

Teachers' Use of L1 in EMI Classrooms in Japan and Taiwan 日本と台湾の EMI における教員の L1 使用

Oga, Mayumi (Ritsumeikan U.)
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少子化と国際化の波の中で、英語で専門科目を教える授業 EMI (English as a Medium of Instruction) を学部レベルで導入している大学は 4 割に達している (文部科学省、2024)。その一方、日本の EMI では、大部分を日本人学生が占め、留学生に比べ日本人学生の授業理解度が低いとする報告もある (Yukawa, 2020)。近年、Translanguaging (Baker, 2001) の概念と共に、教員による学習者の L1 (母語) 使用を言語習得の有益な資源とみなす研究が増えてきているが (Zhao & Macaro, 2016)、EMI において教員の L1 使用に焦点を当てた実証的研究は少ない。本研究は、EFL 環境において政府主導で EMI が推進されている日本の 4 大学 4 クラスと、台湾の 1 大学 3 クラスを対象に、教員がどのような目的で、どのくらい L1 を使用しているのかを明らかにすることを目的とする。授業動画の書き起こしデータから教員の発話を抽出し、1) 主に L1、2) 主に L2 (英語)、3) L1 と L2 が同等の 3 種類に分類し、集計した。また、EMI を担当する 6 名の教員に L1 使用の目的についてインタビューを実施した。その結果、L1 の使用割合は日本では 0% から 25.5%、台湾では 0.3% から 5.5% であった。また、L1 は意味理解の促進、学生が安心感を持てる環境作り、時間の節約、留学生に対する意図的な使用などの目的で使用されていた。さらに、本研究の結果から、L1 使用の頻度や目的は、学生の英語習熟度、授業内容、教授スタイル、留学生の有無など様々な要因に影響されることが示唆された。本研究では、教員のインタビューから L1 使用の目的を分析したが、今後、発話データをコーディングし、数値化することでより詳細な分析を行う必要がある。

Exploring AI in the EFL Classroom: Educator Perspectives, Detection Issues, and Professional Development Requirements

Broxholme, James (Kagawa U.)

The rapid development of AI-generated text has sparked growing concern about how EFL teachers perceive, identify, and respond to such content in academic settings. This pilot study examines the confidence of university-level EFL educators in recognizing AI-assisted or AI-generated writing. Participants, aged between their 30s and 60s, had teaching experience ranging from less than five years to over 20 years. Teachers were asked to analyse five short passages; three AI-generated and two written by students, and determine the source of each. Only three participants correctly identified all AI-generated texts, highlighting the significant challenges posed by this task. In addition to accuracy in identifying AI-generated content, the study revealed significant gaps in awareness and understanding of AI-detection tools. Most participants were either unaware of such tools or unfamiliar with their functionality. Among those who knew of their existence, many perceived them as highly accurate and reliable. This lack of critical awareness may hinder teachers' ability to effectively navigate the growing presence of AI in educational contexts. Interestingly, females, non-native English teachers and those with less experience outperformed their counterparts in identifying AI-generated content. These findings underline an urgent need for targeted professional development on the role of AI in EFL education. Teachers require training to recognize that AI-generated text can mimic student-produced text, understand the capabilities and limitations of detection tools, and integrate AI effectively into their teaching practices. Furthermore, fostering awareness of both the potential benefits and challenges posed by AI technology is essential to prepare educators for its increasing influence in the classroom. By addressing these needs, EFL teachers can be better equipped to respond to the opportunities and challenges AI presents.

Applying a Curriculum Design Model to an English Program for Japanese Learners of English Majoring in Computer Science: A Case Study

Nicholas, Allan (U. of Aizu)

Designing and implementing a curriculum that meets the specific needs of the target learners is an important step in creating optimal classroom conditions for language learning. However, it can also be time and resource-intensive for teachers. Adopting a curriculum design model from the outset enables a systematic and efficient approach to program design, ensuring that all aspects of the curriculum are given due consideration. Here, we report on a case study in which we adopt a specific curriculum design model (Macalister & Nation, 2020) to develop and implement a language program for approximately 250 first-year computer science major Japanese learners of English at a university in Japan. The target learners had an average Test of English for International Communication (TOEIC) score of approximately 500. Classroom time comprised 56 100-minute classes throughout the year. We describe the application of the model to the current context, with initial steps including analyses of the learning environment and the needs of both the target learners and instructors. Informed by these initial steps, we then describe the curriculum goals, with a focus on developing learner fluency, knowledge of high frequency and academic vocabulary items, independent learning skills, and the ability to perform tasks relevant to their academic and daily life needs. We further provide a rationale, based on the model, for the principles underlying the curriculum, which comprise aspects of both the Four Strands approach (Nation, 2007) and task-based language teaching (Ellis et al., 2020). Finally, we report on the implemented program's effects on learner reading and writing fluency, on learner perceptions of the curriculum and their language learning progress, as well as planned next steps for program development.

University Students' Perceptions of Color-Coding Essays on Online Documents

Hirano, Akari (Oita U.)

With the increasing prevalence of generative AI, traditional methods of language learning, particularly those emphasizing accuracy, are becoming less relevant for most learners. Instead, there is a growing need to review learners' essays with a focus on content quality. This study investigates the effectiveness of a collaborative review process for university students' essays in English courses, emphasizing aspects that automated evaluation tools or generative AI struggle to assess, such as originality, readability, and persuasiveness. The research was conducted in English courses at a university in Fukuoka, Japan, over a 15-week period with 90-minute lessons. Participants included 673 students. Students wrote essays individually and shared them on Google Docs, where they used a highlighting tool to color-code their peers' essays, focusing primarily on positive aspects such as originality, readability, and persuasiveness. At the end of the semester, 212 students volunteered to complete a questionnaire, and the responses were analyzed using thematic analysis and Pearson correlation coefficient. The findings revealed that most students found reading their peers' essays beneficial for their own English learning. Many reported that their perceived competence in reading and writing English essays improved and that their peers' positive feedback motivated them. The results of the Pearson correlation coefficient suggested that students' learning style preferences might influence their perception of the activity, indicating a need for further analysis on the correlation between learning style and perception.

University EFL Learners' Language Learning Beliefs: How Can Teachers Encourage Their Students to Develop Experiential Learning Beliefs?

Iwanaka, Takahiro (Yamaguchi Prefectural U.)

Language learning beliefs influence the selection of learning strategies that learners prefer to employ, and they ultimately significantly impact the success or failure of second language learning. This study aims to address the following three research questions: 1) Do learners' language learning beliefs differ by their English proficiency? 2) Do learners' language learning beliefs immediately after entering college predict their progress in English? and 3) Do learners' language learning beliefs change after they enter college? To answer the question, the presenter conducted a meta-analysis of studies on language learning beliefs. The answers to the above three questions are "It depends," "No," and "Hopefully Yes," respectively. The meta-analysis findings imply that university EFL learners' language learning beliefs immediately after entering university are shaped by the strategies employed during the preparation for the entrance examination and do not indicate prospective growth in English proficiency. They also indicate notable discrepancies in language learning beliefs between learners at the B1 level or below and those at the B2 level or above. B2 level or above learners tend to exhibit a high degree of experiential learning beliefs. The presenter believes that teachers are responsible for cultivating experiential learning beliefs among their students and that the opportunity for positive interaction is a crucial catalyst for fostering experiential learning beliefs. Interaction can only be done with an interlocutor. Thanks to the development of ICT technology, however, generative AI has recently been attracting attention as an interaction interlocutor. The presenter employs generative AI in his class and provides his students with interaction opportunities. After explaining the details of generative AI, he argues that interaction with generative AI encourages EFL learners to develop experiential learning beliefs.

Aug. 27/ 14:05-14:35/ Room 701

Students' Interest in Subject Matter of Learning Materials in Terms of Gender and Attitude Toward English

Iida, Tsuyoshi (Doshisha Women's C. of Liberal Arts)
Ueno, Yuko (Osaka Tokiwakai U.)

This study investigated Japanese high school students' interest in subject matter in materials in English language learning. It focused on whether there are differences in the level of interest shown by male and female students in subject matter in learning materials. It also clarified whether there are differences in interest in learning materials between students who like English and those who don't. The participants were 358 high school students (Female=148, Male=200, Unknown=10) in Kansai and Kyushu regions. A questionnaire originally developed by the authors were employed. It was composed of two parts. The first part aimed at clarifying students' interest in subject matter regarding academic disciplines based on the Nippon Decimal Classification. The second part was an open-ended question inquiring what kind of learning materials they are interested in. Both quantitative and qualitative analyses were employed including a factor analysis and category analysis. The results of the factor analysis yielded three factors: interest in subject matters related humanities (Factor 1), natural science (Factor 2), and social science (Factor 3). Male students scored statistically significantly higher than female students on all three factors, suggesting that male students are more interested in the humanities, natural science, and social science. There were significant differences in the factor scores of Factors 1 and 3, but not that of Factor 2, between students who like English and those who don't. This indicates that natural science is a neutral subject matter for them. The results of the category analysis showed that while female students are interested in subject matter such as culture and music related to Japan and other countries, male students tend to prefer group activities and to learn from a wide range of topics, from academic fields to practical English.

Translanguaging and Technology for Promoting Diversity, Equity, and Inclusion: An Action Research on Classroom Assemblage

Kim, Miso (The U. of Osaka)

Drawing on sociomaterial perspectives (Guetterez et al., 2021; Gurney & Demuro, 2022, 2023; Pennycook, 2024; Toohey, 2015), this action research investigates: (a) what influences a teacher's creation and implementation of translanguaging activities for promoting diversity, equity, and inclusion (DEI)? and (b) how do the teacher and the students assemble the communicative resources as they engage in activities for promoting DEI awareness? Sociomaterial perspectives, which originated from technoscience (Barad, 2007; Deleuze and Guattari, 1987), view languages as "not pre-given entities that are used but sets of communicative possibilities that are assembled by speakers from their own histories of linguistic activity" (Pennycook, 2024, p. 91). In this framework, teachers and students make meaning by assembling various resources including physical tools, technology, curriculum, policy, and ideologies (Kim & Canagarajah, 2021; Toohey, 2015). This approach enables examination of dynamic and complex entanglements between students, teachers, technology, and classroom activities (Gurney & Demuro, 2022) and the learning that emerges from such entanglements (Kim & Canagarajah, 2021) without resorting to causal or binary explanations. The data include the students' responses to the classroom activities and reflections and teacher's reflections collected in a college-level English course focusing on issues of language identities, cultural differences, stereotypes, and discrimination in Japan. The activities were mediated by Quizlet, Canva, and two AI-assisted applications (Quizziz for providing instant feedback on multiple-choice questions; SchoolAI for creating a chatbot and letting students interact with it). Tentative findings indicate that (a) although the teacher's lived experiences and familiarity with AI shaped the design of translanguaging activities, the actual implementation and on-site interaction needed more scaffolding and feedback than initially anticipated; and (b) the digital meaning-making resources and AI tools enabled students to engage in real-time multimodal translanguaging activities; however, what emerged from the entanglements was largely diverse, oftentimes going beyond the teacher's pedagogical expectations.

Self and Peer Assessment Strategies

Wilkins, Simon (Tokai U.)

Peer assessment encourages students to take on a learning resource role for one another. Free of the constraints of traditional teacher/student interchanges (Topping, 2009), students can begin to understand the what, how, and why of their own learning (Black and Wiliam, 1998). Experiencing this process can, in turn, help them evolve into independent and life-long learners. However, introducing peer assessment procedures requires considerable time and energy; it is challenging to ensure that students adequately grasp what constitutes "good" English and acquire the language skills necessary to provide constructive feedback. Peer assessment of speaking can be particularly complicated: after a student speaks, the language they have used becomes decontextualized and abstract. With these hurdles in mind, this session will offer suggested classroom activities based on an approach that has helped peer assessment realize its potential in speaking classes at a Japanese university. The session will detail this approach and the steps taken over the course of a semester-long class aimed at improving students' speaking. The activities that will be described include how the entire class watches videos of learners undertaking a speaking task and intuitively ranks them by proficiency. How discussion of these rankings helps the class agree on criteria and jointly negotiate a rubric with the teacher by which to assess their classmates' spoken performance. The session will also introduce an interactive video tool that helps students share practical, reflective peer feedback in an accessible way. The session will end with a discussion on how activities can be adapted for different contexts and what ideas audience members themselves have for improving current practice.

A Practical Report on CLIL-Based Reform of University English Curriculum CLIL を基盤とした大学英語カリキュラム改編の実践報告

Ueno, Ikuko (Rikkyo U.)

2024 年度、立教大学は英語自由科目に内容言語統合型学習 (CLIL: Content and Language Integrated Learning) を全面的に導入し、大規模なカリキュラム改編を実施した。現在、年間 33 種類の多様な CLIL 科目を開講し、4,000 名以上の学生が受講可能な体制となっている。本改編の主な目的は、英語による授業 (EMI: English as a Medium of Instruction) への移行を促し、学生が協働作業やディスカッションを通じて英語で思考を深め、主体的に学ぶ力を養うことである。また、英語を単なる学習科目ではなく、コミュニケーションのための重要なスキルと位置づけ、継続的な学習を促進することもねらいとしている。本発表では、まず、立教大学の CLIL カリキュラム改編の背景と現状を報告する。改編にあたり、立教大学では数年間にわたり試験的に CLIL 科目を導入し、その効果を検証してきた。また、教員向けにガイドラインやワークショップ等を提供し、指導法の理解を深める支援を行っている。しかし、自由科目の CLIL 化に伴い、従来の授業形態とは異なる新たな課題も明らかになりつつある。こうした全体的な取り組みを踏まえ、本発表の後半では、発表者が担当する CLIL 科目「Introduction to Global Studies: Natural Science」の授業実践についても報告する。本科目は定員 25 名のクラスであり、理系ではない言語教員が自然科学を扱う CLIL 授業をどのように設計・運営しているかを紹介し、特にテーマの選定や指導上の留意点、専門知識を持たない教員が学生の学びをどのように支援できるかについて、具体例を示しながら考察する。本発表を通じて、CLIL における学際的アプローチの可能性と、今後のカリキュラム改編に向けた課題をより明確にする。

The Impact of Collaborative Learning in Pre-Service Teacher Training

Fujimoto, Kyoko (Aichi Shukutoku U.)

This presentation explores action research conducted by the author from the fall semester of 2023 to the spring semester of 2025, involving three distinct cohorts of junior and senior students enrolled during this period. The study investigates the effectiveness of collaborative learning as a pedagogical approach in pre-service teacher training. The research was carried out during the English Education Practical Seminar, a course designed to develop pre-service English teachers' practical teaching skills through communicative and active learning methodologies. Each semester, the course enrolled four to six students. A key feature of the course was integrating collaborative learning as a primary instructional strategy. Pre-service teachers delivered 15-minute trial lessons, followed by structured peer feedback and class discussions. This study compares the dynamics and outcomes of collaborative learning across the three cohorts, drawing on data collected through surveys and action research activities. The analysis examines how group diversity—encompassing factors such as age, gender, English proficiency, and social background—enhances the collaborative learning experience in teacher training. It encourages pre-service teachers to value different opinions and perspectives. Findings suggest that group heterogeneity is particularly effective, as it mirrors the diversity of high school classrooms. The study also emphasizes the value of inclusiveness in learning environments and underscores the need for educators to bear harmony, empathy, and social growth in mind. The results highlight the benefits of assembling heterogeneous groups to optimize collaborative learning processes, providing actionable insights for teacher education programs. These findings have significant implications for the design of innovative and inclusive pedagogical practices that aim to equip future teachers with practical teaching competencies.

Aug. 27/ 14:40-15:10/ Room 705

Measuring What Matters: The Role of External Tests in Developing Global Competencies

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

This presentation builds upon our previous research (Miyazaki et al., 2023, 2024) examining the predictive validity of external English tests used in Japanese university entrance exams and their relevance in developing global human resources. While schools and universities increasingly rely on these tests (e.g., TOEFL®, TOEIC®, EIKEN®) to assess English proficiency and measure a globalized workforce, questions remain regarding their effectiveness in predicting real-world success. The presentation delves deeper into the connection between external test performance and acquiring essential knowledge and skills for the 21st-century globalized workforce. We move beyond simply measuring English proficiency to explore how these tests assess or fail to assess the critical thinking, judging, and expressing ability necessary for addressing complex global issues, on which the Ministry of Education, Culture, Sports, Science, and Technology in Japan places emphasis (MEXT, 2019). The presenters analyze the predictive validity of current external exam practices, considering not only academic success but also the competencies required for effective participation in the globalized workforce in the future. We will present new questionnaire and interview data examining the perceptions of both current students and classroom teachers regarding the alignment of external test preparation with the development of practical skills and critical thinking, judging, and expressing ability needed in students' future globalized workforce ability. Our findings will contribute to recognizing the role of external tests used in real school contexts in Japan and offer recommendations for more effectively assessing and fostering the skills and abilities needed for global success. On the presentation day, (1) we will show a theoretical background and (2) briefly introduce our past research results. (3) After showing additional data collection and analysis, (4) we will discuss how the external tests can predict test takers' critical thinking, judging, and expressing ability.

Aug. 27/ 16:30-17:00/ Room 603

Comparative Verification of Six Cases of Physical Education CLIL at National College of Technology 高専における体育 CLIL の 6 種目を事例とした比較検証

Nigo, Yoshihiro (Yamaguchi Gakugei U.)
Ito, Kosaku (National Institute of Technology, Ube C.)

最近の CLIL 授業の実践報告の中で、体育を対象としたものはまだ少ない。先行研究により、CLIL は、学習者の英語学習に対する興味・関心を高め、オーセンティックな英語使用の場面を提供し、内容への思考活動や協同での学びを取り入れながら英語力の向上を図れるとされている。とりわけ、体育と英語を組み合わせた指導は、単に英語の指示に合わせて体を動かすレベルにはとどまらず、試合データの分析、戦術の話し合い、チームの団結や円滑な試合進行のためのコミュニケーション面においても、幅広く英語使用が図れると思われる。発表者は今まで個別の種目での分析をしてきたが、本発表では 6 種目（サッカー、バレーボール、バスケットボール、パラスポーツ、バドミントン、卓球）による比較検証を行う。研究目的は体育の教科内容をコアとしながら、CLIL の 4C からの分析により、各種目を英語で学ぶことが、内容への動機づけ、コミュニケーション能力育成、思考や協同学習の視点でいかなる効果があるかを探ることである。本実践は、中国地方の国立工業高等専門学校 1 年生（卓球の場合は 2 クラス 85 名）を対象とした。授業目標は、CLIL の 4 つの軸に基づく教材を作成することにより、体育技能の向上を目指しながら、その中で必要な英語表現を習得し、思考力を高め、チームの団結力を図ることである。毎回の 90 分授業は、挨拶等→2 種類のグループまたはペアドリル→作戦タイム→メインゲーム→振り返りの流れで指導した。授業後には、選択式（4 件法）と自由記述式を併用したアンケート調査を実施した。量的および質的研究の結果、全種目で CLIL の 4C の成果が見られた。特に作戦タイムでは、英語解答例の足場かけが英語使用の割合の高さにつながった。また、種目別には、個人競技のペアワークは、団体競技のグループワークに比べ、学生同士のコミュニケーションや思考活動を活発にすることが分かり、各種目と CLIL との適合性も明らかにされた。

Exploring a Junior High School English Teacher's Teaching Experiences

Saito, Takaharu (Ryutsu Keizai U.)

The purpose of this study was to investigate, through narrative inquiry, how a Japanese secondary school English teacher constructed and negotiated his identity in relation to his agency across time and space. The study used a phenomenological case study approach that explored the teacher's lived experience, drawing on the post-structural theories on teacher identity and an ecological perspective of teacher agency. The oral narratives were gained through three in-depth iterative phenomenological interviews, each with a specific purpose: focused life history, contemporary experiences, and reflection on the meaning. Positioning analysis was used in order to understand how his identity positions supported or limited his ability to act in his narratives. Exploring the five chronological stages of his teaching career showed the following results: his identity construction and agency were multifaceted and context dependent in complex ways, displaying the interconnected social context of the micro (his teaching practices), meso (the school environment), and macro (broader ideological, societal contexts) levels. His identity construction interacted with his agency, which was both individual and collective: individual in his love for learning and teaching English, his strong belief in conducting practitioner research, his teaching philosophy, and his future goals, and collective in his interaction with his students, colleagues, and his active involvement in the English education research society. He constructed his English teacher identity by exercising his agency as shaped by the past, present, and future. His English teacher identity and his exercise of agency were shaped by his constant investment in English education, which in turn increased the accumulation of cultural capital: knowledge and educational credentials. His English teacher identity was multiple and a site of struggle as shown by his conflicts and dilemmas through his narratives, and changed over time according to the school environment.

