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The Paperless Classroom: Supporting Students and Teachers

Jerrems, Michelle (Kanda University of International Studies)

As the use of digital technology continues to increase and classrooms move to an essentially 'paperless' environment, learner and teacher needs are also evolving. This presentation aims to explore the integration of Learner Management Systems (LMS) such as Google Classroom, and the transition from a variety of classroom settings to a paperless classroom. Based on a survey and focus groups with first-year students and English teachers, this presentation will investigate students' and teachers' perceptions of their paperless classrooms, and the possible impact on communication, collaboration, and autonomy. The presentation will investigate stakeholders' background and understanding of using an LMS, perceptions of benefits and challenges associated with using an online system for in-class tasks, group work, projects and assignments, student-student collaboration, student-teacher communication, reflection, and feedback. Based on student and teacher's impressions, comments, and feedback, this presentation aims to give insight into the challenges faced and benefits gained when students transition from a variety of classroom settings into a primarily paperless classroom setting. It will also give recommendations for how to best support students and teachers in transitioning into a paperless classroom setting, utilizing beneficial elements of an LMS whilst addressing potential challenges with different scaffolding and workarounds.

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Development of an English Vocabulary Learning Support Tool "VOICE-Q" to Promote Independent Learning by Japanese College Students

日本人大学生のための英語語彙学習支援ツール「VOICE-Q」の開発

Takefuta, Junko (Chiba University)

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英語学習者の多くが語彙力の不足を感じ、市販の単語帳や単語アプリを使用して語彙力の伸長を図っている。しかし、各学習者が修得を望んでいる語彙と、そうした単語帳や単語アプリで提供されているコンテンツの内容や難度レベルが合致していない場合、効果的な学習を期待することは難しい。さらに、短期間での大量の語彙修得を目指すあまり、音声でのインプットやコロケーション等の単語の周知的知識の修得を疎かにしている学習者は少なからずおり、その結果、実際にコミュニケーションのなかで使える表現として身につけていない語彙が多いことが指摘されている。これらの課題の解決を目指し、教材作成システムと学習システムで構成される英語語彙学習支援ツール「VOICE-Q」を開発した。VOICE-Qはスマートフォンやパソコンで使用できるレスポンスデザインとし、4インチ程度の画面のモバイル端末でも学習者がストレスなく使用できるよう、シンプルで直感的に使える画面構成、画面遷移に配慮して設計した。本ツールの特徴のひとつは、学習者自身が英文を選定し、その英文で使用されている語から半自動的に自分専用の語彙教材を制作できるところにある。VOICE-Qに英単語の頻度順リストやレマリストを組み込むことで、学習者の語彙レベルに合った学習語が自動的に選出されるようになっている。また翻訳APIやtext-to-speechシステムを組み込むことで、教材作成が部分的に自動化されている。一方、語彙学習システムでは、英単語から和訳、和訳から英単語、英語用例から日本語用例、日本語用例から英語用例が、それぞれ瞬時に想起できるようになることを目指したチャックが音声で聞けるようになっている。仕上げのステップとして、学習者が最初に選定した英文の音声聞き、学習の成果を確認できる機能も装備した。本ツールは、今後、学部生や大学院生に試用してもらい、評価を得る機会を作る予定である。

Tertiary English Education for Diversity, Equity and Inclusion

多文化共生力を育成する大学英語教育

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Kawahara, Toshiaki (Gifu Women's University)
Okado, Hiroko (Meijo University)
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国際化が急激に進む現代社会においては、異なる文化や考え方を理解させるだけの「異文化理解教育」や、多様な人々を参加させただけの「ダイバーシティ推進」では、国際社会で活躍する学生の育成が期待できない。現在、大学には、1) 自文化の「枠」にとらわれず、多角的観点から物事を捉える力、2) 他文化を尊重し、多様性を受容する力、3) 自分の意見を論理的に述べ、議論をまとめる力の育成が求められている。本研究では、こうした「真のコミュニケーション能力」の育成に、「公正性 (Equity)」の概念の導入が不可欠であると説く。そのために、これまでの「多文化共生と英語教育」に関する研究を再分析し、大学英語教育に次の3点を取り入れた活動を提案する。1) 学生のもっとも身近な「異文化」となるジェンダーを切り口に、自分の中のステレオタイプとも向き合う活動で、「公正」の観点を導入する。2) 「内なる国際化」によって生じている地域社会・学校教育の課題を取り上げる活動で、「多数派の特権」に気づかせ、「地球市民」としての行動を促す。3) AI 翻訳時代に、どのような「英語」をどのように使用することが円滑なコミュニケーションをもたらすかを考える活動で、「公正」を実践させる。多くの場合、学習者も教員も、自己の中のステレオタイプには気がつかずにいる。「公正」であると思われている検定教科書や公共のニュース報道の中にもしばしばステレオタイプが存在する。特に、学校教育の場に残されているステレオタイプは「隠れたカリキュラム」となって、社会で再構成されていく。授業においては、男女の敬称や代名詞の選択、Ladies and gentlemen といった定型句の問題や、「観光」「災害」「教育」における地域社会の問題、また、母語話者と非母語話者のコミュニケーションの問題へと視点を広げることで、「多数派の特権」「公正性」に気づかせ、「地球市民」としての行動を促す英語教育を目指すことができる。

Measuring Self-Efficacy in Oral Tasks Using an Idiodynamic Approach

Fukuda, Akiko (Toyo University)

