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Development of and Attitudes Towards Tourism TBLT/CLIL Materials for Japanese University Students

Robson, Graham (Toyo U.)

Student-centered methodologies like Content and Language Integrated Learning (CLIL) and Task-Based Learning Teaching (TBLT) emphasize meaning as primary as well as focus on activities or content that have a relationship to real-world activities. They have also been shown to increase both motivation and second learning proficiency. Further, they have been deployed as vehicles to teach content at the Japanese university level as universities look to differentiate their curriculums and answer the call for Internationalization at Home (IaH). Given the range of majors on offer at the Japanese tertiary level, it is important that a growing number of fields address the potential of teaching content through learner-centered instruction. Tourism as a discipline is still young but has gained traction over the past few years, and even more so now with record numbers of inbound tourists currently visiting Japan. Therefore, students naturally want to engage in this subject area. This poster presentation aims to add to the small body of work that has developed tourism content and language materials for Japanese university students. Firstly, the author addresses factors influencing the development of a five-week course of CLIL/TBLT tourism instruction for higher intermediate English proficiency third- and fourth-year Japanese university students taught by the author held in the Spring of 2024. Next, a follow-up 14-item survey (n=23) measured attitudes towards learning, group work, content, and efficacy. Results showed that students had very positive views of student-centered tourism instruction, but care with materials development should be taken to find a balance between content and language instruction as well as maximize topic selection. This poster presentation may be of interest to those instructors who teach within the discipline of tourism and wish to develop materials that can motivate and benefit students.

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Integrating Career Development and Self-Directed Learning: Enhancing Autonomy in Science and Engineering ESP Students

Lin, Shu-wen (Fu Jen Catholic U.)

This study investigates the impact of integrating Career Development Learning (CDL) and Self-Directed Learning (SDL) on the learner autonomy of first-year science and engineering students within an English for Specific Purposes (ESP) context. The transition from General English to ESP often poses challenges for students who lack a clear learning direction and the motivation to manage their own progress. To address this gap, the proposed course design guides students in aligning their language learning with their personal career objectives through structured CDL activities, including Life Design and LinkedIn workshops. The participants include approximately 30 first-year students from the College of Science and Engineering. The pedagogical intervention centers on “SDL Circles,” in which students collaboratively select professional learning materials—such as Coursera courses or technical podcasts—to meet discipline-specific needs. Over the 18-week semester, students gradually shift from teacher-led instruction to autonomous, group-based learning while assuming designated roles to promote accountability and peer support. A pre- and post-intervention research design is employed to examine changes in students’ self-perceived learning autonomy. Data are collected using the Self-Directed Learning (SDL) Competency Scale, a nine-item Likert-scale instrument administered at the beginning and end of the semester. Paired-sample t-tests are conducted to determine whether the integrated CDL-SDL approach significantly enhances students’ ability to diagnose learning needs, set objectives, and identify appropriate resources. The poster presents these quantitative results. By bridging academic language requirements with professional aspirations, this study demonstrates that CDL serves as a critical motivational anchor, providing a practical framework for fostering sustained, purpose-driven learner autonomy in ESP education.

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大学英語授業における対人リスク認知の形成要因 —非英語専攻生の必修英語クラスを対象とした質的分析—

Moritani, Hiroshi (Okayama U.)

近年、大学英語教育では、学習者が主体的に対話しながら学ぶ授業が求められている。その実現には、学習者が否定的な評価を恐れずに対人リスクを取れる心理的安全性（Edmondson, 1999）の高い教室環境が不可欠であろう。心理的安全性とは、相互支援や率直な発言が可能で、個々が尊重され受け入れられている実感が保たれた状態を指す。しかし、非英語専攻の学生を対象とする必修英語では、Ought-to L2 Self (Dörnyei, 2005)の喚起や心理的リアクタンス(Miron & Brehm, 2006)が生じやすく、学習者は労力を最小化しようとする方向へと行動を調整しがち

である。その結果、閉鎖的安心関係（既知の仲間内のみで安心を確保しようとする傾向）への依存や自己保全的同調志向（否定的評価を避けるために周囲に合わせようとする傾向）といった、心理的安全性とは逆方向の行動が選択される状況が生じやすい。本研究では、こうした行動の背景にある「対人リスク認知」が教室内でどのように形成されるのかを明らかにすることを目的とし、半構造化インタビューを実施した。研究参加者は「英語の授業で不安を感じることがある」と回答した大学 1・2 年生 18 名であり、得られたデータを修正版グラウンデッド・セオリー・アプローチ(木下, 2003)により分析した。その結果、学習者の発話回避行動には「周囲からの否定的評価に対する過剰な自意識」が大きく影響しており、さらに授業という構造的要因や教師要因がこれを増幅していることが示唆された。

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Story Structure and Distributed Learning: How to Remember Fairy Tales

Kellem, Harlan (Kwansei Gakuin U.)