IELTS Academic Writing Test: Challenges Through the Eyes of Candidates

McCrohan, Gerardine (Kagawa U.)

According to data from the IELTS official website, candidates worldwide typically score lower on the Writing test than on other language skills, indicating that this section often presents a significant obstacle to achieving desired overall band scores. Japanese candidates, in particular, tend to perform worse in Writing and Speaking compared to Listening and Reading. This study examines the challenges faced in the Writing section through insights gathered from interviews with ten Japanese university students preparing for the IELTS Academic test. The Writing test, divided into two tasks, presents distinct difficulties associated with each task. In Task 1, which requires candidates to describe and analyze visual information, students often struggle due to unfamiliarity with the task type and the 20-minute time limit. Task 2, an opinion essay, is more familiar but poses challenges such as structuring introductions and conclusions effectively and developing well-supported arguments. Across both tasks, candidates identified ineffective time management, difficulty interpreting task instructions, and a lack of personal connection to topics as major obstacles. To address these issues, this study proposes targeted solutions. For Task 1, intensive workshops focusing on question styles, relevant vocabulary, and set phrases for describing statistical changes. For Task 2, strategies include improving written fluency through repeated practice, personalized feedback, and targeted instruction on writing effective introductions and conclusions, an area where all students struggled. The study highlights the current use of the Criterion Online Writing Evaluation service; however, many students find it expensive. Overall, students expressed increased confidence in the Writing section, and those retaking the IELTS reported improvements in their Writing scores. Future research will explore the potential role of AI tools in addressing these challenges.

Aug. 27/ 16:30-17:00/ Room 709

Making Words Count: Exploring Effective Approaches to Online Extensive Reading

Thompson, Andrew (Fukuoka Women's U.)

Extensive reading (ER) is generally defined as reading large volumes of texts for enjoyment at a level easily understandable to students (Day & Bamford, 1998). ER is considered one of the more effective ways to develop reading skills among second language (L2) students as they are exposed to large amounts of meaningful input that is self-selected. ER studies have shown positive effects on new word learning, morphological awareness, comprehension improvement, and text structure awareness. Additionally, ER studies have demonstrated that students participating in ER programs had positive perceptions about this type of reading as it improved English skills in general and supported the development of reading habits as well as writing skills. The purpose of this study aimed to investigate (a) students' reading experiences, interests, and preferences, (b) the impact and results of a targeted word count of 50,000 words per 8 weeks, and (c) the influence of an online discussion forum. The study involved first-year female students (N = 58) from a public university in southwest Japan with an average CEFR scale range of B1 – B2. Participants were non-English majors from three university departments (Environmental Science, Food and Health Sciences, and International Liberal Arts). All participants were studying within a compulsory first-year Academic and Career English (ACE) program focused on improving all four skills of English proficiency: reading, writing, speaking, and listening. Participants completed an online survey prior to using the virtual library (VL) and then at the end of the final quarter of the 2024 academic year after actively using the VL for a period of 16 weeks. The implications of this study's preliminary findings and the related dynamics regarding the implementation of a VL, more specifically X-Reading (www.xreading.com), an online Graded Reader (GR) library and Moodle learning management system (LMS) will be discussed.

Aug. 27/ 16:30-17:00/ Room 804

Fostering Effective Academic Discussions Through the Fishbowl Format

Tsai, Kuei-Ju (National U. of Kaohsiung)

Cancelled

Academic Writing Workshop for Students Aiming to Study Abroad
海外留学を目指す学生向けのアカデミックライティングワークショップ

Morooka, Mari (International Christian U.)
Fukao, Akiko (International Christian U.)

本発表は、中高生を対象にした、海外留学準備としての英語ワークショップの実践報告である。ワークショップは、現地授業に参加するための基礎的なアカデミックライティング力を身につけることを目的とし、特にエッセイの構成と論理的思考を強化することに重点を置いた。1日目にトピックの選定とパラグラフの構成、2日目にピアフィードバック、3日目にその内容を受けてパラグラフの書き直しという予定で、2024年7月に実施された。中学3年生と高校1年生の合同グループを対象に（平均参加者9名）、2名の教員がチームティーチングの形態で行うことで、参加者の英語力や参加状況のばらつきに対応した。情報を収集・分析する基礎練習なども含めたライティング指導が主な焦点のワークショップではあるが、参加者が実際の留学環境をシミュレートし、英語での意思疎通に自信を持つことができる環境作りに努めた。具体的には、英語のみの使用ルールを徹底し、異文化体験に対する不安の軽減や、留學生活の準備にも役立つと思われる内容を提供した。「留学についてどんなことが知りたいか」「Successful Students とはどのような生徒か」についてのディスカッションや、ペアワークや発表といった、自主的な学習参加の練習も行った。今回の実施を通して、3日間という短い期間で、アカデミックライティングの指導を行う上での課題がいくつか明らかになった。その一例として、パラグラフの構成やピアフィードバックといった新たな概念を理解し、その知識を応用したスキル練習を行う時間が不十分だったことがある。今後のワークショップではこの点を含めて内容を強化する必要がある。発表では、ワークショップ実施を通じて得られた教訓や改善点を含め、留學準備においてどのようなサポートが効果的であるかについて考察する。

Fostering Autonomy Through Group Reflective Practice

Asakawa, Machiko (Komazawa Women's U.)
Plaza, Taron (Komazawa Women's U.)

Reflective practice is often used in language learning to help students process and integrate their learning experiences. By reflecting, students can develop their abilities to identify their strengths and areas for improvement. It helps them become more aware of themselves and their learning process, empowering them to take ownership of their learning. While reflections are often done as individual assignments, collaborative reflection can further enrich their learning and promote learner autonomy. In this presentation, we report on the results of implementing group reflective practice into a course called English Workshop. In this course, students work on English speaking, extended reading and diary writing, with an aim to develop autonomous learning skills. A small group reflection session was added into the class procedure, where students reflected as a group, sharing their self-analyses and giving peer-feedback. It was found that students were able to deepen their reflective practice and integrate the different aspects of the course in their overall learning experience. Along with the results, specific procedures that we used, as well as ways in which group reflective practice might be used in other course contexts, will be discussed.

Application of Business Frameworks in English Language Learning: Enhancing Writing Skills Through Structured Thinking

Murata, Koichi (Hyogo U. of Teacher Education)

This study examines the effectiveness of implementing business frameworks as a pedagogical tool to enhance English writing skills and promote active learning among Japanese university students. The research hypothesizes that utilizing business frameworks as structured question packages enables learners to generate substantial English output and improve their writing capabilities. The methodology involves teaching MBA business frameworks (PEST, 3C, SWOT, STP, and 4P analyses) in English. Students follow a five-step process: 1. Learning frameworks through lectures 2. Selecting target companies 3. Answering 18 framework-based questions in English 4. Receiving corrections and memorizing content 5. Producing 300+ word analyses in final examinations. Results demonstrate that students exceeded the required 300-word threshold in examinations, producing high-quality English output despite minor errors. The study concludes that structured question packages through business frameworks effectively enhance both quality and quantity of learners' English output. However, challenges emerged as some students felt constrained by the rigid framework approach. This suggests the need to explore more flexible methodologies, such as CLIL scaffolding, to accommodate individual learning needs. In conclusion, while the research validates the effectiveness of business frameworks in improving English writing skills and active learning among Japanese university students, future applications should balance structured approaches with flexible, individualized support. This output-focused methodology shows promise for broader implementation in educational settings, particularly when adapted to learners' English proficiency levels.

Enhancing EFL Writing With AI: The Impact of ChatGPT on Student Learning and Essay Development

Jodoi, Kota (Kumamoto U.)

This presentation examines the effectiveness of using AI tools, particularly ChatGPT, in EFL writing classrooms. One of the major challenges in teaching writing is the lack of personalized instruction due to limited teacher resources. Traditional classroom settings often make it difficult to provide individualized feedback and support, which can hinder students' progress in writing. To address this issue, the author integrated ChatGPT into the writing classroom and assessed its impact on students' learning outcomes. In this study, students were required to use ChatGPT under the teacher's guidance. After being introduced to the concept of paragraph structure, they were assigned to write an essay on a specific theme using Google Documents as homework. In the subsequent class, students exchanged their essays with a partner and initially revised them without the assistance of ChatGPT. After receiving feedback from their peers, they then used ChatGPT to revise their own essays and compare the differences between their manual and AI-assisted revisions. The results of this study indicate three key findings: (1) the word count of students' essays increased significantly, (2) the structure of paragraphs became more coherent and logically organized, and (3) students developed a better understanding of how to use ChatGPT effectively as a learning aid. Notably, the improvement in paragraph construction was particularly pronounced among students who had lower pre-test scores. This suggests that ChatGPT can serve as a valuable supplementary tool for students who struggle with writing, providing them with additional support and scaffolding to enhance their skills. In conclusion, this study highlights the potential of AI tools like ChatGPT in supporting EFL students' writing development. By incorporating AI into classroom instruction, educators can offer more individualized feedback and facilitate meaningful learning experiences, ultimately improving students' writing proficiency.

Does the Speaking Test Score Provide Additional Information to an English Exam for University Admission?

Zhou, Yujia (Tokyo U. of Foreign studies)
Negishi, Masashi (Tokyo U. of Foreign Studies)
Yoshitomi, Asako (Tokyo U. of Foreign Studies)

Responding to the call of assessing four skills for entrance purposes (MEXT, 2017), Tokyo University of Foreign Studies (TUFS) added an independent speaking component to its English exam at Individual Achievement Test First Round. The speaking test used is the British Council Tokyo University of Foreign Studies-Speaking Test for Japanese universities (BCT-S), a localization of the Aptis General Speaking component to the Japanese context. Various types of validity evidence are available for the appropriate use of the BCT-S score. However, it remains unclear whether the BCT-S score provides additional information to the three-skills test used thus far. To have added value as intended, the speaking scores must offer distinct insights into test-takers' performance compared to the other skills. This study therefore aimed to explore the extent to which the BCT-S scores are related to scores on other three skills. Data were scores from operational tests of AY2022 (n = 1049), AY2023 (n = 1080), and AY2024 (n = 1441). The reading and listening sections consist of two prompts, respectively; the total score for the set of items for each prompt was included in the data analysis. The writing section has two tasks; a task-specific holistic rating was awarded for each task. The BCT-S has four tasks; the BCT-S score, a scaled score of 0-50 calculated based on the task-specific holistic ratings, was used. Results were consistent across the three operational tests: All correlations between the BCT-S score and other scores were moderate, with coefficients ranging from 0.32 to 0.57 for each of the three skills and being around 0.65 for their total scores. These results suggest that the speaking skill underlying BCT-S performances can be considered as related but distinct from those assessed by the three-skills test, providing preliminary evidence for using the BCT-S to offer additional information.

Learner Choice Factors in Online Graded Reading

Bieri, Thomas E (Nanzan U.)

This session will present the results of a research project into the features learners use when self-selecting reading materials within an online extensive reading digital library and learner management system. It has been suggested that self-selection of materials can increase motivation, volume of reading, attitudes toward reading and, ultimately gains in reading fluency and comprehension (Cotterall, 2000; Day and Bamford, 1998; Krashen, 1985; Takase, 2007; Yamashita, 2004). Extensive reading researchers have also identified a number of factors used in selecting texts, including difficulty level (Nation and Waring, 2020; Takase, 2007), length (Nishizawa, et al., 2010; Robb and Kano, 2013), personal interests (Yamashita, 2013), and initial impression of the cover and title (Bamford and Day, 2004). The research was carried out via an online anonymous survey delivered to the students enrolled in two sections of an elective EFL course in a private liberal arts university in Japan. The researcher taught one of the two sections, and both sections were required to meet weekly book and word count targets of reading within the Xreading online library system. This project aimed to determine which factors the learners were using to aid their choices. Overall, using the "Filter By" function was the most common, used often or always by 68% of the respondents, and simply scrolling through the automatically displayed books often or always used by 53%. The frequency of use of each of the 10 filtering categories and usefulness of the 16 categories of information presented in the display for each book were also examined, with word count, level, and genre emerging as particularly impactful. Further information on all the factors will be presented in detail. Participants can expect to gain insight into how learners are selecting books and what areas teachers may focus on to help guide selection.

The Effects of Loanwords in EFL Listening for Japanese University Learners

Ueda, Marisa (U. of Ritsumeikan)

This study examines the effects of loanwords (LWs) on EFL listening comprehension amongst Japanese university learners. Whilst many LWs are used in Japan, exposure to their original English pronunciation is limited, as they are more commonly heard in their Japanese form. This study investigates whether this pronunciation variation affects listening comprehension in English. Hypothesis 1: Participants find it difficult to identify LWs in EFL listening at the word level. Hypothesis 2: Participants find it easier to comprehend LWs in context than at the word level. The participants were 123 Japanese university students. Their English listening proficiency was assessed using the TOEIC listening section, with only those scoring between 166 and 330 selected. Two listening tests were developed, using 40 words from a ranked frequency list in Leech et al. (2001), with a frequency range of 150–200 occurrences per million words. Before the tests, participants selected words they regarded as LWs. In Test 1, the 40 words were read aloud once, and participants transcribed them or provided meanings in Japanese if unsure of the spelling. The answer sheets were collected before Test 2, wherein the same words were read aloud within contextual sentences. Participants then completed blanks in 40 sentences. Of the 40 words, just over 50% were identified as LWs. Recognition accuracy was 79.7% at the word level and 72% in context. Words identified as non-LWs by fewer than 50% had recognition rates of 79.6% at the word level and 69.2% in context. Both null hypotheses were accepted, indicating no significant difference between LWs and non-LWs in EFL listening, either at the word level or in context. Although a small result, it may be useful and practical for teaching English that includes LWs and also for learners of English.

Fostering Cognitive Skills by Engaging With Gender Issues in CLIL Practice

Ichikawa, Yuri (National Institute of Technology, Toyota C.)

The CLIL approach aims to enhance learners' proficiency in the target language and simultaneously develop an understanding of content. It worked well, especially in dealing with world issues related to SDGs. The presentation will focus on how CLIL helps to reinforce cognitive development that leads to deeper learning, where they engage with gender issues. The researcher conducted project-based learning in Comprehensive English I. Participants of the research (N=45) comprised first-year students in the advanced course of technical college (equivalent to third-year university students) whose English proficiency ranged from CEFR A1 to B2 (the average score in TOEIC was 521). The qualitative survey result showed that students gained a better understanding of gender bias so that they could be more aware of other social issues, saying, "Now I noticed that I was biased unconsciously, which made me rethink how the social convention was constructed." The project had two parts: analyzing gender (unconscious) bias through the facts presented in the data and creating an original video clip addressing a solution to break the bias as the final product. The first part was that students investigated their way of thinking in a scientific way, in which they posed a hypothesis, collected data, and discussed it. The second part was a video-making activity where they personalized the issue, expressing an idea of a solution in their own words. This clearly shows that students can apply the knowledge and skills they have learned to new contexts, which demonstrates higher-order thinking. This research provides practical insights into designing a CLIL class, highlighting cognition that belongs to the 4Cs Framework of CLIL. Nevertheless, further investigation is necessary to evaluate the development of cognitive skills and proficiency in the language.

Fluctuation of Japanese University Students' EFL Motivation

Kobayashi, Chiho (Tenri U.)

So far, few studies have looked into the sustained learning behavior required by students to achieve L2 goals (Dornyei & Ushioda, 2021). The currently available studies show that Japanese University students' motivation for learning English is not stable but fluctuates over time due to many internal and external factors (Nitta & Baba, 2015; Yashima & Arano, 2015). More research, however, is needed to reveal the detailed pictures of change in students' motivation over extended periods. The current study will investigate how Japanese university students' motivation to learn English changes during their four years on campus within the framework of the L2 Motivational Self System (Dornyei, 2005). The participants comprise 45 English majors who entered a university in April 2022. They will complete a questionnaire based on previous studies (Taguchi et al., 2009; Yashima, 2009) at the end of each semester. Following each administration of the questionnaire, a smaller number of students will take part in 60-minute semi-structured interviews for a deeper understanding. The data elicited through the questionnaire and interviews will then be compared with the improvement of their English abilities measured by their TOEIC scores. This presentation will report on the results up to the first semester of the fourth year. The data collected so far shows that after the initial excitement had dissipated, most students exhibited a steady decrease in motivation in the second year. Only a small number of students who utilized self-regulated learning skills were able to sustain high levels of motivation. Many other factors affected their motivation levels, but most students regained their motivation in the third year when critical events in their college life took place. Especially, study abroad played a significant role in the development of the ideal L2 self-images and English abilities, which led to greater motivation.

Integrating Learning Logs to Enhance Critical Thinking in L2 Oral Communication Courses

Uemi, Megumi (Toyo U.)

This presentation examines how integrating critical thinking (CT)-infused learning logs in oral communication courses can enhance Japanese L2 learners' cognitive engagement and written expression. The study involved 21 intermediate-level freshman students who completed structured learning log tasks aimed at fostering CT development. These tasks—opinion expression, text summarization, and discussion reflection—were designed to help students structure and articulate their thoughts more effectively. A mixed-methods approach was used to analyze students' opinion paragraph writing (OPW) tests, learning log entries, and self-reflections. Results indicated significant improvements in CT performance, particularly in focus, content, and correctness. Analysis of learning log entries demonstrated that students, regardless of proficiency level, adhered to the CT expression framework introduced in class, though their depth of reasoning and complexity varied. In addition, students' reflections underscored the benefits of CT-infused learning logs in improving their ability to organize ideas and articulate thoughts with clarity. These findings highlight the role of structured written tasks in enhancing CT and support the integration of CT-focused learning logs as an effective pedagogical tool. This presentation will discuss practical strategies for incorporating learning logs into L2 instruction, equipping teachers with innovative approaches to promote deeper engagement and analytical thinking in language classrooms.

Computer-Mediated Communication: Synchronous Versus Asynchronous Written Corrective Feedback

Christopher, Adam (Atomi U.)

The current literature encompasses various studies on written corrective feedback (CF); nevertheless, there has been insufficient emphasis on the timing of this practice. This paper employed a quasi-experimental approach to examine the impact of synchronous corrective feedback (SCF) and asynchronous corrective feedback (ACF) on the language proficiency and attitudes of Japanese EFL students. Three university English classes were divided into three groups: the SCF group (n = 20), the ACF group (n = 20), and the control group (n = 22). The two treatment groups participated in ten sessions of mid-focused direct CF within a computer-mediated communication (CMC) setting, whereas the comparison group received no feedback. The treatment included three writing evaluations: a pretest, a posttest, and a delayed posttest with a focus on five errors: run-on sentences, subject-verb agreement, singular/plural forms, prepositions, and word/phrase selections. A series of statistical analyses was performed on the dimensions of the linguistic accuracy, syntactic complexity, and fluency. After confirming normal data distribution, a two-factor repeated measures ANOVA was used to examine the feedback effects, enabling the evaluation of whether different group conditions significantly impacted the language ability over time. The results indicated that both treatment groups significantly improved their linguistic accuracy. Nevertheless, the treatment did not facilitate improvement in syntactic complexity and fluency. Furthermore, SCF showed superior efficacy compared to ACF in enhancing accuracy. The comparison group showed no enhancement in their linguistic performance. In order to enhance the interpretation of quantitative results of the impacts of SCF and ACF, semi-structured interviews were conducted with seven participants from each treatment cohort, encompassing students who received SCF and ACF. Students reported positive perceptions on the effectiveness of both SCF and ACF. The paper provides strong evidence for the beneficial effects of mid-focused direct SCF on EFL learners' writing accuracy along with other pedagogical implications.

Music, Not Silence, Belongs in the Language Classroom: Alleviating Speaker Anxiety Through the Use of Music

Reed, Corey (Muroran Institute of Technology)

Due to the various hindering effects speaking anxiety can have on students, educators should consistently strive to reduce speaker anxiety in the language classroom. One potential method of alleviating speaker anxiety is by playing music during class. This study sought to determine if certain types of music relieve anxiety more than others. The research project surveyed students in a compulsory 15-week English communication course at a national public university in Japan. During each week of the course's duration, music was played during two specific times in class: while students practiced English conversations with a partner or group and during the discussion and checking of answers with a partner or group as well. Three broad types of music were selected, and by the end of the course, students had listened to music in their L1 language (Japanese), L2 language (English), and instrumental music. In the final week of the course, 64 of 66 students completed a Likert scale survey, and results showed students felt less anxious while listening to music in their L2 language (English) during both English conversation practice and the sharing of answers. The findings in this study pave the way for more in-depth analyses on incorporating music into the language classroom. Music in general seems to alleviate students' anxiety, but the results suggest some types of music possess more relieving qualities than others. Attendees of this presentation will receive a more detailed analysis of the survey's findings and suggestions and ideas on how to implement music into their own classrooms.