Self-efficacy is a core element of learner psychology that influences second language (L2) performance, learning behaviors, and achievement. According to Bandura (1997), self-efficacy is a personal belief in one's ability to learn and perform a specific task or activity. It is contextual and varies depending on learning situations and targets. This study aims to explore the moment-to-moment changes in self-efficacy in an oral speaking task using the idiodynamic method. The idiodynamic approach has received attention in individual difference factors and psychology for language learning (Hiver, 2022) and can detect fleeting highs and lows in motivation and emotions. In this study, three research questions were established to examine whether the idiodynamic approach captures changes in learners' self-efficacy during speaking tasks: (1) How does learners' self-efficacy change over time during speaking tasks? (2) How does self-efficacy vary by speaking topic? (3) How does self-efficacy differ among learners? Four of the 16 students who participated in the study were selected for the poster presentation. They individually came to the researcher's office and worked on speaking tasks in which they answered eight questions, for example, about directions to a local landmark, the educational system of Japan, and their favorite recent photograph. Their performance was recorded with a video camera. After completing the task, the recorded data were imported into software on a laptop, and

participants rated their efficacy on a scale from -5 to +5. After measurement, the participants further explained the reasons for their high/low levels of self-efficacy by answering the stimulated-recall interview questions. In the poster presentation, the main results will be discussed regarding the measurability of self-efficacy using the idiodynamic approach, how self-efficacy changes in interrelationship with speaking tasks, and how learners perceive the reasons for their high/low levels of self-efficacy.

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Japanese Students' Perceptions of Japanese Teachers of English With Study Abroad Experience

Takano, Miho (University of Toyama)

This study aimed to examine Japanese students' perceptions of Japanese teachers of English with study abroad experience. A total of 229 students from 5 English classes at a national university in Japan participated in a survey and responded to a questionnaire on how they perceived Japanese teachers of English with study abroad experience. Findings indicated that students had predominantly positive perceptions toward such teachers and expressed their desire to learn English from them. Furthermore, students' comments revealed that their opinions and perceptions were generally based on the assumption that those teachers were fairly close to native English-speaking teachers in terms of language proficiency, teaching style, personal traits, and cultural awareness. This suggests that the way students perceive English teachers is dichotomous. The students did not view Japanese teachers with study abroad experience as people with unique experiences and backgrounds, but it appears as if they moved those teachers from one category (non-native English-speaking teachers) to another (native-speaking English teachers) in their minds. The study findings will benefit teachers regardless of their study abroad experience.

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Student Feedback of English Tourism Curriculum Based Around Projects

Robson, Graham (Toyo University)

Project Based Learning (PBL) is often associated with other teaching methods, such as Task-Based Language Teaching (TBLT). Like PBL, TBLT has received much attention in second language research. Proponents have found that it has many positive outcomes, including increased learner motivation and autonomy. As a result, there are numerous examples of successful projects using tasks in second language literature. Tourism as a subject has also benefited from the use of projects and tasks, but these tend to be small-scale and less focused at the curriculum level, which is needed to establish the effectiveness of such methods for larger groups of learners. To deal with this, teachers in one tourism faculty at a university in Japan collaborated to produce a year-long curriculum based around PBL and TBLT. The academic year 2022 marked the first year that the teachers delivered this compulsory project-based tourism curriculum. The design and implementation of a new curriculum should be subject to review and feedback. This poster presentation provides data obtained through feedback from students about the curriculum to improve future iterations. This study employed a student survey (n=141) to measure student attitudes and self-perceived performance through the autumn semester of 2022, marking the employment of the most newly developed part of this project-based curriculum. Results show both students' positive attitudes towards the learning situation as well as perceptions of their own learning. The poster presentation concludes with recommendations on how to develop the curriculum further. This poster presentation may be of interest to teachers who currently teach tourism students, seek to collaboratively improve their current content-based curricula, and have concern for the feedback cycle.

Rikejo and Extensive Reading: Putting the A Into STEM to Make STEAM

Kimura, Julia (Mukogawa Women's University)

In the Japanese context, extensive reading (ER) in English as a Foreign Language (EFL) classes has been shown to have numerous benefits, even for, and perhaps especially for, students majoring in the science, technology, engineering, and mathematics (STEM) fields. Specifically, identified benefits include overall increased language proficiency and reading speed, the latter of which has been shown to correlate highly with reading comprehension. English reading proficiency, as well as English proficiency overall, is a critical skill for success for STEM majors. However, though women in the workforce face unique disadvantages, thanks to individual differences, specifically gender, they enjoy some advantages as English learners. To date, no research has focused on how female STEM majors can benefit from ER. Therefore, the purpose of this prospective mixed methods action research study is to investigate how suitable Xreading, an online library of graded readers, is for female STEM majors. The primary aims of participants' English classes were to understand language use in the specialized field of pharmaceutical sciences through learning academic and technical terms, sentence structure, and how to present information. Classes met once a week for 90 minutes for two semesters. Regular classroom activities included academic vocabulary quizzes for the first-year class, technical vocabulary for the second-year class, and general workplace vocabulary for the third-year class. Students also listened to conversations, interviews, and lectures. Participants were in one of three classes: first, second, or third year in a women's university. They participated in in-class and outside-class sustained silent reading (SSR). The Xreading platform provided the instructor with qualitative data points such as number of books read, reading speed, time spent reading, and scores on comprehension quizzes. After one academic year, the instructor will collect qualitative data by conducting an online survey and interviews with willing participants.