Why do all students watch anime, dramas, or movies? Stories are powerful. With the profusion of platforms such as Netflix, Amazon Prime, and even YouTube, watching stories is easier than ever. One simple method that transforms stories into classroom activities is Freytag's pyramid, which is the plot of a story told in six parts. Essentially, the six parts are (1) original stasis, (2) inciting incident, (3) rising action, (4) climax, (5) falling action, and (6) new stasis. The teaching activity presented in this presentation combines this classic plot structure with methods developed by the production company Pixar: Pixar in a Box. By using fairy tales, which have multiple written and live performance versions available online, plot structure activities can be combined with distributed learning, or spaced repetition. Distributed learning has been proven to strengthen long-term memories. The process consists of spacing learning sessions out over a period of days and weeks. By forcing the brain to recall information multiple times, at spaced intervals, language memories are formed. As an example class component, students study Snow White for four weeks. Two different video versions, as well as the written Grimm version are used. For three weeks, students discuss the story, comparing the differences that exist between the various versions. In the fourth week, students give a presentation, focusing on one scene. By using three different versions of the same fairy tale, we avoid tedious repetition, while including spaced repetition. Although this presentation focuses on using fairy tales, it is easy to adapt both Freytag's plot structure, and distributed learning memory techniques to various classroom activities.

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日本と韓国の高等学校英語教科書における it is … that 構文の扱い—教科書コーパスに基づく比較分析—

Hagiwara, Akiko (Tokyo U. of Pharmacy and Life Sciences); Ito, Shunsuke (Tokyo U. of Pharmacy and Life Sciences); Kobayashi, Kaoru (Tokyo U. of Agriculture)

日本語と韓国語は語順、助詞の使用、主語を明示しない pro-drop 的特徴など、多くの共通点を有する。一方で、両言語はいずれも英語とは異なる類型に属するにもかかわらず、近年では 20 代韓国人の TOEIC 平均スコアが同年代の日本人を上回る傾向が報告されている。本研究では、その背景要因の一端として英語教育における高等学校英語教科書の記述内容を取り上げ、日本と韓国の教科書における it is … that 構文の扱いを比較検討する。高校段階で学習される本構文は、書き手のスタンス提示や情報構造の調整などのメタディスコース機能を担い、読解力および発信力の向上に資する重要な表現である。一方で、焦点化や that 節の位置移動を伴うため統語的に複雑であり、主語省略型言語の話者にとって習得上の課題となる可能性がある。本研究では、日本の高等学校英語教科書 70 冊（1〜3 年）から構成される J コーパスと、韓国の英語教科書（現在 1 年生用 14 冊収集済み）からなる K コーパスを用い、it is … that 構文の出現比率および使用語彙の特徴をコーパス分析により比較した。1 年生用教科書における出現数は J=54、K=25 であり、総語彙数を基準としたカイ二乗検定では両者の間に有意差は認められなかった（$\chi^2(1)=0.441$, ns, $\varphi=0.001$）。ただし、抽出された用例の内訳を見ると、It is said that … の使用頻度には顕著な差（J=11, K=1）が見られた。また、J コーパスでは学年進行に伴い出現数が増加する傾向が確認された。今後は K コーパスのデータ拡充を進めるとともに、that 節に先行する形容詞・現在分詞・過去分詞の分布を分析し、メタディスコース機能の観点から両国教科書における本構文の提示方法および機能的特徴の違

いをさらに明らかにする予定である。

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Critical Language Pedagogy in University EFL Classes in Japan: Theory and Practice

Kobayashi, Kahori (Ritsumeikan U.)

