpoints and to situate themselves within interconnected global systems. Building on this analysis, students created original English drama scripts. By adopting stakeholder roles and engaging in mock discussions to represent each stakeholder, they explored conflicting interests in palm oil production, incorporating both research-based information and implied emotions. The dramatization encouraged them to reconstruct knowledge in their own words and deepened their personal engagement with the topic. This CLIL approach is meaningful for young learners because it prompts them to consider how their future careers may connect to global supply chains. Integrating stakeholder perspectives with dramatization can help English classes cultivate students' capacity to critically examine complex global issues and to reflect on their potential contributions to a sustainable future.

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Test-Taking Strategies in a Computer-Based Listening Test: A Mixed-Methods Eye-Tracking Study

Kaneko, Emiko (U. of Aizu); Chen, Tzu-Yin (U. of Aizu)

This exploratory mixed-methods study investigates how learners at different proficiency levels employ test-taking strategies during a computer-based multiple-choice listening test. Using eye-tracking data and stimulated recall interviews, the study examines how learners allocate visual attention while listening, reading, and selecting answers. To capture differences in the global organization of gaze behavior, the study adopts state entropy, a scale-independent measure that characterizes how gaze behavior is distributed across gaze states defined over time and space, rather than using traditional fixation-based metrics. Twenty-nine first-year university students participated in the study, seven of whom were included in the state entropy analysis. Eye-tracking data were collected from test items consisting of a spoken monologue and three written comprehension questions, each with four options. Quantitative results revealed a U-shaped distribution of state entropy across proficiency levels, with intermediate learners showing the lowest entropy, indicating more constrained eye movements than those of novice and advanced learners. Stimulated recall interviews provided complementary qualitative insights. Novice learners randomly searched for familiar lexical items, resulting in unfocused viewing behavior. Advanced learners rapidly processed the written text while listening, which also led to dispersed eye movements. In contrast, intermediate learners identified key words in the written text and waited for those words to appear in the audio input, producing more constrained eye movements. In addition to these strategy differences, the interviews revealed that some intermediate learners missed important information relevant to subsequent questions while operating a mouse to select an answer. This difficulty appears to reflect their limited attentional resources during the test rather than their L2 listening ability. The findings elucidate proficiency-related differences in eye movements and suggest that construct-irrelevant factors, such as reading speed and mouse operation, may influence listening test performance, warranting caution in interpreting scores from computer-based listening tests.

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Generative AI and the Regulation of Linguistic Uncertainty in EMI overseas

Kikuchi, Hisayo (Aoyama Gakuini U.)

English Medium Instruction (EMI) research has often assumed that learners' strategic behavior can be explained by linguistic difficulty or by a desire to improve language proficiency. From this perspective, increased reliance on generative AI might be expected among learners who experience greater difficulty in English or who seek measurable improvement. However, such assumptions remain largely unexamined in EMI contexts where linguistic norms are unstable and communicative demands are high. This study explores generative AI use among Japanese university students engaged in EMI-based academic programs in linguistically diverse environments overseas. Using questionnaire data from 92 participants, the study examines

relationships among language use practices, perceived difficulty in English, perceived changes in English ability, and the frequency and purposes of generative AI use. Rather than focusing on proficiency outcomes, the analysis centers on how learners describe the functions of AI in managing academic and communicative demands. Preliminary research conducted in Japan suggests that generative AI use was not simply associated with higher perceived difficulty or stronger perceptions of language improvement. Instead, students reported using AI primarily to confirm meaning, stabilize understanding, and manage uncertainty when interacting with varied forms of English in academic and everyday settings. In this sense, AI functioned less as a compensatory tool for linguistic weakness and more as a learner-initiated regulatory resource. The study argues that generative AI use in EMI should be understood in terms of regulation under uncertainty rather than deficit or gain. This reframing carries implications for how educators and researchers conceptualize strategic behavior in multilingual academic settings, suggesting that AI use may reflect adaptive regulation rather than reliance or avoidance.

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From Attitudes to Interaction: Intercultural Communication Competence and Spoken English Performance

Shoko, Otake (Kobe Gakuin U.)

