



OkiJALT

21st Century Language Teaching Conference

2024



2024年10月26～27日
26-27 October 2024

Naha, Okinawa

The Okinawa Chapter of the Japan Association for Language Teaching (OkiJALT)

with

JALT's Teaching Young Learners Special Interest Group (TYL SIG)

@ 沖縄県男女共同参画センター(ていりる)

@ Okinawa Prefecture Gender Equality Center **Tiruru**

<https://okijalt.org>



Welcome to OkiJALT 21st Century Language Teaching Conference 2024!

26-27 October 2024



OkiJALT 21st Century Language Teaching Conference 2024 is a two-day conference hosted by the Okinawa Chapter of the Japan Association for Language Teaching (OkiJALT) and JALT's Teaching Young Learners Special Interest Group (TYL-SIG).

The Conference features talks from researchers, teachers, and students from around the world presenting work on various aspects of language learning and teaching.

Please feel free to attend any presentations, demonstrations, or workshops that interest you. OkiJALT and TYL SIG encourage positive participation and a friendly atmosphere, so please don't hesitate to reach out and talk to other attendees, participants, and conference organizers!

We hope you enjoy your time at **OkiJALT 21st Century Language Teaching Conference 2024!**

OkiJALT 21CLT 2024

Schedule:

Friday, 25 October 2024:

19:00 – 21:00

Welcome & Dinner @ [Aun](#)

The OkiJALT 21st Century Language Teaching Conference

Welcome & Dinner will be held at [Aun](#), an Okinawan izakaya located a 6-minute walk from Yui Rail Asahibashi Station in Naha.

All Symposium attendees are welcome to join and meet one another in a more casual environment.

Please inform OkiJALT if you would like to attend the Welcome and Dinner.

Saturday, 26 October 2024:

09:00 – 16:45

Poster Presentations, Workshops, & Presentations @ [Okinawa Prefecture Gender Equality Center Tiruru](#)

18:00 – 20:00

Conference Dinner @ [Garden Restaurant Ryutan](#), Pan-Japanese/Western/Asian restaurant located in the Pacific Hotel in Naha, a 16-minute walk from Asahibashi Station. Please inform OkiJALT if you would like to attend the dinner.

Sunday, 27 October 2024:

10:00 – 12:30

Workshops & Presentations @ [Okinawa Prefecture Gender Equality Center Tiruru](#)

<https://okijalt.org>



About OkiJALT

<https://okijalt.org/>

Welcome to OkiJALT! めんそーれー

Okinawa JALT is a chapter of the Japan Association for Language Teaching, a non-profit organization that is dedicated to the improvement of language teaching and learning.

The Okinawa Chapter of JALT has been active since 1980. We are a diverse group of language educators and scholars who share a common goal of improving foreign language education.

We welcome members and presenters from across Japan and internationally as well.

OkiJALT 2024 Chapter Officers

President: Adam Murray

Treasurer: Katherine Song

Membership Chair:

Grant Osterman

Program Chair: Max Diaz

Publications Chair:

Brian Gallagher

Facilities Chair: Barry Keith

Website Administrator: Max Diaz

Translator: Kaori Hakone

Ombudsperson: David Kluge

Member-at-Large:

George MacLean



About Teaching Young Learners SIG (TYL SIG)

<https://materialswriters.org>



TYL SIG 2023 Officers

Coordinator: Grant Osterman

Membership Chair: Amy Brown

Program Chair: Martin Sedaghat

JALT Junior Chair: Mary Virgil

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Publications Chair: Kate Sato (Editor)

Publications Co-Chair: Gaby Benthien

Website Editor: Nicholas J. Wilson

Member-at-Large: Marian Hara

Member-at-Large: Marybeth Kamibeppu

Welcome to the Teaching Young Learners (TYL) Special Interest Group (SIG) of the Japan Association for Language Teaching (JALT).

Under our parent NPO JALT, the Teaching Younger Learners SIG is a nonprofit organization whose purposes are to foster research, hold periodic meetings and forums, issue publications, cooperate with interested professional organizations, including other JALT SIGS and Chapters, carry on other activities for those interested in the improvement of the language teaching and learning of young learners (K-12th grade), and contribute to the development of activities in language teaching and learning, social education, and international cooperation.