Incorporating Self-Reflection Into a Task-Based EFL Course

Koizumi, Yusa (Meiji Gakuin U.)

Researchers agree on the value of post-task activities in task-based language teaching. These activities help students focus on the forms they have produced, notice any gaps, and think of how to fill them. They also encourage students to assess their performance, think of how to improve it, and set goals for the future. Recommended post-task activities include oral or written reporting, task repetition, language analysis or practice, and self-reflection or evaluation (Ellis, 2003; Willis, 1996; Willis & Willis, 2007). The presenter will report how she incorporated self-reflection into a task-based EFL course at a Japanese university. The elective course primarily aimed to help second-year students review the English knowledge and skills they had learned in the first year and apply them to various communicative contexts. Each week, the 28 students of the class completed an oral communication task in pairs or small groups and then engaged in two reflection activities. The first activity focused on language use. In the same pairs or groups as the main task, students discussed the forms they found useful or wanted to use but could not. The second activity focused on task performance. Students individually evaluated their performance using a checklist and wrote a short report explaining their evaluation and setting a goal for their upcoming performance. In addition to these weekly activities, students completed midterm and final reflection tasks. In these tasks, they reflected on the tasks they had completed, thinking of real-life situations in which they could apply the skills and forms they had learned in the tasks. The presenter will explain the structure of a 90-minute lesson and the procedures of reflection activities, showing sample materials and student works. She will also discuss the benefits and difficulties of these activities, as well as suggestions for improvement.

How Can Crucial Affective Factors for Language Learning Be Enhanced?: Implications of an Autonomous English Learning Project

Isobe, Yasuyo (Chitose Institute of Science and Technology)

This research explored how crucial affective factors for language acquisition can be enhanced in language class. A total of 21 Japanese EFL learners participated and studied English through a class project (hereafter “self-study”). Since the project was learner-driven and aimed to allow participants to study English autonomously, each participant decided their own learning goals, content and schedule. All participants were asked to upload their weekly report, progress and achievements regularly on Padlet throughout the self-study and to answer questionnaires to share their experiences and impressions regarding their learning and achievements at the end of the project. In the questionnaires, all participants showed a great deal of enjoyment in their autonomous English learning. Moreover, almost all participants stated linguistic skill improvement or/and vocabulary gains as a result of the self-study, suggesting that they positively evaluated their learning process and outcomes. Since they studied English autonomously, the participants had to monitor their own learning constantly, and such a meta-cognitive learning process brought awareness to their own vocabulary expansion and skill improvement. Experiencing such types of linguistic development was shown to be crucial in enhancing self-evaluation. Additionally, all but one participant showed positive affective changes regarding willingness to communicate, preferences for English, and language anxiety. The more the participants confidently perceived skill improvement, the more language anxiety decreased and the more preference for English and willingness to speak English increased. The participants had opportunities to observe linguistic development from other class tasks such as quizzes; however, score changes in quizzes were not referred in the questionnaires and did not seem to account for skill improvement. This may be because quizzes tend to be less learner-centered tasks. The present research revealed that sensing and experiencing success play a crucial role for affective development and that such successful experiences can be obtained from learner-led tasks.

The Effect of One Term of EFL Instruction on University Students' Willingness to Communicate and International Posture

Willey, Ian (Kagawa U.)
Carson, Eleanor (Matsuyama U.)
Kawamoto, Julia Mika (Ehime U.)

Second language willingness to communicate (L2WTC) and international posture (IP) have been found to significantly correlate with English proficiency. Increasing L2WTC and IP may be important in EFL contexts such as Japan, where learners often lack motivation to learn English. This study sought to examine the effect of one term of EFL instruction on the L2WTC and IP of university students. We also wanted to identify students who experienced significant increases (“ascenders”) or decreases (“descenders”) in L2WTC and IP, and understand the reasons for these increases and decreases. Data was collected over one year; participants included nearly 500 students representing diverse majors and enrolled in General English courses at three universities in western Japan. Participants completed an online L2WTC survey (Koga & Sato, 2013) and IP survey (Yashima, 2008) at the beginning and end of each term. Completed surveys were analyzed statistically, and five post-course interviews with ascenders and descenders were conducted. Results show that L2WTC Anxiety significantly decreased after one term of EFL instruction, though L2WTC Motivation tended to decrease. Overall, IP did not change over one term, though there was a significant decrease in the IP factor intergroup approach-avoidance tendency, which represents learners' inclination to speak to foreign people. Interviews also yielded mixed findings. Both ascenders and descenders showed similar levels of motivation to learn English, and one descender was even surprised to learn they had been identified as a descender. These findings suggest that one term of EFL instruction will likely have little impact on learners' L2WTC and IP. Moreover, identifying ascenders/descenders through pre- and post-course surveys is complicated by the fact that students tend to reply more positively to questionnaires at the beginning of the term as opposed to the end, when end-of-term fatigue can affect responses.

Chord Progressing Generation Appropriate for the Content of English Sentence in Reading Aloud Practice of English Education

Kono, Tomoko (Kanagawa Institute of Technology)
Takano, Kosuke (Kanagawa Institute of Technology)

This presentation explores the effect of using chord-progressing music with the help of music-generative AI in the reading-aloud method of in English language education. This method aims to expand the possibilities of reading-aloud practice to motivate students to learn English more spontaneously. Our previous study indicates that AI-generated melodies can improve reading-aloud practice. However, because of the complexities of AI-generated melodies, some students have often difficulties remembering the melodies, which could be another burden for their studies. Furthermore, there is another problem the atmosphere of AI-generated music may not always correspond with the impression of the English sentences, so there could be difficulties for the learners in understanding the meaning of the sentences precisely. To solve these problems, we propose using chord-progressing music generated with music AI. The merit of this method is that chord-progressing music can convey a more profound impression of the sentences than the melody itself. We conducted an experiment with the following three methods: the standard practice of reading aloud when the students clearly understand the sentence and correct pronunciation, the practice of reading aloud with chord progressing music and reading aloud with the support of putting rhythms from the teacher for the students who cannot pronounce English. These three methods can be combined according to the student's proficiency level in English. The results of this experiment showed that chord-progressing music helped students to a deep understanding of English sentences and the background of the sentences, which could lead them to cultivate deep, comprehensible communication abilities. In addition, chord progressive music puts rhythms on the sentences, so we could teach a rezone or accent peculiar to English that most students could not understand easily. We practiced this method in three classes and questionnaire of the experiment; most students gave positive answers to the question that the chord progressing melody matched the atmosphere of the sentences About 70% of students felt the music effectively matched the sentences' atmosphere, supporting their overall understanding and communication skills in English. This result presents that chord progression music could support the student's understanding of the English sentences and could bring a deep sense that could contribute to cultivating communication abilities.

Reading Motivation of Japanese EFL University Students Explored: The Interrelationships of Intrinsic Motivation, Extrinsic Motivation, and Self-Efficacy

Matsumoto, Hiroyuki (Hokkai Gakuen U.)

L2 reading motivation has been studied limitedly in the framework of intrinsic motivation, extrinsic motivation, and self-efficacy on the basis of L1 reading research (Grabe, 2009). This study examined the interrelationships based on a questionnaire survey administered in 2023 and 2024 for Japanese university students (N = 261). Two research questions were 1) Does intrinsic and extrinsic motivation coexist or form a continuum with two opposite ends which is known as self-determination theory (Deci & Ryan, 2002)? 2) Is extrinsic motivation stronger than intrinsic motivation for Japanese university students, as L1 research for secondary-level students suggests (e.g., Guthrie & Wigfield, 2000)? All positive individual correlations ($r = .569^{**}$ to $.253^{**}$) and also a multiple correlation in a SEM ($R = .826^{***}$; AGFI = .935, CFI = .984, RMSEA = .055) suggest that intrinsic and extrinsic motivation coexists in EFL reading as correlational constructs. The results of t-test and non-parametric comparisons of the means (Extrinsic M = 3.77 > Intrinsic M = 3.57, $t = -4.291^{***}$, Wilcoxon's $p = .000$) indicate that extrinsic motivation is much stronger than intrinsic motivation. Furthermore, extrinsic motivation had a stronger multiple correlation with self-efficacy than intrinsic motivation in a SEM (Extrinsic $R = .697^{***}$ > Intrinsic $R = .567^{***}$; AGFI = .908, CFI = .954, RMSEA = .066), and also extrinsic motivation was a stronger predictor of self-efficacy than intrinsic motivation in another SEM (Extrinsic $\beta = .897^*$ > Intrinsic $\beta = -.225$, $R^2 = .497$). A preliminary conclusion is that, for Japanese EFL students, extrinsic motivation contributes exclusively to perceived self-efficacy for reading, although intrinsic motivation coexists with extrinsic motivation. This might be different from a traditional insight that intrinsic motivation is a key to engaged reading, but deserves an examination, given the recognition of external criteria for measuring English proficiency in society.

The Effect of AI-Assisted Shadowing on Pronunciation for EFL Students

Hann, Fergus (Tokai U.)

The purpose of this quantitative study was to compare the effectiveness of both traditional and AI-assisted shadowing practice in improving students' English pronunciation over a semester. It was hypothesized that AI-assisted shadowing practice was more beneficial than traditional shadowing in improving students' pronunciation over an academic year. It was also hypothesized that students would perceive the shadowing practice as valuable. The participants were 62 EFL students from two intact EFL speaking classes (Class A, $n = 32$; Class B, $n = 30$). Both groups completed 20 shadowing practice exercises, in addition to a shadowing pre-test and post-test. Class A, the control group, recorded themselves shadowing 20 different audio clips. They received teacher feedback and a score on each of the recordings. Class B, the treatment group, used an online application to complete the same shadowing exercises. The application provided feedback and a score for their recordings. The pre-test and post-test shadowing recordings were marked by two independent raters, who were English language teachers. Following the post-test, a 20-item questionnaire was administered to assess student perceptions of the effectiveness of the shadowing exercises. The pre-test revealed no significant differences between the groups, in terms of their shadowing abilities. However, the post-test results demonstrated that the treatment group scored significantly higher than the control group. In terms of inter-rater reliability, no significant differences were found between the two raters. The questionnaire results revealed no significant differences between the two groups. It highlighted that students valued the shadowing exercises, in addition to being able to track their progress over the academic year, regardless of the shadowing method used. The study underscores the value of shadowing in language learning and the enormous potential of using AI-assisted applications to augment students' language learning experiences.

Grammar Examples and Language-Use Functions in Interaction/Production

Nakazumi, Yukiharu (Kagawa U.)

The main purpose of this study is to examine communicative grammar examples in terms of language-use functions and English for interaction and for production. CEFR categorizes communicative language activities into reception, production, interaction, and mediation. Referring to CEFR, MEXT's current Course of Study (CS) has newly introduced the notion of 'five skill areas' by dividing speaking into interaction and production. In addition, the current CS emphasizes the importance of considering the appropriate 'purposes, scenes and situations in which communication takes place' and of making 'the students strongly aware of the necessity and usefulness of grammar in achieving communication objectives (MEXT, 2018).' Therefore, in setting the purposes, scenes, and situations in communicative grammar examples, which language-use function to use and whether to use the expressions for interaction or production should also be considered. In this study, written data from dialogues and plural sentences used in the sections of English grammar and language-use functions from textbooks were collected, analyzed, and categorized. Data were collected from forty-one sets of English textbooks for the former CS (English Expression I/II and Communication Eigo I/II) and thirty-five sets for the current CS (English Logic and Expression I/II and Eigo Communication I/II), with three different series of ELT textbooks focusing on grammar in context. Descriptive statistics, multivariate analysis and residual analysis were mainly used for data analysis. Results suggest the importance of teaching grammar and language-use functions in terms of English for interaction and production. For example, question forms are mainly used to ask questions in interaction and to attract the attention of an audience in production. Results also show that some dialogues or sentences in grammar exercises or language-use functions could be useful as English grammar examples in communicative contexts.

Raising English Teachers' Awareness Towards Native-Speakerism in the Era of AI

He, Xinqi (Rikkyo U.)

Interviewing instructors and students in the EMI program, this study demonstrates how native-speakerism mutates from explicit exclusion towards those who are regarded as "non-native" to implicit positioning of language learners as inferior. Native-speakerism is a widely investigated ideology in English language teaching (ELT) which produces an unbalanced power relation between individuals and languages that are labelled as "native" and "non-native" (Holliday, 2006). This unbalanced power relation is reported in various aspects including language textbooks (Aneja, 2008), teacher training programs (Lowe & Lawrence, 2018), English teacher employment (Mahbood, 2004) and actual teaching practice (Jenks, 2017). Despite the constant effort in research and practices to empower teachers and learners who are labelled as "non-native", their language continued to be positioned as inferior in English education. This study particularly targets the native-speakerist phenomenon under the usage of large language models (LLM) which recently became popular in ELT. This study applied semi-structured interviews with 9 instructors and 15 students in EMI programs at various universities in Japan. Interviews focused on their experiences and concerns of using text-generated tools including translation machines, grammar checkers and LLM. All interview recordings were transcribed and coded for content analysis which focused on the narratives that indicate exclusion. Interview results demonstrate that under the prevalence usage of AI, there existed a strong tendency among instructors and students to draw the boundary of self/other/machine ownership of the text. This boundary is drawn on ambiguous criteria that are sometimes described as "a soft feeling" or "too perfect language". This boundary indicates that the exclusion towards the learner's language mutates from an explicit native-speakerism to implicit boundary-creation which lies in a grey zone outside of learners' control. As such, this study contributes to the understanding of native-speakerism in the era of AI and thus provides insights for educators to tackle this problem.

Exploring University Students' Engagement and Motivation in CLIL vs. Non-CLIL: A Preliminary Study

Nishida, Rieko (Osaka U.)
Yashima, Tomoko (Kansai U.)

The present study focuses on Japanese university students' engagement (behavioral, social, emotional and cognitive) and intrinsic motivation (accomplishment, knowledge, and stimulation) in CLIL vs. Non-CLIL courses. The study was conducted in January 2024, and 107 university students aged between 19 and 20 years old participated. They all were taking both CLIL and Non-CLIL courses, and the online version of the questionnaire was administered to these students. In CLIL course, content was focused on global studies, and global issues to explore students' mind as global citizens. In Non-CLIL, the course was mainly focused on E-learning, TOEFL and test/quiz were part of the course. In such learning contexts, the present study was to see students' overall tendencies, and also to identify learner profiles in CLIL vs. Non-CLIL. The research questions are as follows. What are the overall tendencies of students' engagement and motivation in CLIL vs. Non-CLIL? (RQ1). What are some profiles of learner characteristics in relation to engagement and motivation in CLIL vs. Non-CLIL? (RQ2). For the first research question, descriptive statistics were carried out and identified that CLIL course tended to show higher engagement and motivation than Non-CLIL course. For the second research question, a cluster analysis revealed the underlying clustering structure of English learning, and three clusters with differential levels of engagement and motivation were found out. Cluster 1 with 48 students were moderately engaged and motivated in CLIL and Non-CLIL courses. Cluster 2 with 26 students showed low in engagement and motivation. Cluster 3 with 33 students were highly engaged and motivated in language learning. Subsequently, the multivariate of analysis of variance (MANOVA) was conducted to see profiles of these cluster members, which revealed statistical differences in levels of students' engagement and motivation in CLIL and Non-CLIL. In the presentation, the details of the implication of this study will be described.

Opportunities and Challenges in Social Network Development Among Japanese EFL Learners During Study Abroad

Yamakawa, Kenichi (Yasuda Women's U.)

Study abroad is generally considered an ideal environment for language learning (Bodycott & Crew, 2001). Since Isabelli-García's (2006) seminal study, research on study abroad has increasingly incorporated a social network (SN) perspective. Many studies suggest a relationship between specific SN formation patterns and language proficiency gains pre- and post-study abroad. However, study abroad students often struggle to build relationships with local people (Coleman, 2015; Ring, Gardner, & Dewey, 2013), and engaging in target language use outside the classroom can present greater challenges than initially assumed (Benson, Chappell, & Yates, 2018). Despite these challenges, there is still a lack of research specifically examining SN formation among Japanese EFL learners. This presentation explores the following questions: (1) What are the characteristics of SNs formed by Japanese EFL learners during study abroad? (2) What factors facilitate or hinder SN formation? (3) How do contextual factors at the study abroad location influence SN development? (4) How does the presence of peers from the same home university affect SN formation? This study qualitatively examines SN formation among 16 Japanese university students who spent five months studying at two universities in the U.S. Data were collected through weekly reports during their stay and post-return semi-structured interviews. Key findings include: (1) Learners' SNs primarily center around host families and friends from the same university; (2) The presence of a "network broker" within the network is a crucial factor in facilitating SN formation, while learners' personality traits and the host family environment can either support or hinder the process; (3) The geographical location of students' residences can limit opportunities for SN expansion; (4) Peers from the same home university provide "scaffolding" that supports engagement in new activities. Some educational implications for study abroad program design and management will be provided.

Evaluating the Reliability of ChatGPT in Assessing Student Writing: Potential and Limitation

Matsuno, Sumie (Aichi Sangyo Junior C.)

This study explores the reliability of ChatGPT in assessing student writing, with a focus on the consistency of its evaluations over three different days. Japanese university students were tasked with writing 250-word opinion paragraphs. From these, 30 paragraphs were selected to represent a diverse range of writing levels. Each paragraph was evaluated by ChatGPT three times on separate days, based on ten criteria: length, content quality, topic sentence, supporting sentences, format, concluding sentence, vocabulary, grammar, mechanics, and overall impression. The results, analyzed using the FACETS program, revealed minimal variability in rater severity, writer proficiency, and item difficulty, indicating a degree of reliability in ChatGPT's scoring. However, the findings also showed that ChatGPT's evaluations were not entirely consistent across days. Certain criteria, such as grammar and vocabulary, exhibited slight inconsistencies, suggesting areas where the AI's scoring could be further refined. Additionally, some scoring tendencies were noted, such as leniency in evaluating paragraph length and minor discrepancies in differentiating between higher- and lower-quality writing. Despite these limitations, the study highlights the potential of ChatGPT as a supplementary tool for writing evaluation. It can provide quick and cost-effective feedback, particularly in large classroom settings or for initial assessments. However, the research underscores the importance of refining the scoring categories and establishing clearer, more detailed definitions of evaluation criteria to enhance the tool's accuracy and reliability. Ultimately, the study emphasizes the need for a critical and balanced approach to integrating AI in educational settings. While AI tools like ChatGPT can play a supportive role, they should complement rather than replace traditional methods of assessment to ensure fairness and rigor in evaluating student performance.

Exploring the Relationship Between Gestures and Willingness to Communicate Among Japanese EFL Learners

Sato, Rintaro (Nara U. of Education)

This study examines how gestures affect four Japanese EFL learners' Willingness to Communicate (WTC), highlighting the importance of nonverbal communication in EFL courses. It focuses on how the situational WTC and the gestures made by students and an interlocutor interact throughout language learning activities. Participants interacted with the researcher in interactive sessions, ranging from low-intermediate to advanced speakers. Every utterance produced by the participants and the researcher was recorded, transcribed, and examined to assess differences in WTC. Qualitative data was also obtained via a stimulated recall interview that was conducted after the activities and the participants' self-ratings of WTC for each utterance. In order to investigate the dynamic relationship between gestural communication and WTC and to show how these interactions impact language learning and instruction, the study used qualitative and quantitative approaches. Qualitative and quantitative studies revealed that the WTC of Japanese EFL speakers fluctuated during their discussions, demonstrating variable degrees of interaction and linkage with gestures dependent on their aspects and roles. It is suggested that learners' use of gestures should be encouraged, and teachers' use of gestures should be advised, as it can facilitate learners' comprehension, thereby increasing their WTC.

Learner Perspectives on Peer and AI Feedback: Feedback Characteristics, Feedback Use, and Learner Noticing

Hatakeyama, Yukako (Ochanomizu U.)