In recent years, increasing globalization has led to a growing number of intercultural encounters in university settings and in students' future workplaces. As a result, fostering learners' intercultural communication competence (ICC) has become an important educational goal in foreign language education. However, less is known about how different components of ICC relate to measurable spoken language performance. The present study examined the structure of a 15-item ICC questionnaire (ICC-15), adapted from an established ICC scale (Wang & Zhou, 2016), and investigated its relationship with spoken English proficiency among Japanese university students. Spoken proficiency was measured using the Versant Speaking Test, which provides an overall speaking score as well as subcomponent scores for listening, manner, and speaking. Exploratory factor analysis of the ICC-15 supported a two-factor structure. The first factor, interactional confidence, reflected learners' perceived ability to manage intercultural interaction, including confidence, sociability, and emotional comfort during communication. The second factor, attitudinal openness, captured respect for cultural differences, acceptance of others' values and behaviors, and openness to intercultural contact. Analyses revealed that interactional confidence was positively associated with overall Versant performance, whereas attitudinal openness showed no clear relationship with spoken proficiency. Examination of Versant subcomponents indicated that the association with interactional confidence was strongest for manner of speaking. Overall, the findings suggest that learners' interactional confidence reflects an explicit understanding of their communicative abilities, as it was systematically related to spoken performance. Implications for how ICC relates to students' classroom behaviors and learning experiences, as well as how cultural interpretation may have shaped responses to the ICC-15, will be discussed.

Aug. 27 / 15:20-15:50 / AS365

AI-Mediated Feedback on Confidence and Anxiety in Task-Based Language Learning

<JinJ> Leis, Adrian (Tohoku Gakuin U.); Wilson, Matthew (Miyagi U.)

Motivation, linguistic self-confidence, and anxiety are widely recognized as key affective factors influencing success in second language learning. Research has consistently shown that learners with higher levels of confidence are more willing to communicate and participate actively in language tasks. However, speaking activities often generate anxiety, which can reduce learners' willingness to participate and negatively affect learning outcomes. While teacher and peer feedback are essential components of language learning, they can sometimes increase learners' anxiety further due to their evaluative and social nature. At the same time, studies on motivational feedback and praise suggest that supportive feedback emphasizing effort and growth can foster confidence and encourage risk-taking in communication. Recent advances in artificial intelligence provide new possibilities for delivering feedback in language learning environments. AI-mediated feedback, delivered through tools such as speech-to-text systems and conversational platforms, has the potential to offer immediate, individualized, and private feedback to learners. Because this feedback occurs outside traditional social hierarchies, it may reduce affective pressure and create a lower-stakes environment for language practice. However, the psychological impact of AI-mediated feedback, particularly its influence on learners' confidence and anxiety, remains underexplored. This presentation introduces a three-year research project investigating the effects of AI-mediated feedback within task-based language teaching (TBLT) contexts. The study compares three feedback conditions to examine their impact on learners' confidence and foreign language anxiety: 1) AI feedback, 2) teacher feedback, and 3) peer feedback. The presentation will first review relevant research on motivational feedback and praise in language learning, then outline the study's research questions and hypotheses. As this project is currently in its early stages, the session will be interactive. Participants will be invited to share feedback, methodological suggestions, and perspectives on the design of AI-supported feedback in language classrooms.

Aug. 27 / 15:20-15:50 / AS357

Gamifying Advanced High School Writing: Collaborative Work With University Entrance Exam Composition Tasks in a Regular Classroom

<JinJ> Otobe, Miharu (Osaka Prefectural Toyonaka High School)

This study examines the use of gamification to enhance engagement and performance in advanced high school writing tasks at a high level. While previous research has shown that gamification is effective primarily for beginning or early-stage learners, its applicability to students who have already acquired a substantial level of grammatical and lexical knowledge remains underexplored. The participants were second-year students at a public high school, and the lessons were conducted once a week in a regular classroom. Each 65-minute lesson consisted of 40 minutes of explicit instruction and practice on sentence structures, followed by 25 minutes of gamified pair and group work using actual university entrance exam composition tasks. Students worked in groups of four, collaboratively discussing and refining their answers. To ensure fairness, procedures for collecting and presenting answers were refined over time. Questionnaire responses were obtained from 54 students, 83 percent of whom reported that the activity was effective or highly effective. No students viewed it negatively. Students commented that working with peers made them feel more confident, increased their motivation, and helped them notice grammatical and lexical issues through shared ideas. These findings suggest that gamification, when supported by clear rules and immediate feedback and combined with collaborative work and explicit instruction, can be effective even for learners at an advanced level. The study also demonstrates that such activities can be implemented successfully in a regular classroom without special equipment, offering a practical model for teachers working with advanced high school writing, including preparation for university entrance exams.