The School House
The Publication of the JALT Teaching
Younger Learners SIG

全国語学教育学会若い人たちに教える研究部
会研究部会定款

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OkiJALT 21st Century Language Teaching Conference 2024 is being held at:

Okinawa Prefecture Gender Equality Center
Tiruru

沖縄県男女共同参画センター(ていりるる)

〒900-0036

沖縄県那覇市西3-11-1

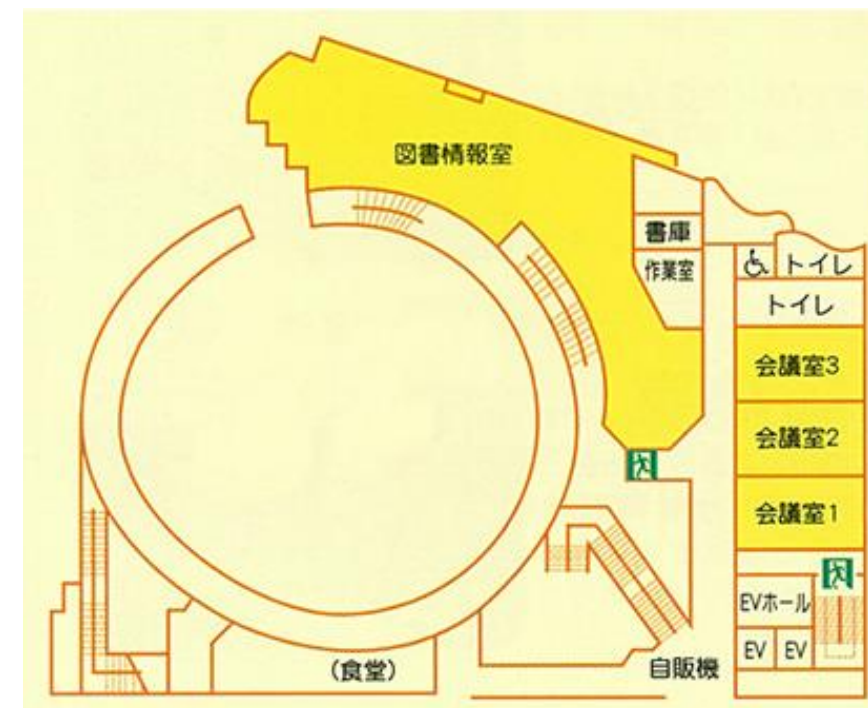
TEL:098-866-9090 (代)

FAX:098-866-9088

Conference Rooms 1-3 are located on the 2nd floor of the venue. Please refer to the maps on the right or to Tiruru's website for more information (map images taken from website):