This study aims to explore L2 learners' a) perceptions of the characteristics of peer and AI feedback, b) revision behavior, and c) noticing from AI feedback by examining their reflection texts. It was hypothesized that they would find both types of feedback helpful and revise their drafts based on both. The participants were 48 first- and second-year female students from the researcher's three English writing classes at a women's university in Japan with CEFR B1 to B2 English proficiencies. In the fall semester of the academic year 2024, they completed four writing assignments using the process writing approach—outlining, drafting, reviewing, and revising. They received peer and AI (ChatGPT) feedback and revised their texts. After submitting their finalized texts, they also wrote short reflections in their preferred language. Their reflections on their fourth assignment, data for this research, were manually coded by the researcher. Findings show that peer feedback often identified both strong and weak points and centered around their learning from the class, such as content elaboration, page formatting, and citations, with some language-related issues. AI feedback tended to focus on grammar and better expressions, enhancing conciseness and suggesting appropriate expressions. In revising, they adopted most suggestions from both feedback types. Some were also found to check the appropriateness of the suggestions using dictionaries. Moreover, some made additional revisions using their own judgment. Their noticing was grouped into three categories: self-analysis of their drafts, characteristics of good writing, and AI use. They recognized AI's strengths in providing feedback, suggested possible use outside of class for writing practice, and mentioned its possible shortcomings, such as hallucinations. In conclusion, learners utilized each feedback type to improve their texts, revised them carefully and independently, and recognized important aspects of writing and what to remember when using AI feedback. Pedagogical implications will be discussed.

The Role of Note Quality in EFL Learners' Listening Comprehension of Academic Lectures

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

Previous research on note-taking has highlighted the importance of note quality; however, most of the previous literature measures this in terms of the number of words students write, disregarding other influential factors of note quality. This study addresses this gap by investigating the effects of note-taking quality on the listening comprehension of 198 EFL learners at a Japanese university during one semester. Students were trained to listen to academic lectures and take effective notes using abbreviations and symbols. Every week, they listened to a three-minute lecture, took notes, and answered comprehension questions in English. The lectures were systematically designed to maintain consistency in length, speech rate, lexical difficulty, diversity, and syntactic complexity. The first and final lectures served as pretest and posttest to assess note-taking and listening skills changes. We measured the following: word counts, note organization, main point selection, detail inclusion, and the use of abbreviations and symbols. Two trained raters evaluated the notes (Cronbach's alpha = 0.9). We used these measures and multiple regression with dominance analysis to predict their impact on final listening comprehension scores, improvement, and TOEFL ITP® listening scores. The results suggest that more proficient students were also found to have the best initial detail inclusion and organization scores. However, final listening comprehension scores were predicted by the number of words and the inclusion of main points. Finally, after correcting for pretest scores, improvement scores were predicted by both the number of words and overall note quality. Although they correlated strongly ($r = 0.6$), both contributed equally to predictive models, suggesting they measure related but different aspects. This suggests that the ability to organize and extract key information from notes effectively contributes significantly to comprehension, beyond just word counts. Therefore, note-taking quality should be emphasized when teaching academic listening to EFL learners.

Using Learner-Inspired, AI-Created Stories to Develop Academic Word Knowledge

Mathieson, Paul (Nara Medical U.)

Academic vocabulary knowledge is a crucial determinant of success for learners in English for academic purposes (EAP) contexts (Daller & Xue, 2009; Warnby, 2024). Although a large proportion of academic vocabulary learning is learner-driven, teachers in EAP contexts have an important role to play in supporting academic vocabulary knowledge growth. In addition to teaching appropriate strategies for learning academic vocabulary, EAP teachers can also help their learners to be exposed to academic vocabulary used in context. However, for busy teachers, finding or creating such materials can be challenging. This presentation focuses on EAP teacher-scaffolded use of generative AI (ChatGPT) to help EAP learners create their own narrative texts (which include target academic vocabulary) in order to support academic word knowledge growth. It builds on recent findings that exposure to academic vocabulary through reading narrative texts (stories) can have a considerable effect on developing academic word knowledge (McQuillan, 2019, 2020; Mathieson & Sasao, in press). Based on the presenter's previous research (Mathieson & Murray, 2025), learners were given explicit, in-class instruction about the appropriate use of ChatGPT to help them to create original stories designed to help expose them to academic vocabulary in use. Learners then used ChatGPT to create stories (based on their own tastes and interests) which included academic vocabulary that they were required to learn as part of their EAP course. The results of this academic vocabulary learning project will be examined in this presentation – with a particular focus on the extent to which the intervention (learner-prompted, AI-created narrative texts) succeeded in developing learners' academic word knowledge. The presentation will also include a discussion about how such an approach could be adapted for use in other teaching contexts, and also the potential risks and limitations of using generative AI to create materials for supporting academic vocabulary learning.

Enhancing Intercultural Awareness and English Learning Motivation Through an Online Exchange Between Japanese and Argentinean University Students

Kawachi, Tomoko (Kanagawa U.)

This presentation will offer an overview of an online exchange program involving first-year Japanese university students (N=11) and first-year Argentinean university students (N=7), all majoring in business administration. The students' English proficiency levels ranged from CEFR A2 to B1. The exchange was conducted through synchronous Zoom meetings, with the groups meeting three times over a span of three weeks. The primary objectives of the exchange were twofold: (1) to enhance intercultural awareness and understanding by facilitating interactions between students from different cultural backgrounds, and (2) to increase motivation for learning English by providing authentic communication opportunities with peers who do not share a common first language. The first session served as a warm-up, where students discussed their interests, college life, and cultural experiences in small breakout groups. In the second session, students presented on various aspects of their cultures, followed by discussions on similarities and differences. The final session focused on career perspectives and the job market situation in both countries, encouraging comparisons and reflections. Responses from post-session questionnaires and follow-up interviews with the students indicated that the exchange increased their understanding of the cultural similarities and differences between Japan and Argentina. Furthermore, the collaborative learning experience appeared to motivate students to study English more intensively. Interestingly, while some students reported increased motivation due to their success in communication, others felt motivated by their communication challenges, as they recognized the need to improve their language skills in preparation for future opportunities. Other notable findings, such as the benefits of interaction between non-native English speakers, the advantages of multiple exchange sessions, and the challenges of conducting online synchronous exchanges, will also be discussed. Overall, the presenter argues that such online exchanges offer valuable intercultural learning opportunities for students who either cannot or choose not to study abroad (de Wit, 2002).

Multilingual International Students' Identity Practice in English-Taught Program in Japan: Language Repertoire and Sense of Belonging

Shibata, Miki (Hiroshima U.)

The study investigates the impact of English-medium instruction (EMI) on international students' learner identity. English has been adopted as medium-of-instruction to attract international students worldwide. Following this trend, the Japanese government has encouraged universities to increase EMI courses and programs that enables international students to obtain degrees in English only. Despite of extensive research on EMI, very few researchers have paid attention to learner identity in EMI contexts. To fill this gap, this study, focusing on two female international students, investigates their enactment and negotiation of their positional identities in relation to others in an English-taught program (ETP) at a Japanese university, where domestic and international students coexist to learn academic content in English. Learning is more than just acquiring knowledge; it is a social process in which students shape their identities by positioning themselves and others. Moreover, their positioning acts are influenced by institutional norms, which critically affect their classroom performance. Given this, it is critical to explore students' positioning acts and identity construction in multilingual and multicultural ETP contexts. Drawing on positioning theory, the study addresses how student diversity influences two international students' positional identities and sense of belonging. Individual online semi-structured interviews were conducted to examine their learning and interactional experiences since enrolling in the program, with the data analyzed thematically. The findings reveal that their linguistic configurations impact on their language identities and construction of social network within the community of practice. Not only linguistic competence but also a sense of belonging or membership are critical in determining social inclusion and exclusion within the community. The study illustrates the necessity to recognize power relationship and its influence on students' academic performance in a multi-linguacultural learning setting. Finally, pedagogical implications for English-medium education in Japan are discussed.

Learn to Learn: Needs Analysis for College EFL Classrooms

Berger, Maiko (Ritsumeikan Asia Pacific U.)
Eto, Tomoko (Ritsumeikan Asia Pacific U.)

Numerous empirical studies have demonstrated that L2 learners' use of Language Learning Strategies (LLSs) improved their achievement and performance (Plonsky, 2019). Koad and Waluyo (2021) also revealed that among LLSs, the use of metacognitive learning strategies such as the ability to self-reflect and keep a record of learning has a significant impact on the learning outcome of EFL learners. Therefore, interventions by language teachers on learners' use of LLSs are recommended, yet pedagogical methods to effectively implement them have not yet been standardized. One of the English program's learning objectives at the studied institution is to foster the ability to set and achieve goals regarding English. Currently, teachers promote goal setting, resource selection, self-directed learning using LLSs, reflection, and self-management of grades in mandatory English courses. Presenters conducted quantitative and fixed-point surveys among students to clarify and validate the support needed in strengthening self-directed learning and to provide more suitable and effective guidance. Across two semesters between 2023 and 2024, approximately 900 students took the pre- and post-semester surveys online. Students reported on their English learning goals, plans, and support they required. The same questions were asked in the surveys to measure changes in students' efforts and confidence in self-directed learning. The results showed that for both semesters, self-efficacy for creating and implementing a personal learning plan did not improve over one semester. However, in the latter semester, students reported more confidence to locate and utilize the learning resources on their own. It was also revealed that many students aim to achieve a score on high stakes standardized English tests such as IELTS and TOEIC. Additionally, most students feel there is enough support for independent language study, which is offered by the SALC and English class teachers. Presenters argue for the need to strengthen LLSs instructions within English classrooms.

Understanding Cohesion Problems in Japanese Learners of English: A Cognitive Mode Perspective

Hosokawa, Hirofumi (Fukuoka Jo Gakuin U.)

Cohesion and coherence are essential elements of effective writing and speaking in English. In particular, cohesion plays a crucial role in ensuring clarity and fluency. A text is considered cohesive when its sentences and utterances are semantically linked and consistent (Carter & McCarthy, 2006, p. 242). While this definition appears straightforward, Japanese learners of English often struggle to achieve cohesion in their writing and speech. This study explores cohesion challenges among Japanese learners of English, arguing that these difficulties may stem from fundamental differences in cognitive perspectives between English and Japanese. Ikegami (1981) proposed that English operates as a *suru* (do) language, whereas Japanese functions as a *naru* (become) language. He further suggested that English tends to focus on *mono* (things), while Japanese emphasizes *koto* (situations or events). Building on Ikegami's framework, this study seeks to explain Japanese learners' cohesion problems through the lens of cognitive mode differences. The study hypothesizes that English and Japanese speakers possess distinct cognitive modes that influence how they structure discourse. To investigate this hypothesis, novels and interviews by Haruki Murakami were analyzed, comparing the original Japanese texts with their English translations. Key findings include the following: (1) English, as a *mono* language, follows a rigid structural rule that maintains subject consistency and tense uniformity within a text. (2) Japanese, as a *koto* language, tends to describe events and situations more fluidly. (3) This fundamental difference in discourse structure may contribute to cohesion challenges for Japanese learners of English. These findings suggest that Japanese learners, having internalized a *koto*-oriented cognitive mode, may require substantial effort to adapt their thinking patterns to align with English discourse conventions. This research underscores the need for pedagogical strategies that account for these cognitive differences, facilitating more effective instruction in cohesion for Japanese learners of English.

Peer Activity Design in Compulsory TOEIC L & R Test-Taking Classes to Increase Confidence and Comprehension

Masuda, Masanobu (Kyoto Sangyo U.)

Peer interaction is expected to promote language learning by providing learners with opportunities to practice the target language and receive feedback in a non-threatening space (Adams & Oliver, 2019). However, without proper design and facilitation, it may not work as expected, especially in compulsory classes where students are not always eager to learn. The present study discusses the combination of peer activities of different types and levels of difficulty in compulsory TOEIC L & R test-taking classes at a university to promote affective and cognitive aspects of learning. The peer activities were implemented in four first-year classes and three second-year classes, each with 10 to 25 students whose TOEIC L & R scores ranged from 310 to over 600 and whose target scores ranged from 400 to 700. First, participants checked vocabulary in pairs in an oral quiz format, asking each other about the meaning of the words they learned in class immediately before this pair activity. This activity helps students build a cognitive foundation that they can draw on in subsequent activities, and at the same time serves as an affective support by providing them with a level of confidence that encourages active participation in subsequent activities. The other two types of peer activities, in groups of three to four, are (1) checking the dictation and interpretation of the words or phrases in a listening script and (2) discussing the answers to the reading comprehension questions and the reasons for the answers. Students can improve comprehension and employ better approaches to the task by combining ideas from their previous individual work in peer interaction, occasionally with supportive teacher intervention. The detailed design of the group formation to facilitate group communication and the participant survey results to confirm the expected positive effects will also be presented at the convention.

To What Extent Should Generative AI Writing Assistance Tools Be Used?: An Empirical Analysis of the AI's Interventional Effects on Students' Academic English Writing

Matsuoka, Yaoko (U. of the People)

Recently, university teachers have been enthusiastic about using generative AI (GenAI) tools to grade and provide feedback on student assignments, while students have been encouraged to use GenAI tools in writing assignments. Based on the questionnaire results, this study investigates the interventional effects of GenAI tools on academic second language (L2) English writing. In order to detail students' use of AI, the study administered the AI Use Disclosure, a Google Form questionnaire, to an academic writing class at an online US university in 2024. The participants were 21 undergraduate students from different countries, 10 of whom were female. Following academic research ethics, the questionnaire was designed to elicit students' actual words about the nature and extent of their use of GenAI. The results showed that students used GenAI tools, such as ChatGPT and Copilot, to fully understand assignment prompts, brainstorm ideas, gather relevant information, proofread, and edit grammar and language errors to complete their essays. As a result, these decreased significant language errors but increased common and reasonable arguments that lacked originality and unique perspectives. At the same time, some students' topics and ideas were quite similar, and discussions often ended with a general conclusion. In addition, there is a concern that if students do not engage in such writing processes on their own, it may lead to a decline in English writing ability, which will also cause problems in assessment. It is worth noting that even when an essay has been written using many AI tools and is quite different from the original, students still believe they have written it alone. Educational research needs to clarify the extent of using GenAI tools in writing and understand learners' mindsets to ensure the teaching of L2 English writing quality.

Supporting Academic and Mid-Frequency Vocabulary Learning With an Authentic Text and Its Unabridged Audiobook

Obermeier, Andrew (Kyoto U. of Education)

This presentation explains a frequency-based vocabulary teaching framework aimed at helping university English learners autonomously progress from intermediate to advanced proficiency using an authentic text and its unabridged audiobook. A wide range of theoretical support for the framework concerning text coverage, massive input, and combining contextual with intentional learning will be discussed in the session. Students are guided to contextually and intentionally learn mid-frequency words as they read and listen to the expressive 15-hour narration of the 413-page text by its author (*The 7 Habits of Highly Effective People*, Covey, 2020). Learner interactions focused on effective everyday living, and the text's relevant subject matter makes it densely rich in academic, high-, and mid-frequency words. Hence, the estimated text coverage for students with 4000-word vocabulary sizes was sufficient to support adequate comprehension (a vocabulary profile of this analysis will be presented). Also, fifty of each chapter's most often occurring mid-frequency words were designated as targets for intentional flashcard learning and quizzes. However, as the book was written for native speakers and not language learners, low-frequency words resulted in a discouraging learning burden. To address this issue, chapter summaries were provided in Japanese. ChatGPT was applied to analyze internet forum data to generate relevant feedback and promote lively classroom discussions. Immediate AI feedback was also provided on text generated from recorded spoken tasks. Data analysis from these forums and speaking tasks will be presented. In summary, this innovative, bilingually-supported, frequency-based framework equips learners with the tools to bridge the gap to advanced English proficiency.

Wisdom-Laden L2 Contextualization Aimed at College Learners' Self-Growth and Matured English Learning Style: Examining Its Pedagogical Impacts

Kanaoka, Masao (Kagoshima U.)

The present study launched a new pedagogical approach focusing on “Wisdom English,” together with its research objective aimed at elucidating tangible transformations of college students’ (1) L2 self-image, (2) L2 learning style, (3) L2 learning efficacy, as well as (4) their capability of describing what wisdom really means via self-definition. And final aim lied in (5) validating the importance of wisdom-focused college EFL, as a new scope of university L2 education. Over 15 class periods, a wisdom-laden L2 contextualization (i.e. a designed multi-layered context, teaching navigation and L2 production tasks of writing and reading aloud, etc.) was implemented as part of pedagogical attempts, while employing a national university-based first-year students (N=79). The participants explored and reflected to identify “Who I really am” and “What I will/aim/ought to be” by considering their present and future life facts and orientations, while promoting language awareness by drawing on sequential L2 production tasks centered on writing and reading aloud (i.e. first stage of L2 context). They then challenged the study of wisdom by looing into Rober J. Sternberg’s wisdom classroom (Cornell University) and Michael J. Sandel’s lecture of justice in human society (Harvard University), in addition to studying historic Japanese sages cognizant of what wisdom really means (i.e. second stage of L2 context). In this research setting, for (1), matured self-image as an L2 learner emerged. In (2), transformation of L2 learning style clearly emerged. In (3), change of feelings about L2 learning style was evident with statistically significant differences observed in MANOVA. In (4), the participants’ individual self-definitions of wisdom (target language) in essay writing were analyzed by running text analysis, then eliciting wisdom-concerned keywords witnessing their maturity of inner spiritual parts. In (5), the importance of wisdom education in college English was strongly supported with the value employed L2 contextualization.

Teaching English in English: Further Considerations

Sonda, Nozomu (Yamaguchi U.)

The new Course of Study for Upper Secondary Schools (2008) stated that “English lessons should be conducted in English”; however, after some trial and error, the Ministry of Education, Culture, Sports, Science and Technology (MEXT) modified the original guidelines in the Course of Study Commentary (2010) that “English lessons should be conducted in English when appropriate.” The present author gave a presentation of his college English Conversation class as a case study and concluded that conducting English conversations class in English was quite feasible and effective if it was combined with tactics on when and how to use the first language (Japanese). In brief, Japanese use would be necessary when important announcements and explanations were given such as examinations and homework assignments. In this present study, the author made further detailed experiments on how much English might be used when explaining those important announcements and explanations and made more specific observations as to what situations might require intervention by the use of Japanese. The methods used were classroom observation by the instructor, comments made by the students and a questionnaire survey. In gist, most students understood basic information and explanations in English, but supplementations with the Japanese equivalent was necessary at least psychologically. Moreover, when there were some behavioral issues or serious misunderstandings of learning activities, the use of Japanese was warranted. The proposed presentation will give further details of the results and propose some guidelines as to the timing, amount, and manner of the use of Japanese in English conversation classes.

Understanding Tutees' Learning Needs in an English Peer Tutoring Program: A Focus on Cognitive and Non-Cognitive Beliefs

Sakoda, Namiko (Hiroshima U. of Economics)
Matsumiya, Nagako (Hiroshima U.)

The expansion of university admissions in Japan has increased the number of students with insufficient English proficiency and ineffective learning strategies, underscoring the need for remedial education. This study examines tutees' learning needs in an English peer tutoring program, focusing on their cognitive and non-cognitive beliefs about learning. It hypothesizes that tutees facing learning difficulties are more likely to depend on non-cognitive beliefs and that peer tutoring may facilitate a shift toward more effective cognitive learning strategies. Semi-structured interviews with nine tutees explored their English learning experiences, reasons for seeking tutoring, and learning difficulties. Thematic coding identified three key themes: (1) Motivation to learn English—some tutees sought tutoring to overcome anxiety or past struggles, while others aimed for academic success or career opportunities; (2) Purpose of using peer tutoring—tutees sought support for comprehension, study strategies, and motivation, or aimed to improve test scores, earn extra points, or avoid the risk of failing to advance; and (3) Perceived effects of consultations—many reported increased confidence, improved study habits, and clearer learning strategies, while some attended reluctantly as their teachers required it. Findings suggest that peer tutoring plays a role in addressing both cognitive and non-cognitive learning needs by providing individualized support tailored to tutees' difficulties. These insights can inform tutor training and program design, enhancing support for diverse learners.

The Distribution and Usage Patterns of Speaker-Oriented Adverbs in Japanese Elementary and Secondary English Textbooks

日本の初等・中等英語教科書における話者指向副詞の分布と使用傾向

Takahashi, Yuka (Yamaguchi U.)