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Language Ideologies: A Theoretical Agenda for Language Learning Research in Japan

<JinJ> Minns, Owen (Nihon U.)

Recent research in Second Language Acquisition has called for greater focus on the influence of context and language ideologies on SLA (The Douglas Fir Group, 2016; Norton & Darvin, 2021). Language ideologies influence how learners access learning opportunities and communities of practice. In this presentation, I outline how language ideologies can help researchers better understand language learning in Japan by examining the case of foreign employment migrants learning Japanese. I examine the main language ideologies in Japan and how they influence second-language learning. I do this by examining the language learning narratives of newly arrived and long-term foreign English teachers in Japan. Language ideologies influenced how these teachers learnt Japanese throughout their time in Japan. Language ideologies in Japan positioned these teachers as soon as they arrived in Japan, and to step outside these ideologies, learners had to exercise agency and find communities of practice. Language ideologies in Japan influenced how each learner valued learning Japanese and the linguistic capital that it gave them. For the migrants in this study, building communities of practice was not just a case of these learners investing in communities. If a teacher actively sought to be involved in communities of Japanese speakers, their efforts needed to be matched by individuals and communities who invested in them as Japanese speakers. This suggests that SLA research in Japan needs further to examine the influence of bidirectional investment on language learning. By using language ideologies as a theoretical framework, we can better understand how Japan, as a context, influences language learning.

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From Pilot COIL to a University-Wide Model

<JinJ> Hsu, Jeng-yih Tim (National Kaohsiung U. of Science and Technology); Shih, Chih-ling (National Kaohsiung U. of Science and Technology)

This study examined the effectiveness and institutional expansion of Collaborative Online International Learning (COIL) as a strategy for internationalization in higher education. Traditional study abroad programs have often been limited to a small group of students due to financial and social constraints. In contrast, COIL offered an inclusive form of internationalization at home by connecting classrooms across national contexts through structured online collaboration. Drawing on a multi-year partnership among universities in Taiwan, Japan, and Thailand, this project explored how department-based COIL initiatives evolved into cross-disciplinary, university-wide elective courses. The study addressed three questions: (1) Did participation in COIL enhance students' willingness to communicate in English, online engagement, and intercultural awareness? (2) Which instructional and affective factors influenced these outcomes? (3) What institutional conditions facilitated or constrained the transition from pilot courses to a sustainable campus model? A mixed-methods design was employed. Quantitative data were collected using validated scales measuring willingness to communicate, online learning engagement, and intercultural

sensitivity. Qualitative data were gathered through semi-structured interviews with students, instructors, and administrators across the partner institutions. Findings indicated that COIL participation reduced English-speaking anxiety, particularly among English majors. Participants also reported increased behavioral and emotional engagement as well as greater awareness of intercultural differences. At the institutional level, results suggested that while learner confidence improved, sustainable expansion required structured administrative coordination, aligned academic calendars, and ongoing faculty collaboration. Based on these findings, the study proposed a university-wide COIL model that integrated pedagogical innovation with institutional support, offering a sustainable framework for equitable global learning across disciplines.

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Factors to Enhance Incidental Vocabulary Learning During Comprehension-Focused Reading in an EFL Classroom

Natsukari, Sayo (Takasaki City U. of Economics)