<http://www.tiruru.or.jp/facility/floor.html>

OkiJALT 21st Century Language Teaching Conference 2024 Venue



26-Oct	Room 1 (会議室1)	Room 2 (会議室2)	Room 3 (会議室3)
9:00-10:00	Registration & Poster Sessions (Room 1)		
10:00-10:30	<p>John Rucynski <i>Okayama University</i></p> <p>Internet Memes as a Resource for Analyzing Misconceptions about Japan</p>	<p>Hosam Elmetaher <i>Nagoya Women's University</i></p> <p>Motivate Your Students: Communicative Language Activities Workshop!</p>	<p>Hamed Tarabia & Alshaimaa Alshafeay <i>Point.</i></p> <p>AI - Upgrade To The Next Version Of Your Language Assessment!</p>
10:30-11:00	<p>Eric Hirata <i>Nagoya University of Foreign Studies</i></p> <p>Getting Involved: Enhancing Student Engagement</p>	<p>Vola Ambinintsoa Razafindratsimba Dominique & Castro Eduardo <i>Kanda University of International Studies</i></p> <p>Psychology-based activities for motivating and strength-oriented language teaching</p>	<p>Elisabeth (Libby) Ann Williams <i>Kobe Women's University</i></p> <p>Preparing Students for Study Abroad: Addressing Culture Shock and Intercultural Communication</p>
11:00-11:15	Break		
11:15-11:45	<p>Frances Shiobara^a & Ran Niboshi^b ^a<i>Kobe Shoin Women's University</i> ^b<i>Ritsumeikan University</i></p> <p>Making Content and Language Integrated Learning Fun</p>	<p>Pong-ampai Kongcharoen, Sureeporn Chinsethagij, & Wannasiri Thummanuruk <i>Kasetsart University</i></p> <p>A Hotel Corpus Study of the Synonyms- calm, peaceful, silent, quiet, and perfect, flawless, impeccable</p>	<p>Nancy Shzh-chen Lee^a & Chie Ogawa^b ^a<i>Osaka University</i> ^b<i>Kyoto Sangyo University</i></p> <p>Learner Intuitive Assessment of EFL Speaking Communicative Adequacy</p>
11:45-12:15	<p>Vivian Lee <i>Hankuk University of Foreign Studies</i></p> <p>Using Café SNS accounts for Multiliteracies: A Look into a South Korean Undergraduate Classroom</p>	<p>James Emmet Owens, Mike Kettle, Prateek Sharma, & Andrej Krasnansky <i>Kanda University of International Studies</i></p> <p>Integrating AI in Education: Insights and Innovations from a University Reading and Writing Course</p>	<p>Lin Zhang^a & Nancy Shzh-chen Lee^b ^a<i>McKinsey</i> ^b<i>Osaka University</i></p> <p>Navigating trilingual communication in Japan: A case study of small talk between a non-Japanese mother and her baby</p>
12:15-12:45	<p>Eiko Gyogi^a & Vivian Lee^b ^a<i>Okinawa University</i> ^b<i>Hankuk University of Foreign Studies</i></p> <p>Exploring Plurilingual and Pluricultural Education through Recipe Translation: Case Studies of Two Classrooms</p>	<p>Yoko Kita <i>Kyoto Notre Dame University</i></p> <p>子ども英語コースにおける大学生の英語絵本読み聞かせのストラテジー (JPN)</p>	<p>Brian Rugen <i>Meiji University[*]</i></p> <p>Tips for using literature circles in a Japanese EFL context</p>
12:45-14:00	Conference Photo (Lobby) & Lunch		
14:00-14:30	<p>Kittinata Rhekhalilit <i>Kasetsart University</i></p> <p>The dominance of English in the ASEAN educational domain</p>	<p>Paul Wadden <i>Juntendo University</i></p> <p>Implementing CLIL in Japanese Universities: A Detailed Case Study</p>	<p>Manabe Daisuke <i>Kanazawa University</i></p> <p>データ駆動型学習による英語の構文学習: 実験に基づく有効性の検証 (JPN)</p>
14:30-15:00	<p>Kevin Ramsden & Aaron P Campbell <i>Kyoto University of Foreign Studies</i></p> <p>Changemakers in the Community: The Young Global Researchers Project (YGRP)- Phase 2</p>	<p>Yoko Sato <i>Hosei University</i></p> <p>Students' Perceptions of Using ChatGPT for University Studies: A Pilot Study</p>	<p>Michał B. Paradowski & Magdalena Jelińska <i>University of Warsaw</i></p> <p>L2 grit and flow in online vs face-to-face language learning: Context matters</p>
15:00-15:30	<p>Andrew Nowlan <i>Kwansei Gakuin University</i></p> <p>Exploring developments in 21st century skills through COIL</p>	<p>David Aline & Yuri Hosoda <i>Kanagawa University</i></p> <p>Student Utilization of Direct Reported Speech for Taking a Stance During Task-Based Language Learning Discussions: Implications for Materials Development</p>	<p>Patrick McCoy <i>Rikkyo University</i></p> <p>The Pacific War, a CLIL History Course: Challenges and Recommendations</p>
15:30-15:45	Break		
15:45-16:15	<p>Anna Bordilovskaya <i>Tokyo City University</i></p> <p>Dimensions of Japanese Learners' Foreign Language Anxiety: "fuan" (不安) vs. "iwakan" 違和感</p>	<p>Jarinthorn Phaisarnsitthikarn <i>Kasetsart University</i></p> <p>Exploring Speech Act Representation: An Analysis of EFL Textbooks for Young Learners</p>	<p>David Laurence & Gregory King <i>Chubu University</i></p> <p>From Admission to Integration: Helping Students Thrive in Japanese Higher Education</p>
16:15-16:45	<p>Takaaki Morioka <i>National Institute of Technology, Kagawa College</i></p> <p>Success Factors of English-Proficient Engineering Students in Kosen: A Focus on Self-Regulated Learning</p>	<p>Donovan Lawrence <i>University of the Western Cape</i></p> <p>The multifunctionality of punctuation in digital texts</p>	<p>Pu Meng <i>George Mason University</i></p> <p>French article learning for adult second Language Acquisition: Diagnostics and Mnemonics (Video Presentation)</p>