本発表では、日本の初等中等英語教科書における話者指向副詞の使用実態を、文中での分布に着目し、数量的に分析した結果を報告する。Jackendoff (1972)の副詞分類の一つである話者指向副詞を Bellert (1977)は下位分類し、評価副詞、法副詞、領域副詞、接続副詞、語用論的副詞とした。本研究では、それらの副詞の教科書での使用実態をネイティブスピーカーの使用を反映すると考えられる Corpus of Contemporary American English (COCA)と比較し、扱いの特徴を明らかにする。調査対象には、これらの話者指向副詞の下位分類に加え、比較のため頻度副詞と主語指向副詞も含めた。小学校 (3社2年分)、中学校 (3社3年分)、高校 (2社3年分) の計 21冊の教科書から 2,371件の副詞使用例を抽出し、特にコミュニケーションに有用とされる評価副詞、法副詞、接続副詞に焦点を当てて分析した。その結果、接続副詞に関しては、中高の英語教科書で文法的な説明がなされ、言語活動に取り入れられていることが確認された。一方、法副詞に関しては、実現可能性に関する説明がほとんどなく、中学教科書では maybe の使用に偏りがあり、certainly や definitely など、意見を明確に述べる副詞が少ないことが明らかになった。評価副詞については、中学段階での導入時に使用語の統一がなく、指導の指針が求められる。また、中学教科書では評価副詞が言語活動に取り上げられておらず、高校でも少ないことが明らかになった。法副詞や評価副詞は複雑な文法構造を必要とせず、命題に対する話者の考えを一語で表現できるため、コミュニケーション向上に有用であり、今後教科書や指導での積極的な活用が望まれる。また、文中位置に関しては、COCAにおける各副詞の主要な出現位置を基本とすると、教科書で頻出する副詞の位置は概ね COCA のデータと一致していた。特に中学2年までは基本の位置に出現する傾向が強く、高校では基本位置以外への出現も増加し、学年が上がるにつれて COCA データとの分布比率も類似していることが確認された。

The Impact of Diverse Interactions on L2 Motivation: Insights From Japanese Students' Study Abroad Experiences

Shibata, Yumiko (The U. of Kitakyushu)

This study examines how interactions with both L1 speakers and L2 speakers of English during study abroad influence language acquisition and motivation, framed by Dörnyei's L2 Motivational Self System. The purpose is to investigate whether engaging with interlocutors who possess slightly higher proficiency (i+1 level) and interacting with L2 speakers can enhance learners' confidence and reinforce their ideal L2 self. It was hypothesized that (1) interactions with L2 speakers, such as local international students, positively impact language learning motivation by providing relatable role models, and (2) engaging with interlocutors at an i+1 proficiency level facilitates comprehensible input, thereby enhancing language acquisition. Additionally, the study explores how immersion in environments where English is used as a communication tool, even outside L1-speaking countries, contributes to learners' linguistic development. To test these hypotheses, semi-structured interviews were conducted with a group of study abroad students. The interviews examined learners' experiences with various interaction partners, the perceived benefits of engaging with peers from different linguistic backgrounds, and the overall impact of these experiences on their language learning trajectories. The data were analyzed using a qualitative approach, employing thematic coding aligned with Dörnyei's framework. Results indicate that interactions with L2 speakers significantly enhanced learners' self-confidence and motivation, supporting the hypothesis regarding the benefits of relatable role models. Moreover, exchanges with i+1 level peers provided optimal challenges that promoted language acquisition. These findings suggest that study abroad programs should incorporate diverse interactive opportunities to maximize learners' motivational and linguistic gains. This study highlights the importance of varied linguistic interactions in study abroad contexts, offering insights for designing more effective language learning environments.

Reassessing Pragmatic Conventions in a New Era: Native English-Speaking Teachers' Identity Negotiation and Orientations to English in ELF Workplace Discourse in Japan

Yamaguchi, Atsumi (Meijo U.)

The increasing global movement of goods and people has intensified the use of English as a lingua franca (ELF), fostering greater diversity and variability in pragmatic conventions worldwide. Higher education in Japan is no exception to this shift. In this evolving linguistic landscape, language practitioners must critically reassess the pragmatic norms they adopt. This study explores this critical issue through the lens of translanguaging (Canagarajah, 2013; 2018), employing Bamberg's (1997) performance-based positioning analysis to examine interview narratives from seven native English-speaking teachers (NESTs). More specifically, the study investigates whether and to what extent these teachers embrace a plurality of pragmatic norms and co-construct "emergent common ground" (Kecskes & Zhang, 2009) as they navigate their identities within Japan's predominantly monolingual ideological framework (e.g., native-speakerism (Holliday, 2006)). The data presented here are part of a larger autoethnographic narrative study examining the recounts of the workplace interactions among Inner, Outer, and Expanding Circle speakers within a multicultural ELF team at a Japanese university. This presentation focuses on two contrasting case studies of NESTs whose teacher identities respectively led them toward divergent pragmatic norms and either "a monolingual or translanguaging orientation" (Canagarajah, 2013; Zhang & Looney, 2024). One participant, whose teacher identity was primarily shaped by institutional discourses, encountered difficulties in co-constructing emergent common ground. In contrast, another participant, who prioritized rapport-building and communicative effectiveness, successfully established emergent common ground by drawing on his translanguaging and hybrid identities. The presentation concludes by highlighting the importance of English language educators developing awareness of their own linguacultural positions and critically reflecting on the extent to which they align with translanguaging or monolingual orientations. This awareness is crucial for fostering learners' understanding of the trans/multilingual nature of English in an increasingly diverse communicative landscape.

Enhancing Global Awareness in English Education Through Digital Engagement With Cognitive Apprenticeship

Yoshieda, Megumi (Aichi Shukutoku U.)

This study investigates how university students develop global awareness through language learning, a 21st century skill for fostering future generations worldwide and in Japan (MEXT, 2024; OECD, 2018; Platzer et al., 2022). To enhance English education in the digital era, the research examines the use of Instagram as a platform for global communication and real-world discussions (Yoshieda, 2022). Five Whys analysis, a method based on cognitive apprenticeship (Collins et al., 1989), was implemented to support deeper inquiry into global issues. The study involved 30 university students in liberal arts media English courses in 2024-2025. As part of a project-based learning activity, students applied the Five Whys method in groups, searched for global topics among online news articles, and shared their messages on Instagram. Data from surveys, worksheets, Instagram posts, and interviews revealed increased curiosity and deeper engagement with global issues. Students also developed collaborative skills and an awareness of worldwide audiences through the Instagram output project. Findings from this study highlighted the effectiveness of the Five Whys method in guiding students to explore root causes and countermeasures. Students acknowledged the role of English in accessing diverse perspectives. However, challenges emerged: some struggled to apply the method for their topics, while others found that more than five iterations were needed for certain topics. Additionally, students discovered that the method was useful not only for identifying problems but also for exploring the root causes of positive outcomes. Future research may want to examine topic suitability for the Five Whys method and investigate ways to scaffold students' exploration of ongoing global topics. To conclude, this study discusses the English teaching strategies through digital engagement, equipping students with the linguistic and 21st century skills essential for global citizenship.

Translanguaging Practices Among Japanese Undergraduate Senior Thesis Writers: A Qualitative Study

Ueno, Yukako (International Christian U.)
Cousins, Emily (International Christian U.)

As a form of dynamic bilingualism, translanguaging acknowledges the flexible ways in which bilingual students use diverse language practices from their entire linguistic repertoire (Garcia & Kano, 2014). Though several studies have explored learners' and educators' perceptions of translanguaging pedagogy in the Japanese EFL context (Kim, 2025; Turnbull, 2018), research on Japanese students' actual translanguaging practices is still limited. This study examines translanguaging practices among Japanese undergraduate students who were writing their senior thesis in English at a bilingual liberal arts university. Over the course of a year, the researchers collected journal entries and conducted semi-structured interviews to better understand students' experiences during the thesis writing process. Through Thematic Analysis, participants' engagement in translanguaging emerged across different stages of the writing process, including reading, note-taking, idea generation, and drafting. Findings reveal that our participants strategically utilized their Japanese language knowledge and resources for various purposes, demonstrating diverse forms of self-regulation while writing their thesis in English. The nature and extent of participants' translanguaging practices tended to align with individual language-learning goals, preferences, and values, reinforcing an understanding of translanguaging in academic writing as highly personal and context-dependent. Our findings also illustrate the complex ways in which the use of online translation tools mediate participants' translanguaging practices. We suggest that educational institutions, thesis advisors, and student support services can be more open in acknowledging and embracing translanguaging strategies students are already engaging in. Doing so could help foster a greater awareness of translanguaging among undergraduate students, especially prospective thesis writers, which may positively impact Japanese students' motivation and self-efficacy when writing in English.

Teacher Competence in the New Era: Considering the Students' Psychological Factors

Inada, Takako (Japan U. of Health Sciences)

For strengthening teacher competence in the new era in the field of English language teaching, it is important to focus on the psychological aspects of students in English language teaching. This study investigates the psychological factors influencing English language learning outcomes, specifically focusing on their impact on university students' performance in a final exam. The research was conducted with 47 Japanese EFL freshmen from two classes. At the midpoint of the course, students completed a five-point Likert scale questionnaire measuring their foreign language classroom anxiety (FLCA), foreign language classroom enjoyment (FLCE), growth mindset, motivation, autonomy, and confidence. Correlation analysis revealed that enjoyment and confidence positively correlated with test performance, indicating that students with higher enjoyment and confidence achieved higher scores. Conversely, anxiety negatively correlated with test performance, suggesting that greater anxiety was associated with lower scores. A linear multiple regression analysis further revealed that enjoyment and Confidence are statistically significant, indicating that the higher the enjoyment and confidence, the higher the test score. Other variables (anxiety, motivation, autonomy, growth mindset) are not significant. In particular, anxiety shows a tendency to have a negative influence, but this is not statistically significant. Based on the findings, this study emphasizes the importance of creating a psychologically safe and engaging classroom environment to enhance students' enjoyment and confidence. Strategies such as promoting active participation through pair and group work, setting achievable goals, and using gamification and multimedia can make lessons more enjoyable and effective. As psychological factors and individual characteristics of the students influence learning outcomes, it may be useful for teachers to use coaching skills. For example, teachers help students to clarify their own goals, hold regular review sessions to check students' learning progress and keep them motivated. Practical implications for teachers will be discussed.

Effective Methods for Conducting English Oral Proficiency Programs for University Staff

Arshavskaia, Ekaterina (U. of Shizuoka)

This action research project explores effective methods of conducting an English oral proficiency program for Japanese university staff. Previous research suggests that university staff members are rarely the target audience for English proficiency programs, and their English proficiency is mostly measured by input comprehension tests, while their oral proficiency remains unaccounted (Davila, 2022). Furthermore, while some universities have developed their internal teaching materials, these typically lack instructions or methodological guidance (Hosei University, 2014). Thus, this project focuses on exploring effective methods of teaching English oral proficiency to Japanese university staff by subsequently conducting three programs in offline, on-demand and hybrid formats. The teaching materials, developed from the needs analysis, included model conversations and tasks, and maintained consistent vocabulary (Uchida & Negishi, 2018) and grammar (Ishii & Tono, 2018) levels. The offline program, consisting of four 30-minute sessions over two weeks, was well-received but revealed that the time was insufficient for both instruction and speaking practice. Since it was impossible to extend the time for offline practice due to university regulations, the on-demand program aimed at providing opportunities for self-study and included four rounds of video explanations and practice tasks. Despite initial engagement, declining view rates and low questionnaire return rates suggested decreasing interest in the program, although there was some positive feedback from participants. To address the limitations of the first two programs, the hybrid program combined video instructions with subsequent 30-minute in-person speaking sessions over four rounds. This approach resulted in consistently high participation rates, with questionnaires revealing high levels of satisfaction and willingness to participate in further programs among participants. These findings suggest that the hybrid program, facilitating both self-study at one's own pace with video instructions and interactive practice, may offer the most effective method for enhancing English oral proficiency among university staff members.

Aug. 28/ 14:25-14:55/ Room 820

L1 English vs L1 Japanese Teachers' Approaches to Pronunciation Teaching: Evolving Perspectives in Japanese Higher Education

Li, Olga (Toyama Prefectural U.)

This study investigates how English teachers in Japanese universities approach pronunciation instruction for non-English major students, focusing on differences between L1 English and Japanese teachers. By adopting a mixed-methods approach combining survey data (N=35) with in-depth interviews (N=5), the research explores teachers' beliefs about pronunciation teaching and their implementation of Lingua Franca Core (LFC) principles. The results reveal sharp contrasts in teaching priorities: 65% of Japanese teachers consider pronunciation to be "very" or "extremely" important, compared with 38% of L1 English teachers. Both groups demonstrate a shift away from native-speaker models toward intelligibility-based instruction, although their strategies differ markedly. Whereas a majority of the teachers report they are unfamiliar with LFC theory (81% of L1 English speakers and 65% of Japanese speakers), many unconsciously implement LFC-aligned practices. These findings show the need for enhanced professional development opportunities that bridge the gap between theoretical understanding and practical implementation of pronunciation teaching in Japanese higher education.

Aug. 28/ 15:00-15:30/ Room 603

Graduate Teacher Training and English Proficiency in Japan: Bridging the Divide Between Academic Credentials and Classroom Competence

Wakayama, Norio (Shobi U.)

This study investigates the paradoxical relationship between graduate qualifications and English proficiency among Japanese secondary school teachers from 2014 to 2019. Despite their advanced academic qualifications, graduate teachers consistently underperform in standardized English proficiency tests, such as TOEIC and EIKEN, compared to their non-graduate counterparts. Employing a mixed-methods approach, the research analyzes simulated data for 60 teachers (30 graduate-level and 30 non-graduate-level applicants), alongside qualitative insights from focus group discussions and evaluations of graduate curricula. Findings highlight a critical gap between theoretical training and practical language proficiency. Graduate-level applicants excelled in reading and grammar, reflecting their academic focus, but underperformed in listening and speaking—key competencies essential for communicative language teaching (CLT). Non-graduate-level applicants demonstrated stronger practical skills, benefitting from alternative professional development pathways and immersive language experiences. Additionally, rural teachers exhibited slightly better oral proficiency, likely due to informal language interactions. In contrast, urban teachers achieved higher scores in grammar and reading, attributed to superior access to educational resources. The study underscores the pressing need for systemic reforms in graduate teacher training. Recommended strategies include incorporating communicative pedagogy modules, expanding opportunities for immersive language training, and aligning curricula with the CLT objectives outlined by Japan's Ministry of Education, Culture, Sports, Science, and Technology (MEXT). Implementing these reforms is essential for preparing teachers to meet the demands of modern English education and enhancing student outcomes within Japan's increasingly globalized educational framework.

Enhancing Learner Autonomy and Presentation Skills Through Metacognitive Instruction in Japanese University EFL Classrooms

Hamanaka, Kyoko (Keio U.)

Metacognitive instruction fosters learner autonomy and enhances success in second and foreign language learning (e.g., Chamot, 2005; Wenden, 1998). Metacognition, introduced by Flavell and Brown in the 1970s, generally consists of metacognitive knowledge and metacognitive regulation (Raofi et al., 2013). Wenden (1998) defines metacognitive knowledge as “knowledge about learning” and metacognitive strategies as skills for planning, monitoring, and evaluating learning. While metacognition is teachable, explicit instruction on metacognitive strategies remains limited in Japanese English education. This study investigates the relationship between cognitive learning theories and L2 instruction through a classroom-based study on presentation skills among 23 Japanese university students, primarily first-year learners at the CEFR A1-A2 level (average TOEIC score: around 350). The instructional approach incorporated metacognitive instruction, reflective activities, and AI-based tools such as ChatGPT. A questionnaire assessed students’ familiarity with metacognition and its perceived importance in L2 learning. Results revealed that over 90% of the respondents were unfamiliar with the term “metacognition.” These findings suggest that metacognitive activities enhance presentation skills among beginner-level English learners, emphasizing the importance of metacognition in EFL education in Japan.

Aug. 28/ 15:00-15:30/ 703

A Longitudinal Study of English-Speaking Development: An Analysis of Fluency, Complexity and Accuracy

Mochizuki, Keiko (Tokyo U. of Foreign Studies)
Hoshizawa, Mie (Tokyo U. of Foreign Studies)

In this presentation, we will analyze the longitudinal growth of English dialogue skills in two English learners. First, we will analyze how “complexity”, “accuracy” and “fluency” grow over the course of one hour of English dialogue activities each month from the first year of high school to the fourth year of university, using the Cefr-J evaluation criteria. The analysis results show that, compared to high school, vocabulary use at the Cefr A2 to B2 level increased during university. Secondly, we analyzed “how changes in vocabulary affect the complexity, accuracy and fluency of learners”. The results of the analysis showed that, firstly, there was an increase in the complexity index, and growth in complexity was observed. On the other hand, accuracy tended to decrease. This is thought to be because using vocabulary of a high level of difficulty impaired accuracy. Thirdly, since there was no consistent change in the index indicating fluency, there was no observed growth in fluency, and there was a negative correlation between accuracy and complexity. It is thought that using vocabulary of a high level of difficulty caused complexity to grow, but accuracy was sacrificed.

Navigating AI Policy in Japanese Universities: Implications for Language Teachers

Tachino, Tosh (Aoyama Gakuin U.)
Smith, Cameron (Aichi Gakuin U.)

The past few years have seen rapid advancements in generative AI, particularly large language models (LLMs), which can generate linguistically sophisticated and contextually relevant responses. These developments present both opportunities and challenges, prompting global institutions to work on regulatory frameworks that align AI governance with human values (Bacchus, 2024). As one of the global leaders in AI governance (UN, 2024), Japan is actively working on developing legislative frameworks, and shortly after the Hiroshima AI Process was launched at the G7 Summit in May 2023, the MEXT issued an administrative communication (事務連絡) to universities with some guidance on AI use in higher education. This evolving technological and regulatory landscape is relevant to language teachers, as we explore ways to integrate AI into teaching within the emerging institutional policies. To help us better understand and navigate this emerging regulatory environment, this study examines the characteristics of these emerging policies. Using the dataset from Gallagher (2024), we applied grounded theory (Glaser & Strauss, 1967) to analyze nearly 400 AI policies from Japanese universities. We examined these policies in terms of underlying values, characterization of AI, perceived impact on learning (particularly on critical thinking), concerns (e.g., hallucination and plagiarism), penalties, and recommendations. Despite varying scope, depth, and tone, policies showed common patterns: Many institutions emphasized values such as creativity, autonomy, fairness, and intellectual integrity, encouraging responsible engagement rather than outright prohibition. Policy frequently granted teacher discretion, recommended open conversations between teachers and students on AI use, and cautioned against uncritical acceptance and unattributed use of AI output. Although these university-level policies were not specifically designed for language education, they have significant implications for language teachers. We will conclude by discussing practical applications for language teaching, including ways to integrate AI ethically into language teaching, promote critical thinking, and preserve authorship and intellectual integrity.

Global Englishes vs. Native English: Learner Preferences and Their Effects on Oral Proficiency Development

Nakanishi, Noriko (Kobe Gakuin U.)

In today's world, where English functions as a global lingua franca, listening instruction should aim to develop learners' ability to comprehend not only native English (NE) speakers but also speakers of Global Englishes (GE). However, a strong preference remains for using NE as the primary listening model, often due to concerns that GE exposure may be too difficult for lower-proficiency learners or that it may hinder the acquisition of "correct" pronunciation. This study investigates learners' preferences for NE or GE listening training and its impact on oral proficiency development. Participants were students (CEFR A1–A2) enrolled for two years in an English Conversation course that incorporated GE listening practice through its textbook. A survey was conducted to determine whether learners preferred training focused on NE or GE. Based on their responses, participants were divided into an NE-oriented group (n = 20) and a GE-oriented group (n = 21). Their oral proficiency was assessed in the winter of 2023 and again in the winter of 2024. Two-way ANOVAs were conducted to compare subsection scores from the Versant Speaking Test (VST) and the TOEIC Listening & Reading Test. While both groups showed significant improvement across most measures, no significant change was observed in VST Pronunciation. A significant interaction effect was found in the Fluency component of the VST: in winter 2023, the GE-oriented group had significantly lower Fluency scores than the NE-oriented group, but they demonstrated a significant increase over one year. These findings suggest that GE listening training 1) is not necessarily avoided by lower-proficiency learners, 2) does not negatively impact pronunciation development, and 3) may contribute to improved speaking fluency. This study highlights the potential benefits of incorporating GE listening practice into language instruction, particularly for fostering fluency in English learners.

An Autoethnographic Study Exploring Possibilities of Feminist Pedagogy in Japanese University EFL Classes

Yoshihara, Reiko (Nihon U.)