This study investigated if the simple activities with extra attention to vocabulary items can increase the opportunities for incidental vocabulary learning during comprehension-focused reading activities in an English as a foreign language (EFL) classroom. Two simple activities were added to four reading sessions during four lessons in a semester, and their effects on learners' word knowledge were examined. One of the activities was implementation of the multiple-choice vocabulary quiz immediately before reading, and the other activity was the guided-conversation about the meaning of the target words during reading. The results of the pretest, the immediate pre-reading and post-reading vocabulary quizzes, and the delayed posttest were compared. The participants were 20 students at a university in Japan, and the data from seven students, who participated in all the vocabulary quizzes and reading activities, were analyzed. As a result, the meaning of the target words was correctly recognized when the learners were prompted to interact with partners about the meaning of the target words during reading, regardless of the implementation of pre-reading vocabulary quizzes. When the target words were not focused during reading, the learners' word knowledge did not seem to improve through reading. However, there were some cases where the test results of some unfocused words were improved. Such cases were observed when the pre-reading quiz was implemented. In most cases, the knowledge gain observed immediately after reading was not retained until the end of the semester except for some cases. Such results offer insights into the importance of learner engagement in order to enhance extra language learning opportunities during the meaning-focused instructions in an EFL classroom.

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Outcome-Based CLIL in a Japanese Medical School: A Longitudinal Curriculum Redesign and Evidence From Standardized and Performance Assessments

Oshimi, Takayuki (International U. of Health and Welfare)

This presentation reports a longitudinal curriculum redesign in medical English education at a Japanese medical school, reframed for tertiary English education audiences interested in CLIL, ESP, and outcome-based education (OBE). To support students required to complete overseas clinical clerkships in the final year, we articulated program-wide outcomes for both general English and clinical communication. For general proficiency, we set a CEFR B2 benchmark and adopted TOEFL ITP targets (total 543; listening 55) as an affordable, scalable institutional measure. For clinical English, we defined three performance outcomes - history taking, case presentation, and patient note writing - across 35 essential symptom domains, culminating in a post-clerkship OSCE. Since 2023, we redistributed the same total of 360 instructional hours previously concentrated in the first two years across all six years (general English in Years 1-3; medical English in Years 1-6) to reduce attrition and support sustained development, while leveraging CLIL in non-English medical courses. Early TOEFL ITP results show Year 2 performance comparable to the previous curriculum despite fewer early English class hours, suggesting potential support from CLIL and distributed practice. To strengthen validity and motivate learners, we introduced external assessment of history taking by clinical faculty in English-speaking countries using an OET-based global rating scale; across three cohorts, mean ratings were approximately 3.6 (target 4.0), indicating mid-clerkship-level performance with meaningful external validation. We discuss implications for designing outcome-aligned CLIL/ESP curricula in Japanese higher education, including setting minimum standards, balancing ambitious targets with learner diversity, and improving assessment objectivity through external feedback.

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A Study on the Link Between External English Tests and Academic Success in University: Examining the Predictive Validity of the External English Test

Tsuchihira, Taiko (Seitoku U.); Nagahashi, Masatoshi (National Institute of Technology, Tokyo C.); Miyazaki, Kei (Tokai U.)

Japanese universities and other higher education institutions have increasingly integrated external English tests into admissions and academic assessment to better identify students capable of succeeding in an internationalized environment (MEXT, 2022). As these tests are incorporated as criteria for measuring academic success, it is essential to examine their predictive validity regarding actual academic performance after enrollment. Recent research (Bridgeman et al., 2016; Isaacs et al., 2023; Pearson, 2020) has highlighted the limitations of traditional external measures, suggesting that predictive validity is considerably linked to specific educational contexts and individual student factors. Given this integration of teaching and assessment (MEXT, 2024), it is necessary to investigate how these assessments function within the unique pedagogical landscape of Japanese universities. The study has two folds. The first study examined a cohort of 250 university students across four faculties: Tourism, School of Letters, Engineering, and Science. A correlation analysis was conducted between students' external English test scores and their first-year GPA. The results indicated a moderate positive correlation, suggesting that external test performance is a relatively reliable predictor of university-level achievement. Notably, the School of Letters showed the highest correlation, indicating that English proficiency may play a more effective role in academic success within the humanities. The second phase is to delve into students' perceptions of higher education institutions. Semi-structured interviews were conducted to explore students' perceptions of the link between test preparation and university learning. The data revealed complex students' perceptions of the relationship between the two aspects. This presentation will report on the findings from the presenters' quantitative and qualitative data. The presenters will also discuss whether external tests measure broader academic disciplines rather than just language skills, and predict assessments with the reality of university coursework to foster students capable of succeeding in an internationalized environment.