So-Yeon Ahn
KAIST

Exploring the potential and challenges of AI in EFL classrooms

The integration of AI technologies into English education has been a subject of growing scholarly interest. Recent studies have highlighted the transformative potential of these technologies in enhancing language learning processes, offering unique opportunities for personalized learning and linguistic proficiency development (Ahmadi, 2018; Lee et al., 2018). This study embarks on an insightful exploration of the integration of AI within English as a Foreign Language classrooms, examining its potential to transform language learning processes and the inherent challenges faced. The presentation draws a connection with the Zone of Proximal Development (ZPD), a seminal concept in education that describes the difference between what a learner can do without help and what they can achieve with guidance. In teaching and learning of English, the study investigates how AI tools can act as mediators within the ZPD, facilitating personalized learning experiences and promoting higher levels of student engagement. The presentation shares several AI technologies that could significantly contribute to the customization of learning activities, allowing for adaptive feedback and scaffolding that aligns with individual learner needs, thereby potentially accelerating the language acquisition process. However, the study also highlights several challenges, including the need for substantial teacher training to effectively integrate AI technologies, concerns over data privacy and ethical considerations, and the risk of over-reliance on technology which may overshadow traditional, interactive teaching methods. Despite these challenges, the paper suggests that when strategically deployed, AI holds promise for enriching EFL education by offering dynamic and responsive learning environments.

John Jackson
Otemae University

Intercultural Communication Competencies in a Content-Based Class

Using the four elements of Definition of Communication Competence by Canale and Swain, a project was undertaken in a content-based, one semester course titled “English as a Global Language”. This was a multilingual class consisting of Japanese, Korean, Burmese, Chinese, Vietnamese, and Filipino students. As Indonesian was not spoken by anyone other than the instructor, this language was initially used as a model and neutral example to examine and actively demonstrate the four elements of grammatical, sociolinguistic, discourse and strategic communication competencies from a non-English perspective. This approach assisted students in gaining an understanding of the differences and variations of languages other than the lingua franca of English, and how their native language might be viewed and studied by others. This poster presentation illustrates and demonstrates how students, through a variety of activities and communicative exercises – including “teaching” vocabulary, pronunciation, grammar, and cultural diversity, were able to observe languages from a more mechanical and linguistical viewpoint – and apply it to their English studies. Ultimately it gave students a deeper appreciation of all the languages spoken by their peers and a greater understanding of intercultural communication and appropriate use and response of language in a growing era of globalization.



Kamal Heidari
Victoria University of Wellington

The Effect of Teaching Multi-Word Units on Low and High L2 Learners' Motivation Based on the L2MSS Model

This research investigated the impact of instructing English Multi-Word Expressions (MWEs), specifically idioms, binomials, and collocations, on the motivation of L2 learners, using the L2 Motivational Self System (L2MSS) model as a basis. The study aimed to determine whether teaching MWEs would have varying effects on learners' motivation in terms of their ideal self, ought to self, and learning experience dimensions. The study consisted of two phases: in the first phase, 74 L2 learners with low proficiency completed an L2MSS questionnaire, and 21 of them participated in a semi-structured interview to explore their motivation based on the L2MSS model. By analyzing the data using SPSS and thematic analysis, the study found that teaching MWEs significantly enhanced the motivation of the experimental group. In the second phase, which aimed to validate the initial findings, 72 upper intermediate L2 learners completed an L2MSS questionnaire, and 18 of them took part in a semi-structured interview. The results confirmed the findings from the previous phase, as teaching MWEs also greatly improved the motivation of the upper intermediate learners. Comparing the results of the two phases, it was evident that although teaching MWEs enhanced the motivation of both low and upper intermediate level learners, it had varying effects on their motivation. Low level learners primarily focused on the ought-to L2 self-dimension, whereas upper intermediate-level learners predominantly emphasized the ideal L2 self-dimension.