Through autoethnographic narratives, this study explored how one EFL teacher became a feminist EFL teacher in a Japanese university. I particularly examined the relationship between a feminist identity and classroom practices by focusing on personal narratives regarding the struggles and difficulties of incorporating gender-related topics into Japanese university EFL classes and the “breakthrough” moments of teaching these topics in EFL classes during discussions of globalization in Japanese higher education, foreign-language-in-policies in Japan, and the TOEIC boom in Japan. For this study, I used feminist autoethnography as a research method and used myself as a research subject. This study draws on experiences from my teaching years working as an EFL teacher in Japanese universities from 1995 to 2024. My narrative text, field notes, pre-existing documents, and textual artifacts were collected for this study. I examined my lived experience to extend understanding of the dynamics related to the development of a feminist advocate in Japanese university contexts. I utilized a postmodern feminist theory of identity to analyze my narrative. Connecting the chronological events to feminist teaching practices as the overarching theme, I was able to separate my autoethnography into three stages of my life history; struggles and difficulties of teaching gender-related topics in EFL classes, incorporating feminist perspectives into EFL classes, and teaching LGBTQ+ issues in EFL classes. It revealed that my trajectory to become a feminist EFL university teacher was complex, non-linear, contradictory, and changing. After many twists and turns, my classroom practices according to my feminist beliefs have evolved and perpetuated through the influence of sociocultural contexts, discursive interactions within academic communities, and critical self-reflection. I hope my autoethnographic narrative encourages ESL/EFL teachers who are interested in feminist pedagogy but are struggling to incorporate feminist minds into their language classrooms to do actions (including teaching) for gender equity and justice.

Investigating How L2 Motivation and School Belonging Predict English Proficiency With Structural Equation Modeling

Fukuda, Tetsuya (Juntendo U.)

This research investigates the extent to which L2 motivation and school belonging predict English proficiency using structural equation modeling (SEM). L2 motivation refers to the degree to which learners want to study English, while school belonging represents how connected students feel to their school. SEM is a statistical research method that allows researchers to examine causal relationships among variables and understand how each variable contributes to overall performance. In this study, the variables examined are psychological constructs (i.e., L2 motivation and school belonging) and English proficiency. The levels of L2 motivation and school belonging were measured using questionnaires. The L2 motivation questionnaire consists of five components: effort, enjoyment, integrativeness, instrumentality, and ideal L2 self. The school belonging questionnaire includes three components: pride in membership, support from others, and comfort in membership. English proficiency was assessed using TOEFL, one of the most widely used standardized English tests. A previous study demonstrated that L2 motivation and school belonging function within a model, and the school a student attends influences their levels of language learning motivation and school belonging. However, English proficiency was not included in that study. Therefore, the next step was to examine whether L2 motivation and school belonging predict English proficiency. To test the model, data on L2 motivation and school belonging were collected through questionnaires from 150 university students in eastern Japan, and their TOEFL scores were obtained. The data were analyzed using SEM, and the results indicated that both L2 motivation and school belonging predict learners' English proficiency. The next step in this research will be to incorporate multiple English test scores over time and examine whether the psychological factors predict gains or losses in English proficiency.

Aug. 28/ 15:40-16:10/ Room 709

Common Writing Errors in Scientific Research Manuscripts by Japanese ESP Students in Science and Engineering Universities

Ondiba, Hesborn (Tokyo U. of Science)

Japanese universities have increasingly focused on cultivating their students' scientific English writing skills. However, this is a challenge for many students, and their writing often contains unintentional errors. Such errors diminish the impact of their research. This study identifies the most prevalent errors in 36 IMRAD-structured research manuscripts written by Japanese science and engineering students. Interviews were conducted with seven English language teachers at Japanese universities to gain further insights. A qualitative approach was used as it aligns with the small-scale nature of the study, allowing for an in-depth exploration of specific writing challenges. A theme analysis revealed several key writing issues in the manuscripts, including overly complex titles, inconsistencies in abstract detail, introductions lacking clear context and rationale, and incomplete or poorly justified methods sections. Furthermore, missing units of measurement and under interpretation of data dominated the results section. Grammar and vocabulary mistakes, including tense inconsistencies, the use of compound sentences, and the omission of articles and prepositions, were identified. The study recommends 1) encouraging regular reading of high-quality scientific literature to internalize writing conventions, 2) utilizing IMRAD templates to enhance manuscript organization, and 3) providing targeted grammar and vocabulary support to address persistent linguistic challenges.

Aug. 28/ 15:40-16:10/ Room 804

The Influence of L1 Japanese Transfer on the L2 English Pronunciation and Spoken Syntax of Low-Level Learners

Gaynor, Brian (Muroran Institute of Technology)

Purpose: in the EFL context English pronunciation should not be understood as a need to make learners sound like native speakers. Rather, the aim should be to achieve a "threshold level" of speaking ability (Smith, 2012) whereby learners' spoken communication in English is intelligible to both native and non-native listeners. Hypothesis: one of the main factors impeding such intelligibility, particularly for low-level EFL learners, is the influence of their L1 pronunciation on their spoken English. This presentation will focus on the effects of Japanese L1 transfer on English pronunciation and spoken syntax. Methods: The data were gathered from 68 students enrolled in a compulsory English Communication course at a science and engineering university in northern Japan. The students were audio recorded whilst undertaking a set of pre-taught pair conversations ranging in format from controlled to open conversations. Results: phonetic and syntactic analysis of the recordings highlighted: (1) specific phonological challenges of spoken English for low-level (approximately A2 level on the CEFR scale) Japanese students; and (2) the effect of Japanese L1 on their spoken English syntax with particular implications for both pronunciation and meaning. Conclusions: based on the main findings from this analysis, this presentation will examine the pedagogical implications for teaching spoken English in Japan. Specifically, it will focus on (1) awareness raising of the phonological differences between Japanese and English; (2) the importance of spoken syntactical skills development, particularly the use of 'phrasal chunks'; and (3) accommodation strategies to support lower-level students' communicative ability and enhance their spoken intelligibility. These recommendations are situated in the context of English as an International Language (EIL) as befits the growing importance of English communication between non-native speakers, particularly in Asia.

The Exploration of Mentoring System for Novice English Teachers in a Bilingual University in Japan

Yagi, Keita (International Christian U.)

This qualitative case study explored the challenges and support that two novice English teachers had experienced in their first year of teaching at a bilingual university in Japan. The previous literature indicated how challenging the first year of teaching could be for any ESOL teachers and how helpful their mentors and colleagues could be for the novices. However, mentoring is not usually offered at the tertiary level in a Japanese context, and thereby, none of the previous studies have researched the mentoring system for in-service teachers within the context of Japanese universities. The university that these two novice teachers worked offered a mentoring system, which paired up a novice instructor with an experienced instructor in the same program, as a part of professional development. To investigate their first-year experience and perceptions of the mentoring system as well as other supporting systems, semi-structured interviews were conducted. In addition, one of the mentors was also interviewed to support the analysis. The study found that both of the novice teachers faced similar difficulties as well as different challenges caused by their different backgrounds. Also, it was found that their perceptions of the mentoring system were extremely positive, but they also suggested making it more systematic by requiring class observations. Furthermore, they reported that in addition to the mentoring system, they received various kinds of support. Particularly, they stressed that the existence of Douki, a teacher who started teaching the same course around the same time, greatly supported their first year pragmatically and affectively.

Language Ideologies and English Teaching in Japan: Lessons From How Foreign English Teachers Learn Japanese in Japan

Minns, Owen (Chiba U.)

Recent research in Second Language Acquisition has called for an increased focus on the influence of context and ideologies on SLA (Douglas Fir Group 2016). Within Japan, language ideologies influence all levels of English teaching in Japan, particularly at the university level. One of the major language ideologies that influences English teaching in Japan is the one that associates learning English with internationalisation (Seargeant, 2009 and Kubota, 2011). This ideology leads to foreigners often coming to teach English in Japan at all levels of the education system. This presentation focuses on how the language ideologies that bring foreign teachers to Japan influence their Japanese learning. This presentation draws on narratives of language learning of newly arrived and long-term foreign English teachers in Japan. Nine newly arrived teachers participated in a six-month diary study, while thirteen long-term teachers participated in two semi-structured interviews. Both data sets were analysed using NVivo separately before being merged at a final analysis stage. Language ideologies influenced how these teachers learned Japanese throughout their time in Japan. For both groups of teachers, the ecological influence of learning Japanese while working as an English teacher significantly influenced their language learning engagement. To step out of language ideologies and ecological influences in Japan, these teachers had to exercise agency about their language learning, the communities they socialised with and other aspects of their lives in Japan. The narratives of these teachers show how the Japanese education system values them and how language ideologies influence English teaching at all levels of the education system in Japan.

Learning English Constructions Through Data-Driven Learning: An Experimental Study With Japanese University Students

Manabe, Daisuke (Kanazawa U.)

Data-driven learning (DDL) is one of the corpus-based language learning methods. DDL provides learners with a great amount of corpus-based authentic input. In DDL, learners inductively learn a target lexical/grammatical item by exploring instances and discovering linguistic features by themselves. While empirical studies on DDL have been increasing (Boulton & Cobb, 2017), there are only a few experiments on “data-driven construction learning” (Gilquin, 2021). Data-driven construction learning is the application of DDL to learning an abstract syntactic construction (a construction in the sense of Construction Grammar; e.g. Hilpert, 2019). The present study focuses on testing the effectiveness of data-driven construction learning. Learners’ attitudes towards DDL is also investigated. To these ends, an experiment was conducted with 49 Japanese learners of English, who were 2nd year undergraduates in the author’s classes at Kanazawa college of Art. They learned the comparative correlative construction (e.g. the more, the merrier) through a paper-based DDL. The results of the pre- and post-tests (a sentence production task) indicated an increase in the number of valid sentences with a statistically significant difference, demonstrating the effectiveness of learning a construction through DDL. Furthermore, approximately 70% of the participants produced a greater number of valid sentences in the post-test after receiving DDL. Therefore, this study suggests that DDL can be considered (to some extent) effective. In addition, the results of the post-questionnaire showed that the participants had a positive attitude towards DDL. However, some students did not show improvement in their performance in the post-test. Hence, this study discusses how to enhance the effectiveness of DDL, including the provision of appropriate scaffolding (e.g. collaborative learning, feedback) and the combination of DDL with traditional grammar instruction.

The Usefulness of ChatGPT as a Feedback Tool for Argumentative Essay Writing

Shibata, Naoya (Osaka Kyoiku U.)

As generative artificial intelligence (AI) keeps developing rapidly, both teachers and students utilise generative AI tools for various purposes, including materials development and grammar checking (Sok & Heng, 2024). In the second language writing field, many researchers (e.g., Huang & Mizumoto, 2024; Sasaki et al., 2024) also examine the effectiveness of generative AI tools for additional language learning and teaching and report the positive influence on learners and teachers. However, more research on the usefulness of generative AI still needs to be conducted in various teaching contexts to identify strengths and weaknesses and explore effective approaches to using the technology in second language writing courses. This mixed methods research study investigates the usefulness of ChatGPT for argumentative essay writing with 40 Japanese university students. These students were divided into two groups: 20 students in a human-commenting (HC) group and the other 20 students in a ChatGPT group. Students in the HC group commented on each other’s argumentative essay drafts, whereas students in the ChatGPT group utilised generative AI to receive feedback. All comments were coded and categorised into groups. Their drafts and final essay products were also examined with an analytic trait rubric, and their scores were analysed through descriptive and inferential statistics. Findings revealed that the HC group statistically outperformed the ChatGPT group in the clarity of argumentative writing. In contrast, the ChatGPT group had statistically higher accuracy in writing than the HC group. Students in the HC group sought to provide only follow-up content-focused questions on their classmates’ drafts unless they had sufficient confidence in their language knowledge. Conversely, the ChatGPT group appreciated most of the comments provided by ChatGPT, but they found language-focused feedback more beneficial than content-focused feedback. Accordingly, integrating human commenting and the ChatGPT can be effective in facilitating students’ argumentative essay writing.

Aug. 28/ 16:15-16:45/ Room 804

Maximizing Student Output in English Communication Courses: Lessons From a Japanese University

Kim, Shinyoung (Waseda U.)

This study examines effective teaching methods in university-level English speaking and listening courses in Japan. Based on a case study of four speaking and listening courses taught at a university in Tokyo across two semesters (Fall 2023 and Fall 2024), this research explores how structured output-focused activities impact student engagement and learning outcomes. The courses, each consisting of 20–25 students, incorporated publisher-provided audio and video materials, with an emphasis on interactive discussion and spoken communication. Data were collected through student surveys administered in the first and final classes of each course and the instructor's reflections on classroom interactions. Preliminary findings suggest that encouraging frequent spoken interactions in a structured setting contributed to high student satisfaction and increased confidence in speaking English. The results indicate that a balance between textbook-based input and communicative output tasks is particularly effective for Japanese university students, who may initially be hesitant to engage in spontaneous discussion. This presentation will share key pedagogical insights from these courses, supported by survey data and classroom observations. By focusing on practical strategies rather than general theoretical discussions, this case study aims to provide actionable recommendations for English educators seeking to enhance speaking and listening instruction in similar contexts.

Aug. 28/ 16:50-17:20/ Room 603

Activity-Design-Centered Teacher Training Hours

アクティビティ・デザインに主軸をおいた英語科教育法の授業回実践報告

Saito, Aiko (Setsunan U.)

発表授業「英語科教育法」は4年制大学の3年を中心とした13名のクラスで、授業目標は「中学・高校での教育実習の前に、授業案を作成し、模擬授業を行なった後、ふりかえりと改善ができるようになる」ことである。今年度の履修生は全員が英語科教育法1・2・3・4の4科目を履修し、前期に中学向け、後期に高校向けの模擬授業を断片的にはあるが何度か体験していた。総合大学なので英語科以外の学生と共に学ぶ他の教職科目でも模擬授業を行なっており、検定教科書を使った模擬授業の機会は比較的確保できていた。そのため、後期の数週間は、「アクティビティのデザイン」に思い切り舵を振ってみた。昨年度のJACET国際大会での発表に続き、本発表で焦点を当てるのは「それぞれの授業回のピークに持ってくる人が多いアクティビティの部分を先に具体的に企画し、その学習活動が成り立つために事前にどんな語彙表現の学習・練習や例文の導入が必要か考える backward approach によって、実習生がワクワクしながら授業を構想する」試みである。今回は、英語科教育法担当教員が短くモデルを紹介した後、履修生が少人数グループでオリジナルの学習活動を企画し、同級生に解説とデモンストレーションを行い、全員でふりかえる、という手順で実施した。「小テストをプリント形式と Forms を使った電子版の2とおり作り、作成プロセスや質の差異を分析する (ICTをなぜ、いつ、どう使うと、より有効か)」「YouTube で各種公式チャンネルが無料公開している動画から30秒だけ切り取って題材にしたアクティビティ (英語の授業が楽しくない、と思っている生徒たちを振り向かせる材料探し)」「校内放送のための5分間英語ラジオ番組制作 (テストなしの「英語によるコミュニケーション」エンタメを教員が作り出す)」などを行なった。発表では、実際の制作例の紹介と、授業方法の効果を分析する。

Preparing Pre-Service EFL Teachers for Career Success: How Project-Based Learning Makes a Difference

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

This study explores the implementation of Project-Based Learning (PjBL) in the 'Foreign Language Teaching Techniques and Lesson Planning' elective course for 30 second-year university students during the Fall semester of the 2023 academic year. The primary objective is to assess if PjBL enhances students' teaching skills and lesson planning capabilities while evaluating potential challenges associated with this pedagogical approach. By integrating project-based learning, the course examines the efficacy of language teaching approaches, including Communicative Language Teaching (CLT) and Project-Based Learning, on students' learning outcomes and pre-service preparation strengthening. The course adopts an action research framework, employing a mixed-methods approach for outcome assessment. Key data collection tools are the teaching efficacy evaluation form (comparing CLT and PjBL), quantitative data from end-of-term feedback forms, and qualitative data from student feedback and interviews. Quantitative analysis focuses on students' engagement, learning behaviors, and overall satisfaction under both teaching models. Qualitative analysis through student interviews and feedback explores the impact of PjBL integration on students' learning in the course, examining perceived improvements in course learning effectiveness and employability before and after the semester. The findings conclude: (1) PjBL, contrasted with CLT, is favored as it provides clearly defined objectives. (2) PjBL enhances learner-centered instruction, student ownership, and motivation—areas that the CLT has struggled to achieve. (3) Students find that PjBL demands relatively higher-order thinking skills as English proficiency and cognitive processing embedded within PjBL approach create a dual burden when conducting hands-on activities. Nevertheless, PjBL offers valuable insights for informing future teaching practices and provides instructional recommendations for similar courses.

Aug. 28/ 16:50-17:20/ Room 703

Transcultural Awareness in English and English-Medium Education: Trans-Spatiotemporal vs. Neo-Essentialist Understandings of Apt

Ishikawa, Tomokazu (Otaru U. of Commerce)

English has become the default lingua franca of many contemporary social spaces, including globally connected digital communities. These spaces are largely multicultural with a correspondingly dynamic and variable range of communicative practices. Links between culture and English, along with other meaning-making resources, are frequently transient and emergent. This complexity, often referred to as transcultural communication, challenges the pre-established, taken-for-granted connections between language, culture, and identity (Baker & Ishikawa, 2021). In order to help students understand cultural intricacies for current English uses, transculturally aware pedagogic intervention was implemented in two general English classes, as well as one English-medium class on culture for English majors, at a small-scale university in Hokkaido, Japan. Class discussions included the trans-spatiotemporal nature of English communication, citing the transcultural flow of K-pop, and Rosé and Bruno Mars's recent song Apt. in particular. The study explored how, if ever, discussing popular topics familiar to Generation-Z students would influence their views of the role of culture in English communication. In total, 39 students (out of 48, from Year 1) in the English classes and 15 students (out of 15, from Years 1 to 4) in the English-medium class agreed to provide their reflective presentation data for research. The participants' materials were subjected to multi/transmodally oriented qualitative content analysis (Hawkins, 2021; Miles et al., 2019). The findings indicate that discussion with peers helped the students to dissociate English from the Anglophone world and associate it with their everyday communication practices. Nonetheless, it was also found that a few participants, especially English majors, developed nuanced views about cultural diversity, including neo-essentialism (Holliday, 2013). Specifically, nationalist categories exerted powerful ideological influences on these participants' conceptualisation of culture. The paper concludes by addressing the limitations of the pedagogic intervention in the face of prevalent 'banal nationalism' (Billig, 1995).

Analysis of Collaborative Discussion of EFL Reading to Solve Reading Difficulties: Using the Concept of Language Related Episodes (LRE)

リーディングの困難さを解決するための協働的対話の分析：LRE の概念を用いて

Mori, Akitomo (Tokyo U. of Marine Science and Technology)

This presentation reports the analysis of the collaborative discussion to solve the reading difficulty in EFL reading, to reveal the relationship between the utterances of discussion and EFL reading test. Collaborative discussion by peers (or including teacher) has been applied to EFL/ESL reading to activate the appropriate use of reading strategy to solve reading difficulties. Its effectiveness has been reported, but the relationship among (1) the specific reading difficulties and (2) ways of solutions in the discussion and (3) reading comprehension test has still room for further research. The practical instruction of EFL reading strategy for Japanese EFL learners in university was administered using collaborative discussion. To analyze the content of collaborative discussion, this survey employed the concept of Language Related Episodes (LRE) as difficulties: (Q (= Question)1) Lexis-based (difficulty of word meaning), (Q2) Mechanics-based (difficulty of orthographical issues), (Q3) Form-based (difficulty of morphology and syntax). As the additional reading difficulties, (Q4) difficulty of logical connection of sentences, (Q5) difficulty by the lack of background knowledge, are set. In addition, ways of solution are classified into three types: (S (=Solution) 1) discussion with peers, (S2) discussion with teacher, (S3) individual effort (e.g. checking dictionary). These are written on the feedback sheet as the check list for each lesson to let participants check as many as possible during twelve lessons. Result shows EFL reading test score improved with significance ($p < .01$). The multiple regressions analysis (EFL reading test score difference as dependent variable; checked list result as independent variable) was administered. EFL reading test is mainly predicted by the solution of S1 (peer discussion) and S2 (discussion with teacher) as positive effect and Q3 (grammar) and Q4 (logical connection), as negative effects (Adjusted $R^2 > 0.6$). Pedagogical suggestions about peer discussion and teacher's interventions in EFL reading class are presented.

Developing a Project-Based Compulsory English Course for Third-Year Economics Majors With a Unified Syllabus: A Report on the First Year of Implementation

統一シラバスによる経済学専攻3年生向けプロジェクト型必修英語科目開発—実施初年度の実践報告

Mitani, Hiromi (Dokkyo U.)
Terakawa, Kaori (Dokkyo U.)
Watanabe, Kazuhiro (Kyoto U.)
Iijima, Yuka (Dokkyo U.)