Critical Language Pedagogy (CLP) aims to develop in students a capacity for viewing the world critically, and fostering mutual respect and understanding in communication. The term 'criticality', here involves thinking about yourself in relation to other people and the community in which you live. CLP is attracting increasing interest among many language teaching professionals in Japan. However, it is not as well-known as approaches to language teaching, and remains peripheral and underutilized. Although the label CLP might seem unfamiliar, many of the practices associated with it will be in the repertoires of many practicing teachers. Language classrooms should not only focus on the skills of reading, writing, listening, and speaking, but also on what and how to communicate on socially important topics. In my classes, I aim to inspire my students to communicate with people of different backgrounds, respectfully with issues of social justice in mind. In the session, I will explain the main ideas of CLP and show some examples of it in Japanese university EFL classes. I would like to interact with interested teachers, and consider what we can offer in our language classrooms and how we can encourage each other to take action.

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EFL Writing Assessment in the Age of Generative AI: An Action Research Study of Alternative Grading

Ueno, Yukako (International Christian U.)

In college EFL research writing courses, significant challenges have emerged in teaching and assessing students' writing due to the rise of generative AI tools. Despite efforts to develop students' independent writing skills through a process-oriented writing approach that discourages reliance on such tools, many EFL college students continue to use them. As a result, fairness in grading is increasingly at risk, as it is difficult to determine the extent to which students are thinking independently and the level of effort they invest in their writing. This action research project sought to examine whether alternative approaches to teaching writing, including an adaptation of Inoue's labor-based grading contracts, could help address issues of grading fairness while allowing flexible and pedagogically meaningful use of tools that support student learning. In Inoue's model, individual assignments are not graded; instead, the final course grade is determined by students' labor, including the completion of required tasks. Using a qualitative action research design, this study implemented alternative teaching and assessment methods over one academic term in a research writing course for EFL college students. Data were collected through the researcher's reflective journal, participants' labor logs and journals, and interviews to examine the impact of these methods on EFL writers. This research contributes to the field by exploring the feasibility of alternative assessment practices in an EFL college writing context. Preliminary observations suggest that distinguishing between authentic student labor and AI-assisted output continues to require instructor intervention. The study explores this ongoing tension and discusses the challenges and successes of alternative methods.

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Emoji Tags as a Repair Protocol in Computer-Mediated ELT: A Cross-Context Toolkit for Fallacy Feedback

Tabak, Ariel (Temple U., Japan Campus)

Emoji are often used to signal tone in online classes, but they can also function as a pragmatic repair protocol in computer-mediated ELT. This poster introduces a materials set that uses emoji tags to identify logical fallacies and support low-stakes correction in text-based interaction. The materials were developed and implemented as part of a 3-day unit in an online general education university humanities course (20-25 students per section) with mixed L1 backgrounds. The unit focuses on ten logical fallacies common in student papers and daily discourse. Methods include (1) a plain-language mini-lesson introducing the fallacies, (2) collaborative creation of a class fallacy dictionary linking each fallacy label to an emoji tag, (3) dialogue-writing activities in which learners intentionally embed fallacies for peers to tag and repair, and (4) instructor feedback that utilizes the same tags to create continuity across chat, posts, and written revision. The working hypothesis is that a shared emoji-based repair protocol reduces student anxiety during correction, lowers language load in real-time CMC, and supports transfer of critical thinking across contexts. Based on classroom observation, students appeared to self-identify fallacies more quickly over time and revise claims more readily when prompted with the shared tags. The poster shares a practical implementation guide: a fallacy handout with examples, student tasks for creating fallacy tags, a Fallacy Detectives identification activity, a dialogue-writing-and-guessing activity, and step-by-step instructions for building and using a class

fallacy dictionary for respectful self-correction and peer feedback.

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JACTFL (一般社団法人 日本外国語教育推進機構) 活動紹介

JACTFL (Japan Council on the Teaching of Foreign Languages)

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JACET 5th Survey on English Education (Mid-Term Report)/JACET 第 5 次実態調査報告（中間発表）

JACET 5th Comprehensive Survey Special Committee

Aug. 28 / 12:00-13:30 / Foyer

関西私大のグローバル展開・外国語教育に関するブース展示
評価・テスティングに関する賛助会員によるポスター展示

Kansai U; Kwansei Gakuin U; Doshisha U; Ritsumeikan U; Kindai U; Supporting Institutional Members