Aug. 26 / 09:30-11:00 / AN321

AI 時代の英文ライティング指導ーエラー克服 Web アプリから統合型執筆環境まで

<JACET SIG on Writing Research> Noguchi, Koko (International U. of Health and Welfare); Shimoda, Atsuko (Jissen Women's U.); Mita, Kaoru (Jissen Women's U.); White, Sean　A. (Ryukoku U.)

本ワークショップでは、AI 時代における英文ライティング指導実践を、基礎的エラー克服と統合型執筆環境の観点から検討する。第一部では、基礎的エラー克服の取り組みとして、Web アプリを用いた英文ライティング指導実践を紹介する。日本人大学生の英文ライティング指導において、初級学習者には母語と英語の構造の違いに起因する共通の誤りが頻出する。特に主語・解説型、長い主語型、動詞重複、主語／動詞欠落、Because 断片文、For Example 断片文の 6 タイプである。従来は大学 LMS でこれら特有の誤りに特化した指導を行ってきたが、今年度は「英作文エラー克服 Web アプリ」を作成した。このアプリは、昨年度の学生のライティングデータから収集した 6 タイプ各 16〜17 問、計 97 問が収録され、日本語文を見て音声で英訳を入力すると正誤判定が行われ、ヒントと、よくある間違いの解説を参照しながら反復練習できるドリル形式である。同義語や短縮形にも柔軟に対応し、音声入力を主とすることでライティングとスピーキングを統合した実践的仕様となっている。今年度の授業で大学一年生に活用してもらい、学期末ライティングテストで効果を検証する予定である。第二部では、生成 AI が独立したチャット画面から原稿作成のワークスペースそのものへと移行しつつある変化に焦点を当てる。この変化は執筆環境・インフラの変容である。学術的責務、すなわち根拠の提示、引用の妥当性、説明責任などは不変である一方、下書き・改稿・コンパイル・共同執筆に用いられるエディタへ AI が埋め込まれることで、ワークフロー上のアフォーダンスと失敗様式の双方が変化する。本セグメントでは、AI ネイティブな LaTeX 執筆環境である OpenAI Prism のデモを中心事例とし、他ツールにも適宜言及しつつ、統合型エディタが学術執筆にもたらしうる利点、依然として不十分な点またはリスクを増幅しうる点、大学で AI 利用を実行可能かつ教育可能にするための運用指針を整理・提示する。

Aug. 26 / 09:30-11:00 / AN323

AI のある英語教育の実際：3 つの AI 関連デモ体験

<JACET SIG on AI and College English Education> Matsuoka, Yaoko (U. of the People); Fujimura, Keiji (Aichi Institute of Technology); Kobori, Machiko (Hosei U.); Yoshida, Shinsuke (Kansai U.)

従来型の AI（Artificial Intelligence/人工知能）から生成型 AI へ、そして今、エージェント型 AI へと、世界はこれまでにないテクノロジーの進化を経験している。AI の浸透に伴い、大学英語教育も大きな転換期を迎えており、教師も、一定程度の AI 関連の知見を有することが求められている。こうした現状に鑑みて、本ワークショップ発表では、体験型のデモンストレーションを通して、３つの最新の AI 関連の技術と英語教育におけるその使用方法を紹介する。３つのデモは次の様な構成である。まず、「1. AI イラストを活用した英語ライティング活動」では、文字・画像・リンク等を共有できるオンライン協働学習ツール「Padlet」の AI 描画機能を活用した英語ライティング活動を体験する。続いて「2. AI エージェントによる教材づくり自働化体験」では、AI エージェントを活用し、スライド作成・原稿生成・動画化を一気通貫で行う実践デモを紹介する。AI を、「使うツール」から「一緒に作るパートナー」へと位置づけ直す体験を提供する。（ノートパソコンをご持参ください。）　最後に、「3. AI　ライティング・ヒューマナイザーの体験」では、大学レベルの小論文で、AI に書かせた文章を人間が書いた様に調整して検出器を逃れることができる AI 機能を紹介する。また、最後には全体ディスカッションの場を設け、教育に於ける AI の適用について、聴衆の皆さんと共に深く議論する機会を提供する。

Aug. 26/ 09:30-11:00/ AN325

Special Worlshop
第 2 号事業委員会（学術出版）企画 ワークショップ

Getting Published in International Journals: A Roundtable Discussion on Challenges, Experiences, and Strategies

JACET Academic Publications Committee
Kawano, Madoka (Meiji U.)
Leis, Adrian (Tohoku Gakuin U.)
Otsuki, Yuki (Meisei U.)
Nakatake, Maiko (Gakushuin U.)