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AI Policies in Japanese Universities: Global Comparisons and Future Directions

Tachino, Tosh (Tokyo U. of Science)

The widespread adoption of generative AI has prompted universities around the world to respond to its growing capabilities, and an increasing number of studies are examining these evolving AI policies. For example, Alba et al. (2025) and An et al. (2025) identified common themes at top US universities, such as academic integrity, data privacy, instructor autonomy, and the need for policy evolution. Dai et al. (2025) found similar themes in their study of the top 60 Asian universities, but they also found adherence to traditional values as a defining characteristic in Asia. Furthermore, their dataset included 10 Japanese universities, and their policy stance was characterized as "be informed and cautious" toward generative AI. This study extends this global effort to characterize AI policies by analyzing 395 AI policy documents from Japanese universities, originally collected by Gallagher (2024). The study includes sentiment analysis and thematic analysis, as well as an interview with two MEXT officials. The overall sentiment score of 0.38 was positive but far lower compared to 0.94 in An et al's (2025) study, validating Dai et al's characterization of Japanese universities as cautiously optimistic. The thematic analysis yielded the following 7 themes as dominant: use governance (occurring in 96.7% of the documents), ethics (96.7%), accuracy (88.1%), accountability (87.1%), learning (84.8%), copyright (82.5%), policy updates (61.0%). These findings generally support Dai's argument about adherence to traditional values. At the same time, certain common themes in the literature were relatively rare in the current dataset, such as syllabus requirements and detection tools. The convergence and divergence between the literature and the current findings lead to a discussion about issues at stake in the Japanese context, as well as possible directions, as we continue to establish and revise AI policies in Japan.

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Human–AI Synergy in EMI-CLIL: Developing Worldview Literacy and Intercultural Competence in an Undergraduate Longitudinal Program

Obari, Hiroyuki (Globiz Professional U.)

This study reports on an AI-enhanced English-Medium Instruction (EMI) program conducted from April 2025 to January 2026 with eight undergraduate students. The 30-week course (90 minutes each Thursday) followed a CLIL-oriented design aimed at developing English proficiency, intercultural competence, and worldview literacy through sustained multimodal production, presentation, and discussion. Generative AI was positioned not as a substitute for teachers or peers, but as a cognitive partner supporting conceptual clarification, iterative drafting, and multimodal academic communication. To create authentic intercultural engagement, thirteen international students participated in five sessions during the first semester,

providing opportunities for meaning negotiation, pragmatic development, and reflection on cultural assumptions. Academic depth was further supported by four special lectures from Professor Weakley on cross-cultural intelligence, worldview development, and global leadership. Core content included the Iceberg Model of culture, Dr. Yee's research guidelines and principles, and Dr. Harré's three realms, with particular attention to ontology and epistemology in evaluating knowledge claims. Students used NotebookLM, Gemini, and ChatGPT to synthesise readings, create study guides, design slide decks, and refine academic writing. They delivered multiple presentations supported by AI-assisted infographics and MP4 learning artefacts. Listening-to-writing practice involved summarising five English Central clips and revising them with AI feedback. In the second semester, students produced a 2,500-word research paper using AI-supported literature processing and presented their findings. Learning outcomes were assessed through pre- and post- Progos speaking tests, pre- and post-CASEC proficiency scores, and a post-course questionnaire. Preliminary results show roughly one CEFR-level improvement and positive attitudinal shifts, including increased open-mindedness and movement toward ethnorelative orientations. Further analysis will clarify how AI-mediated practices and human interaction jointly contributed to these gains.

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Making Sense Together With LEGO: Multimodal Paths to Mutual Ground in Task-Based ELF Interaction

Tanimura, Midori (Ritsumeikan U.); Ike, Saya (Meijo U.); Yoshida, Etsuko (The U. of Shiga Prefecture)