本発表は、経済学科と経営学科3年生(約700名)向けの統一シラバスによる必修プロジェクト型英語科目全26クラス展開の初年度の実施について報告を行う。この科目は、学士課程共通科目の一般学術目的の英語(EGAP)と専門研究や卒業後の仕事で必要とされる英語の連携を目指している。科目開発過程で、プロジェクト型英語学習の理論的枠組み(e.g., Stoller, 2002; 鈴木, 2003; 山中他, 2021)や、現行科目の設計原則(Iijima, et al., 2016)を参考にし、全クラス展開の準備として、前年度に2クラス(56名)で一部プロジェクトを試行し、効果検証と授業案・教材の点検を行った(木村他, 2025)。この科目では、学習者は個人およびグループで、専門分野に関係するテーマについて英語で調査・発信するプロジェクトに春・秋2学期を通して取り組む。具体的には、(1)大学での学習・研究活動を説明する自己紹介ビデオ作成(個人)、(2)学習者自身が選んだテーマの現状や課題について、図表データを描写して説明する口頭発表(グループ)、(3)自ら選んだ企業・団体についての文献に基づく予備的SWOT分析とアンケート調査計画のポスター発表(グループ)、(4)アンケート調査に基づき改善点を提案するSWOT分析と研究報告論文の執筆(グループ)の4つのプロジェクトである。各課題に共通の学習活動は、完成モデル課題の分析、学術的言語表現の学習、個人またはグループでの課題作成と修正(教員・ピアフィードバック含む)、完成課題の発表である。事前・事後のライティングテストのスコア比較や、授業担当教員、学生へのアンケートとインタビュー結果から、本科目が3年次にふさわしい内容であることが確認された。発表では科目の効果および評価と改善案について複数の視点から論じる。

Developing Polysemy-Based Learning Materials for Advanced English Learners and Exploring Their Educational Potential

上級英語学習者のための多義語学習教材開発とその教育的可能性

Iijima, Hisanori (Keio U.)

学術的な文脈における英語運用能力向上には、文脈に応じた適切な語彙選択が不可欠である。特に「1つの言語形式が複数の関連する意味を持つ語彙」と定義される多義語は、学術的文章の理解と表現に重要な役割を果たす。しかし、これまでの語彙教材研究では、学術的な目的で英語を使用する学習者向けの体系的な多義語学習教材は十分に開発されていない。本研究は、このギャップを埋めるために、意味的関連性に基づく多義語学習教材を開発し、その教育的可能性を計量的手法で分析する。最初に、多義語の意味的関連性を分析するため、Word2Vec および BERT による語彙埋め込みベクトルを生成し、t-SNE および k-means クラスタリングを用いて可視化を行った。例えば、「sanction」は承認を表すクラスター（例：“sanction a policy”）と制裁を表すクラスター（例：“economic sanctions”）に分類され、意味構造を階層的に整理した。分析結果の教育的有効性を検証するため、英語を学術的に使用する日本人英語学習者 43 名（TOEIC(L/R)平均スコア 800 点以上）を対象に、多義語の意味選択課題と意味間類似度評価課題を実施した。その結果、具体的な意味クラスターより抽象的な意味クラスターの理解度が低いことが確認され ($t(42) = 4.27, p < .01, \text{Cohen's } d = 0.82$)、学習者が困難を感じやすい領域が特定された。これらの知見に基づき、(1)頻度別多義語分類、および、(2)意味クラスターの関係性表示、(3)学術論文からの文脈例、(4)難易度指標を含むオンライン教材を開発した。この教材は、学習者の効果的な語彙習得を支援するために設計されている。今後、介入群と統制群による 6 ヶ月間の教室指導実験と、スペーシング効果を活用したオンライン学習で長期的効果を検証する。本研究は、認知言語学の知見と計量的手法を統合し、英語学習者の語彙力向上に寄与する枠組みを提供するものである。

Japanese Students' Points of View in Learning ESL for Intercultural Communication

日本人学習者目線で考えた 異文化コミュニケーション目的の ESL のあり方

Omi, Jun (Tokyo Keizai U.)

古来漢文に始まった日本の言語教育は原文を読み解く情報受信が主であった。英語教育になっても情報発信、情報交換、人間関係構築は従であり、入試、資格、就活を目的とした学習科目のまま、昨今その目標が対話型 AI や ICT での得点力に姿を変えたのみに見える。元々日本文化では他者との関わりを躊躇するが、クラスメートとの会話すら禁じられたコロナ禍を経て今、学生が入学に際し対人コミュニケーションや英会話力を渴望するも、その方法が分からず戸惑う現実がある。翻って外国語教育とは本来、意思疎通目的の対人コミュニケーション能力養成ではなかったのか。発表者はこれまで対人対面コミュニケーションの ESL と、米国西海岸英語文化を題材とした異文化適応との両輪の授業を展開して来た。非常勤として各大学各専攻で求められたのは最大 48 人のクラスに、効率良く短時間で全員にクラス前での英語発話を促すことだったが、一番の助力は他ならぬ学生自身の声であった。受講終了後に授業を振り返る有志を対象とした個別インタビューで、英語コミュニケーションに向き合う時にどの教室活動が適切不適切でその理由は何か、特に学期初めに初対面同士で話させる際、教員は何に配慮すべきか学習者目線で語ってもらった。その結果教員では気付きにくい受講初期の学生の心理状態が理解出来、授業も学生の英会話力も向上した。また異文化理解の一環として米国文化を導入したことで、学生は日本文化も意識し、両文化での立ち振る舞い方の理解が進んだことも判明している。またインバウンドの外国人と日常接している学生のニーズ分析からアクティビティを修正した結果、前年受講生からのフィードバックと次年度学生のニーズ分析を併せて必要なアップデートが毎年行えている。発表では 2024 年度受講生の質量双方のデータ、並びにインタビュー調査のデータを使って学生の意識変遷を紹介し、英語教員力強化の一助としたい。

Integrating AI Literacy Into English Writing Classes: Learning to Use Generative AI Critically **英語ライティング教育における AI リテラシーの育成—生成 AI を批判的に活用する力を育む**

Mito, Yasuyo (Osaka U. of Economics and Law)
Toda, Chikako (Osaka U. of Economics and Law)

生成 AI の普及に伴い、大学教育現場でも AI ツールの活用が進む一方、レポート課題や卒業論文における剽窃やコピペの問題が深刻化し、AI の適切な活用が問われている。このような状況の中で、学生が AI を補助ツールとして活用しながら、批判的に捉え、自らの思考を深める力を養うことが、高等教育においても重要な課題となっている。本研究では、英語ライティング授業において、生成 AI を活用した英語学習ツール「Transable」を用いた実践を行い、学生が AI の提案をどのように解釈し、取捨選択したかを分析した。大学 1~2 年生 (20 名程度) を対象に、①個人で AI を活用した場合と、②協働学習で AI を活用した場合を比較し、ライティング成果物のみならず、学生同士の会話データやインタビューといった質的データを用いることで、AI との対話プロセスを含めた分析を行った。特に、学習者が AI の提案をどのように理解し、どのような判断基準で活用・修正したのかに焦点を当てる。ライティングの質のみならず、学習過程のリアリティを可視化する点が本研究の特徴である。本発表では、授業実践の報告に加え、AI リテラシー (AI 活用の利点とリスクを理解し、批判的かつ主体的に評価・活用する能力) を英語ライティング授業に統合した新たなカリキュラムを提案する。これを通じて、新時代に求められる英語教育の在り方を考察し、今後の教育実践に向けた議論を深める場としたい。

The Effects of Causal Inference Tasks on English Reading Comprehension and Retention **英文読解における因果的結末推論タスクが理解および記憶に及ぼす影響**

Yanase, Manabu (Setsunan U.)

本研究は因果的推論を学習者に促す教育的介入が英文読解力に及ぼす影響を実証的に検証することを目的とする。実験では因果的結末が明確に記述された物語を教材とし、異なる指導が読解力に及ぼす影響を分析した。被験者を英語力が均質な 3 つのグループに分け、以下の異なる条件下で読解活動を実施した。(1)因果的結末推論群:物語の結末部分(パンチライン)を伏せた状態で読ませ、因果的結末を推論させた後、筆者が文中で主人公の特定の行動を記述した意図(「目的」「行動」「結果」「その他」のいずれか)を特定させた(2)全文提示群:結末部分を含む物語全体を読ませた後、グループ(1)と同様に筆者の意図を特定させた(3)統制群:特別な介入を行わず、通常読解活動を行った。読解力の測定には、読解直後に物語の内容を可能な限り記述させる即時理解テスト(comprehension)と、1週間後に同様の課題を実施する記憶保持テスト(retention)を用いた。また、英文読解力向上に寄与する要因を明らかにするため、以下の4つの能力との相関関係を分析した(1)英語語彙力(2)英語リスニング力(3)文法知識(4)L1(日本語)における読解能力(特に因果的結末を推論する能力)。分析の結果、因果的結末推論群は他の2群と比較して、即時理解テストおよび記憶保持テストの両方において有意に高い理解力を示した。またすべての群において、即時理解テストの得点は記憶保持テストの得点よりも有意に高かった。さらに4つの能力との相関分析の結果、どの群においても即時理解テストの得点は英語語彙力、英語リスニング力、文法知識と高い相関($r > .70$)を示した。本研究の結果は、因果的推論を促す読解指導が英文読解力の向上に寄与する可能性を示唆するとともに、英語語彙力、リスニング力、文法知識が英文読解において重要な要因となることを明らかにした。

Insights Into the Impact of Introducing English Parliamentary Debate: A Preliminary Investigation Into Learners' Perceptions

英語パーラメントディベート導入効果の示唆：学習者の認識に関する初期的調査

Nakatani, Yasuo (Hosei U.)

・研究の目的と仮説

社会科学系の学部には属している学習者に、英国議会式パーラメントディベート形式の授業を導入した成果を参加者への質問紙により検証を行った。欧米の大学ではリーダーシップ教育の一環としてディベートトレーニングが多く活用されている。この理由は、重要な社会課題を認識し、クリティカル思考を育て、臨場感のある場面で目的言語を使い交渉を行うことで、問題解決能力を育成できるからである。しかしながら、日本の社会科学系の学部では英語授業での導入事例や、その成果についてあまり考察が行われていない。本発表はこの点に注目し、ディベート授業導入後の参加者への意識調査を行った。

・仮説

パーラメントディベート導入の初期段階の学習者にも英語学習に効果的である。

・研究方法

経済学部・経営学部の選択英語の異なる3クラスにおいて、初めて英語パーラメントディベート授業を導入した (n=67, M: 43, F: 24)。Global Business Case Studiesの教科書から2つの企業ケースをテーマとした。授業は90分で、討議形式の説明、動議の設定と課題の認識を促進した。その後、賛成・反対に別れ15分の準備期間を与えディベートに備えた。参加者は賛成派・反対派の交互に、それぞれ約2分間で討議を行った。終了後グループフォームで、困難な点や有効な手法、学習効果について選択式と自由記述の質問紙に回答してもらった。自由記述に関してはKHコーダーでテキストマイニングを行い、回答の中で重要な因子を抽出した。

・結果と結論

授業では最初のディベートの取り組みであったが、積極的な参加と課題の達成感を得ていることが示唆された。また、英語で交渉中に困難を感じている時、問題解決のための様々な方略を駆使していた。今後は社会科学系の学部においても英語ディベート指導方法を整備して、積極的に導入する効果が示唆された。

Reconstructing Pedagogical Grammar for English Learners Through Linguistic Gradience: The Grammatical Functions of Particles

言語の段階性に基づく学習英文法の再構築—不変化詞の文法的機能を中心に

Ohno, Masaki (Showa U.)

近年、従来の学習英文法を再検討・再評価し、言語学と英語教育の接続を試みる研究機運が高まっている(大津 2012、藤田他 [編] 2012、中島 2017、池内他 [編] 2018、八木 2021)。本研究は「英語学習の効率・効果の向上」「言語学的妥当性の確保」「習熟した英語学習者を言語学と結びつける枠組みの提供」の3点を満たす言語学的概念や分析枠組みを探求する。具体的には「段階性 (gradience)」を取り上げ、事象を二項対立的に捉えるのではなく、連続体として理解することで、言語の複雑性や多様性をより正確に記述・分析できることを示す。ケーススタディとして品詞の分類を取り上げ、伝統的な範疇区分の再考を試みる。従来、品詞は固定的な分類として扱われてきたが、実際には文脈に応じて機能が変化する場合が多く、その境界は明確ではない。一方、Jespersen (1924) は副詞・前置詞・接続詞を統一的に不変化詞 (particles) として扱うことを提案したが (cf. Emonds 1976, Huddleston and Pullum 2002, Aarts 2011)、現実の言語使用において不変化詞は前置詞と副詞の中間的な存在であり、その役割は文脈によって変化する。本発表では次の2点を主張する。(1)不変化詞は前置詞と副詞の中間に位置し、段階的な品詞である。(2)句動詞の可分・不可分性も、不変化詞の段階性を示す重要な要素である。従来の学習英文法では品詞の固定的な分類が強調される傾向があり、学習者が実際の言語使用における品詞の多様な機能を十分に理解できないという課題があった。本研究のアプローチを応用することで、学習英文法における品詞指導の柔軟性を高め、品詞の段階性を考慮した指導が可能となり、学習者は文法現象をより実態に即して捉えることができるようになる。また辞書的な品詞分類にとらわれず、学習者が柔軟に文法知識を活用する力を養うことも期待される。本研究は学習英文法の再構築に向けた理論的基盤を提供するものであり、今後の英語教育において品詞指導の在り方を再考する契機となることを目指す。

How Do Positive Psychology Factors Affect English Proficiency of Japanese Learners of English? 日本人英語学習者の英語能力にポジティブ心理学要因はどう関わるのか

Miyasako, Nobuyoshi (U. of Teacher Education Fukuoka)

英語教育においてもポジティブ心理学の視点による研究が増えてきました。日本人英語学習者の英語能力にポジティブ心理学要因はどのように影響しているのでしょうか。例えば、イランで英語を学ぶ大学生においては、グリット要因である努力の粘り強さ (perseverance of effort) と興味の一貫性 (consistency of interest) 及び L2 エンジョイメント (L2 enjoyment) がエンゲージメントを引き起こし、リーディング力につながるという研究 (Khajavy, 2021) がありますが、ポジティブ心理学要因は日本人英語学習者の英語能力にも同様に影響を与えるのでしょうか。本発表では、2024 年度に大学生 80 名を対象に質問紙法 (6 件法, 54 項目) により実施した、ポジティブ心理学要因を中心とする 10 要因 [行動的・認知的・感情的・社会的エンゲージメント、グリット (粘り強さと一貫性)、感情 (不安とエンジョイメント)、L2 マインドセット、モニタリング] が英語能力に及ぼす影響に関する調査を報告します。分散分析及び回帰分析の結果、感情的エンゲージメント、社会的エンゲージメント (負) 及び L2 マインドセットが英語能力の説明要因であることが示されました。つまり、学習によって英語力は伸びるという成長マインドセットを有し、他者とは余り関わらず、気分良く学習することが英語能力を高めることが示されました。発表時にはこの結果をもたらした原因や背景等を考察し、英語指導への示唆を示します。

Teaching English in Elementary Schools: How to Utilize the Textbook “English for Elementary School Teachers”

英語スキルと指導スキルの習得を目指した授業の試み—『小学校英語の練習帳』を活用して

Inaba, Midori (Aichi U. of Education)
Miyata, Manabu (Nagoya City U.)

小学校で本格的に「外国語科」の教育が始まり、大学の教員養成課程では、初等外国語教育に携わる教員の養成が求められています。本発表では、教職希望の学生を主な対象として、小学校で英語を教えるのに必要な英語スキルの向上と、教授法・指導法の基礎的知識を身につけることを目指した授業の試みについて報告します。授業では、学習指導要領 (平成 29 年告示) を指導理念の柱とし、英語スキルと指導スキルが体験的に習得できるような教室活動等を取り入れました。初等英語教育においては、文法・語彙をことばで説明するのではなく、児童が様々な教室活動や体験を通じてことばを身につける学習環境作りが大切です。そのヒントになるように、授業では、題材や学習体験がそのまま小学校の外国語活動や英語科の授業に活かせる内容にしました。使用した教科書は『小学校英語の練習帳—授業づくりに役立つスキルとアイデア』(萌文書林) です。学習指導要領では、「聞くこと」、「読むこと」、「話すこと [やり取り]」、「話すこと [発表]」、「書くこと」の 5 つの領域ごとに、「知識及び技能」と「思考力、判断力、表現力等」を一体的に育成することが謳われています。よって、教室活動では、自己表現力、発信力、コミュニケーション力を高めることを主眼としました。2024 年度の授業では、教職を目指す大学 1 年生 (約 100 名) を対象に、タブレットを用いた自己紹介、インフォメーション・ギャップを利用した活動、プレゼンテーション活動、体験を話す活動、日本文化を発信する活動、教科学習と語学学習を統合した活動などを実践しました。本発表では、それぞれの活動の目的、手順、使用教材、補助教材、学生の作品、学生の反応を紹介し、教育的効果や課題等について参加者の皆様と議論したいと思えます。

**A Study of Instruction Effects on Overpassivization Errors Made by Japanese University Students:
Instruction Focused on Voice, Verb Transitivity, and Subject Animacy**
日本人大学生の自動詞の過度受動化の誤りに対する指導効果の一考察—態・自動詞他動詞・主
語の有生性に焦点を当てた指導—

Okada, Mihoko (Aichi Gakuin U.)
Hirose, Yaeko (Tokai Gakuin U.)

日本人英語学習者は*The earthquake was happened のように自動詞の過度受動化の誤りを犯すことが指摘されている。英語の自動詞は対象や経験主を主語に持つ非対格動詞と動作主を主語に持つ非能格動詞に分けられ、さらに自動詞用法のみと自動詞他動詞両用に分類されて、自他両用非対格動詞は他動詞用法による影響も受けるため誤りが多いとされる。さらに自動詞で be 動詞を日本語の助詞「わ、が」と混同した受動形の多用、be 動詞なしで動詞の過去分詞形のみでの受動態を用いた英文産出、受動態の過少使用も多く見られる。本研究は、態や自動詞他動詞の違いおよび無生主語での能動文の 3 項目に焦点を当てた指導が、過度受動化の誤りに効果があるかという研究課題を設定し、preA-A2 レベルの日本人大学生 1 年生に対して 3 回の指導と態判断課題を用いて指導効果を測った。熟達度、事前・事後・遅延テストを全て受験し、参加同意を得た 155 人の結果に対して、動詞の種類、熟達度、主語の有生性の 3 要因に焦点を当て、統計ソフト R を使用し、一般化線形混合モデル(GLMM) による分析を行った。主語の有生性では有意な差が見られなかったため、動詞の種類、熟達度、テスト実施時期の 3 要素を固定効果とする最適モデルで分析した結果、事前・事後テスト間で非能格動詞と他動詞および自動詞用法のみの非対格動詞と他動詞との間に有意な差が見られた。特に熟達度の高い参加者ほど自動詞用法のみで正解率が上がり他動詞で下がっていた。遅延テストの結果では、他動詞で事後テストより正解率が上がる以外は有意な結果は得られなかった。本研究で行った指導では、自他両用非対格動詞に事後・遅延テストともに全く効果が見られず、同じ動詞を用いた他動詞および自他両用非対格動詞での態の判断に重点をおいた指導への改善が必要であると結論づけた。

**The Impact of AI Tool Development on Japanese University Students' Motivation for Learning
English**
AI ツールの発達日本人大学生の英語学習意欲に及ぼす影響

Takefuta, Junko (Chiba U.)
Yonaha, Nobue (Chiba U.)