This roundtable discussion provides an opportunity for participants to share their experiences, challenges, and concerns related to publishing in international journals. Through an open exchange of ideas, attendees will discuss common obstacles, successful strategies, and practical ways to improve their chances of manuscript acceptance. The session welcomes both experienced researchers and those new to international publishing.

Aug. 26 / 14:45-16:15 / AN323

Empathy-Building in the EFL Classroom

Willey, Ian David (Kagawa U.)

Empathy is considered crucial to intercultural communication. However, the development of empathy is largely overlooked in EFL textbooks and curricula. Moreover, research suggests that increased use of technology has led to a decline in empathy in the general population; some have labeled this decline a "global empathy crisis." This workshop focuses on methods to boost the empathy levels of Japanese university learners. The presenter will first define the term empathy as it is used in numerous fields, with particular attention to the distinction between affective (emotional) and cognitive (clinical) empathy. Affective empathy involves feeling what another person feels, while cognitive empathy entails understanding how someone feels without experiencing those same emotions. Next, a year-long study examining a potential relationship between English-language haiku and empathy in medical students (n = 86) will be briefly described. This study found that weekly reflections on English-language haiku over a 15-week semester led to significant increases in the cognitive empathy dimension of perspective-taking in students as measured by pre- and post-course surveys using the Multidimensional Empathy Scale. The presenter will then introduce activities designed to increase students' empathy levels. These activities aim to make students more aware of 1) their own feelings; 2) the feelings of others; and 3) how to respond appropriately depending on their interlocutors' emotions. Participants will experience these activities firsthand in pairs and groups. Haiku and clips from songs and films will be used in activities and discussions. Participants will leave this workshop with a refined understanding of empathy as well as a repertoire of activities to promote empathy development in their classrooms, thus enabling their students to become successful intercultural communicators.

Aug. 26 / 14:45-16:15 / AC341

Human Voices Matter: An Introduction to Readers Theatre for Today's Classrooms, A Low-Pressure Approach to Speaking and Understanding English

Asano, Keizo (Nanzan U. (Retired professor))

This short, hands-on Readers Theatre (RT) workshop is designed for educators interested in exploring a meaningful "new" refreshing approach to language teaching in an era increasingly shaped by AI. By emphasizing an analog, human-centered practice, RT offers a thoughtful counterbalance to increasingly digitalized classrooms we see today. To accommodate non-Japanese-speaking participants, the session will primarily be proceeded in English. However, it may include both Japanese and English, depending on the audience present. Whether you are enthusiastic about trying RT or simply curious, you are warmly encouraged to join. The specific script for the read-aloud portion will be selected closer to the workshop date. Readers Theatre is often described as an "open-book play." Performers read scripts aloud—using a binder or music stand—rather than memorizing lines or moving around a stage. For many non-English speakers in Asian contexts, having the script in hand significantly lowers anxiety and makes participation more accessible. It is not acting in the conventional sense but read-aloud with purpose and expression. At its core, Readers Theatre emphasizes oral interpretation grounded in deep comprehension. Because meaningful performance is impossible without understanding the text, RT naturally strengthens reading comprehension. Students learn to read not only accurately but interpretively bringing language to life through voice, pacing, and intention. Readers Theatre is also remarkably practical. It requires no costumes, props, lighting, or special equipment. A regular classroom and a willingness to read aloud are enough. Most importantly, the true stage exists in RT in the audience's imagination, which is why it is often called the "theatre of the imagination." RT invites both performers and listeners to visualize the story internally. In a world saturated with ready-made visuals, nurturing imagination is more essential than ever for empathy, creativity, and flexible.

Aug. 26 / 14:45-16:15 / AC343

Teaching Academic Writing in the Age of AI: Preventing Dependency and Preserving Core Skills

Thompson, Andrew (Fukuoka Women's U.); Stott, Nigel (Fukuoka Women's U.)

In November 2022, ChatGPT, an artificial intelligence (AI) tool, was released and quickly began impacting education, including the way students learn and complete tasks. Today, widely used AI writing tools such as ChatGPT, Grammarly, QuillBot, and Wordtune are capable of rapidly generating academic-style texts, often reducing student involvement to little more than reviewing the text prior to submission. In addition to concerns about academic integrity, recent studies suggest that AI-generated content frequently appears formulaic, repetitive, and superficial, lacking human creativity and critical thinking. Understandably, university teachers are concerned that increasing AI dependency may erode students' critical thinking skills and, consequently, limit the development of core academic writing skills. This workshop addresses both the challenges encountered and the solutions implemented in teaching an English academic writing course for Japanese university students

at CEFR B1–B2. Based on experience, the presenters will argue that the use of AI tools in an academic writing course deprives students of opportunities to learn the fundamentals of the writing process, including outlining, drafting, editing, revising, and rewriting. As a result, many students no longer feel the need to learn such essential components as thesis statements, topic sentences, discourse markers, paraphrasing, summarizing, in-text citations, formatting, and common academic essay structures. This workshop will equip attendees with actionable strategies designed to counter the unethical use of AI-generated text in academic writing courses. These strategies include emphasizing the importance of core pre-writing skills such as brainstorming and researching as well as demonstrating how regular in-class writing can provide teachers with an authentic baseline of students' writing ability while building students' overall confidence and understanding. Attendees can expect a practical and interactive.