This study examines how a mutual ground is co-constructed in English as a Lingua Franca (ELF) through multimodal collaboration in task-based LEGO activities. While previous research has examined interactional organization such as repair, turn-taking, and politeness (Schegloff, 1992; Stivers et al., 2009), and multimodal studies have highlighted embodiment (Goodwin, 2000; Mondada, 2014), shared understanding in ELF has rarely been examined through physically engaged interaction. Consequently, how participants sustain collaboration through integrated multimodal practices (e.g., bodily actions and object manipulation) remains under-theorized. In response, the analysis draws on original interactional data collected in 2025. The dataset consists of ten groups of multilingual (e.g., French, Arabic, Tamil, Spanish) university students in Toronto, Canada, working in groups of two to four. Each group completed two collaborative tasks (e.g., building a Future City) using LEGO Serious Play. All sessions were video- and audio-recorded with three synchronized cameras, enabling fine-grained multimodal analysis. Building on ELF research emphasizing linguistic diversity and norm flexibility (Firth, 1996; Seidlhofer, 2011), the analysis suggests that shared understanding in ELF may unfold through multiple trajectories. Drawing on three illustrative cases, the study highlights different ways in which mutual ground is co-constructed: through incremental alignment of fragmented ideas, through question–answer sequences, and through multimodality that supports meaning negotiation and decision-making. Relevant to business ELF (BELF) and other ELF contexts, this study reconceptualizes shared understanding as a multimodal achievement situated in task-based activities. The findings challenge language-centered models of collaboration and foreground multimodal repertoires in ELF interaction, with implications for ELF and BELF research and Task-based Language Teaching (TBLT).

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Blending Copilot and Peer Feedback in an AI Enhanced University Writing Course

<JinJ> Tsuichibaru, Hisami (U. of Shiga Prefecture)

This presentation reports on the design and evaluation of an English writing course for Japanese university students that integrated Microsoft Copilot, a generative AI tool, with peer feedback. The course aimed to enhance students' written expression, rhetorical awareness, and autonomy by combining AI-assisted drafting with collaborative peer review. In this blended environment, AI support functioned as scaffolding for individualized feedback and reflective language learning rather than as a substitute for human instruction. Grounded in sociocultural and interactionist views of second language acquisition (SLA), the course employed iterative writing cycles: students produced drafts with optional AI assistance, exchanged work for peer review, and revised their texts based on combined feedback from peers, AI, and the instructor. This structure encouraged critical engagement with AI suggestions and deeper reflection on textual quality and language choice. Empirical data were collected through pre- and post-course questionnaires, writing samples, and classroom observations. Results indicated that students appreciated the immediacy and precision of Copilot's feedback but valued the contextual sensitivity and motivational quality of human comments. A comparative analysis of AI, peer, and teacher feedback reaffirmed that responsive, context-grounded teacher feedback remains essential for sustaining motivation and developing critical awareness. Overall, the study demonstrates the promise of AI–human collaboration in L2 writing instruction while emphasizing the importance of pedagogical framing. It argues for complementary integration of AI tools with human feedback to create reflective, learner-centered, and sustainable writing practices in university classrooms.

A Systematic Review of Cognitive Linguistic Approaches in English Language Education: Scope, Reported Effectiveness, and Pedagogical Suggestions

<JinJ> Iijima, Hisanori (Tokyo Keizai U.)

This study presents a systematic review of 164 studies on cognitive linguistic approaches in English language education. Although cognitive linguistics has been widely applied to second language teaching, its pedagogical effectiveness has not been consistently interpreted across instructional targets. To address this gap, the present study systematically collected studies from major academic search sources, including Google Scholar, ERIC, and Linguistics and Language Behavior Abstracts, using search terms related to cognitive linguistics, conceptual metaphor, image schema, and second language instruction. Studies were included if they reported empirical findings on instructional practices informed by cognitive linguistic concepts and targeted English learners. The 164 studies meeting the inclusion criteria were coded by instructional target, learner characteristics, and reported outcomes. Three key findings emerged. First, over 70% of the reviewed studies focused on vocabulary-related domains, particularly polysemous words, idioms, and phrasal verbs, revealing a substantial imbalance in the research base. Second, positive outcomes were reported most consistently when target items had relatively transparent semantic relationships that could be explained through core meanings or image-based patterns. Third, effectiveness was more limited for highly abstract grammatical items, such as articles and modal auxiliaries, for which studies frequently reported mixed results. Across the corpus, recurring constraints included learner proficiency differences, teacher expertise requirements, instructional time costs, and variation in outcome measures. These findings indicate that cognitive linguistic approaches can make a meaningful contribution to English language education, but their effectiveness is conditional rather than universal. The study provides a comprehensive map of where cognitive linguistic instruction has been empirically examined and where important gaps remain.