本研究は、AI ツールの発達及び普及が日本人大学生の英語学習意欲にどのような影響を及ぼしているかを調査し、AI ツールの活用に対するニーズや英語学習の動機を明らかにすることを目的とする。2025 年 1 月に、日本人大学生を対象に質問紙調査を実施した。対象者は工学部、園芸学部、国際教養学部、法政経学部、教育学部に所属している学部生 162 名（1 年生 137 名、2 年生以上 25 名）であった。質問項目は、AI ツールに対する意識、学習意欲への影響、授業で学びたい AI ツールの活用方法、自身の英語力向上への意識など計 13 項目で構成されていた。その結果、「AI ツールが発達しても、英語を学習したいと思いますか」という質問に 5 件法で回答を求めたところ、81.5%の学生が肯定的に回答した。学部別にみると、国際教養学部（4.40）と法政経学部（4.45）が高い意欲を示す一方、園芸学部は平均 3.79 と他の学部より低かった。また、AI ツールに関して英語の授業で学びたい内容としては、「AI ツールの活用法」（64.8%）が最も多かった。AI ツールが発達したとしても、引き続き学びたい技能としては、「Speaking」（91.4%）や「Listening」（84.6%）に高い需要があり、口頭の技能習得に対する強いニーズが明らかになった。AI ツールがあっても自身の英語力を向上させたいと考えている理由としては、多くの学生が、自己表現の重要性やツール利用の限界を挙げた。AI ツールは正確に言葉を訳す能力があるものの、話し手の感情や意図、文化的背景を完全に伝えることは難しいため、自分の言葉で直接表現したい、という動機を強調する学生もいた。また、ツールが利用できない状況やリアルタイムの応答が求められる場面での対応力を身につけたいという現実的な理由も挙げられた。この結果を踏まえ、AI ツールの特性を活かしつつ、学生の英語によるコミュニケーション力を伸ばすような学習カリキュラムの設計が今後の英語教育において重要と考える。

Reconsidering Reading Aloud: Adapting Open AI in Psycholinguistics 音読再考：Open AI と心理言語学との接点とは

Kashiwagi, Tetsuya (The U. of Kitakyushu)

大学入学共通テストが令和3年(2021年)に始まり、発音記号、アクセント問題が、国公立大学共通入試問題から消えて4年がたつ。大学の教室での実感として平易な単語でも奇妙な読み方をする学生が増えてきている。アクセントのない、カタカナ読みで、抑揚も休止点も統一性がなく、母音の発音も誤りが多く、とても英語の音読とは言い難い。本発表は、比較的英語能力の高い私立大学の学生にチャンク・リーディング(CR)の音読実技テストを全員に課し、そこから見られる問題点を洗い出した。今回は学生を2グループに分け、A)モデル音源を与えずにCRの基本ルールだけを教え実践できるかをテストB)CRでのポーズの位置を最初に教え音読できるかをテストした。具体的な実技指導は、以下の4点である—①約2秒ごとに休止点(ポーズ)を入れる②その前のピッチを一度下げてから上げる(文末のみ下げる)③アクセント部の母音は正確に発音する④複数の“s”を発音する—その結果、相対的に英語力の高い学生でも母音部分に平易で誤解を招くような読み間違いが多く、特に名詞の複数形を示す語尾のs, esの部分はほとんど発音していない実態が浮き彫りになった。アンケートの記述解答や実技試験から見られた傾向として以下の点が挙げられる。①授業での発音記号指導がある程度の成果があり、学生の音への意識の向上が見られている②ポーズの前でのピッチの上下を学んだだけで音読に対する意識が変わった③チャンクを意識することにより読みやすく聞き取りやすくなり英語のまとまりがわかるようになった④いままでは息切れしそうな時に切るようにしていたが意識が変わり自信がついた⑤読解や文法、英検2次試験にもいい影響があるように思える—今後はBに属する英語力の低い読み手をどう指導するかにも研究を広げたい。

Investigating the Effects of Process-Oriented Genre-Based Writing Instruction 書き手のプロセスを考慮したジャンル準拠ライティング指導とその効果の検証

Uehara, Gaku (Senshu U.)

書き言葉を用いて適切にコミュニケーションを行うためには、自らの目的に則した文章を書く必要がある。このような、書き手の目的に基づき分類された文章の種類をジャンルと呼び、ジャンル準拠ライティング指導では、それぞれの目的を達成するために必要となる文章構成や言語表現の明示的な指導に重きが置かれる。ジャンル準拠ライティング指導には一定の効果があることが認められている一方、教師による一方的な指導は書き手の発想を抑制してしまう可能性があるという指摘もなされている。こうした状況を踏まえ本研究では、一般的なジャンル準拠ライティング指導に加えて、文章を書く前後に書き手のプロセスに基づくプロセス・アプローチの手法を用いることで、適切な文章を作成できるようになることを目指した。具体的には、目標として設定した説明文の指導を行う前に、目的やコンテキストに配慮しながらどのような内容を盛り込むべきかを考えさせた。また、書いた文章をペアで読み合い、目的やコンテキストと照らし合わせながら適切な文章が書けているのかを判断させ、必要に応じて互いにフィードバックを与えるように指示した。指導の前後で書かせた文章を比較した結果、指導後には目的やコンテキストに則した説明文が書けるようになり、本調査で考案した指導法の有効性が認められた。以上のことから、ジャンル準拠ライティング指導にプロセス・アプローチの手法を取り入れることで、日本人大学生のライティング能力を効果的に向上させられることが示された。特に、目標となるジャンルの特徴を明示的に指導する前に、文章を書く目的やコンテキストに注意を向けさせ、どのように文章を書く必要があるのかを考えさせることで、書き手の発想を抑制せずにジャンル準拠ライティング指導を行うことができるようになることが明らかになった。

The Effects and Challenges of English Vocabulary Tests for University Students Majoring in English: A Case Study of a Department-Wide Project

英語専攻の大学生を対象にした英単語テストの成果と課題—学科単位の取り組みを事例として

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本発表では、英語専攻の大学1・2年生を対象にリーディングの必修授業で実施している英単語テストの成果と課題を報告する。語彙力の向上は英語学習の基盤であり、特に大学英語教育においては、体系的な語彙習得を促すための指導が求められる。発表者の勤務校では、1年生に『キクタン【Advanced】6000語レベル』、2年生に『キクタン【Super】12000語レベル』を使用し、毎週50～60語を範囲とする英単語テストを年間通して実施している。本発表では、2024年7月に1・2年生計240名を対象に実施したアンケートの分析を基に、英単語テストの有用性と課題を明らかにする。調査の結果、7割以上の学生が英単語テストを肯定的に評価し、特にTOEIC(R) Listening & ReadingやTOEFL ITP(R)などの語学試験対策として役立つだけでなく、会話やライティングの授業においても活用できるとの声が多く寄せられた。また、テスト範囲の語彙には新出単語が多く含まれており、難易度として適切であると考えられる。しかし一方で、約半数の学生がテスト当日に学習を開始し、8割近くが1時間未満の学習時間しか確保していないことが判明した。このことから、語彙を自主的に学習するという点に関して、学生たちの間で、習慣化が十分に進んでいない課題が浮かび上がった。また、スコア分析では、10点満点中、1年生の平均が7.81点であったのに対し、2年生の平均は6.62点となっており、学年が上がるにつれて得点が低下する傾向が確認された。さらに、アンケートでは「テスト勉強後に覚えた単語をすぐに忘れてしまう」との声も多く、長期的な語彙定着には課題が残ることが示唆された。英単語テストは学生の語彙力向上に一定の効果をもたらしているが、より持続的な学習を促すためには、学習方法の工夫や教師の指導の在り方を見直す必要がある。

Effects of Extensive Reading on First-Year College Students: An Exploration Based on Word Counts and TOEIC Scores

大学1年生の多読学習の効果—語数とTOEICスコアによる検証

Kanai, Noriko (Miyagi U.)

Kojima, Satsuki (Miyagi U.)

本研究は、英語を主専攻としない大学1年生を対象に、リーディング授業で授業外多読学習を課し、その効果をTOEICスコアの比較を通じて検証するものである。本学では、1年後期と2年前期にTOEICを用いた英語力評価を実施しているが、近年、1年次のスコアが低下傾向にある。発表者らは、授業外多読学習の採用にあたり、西澤ら(2009)が“Critical factors for success”の一つとして多読量の重要性を指摘している点を踏まえ、達成可能な目標として12～15万語の読了を設定し、授業外多読学習を導入した。約半年間、多読学習を授業外課題として課した学年(ER群:335名)と、多読学習を課さなかった学年(non-ER群:336名)のTOEICスコアを比較し、2群間の差異を、多読の語数、冊数、多読学習時間を基に統計的に分析した。その結果、2群間のTOEICスコアについて、有意水準5%で両側検定のt検定を行ったところ、 $t(669) = -2.6244$ 、 $p = 0.0088$ であり、2群間の平均スコアに有意差が認められた。また、重回帰分析により、多読の語数とTOEICスコアの間には有意な相関が見られたが、冊数および読書時間との間には相関がなかった。この結果から、より多くの語数を読んだ学生がTOEICスコアを向上させる可能性が示唆された。さらに、TOEICスコアの上位学生は、下位学生と比較して、有意に多読の語数が多いことも確認された。これらの結果を踏まえ、多読を授業外課題として導入することで、全体的な英語力の向上が期待できる可能性が示された。

Reflective Practice in Compulsory English Classes at International University of Health and Welfare, Narita Campus

国際医療福祉大学成田キャンパスにおける英語必修授業のリフレクティブ・プラクティス

Noborimichi, Takahiro (International U. of Health and Welfare)

本研究は、発表者自らの現任校におけるこれまでの授業実践をふり返り、新たな意味や解釈を引き出した上で授業改善につなげ、今後のより良い授業実践に還元することを目的としている。具体的には、授業を受けた学生自身の省察、授業評価アンケート結果および授業実践者（発表者）が授業中に考えたことや授業後に書き記した記録などを分析対象とし、リフレクティブ・プラクティスを行った。本発表では、2023 年度前期・後期、2024 年度前期・後期および 2025 年度前期、本学成田看護学部および成田保健医療学部において発表者が担当している英語必修科目（リーディングクラス・リスニングクラス）における授業実践を分析する。まず学生自身の省察に関しては、上記 2 学部 5 学科の学生に対し前期・後期それぞれ初回の授業で「本授業での自分の目標」を書いてもらい、最終回の授業で「その目標がどの程度達成されたのか」を振り返ってもらった。その結果、成績の良し悪しや性別、所属学科を問わず多くの学生に共通して、「目標がおおよそ達成され」、「振り返りを行ったことで、英語学習に対するモチベーションが一層高まった」という効果が得られた。目標を立てること、そして振り返りを行うこと自体が多くの外国語学習者にとって大きな意味を持ち、必修英語授業終了後の継続的な英語学習に向かう意欲を刺激していることがこの結果により明らかになったと考えられる。また、授業評価アンケート結果や授業中・授業後の授業実践者（発表者）の「気づき」や「振り返り」を分析することで、学生のニーズを把握した上でそれらを踏まえた授業改善に繋げ、教師としてのさらなる成長が期待できるという効果が得られることが分かった。本発表では、上述の分析結果に加え、その分析結果から得られた教育的示唆についても併せて論じたいと考えている。

TOEIC Part 2 Expansion Activities Using Generative AI to Develop Active Learning 英語への積極的な姿勢を育む生成系 AI を利用した TOEIC Part 2 応用活動

Kuraya, Nobuko (Toyo U.)

本実践は、都内四年制大学で 1 年次必修の TOEIC を扱う英語科目において、生成系 AI を利用した TOEIC Part 2 応用活動を通して、授業や資格試験で扱われる英語の内容が身近なものであると感じさせ、英語を受け身で捉えるのではなく積極的に理解し伝えようとする姿勢を育むことを目的とする。この応用活動は、2024 年度前期と後期に 1 クラス 35 名前後の習熟度別クラスのうち、上位 2 クラスと下位 1 クラスで実施した。TOEIC の Part 2 では連続する 2 つのターンしかないため場面を想像したり流れを掴んだりすることが難しいが、ある程度自由に想像を膨らませることも可能である。本応用活動では、TOEIC Part 2 の問題への取り組み・解説という通常授業の後、扱った設問から 1 問以上選択し、正答とは異なる状況を思い浮かべて応答を準備する課題を課した。その際、生成系 AI の利用を奨励した。次の授業で、同じ設問を選んだ学生ごとに指定したグループ内で各自用意した案をシェア・交代で言う練習をした後、LMS の掲示板に状況・応答例・用いたツールを報告させた。全体で各グループの報告を見た後、教員が複数の生成系 AI を使って準備した例を紹介し、掲示板に追記した。さらに、その次の回に実施する小テストで、自分の応答を書かせた。効果の確認には前期初めと各学期終わりを中心にアンケートを実施した。その結果、93%が本活動の別答例が参考になったと答えている。自由記述では、楽しかった、大変だった等の感想の他、復習できた、初めての活動で新鮮だったとの意見もあった。また、期末試験で教科書から出題された問題の正答率は下位の対象クラスでも全体平均と比較して高く、応用活動によって内容の理解が定着したと考えられる。これらの結果から、本応用活動は英語学習への動機づけ、英語コミュニケーション実践の訓練、学習内容の定着に効果が期待できると言える。

Letter Translation Project in the Classroom—Beyond English Learning 実践報告：授業における手紙翻訳プロジェクト—英語学習を超えて—

Shimizu, Makiko (Takasaki U. of Commerce Junior C.)

これは短期大学1年向けの、「英語が国際共通語として果たす役割を実感する。英語を通じて異なる文化や社会的背景を持つ人々をつながることができることを理解する」ことを目的とした授業における手紙翻訳プロジェクトの実践報告である。授業ではまず、国際共通語としての英語に関する知識を学んでいくが、実践活動として取り入れているのがこの手紙翻訳プロジェクトである。本活動では、インドやアフリカの貧困層の子どもたちが日本の里親に向けて英語で書いた手紙を、学生が日本語に翻訳し、里親に届ける手助けを行っている。この活動を通じて、学生は英語が単なる学習対象ではなく、現実のコミュニケーションツールであることを実感する。英語が世界共通語として異なる文化や社会背景を持つ人々をつなぐ役割を果たしていることを理解するとともに、普段交流することのない開発途上国の人々の厳しい生活環境についても知る機会となり、自分たちの置かれた恵まれた環境を再認識する。また、翻訳作業においては、単なる英日訳ではなく、書き手の思いや読み手の気持ちを大切にしながら、適切な表現を選ぶことが求められる。このプロセスを通じて、学生は言語の持つ社会的・感情的な側面に気づき、より実践的な英語運用能力を身につけていく。本発表では、この翻訳ボランティア活動の教育的効果を考察し、学生が英語を国際語として主体的に学ぶための実践的アプローチとしての可能性を探る。

Correspondence Between the New JACET 8000 and Words Designated as Important in Dictionaries 辞書が規定する重要語に対する新 JACET8000 の対応

Yashima, Hitoshi (Hiroshima Bunkyo U.)

昨年度、一昨年度の研究で用いた学習者向けの週刊英字新聞1か月分を調査対象として、新 JACET8000 がどの程度有効なものであるのかを調査することで、CEFR-J との有効度の比較を行った。結果としては、1000 語レベルが約 36-38%、2000 語レベルが約 21-22%、3000 語レベルが約 11-13%、4000 語レベルが約 7%、5000 語レベルが 5-6%、6000 語レベルが 3-4%、7000 語レベルが 2-3%、8000 語レベルが 2%、それ以外が約 9-10%であった。この結果、両者で語彙カバー率に大きな差はなかった。しかし、上位 3000 語程度で見ると、新 JACET8000 の 3000 語レベルまでで約 70%カバーすることがわかり、A1 と A2 で多くても 52%のカバー率であった CEFR-J よりも有効度が高いことがわかった。また、新 JACET8000 にも CEFR-J にも辞書で規定されている重要語が相当数未収録であることがわかった。ジーニアス（第6版）の高校学習語の内、新 JACET8000 では5語が、CEFR-J では95語が、それぞれ未収録であった。ウィズダム（第6版）の高校必修語の内では、新 JACET8000 では7語が、CEFR-J では32語が、それぞれ未収録であった。さらに、LDOCE（第6版）の上位3000語の内、新 JACET8000 では5語が、CEFR-J では4語が、それぞれ未収録であった。そこで、本研究では、以上の3冊の全重要語に対して新 JACET8000 がどの程度対応しているのかを調査することを主な目的とする。新 JACET8000 の特徴に従って、固有名詞は月や曜日など一部を除いて研究対象から除外した。また、動詞の過去形・過去分詞形は、辞書に定義が掲載されている語のみ研究対象とした。結果としては、ジーニアス（第6版）の中学学習語の内の15語と高校学習語の内の124語の合計139語が未収録であった。その中には good-bye のようなハイフンで繋がれた語や、no one のような2語の語などが含まれているので、新 JACET8000 の特徴に従えばもう少しその数は減るが、かなりの数の語が未収録であることがわかった。また、1000語レベルの内、154語が高校学習語で1語が大学生・社会人に必要な語であったが、逆に、8000語レベルの内、3語が中学学習語であった。

Overseas Studies in Non-Native English-Speaking Countries: Challenges and Opportunities Different From Those in English-Speaking Countries
非英語母語話者圏への留学—可能性と課題

Fujio, Misa (Toyo U.)

近年、留学の研究は、流暢性などの言語面に留まらず、不安などの情意要因や、留学の生活面に焦点を当てた研究が増えている。本研究も、発表者自身の在外研究の機会を生かし、非英語母語話者圏（イタリア）に留学していた日本人交換留学生 10 名に、1) 留学動機（なぜイタリアを選んだか）、2) 英語・イタリア語の言語能力の向上、3) 異文化理解、4) 留学で得られた成果と苦勞、5) 今後のキャリアについて、半構造的グループ・インタビューを行った。インタビューデータは、修正版グラウンデッド・セオリー・アプローチ (M-GTA) を使用して分析した。M-GTA は生データをいくつかの概念にまとめ（グループ化し）、それをさらに上位の概念にまとめ関係性を考えていく手法である。最初のステージ **Open Coding** では、「コロナ」「非英語圏」「イタリア語」「キャリアの柔軟性」など 11 の概念が浮かび上がったが、その後の **Selective Coding** の段階で「非英語圏」「イタリアの地理」「キャリア」という 3 つの大きな概念にまとめられ、各々がさらにポジティブ・ネガティブな面に二分される興味深い形に集約された。例えば「非英語圏」ではスポーツ・マネジメントやイタリア語能力を生かして外交官になるなど、イタリアでしか学べないことを習得しようというポジティブな意見が多かった一方、IELTS の点数制限のため英語圏に留学できなかったという消極的な理由も挙がっていた。英語圏へ留学した学生の先行研究と比べて、今回は英語力を向上させないといけないというプレッシャーが少なく、英語力よりも、国境を越えるとすぐそこに外国があり、紛争地が近くにあることから、異文化理解という点でより多くを学んだことが示唆された。発表ではさらに、留学経験をその後のキャリアにどう活かしたかについても報告し、今後の留学のあり方についても考察を加えたい。

Aug. 29/ 13:30-14:30/ Room 5th Floor

A Qualitative Study Into Student Participation in the Inaugural Presentation Contest at a Japanese University

Robson, Graham (Toyo U.)

To help improve learner second language development, including motivation, taking part in a class and learning English is better than nothing. However, most schools and universities should look to offer chances beyond the classroom to enhance learning opportunities, bring students closer to the target culture, and improve affective factors for learning. As an extracurricular event, speech contests can provide a chance for students at any level of education to improve their English abilities and attitudes towards English, as well as offer a challenge to improve learner's speaking confidence. This poster presentation features one faculty at a mid-level university in Tokyo that has successfully held an annual speech contest for a number of years. This event was subsequently changed in autumn 2023 to include a PowerPoint presentation, launched as an all-university event. This study uses semi-structured interview data from three participants (including Japanese and non-Japanese) of the faculty competition, which would decide a representative for the inaugural all-university event for that year. Analysis of the results show four emergent themes from the data, which are Attitudes towards English Study, Joining the Contest, Preparing for the Contest, and the Event and After. The data in these codes shows different purposes for participating and differing levels of preparation, leading to separate outcomes on the day of the presentation contest. The presenter (also the trainer of the three contest participants) further addresses how the contest could lead to future language development and goals. The presenter also touches on related issues such as autonomy, topic choice, and communication anxiety. This poster presentation may be of interest to those teachers who are considering presentation contests as a way to improve learner language abilities and motivation in class. It could also appeal to those developing curricula and seeking ways to combine output in the four skills.

Aug. 29/ 13:30-14:30/ Room 5th Floor

Influences in Creating a Positive Classroom Environment

Cooke, Simon (Tohoku Institute of Technology)

Several studies on Japanese English education have highlighted both the potential and challenges of transitioning from high school to university English classes, where students must shift to more active learning roles—often leading to increased anxiety. Research has also explored the impact of teaching methodologies in alleviating this anxiety. Building on previous studies on foreign language classroom anxiety (FLCA) and foreign language enjoyment (FLE), this poster presents initial findings from an exploratory study on the effects of student-centred classrooms in reducing anxiety and enhancing enjoyment. The study involved 372 first-year students enrolled in elective English communication courses at two universities in northeastern Japan. A few weeks into the course, a Pearson bivariate correlation was conducted to examine the relationship between self-perceived English ability and both classroom anxiety and enjoyment. As expected, the results showed that higher-perceived English ability correlated with lower anxiety and greater enjoyment, while lower-perceived English ability was associated with higher anxiety and reduced enjoyment. However, student remarks gathered after several weeks of student-centred English communication classes, demonstrated the appeal of this approach to both groups of students, with comments from both groups focusing on specific facets of the classroom and teacher behaviours that suggested effective classroom methodology to temper student anxiety and promote enjoyment, regardless of perceived levels of English skill and anxiety. In this poster presentation, I will share the study's initial results and look forward to discussing effective strategies for fostering a positive classroom environment for both first-year and older students in English communication and conversation courses.