Aug. 26 / 14:45-16:15 / AS363

Drama in Education for English Language Learning: Theory and Practice to Motivate Learners Toward Authentic Communication and Self Expression

Moody, Miho (Nagoya U. of Foreign Studies); Saito, Aiko (Setsunan U.); Hesborn, Ondiba (Tokyo U. of Science)

The purpose of the workshop is to outline the history of the Oral Communication Special Interest Group (SIG) and the benefits of learning English through drama. The Oral Communication SIG has a history of over 30 years and involves cooperation and events across Japan. The annual Oral Communication Festival provides students with an opportunity to perform in front of students and faculty from other universities. Performances include drama, readers' theatre, speech, or any form of oral presentation. The purpose of the group is to encourage learners to actually use the language they learn in the classroom to communicate in real-life situations. In the workshop, we will review the importance and necessity of providing learners with an opportunity to communicate in the target language. This is particularly useful after they have learned sufficient grammar, vocabulary, and other necessary knowledge about language and culture. We will be focusing on drama in education as a follow-up to last year's readers' theatre workshop. The workshop starts with an explanation of the rationale for using drama to enhance learners' communication skills, and fully understand literature. Also, it helps to motivate further learning. It will be followed by a workshop involving participants in various "drama in education" activities. The activities will be both improvisational and prepared. Improvisation provides learners with the opportunity to use the language in a meaningful context as they solve problems. Drama work on written texts will also be demonstrated; this will aid learners in understanding and interpreting literature by involving them physically in situations. Both activities help learners become more confident and willing to express themselves in the target language.

Aug. 26 / 14:45-16:15 / AS365

AI for Research: From Introduction to Conclusion

Moskowitz, Nicole (U. of Hyogo)

Teaching is one of the busiest professions, with teachers averaging 15-20 hours of overtime a week. When you add the "publish or perish" culture of teaching in universities, it is easy to be constantly working on something important yet slowly become out of touch with recent developments, especially AI. This workshop is aimed for teachers who want to use AI for research, but are new to it or don't know where to start. Two research focused AI websites (SciSpace and Ai2 Scholar QA / Asta) will be demonstrated, such as finding relevant research, asking research questions, using it for statistical analysis, making results sections, charts/graphs, and more. Demonstrations will be followed by participants trying them out, while the presenter will assist participants. If you've been meaning to look into AI geared towards research, but have never found the time, feel intimidated, or don't know where to start, please join us as we explore these 2 programs.

Aug. 26 / 14:45-16:15 / AS357

Brain-Friendly Study Skills for Teachers and Students: Mindfulness

Masda, Yuka (Tokyo U. of Pharmacy and Life Sciences)

With ever increasing attractive distractions available to us, how can you boost your and your students' learning productivity? The Brain-friendly Study Skills workshop proposes a bottom-up, holistic approach supported by findings from learning science and related fields to maximize productivity without sacrificing well-being. Instead of trying to tackle each new problem as it arises, it aims to develop autonomous learners equipped with brain-friendly solutions, not only for immediate test score improvements but for long-term personal fulfilment. This is done through addressing the root cause of problems, encouraging productive and healthy lifestyle choices, and providing skills practice in a friendly interactive setting. In short, the workshop is composed of digestible science and practical solutions on various intriguing themes such as sleep, the mobile phone use, or goal setting. This session focuses on mindfulness, its benefit, and how to achieve it. Human minds are known

to readily wander off and daydream by default rather than effortlessly stay focused at will. Mind-wandering frequently results in decreased learning productivity as well as general well-being. On the other end of the scale is mindfulness, the state of being in ‘non-judgemental awareness of the present moment’. One of the ways to remedy this situation and achieve mindfulness is meditation. In fact it is currently expected to be the most powerful way despite its ease of practice. The session is divided in three sections, in the first of which participants will experience brief meditation in a mock experiment, so they can measure the effects firsthand. In the second, they will learn why and how it works. In the third and final section, we will practise meditation expected to effectively enhance focus and each participant will be encouraged to set themselves on course of regular daily meditation practice.