Gregory King, Clayton Campbell, & Adam Martinelli
Chubu University

Engage, Explore, Present: One Innovative Approach to Content-Based Instruction

This poster presentation provides an innovative approach to content-based instruction (CBI) in integrated English classrooms, focusing on a practical formula for designing a dynamic and engaging course without relying on traditional textbooks. The approach emphasizes active learning through thematic units and student-led presentations, fostering deeper engagement with the material and enhancing language acquisition. Each semester, students engage in three presentations requiring thorough research and critical thinking. For example, within a unit on animals, students learn about the bison found on Catalina Island in the U.S. and about New Zealand's national bird—the kiwi. Then students conduct independent research on an animal native to an English-speaking country and present their findings in a poster presentation in small groups. Pre-reading vocabulary exercises prepare students by introducing key terms, ensuring comprehension and promoting retention. Regular vocabulary and content assessments reinforce learning objectives and measure student progress. This method not only enriches students' understanding of diverse cultures but also cultivates essential language skills, including reading, speaking, and research capabilities. The presentation outlines the rationale for moving away from textbooks, the structure of the course, and the benefits observed in student performance and engagement. This content-based approach offers educators a flexible and effective framework for enhancing language learning through authentic, meaningful content.

Rachelle Meilleur*Kyoto University of Foreign Studies***Lost in Translation? Content-based COIL projects with Japanese students**

COIL (Collaborative Online International Learning) projects can be an effective way to increase Japanese students' awareness of global issues and can also enable students' abilities to engage in meaningful conversation and connection with their international peers online. Completing COIL projects can provide students with tangible cross-cultural communication tasks, and promote the development of a variety of skills, such as critical thinking, perspective taking, cultural understanding and empathy. However, despite the best of intentions, there are several factors to consider when choosing the type, and scope, of any COIL project done with university students in Japan. Having done a number of different content-based projects with students in Japan and Canada, this researcher will discuss the challenges and limitations of getting first-year EFL language learners to work effectively with native (or near-native) speakers of English in Canada. In particular, she will share not only the assessed results of the COIL projects she initiated, but will focus primarily on the survey responses from both the Canadian and Japanese students as to their perspectives on the effectiveness of the COIL projects they participated in. The results of this research will be of interest to those who are particularly interested in doing primarily content-based (as opposed to language-based) COIL projects with international partners.

James Emmet Owens*Kanda University of International Studies***Innovative Vocabulary Instruction: Student-Created Tests and Digital Tools**

This presentation explores a vocabulary teaching method where students design their own vocabulary tests. Initially introduced in a co-written paper, the concept has been refined to include digital tools and game-based platforms. The process involves exposing students to a list of predetermined vocabulary, showing them a variety of different question types in the form of a sample test, then having students create tests in groups for their peers to take. Students can choose the format for taking these tests, whether in groups, individually, as forms, or as quizzes. I will outline the steps for setting up this process and discuss the rationale behind student-created tests, the choice of vocabulary selection, and the form of the tests themselves. Additionally, I will present survey responses from students regarding their attitudes toward the process, and the extent to which this method in learning and retaining vocabulary was perceived to be effective. In this presentation, I hope to offer fellow educators ideas for innovative, student-centered strategies for vocabulary instruction.

**Cathrine-Mette Mork***Miyazaki Municipal University***Japanese EFL Learner Perceptions on Self-reflection Activities (spoken video journals and regular post-class self-assessment)**

Self-reflection is recognized as being part of the learning process. It is intended to allow for metacognition, the evaluation of one's own strengths and weaknesses, and the ability to gain insight into one's learning preferences. It can lead to more engagement and motivation in learners, who can follow through by setting more realistic study goals. In this study, six communicative English classes of a total of 165 freshmen and sophomore students were required to complete short self evaluation rubrics at the end of every class during the semester. Additionally, they participated in three "voice journals" spaced out during the semester. These oral journals consisted of 5–10-minute video recordings using flip.com. The students were given a list of topics/issues they were expected to address in their video reflections, and were encouraged to watch each others' recordings. Learners will be surveyed at the end of the term to find out the degree to which they perceived these self-reflection practices to help them with their learning. It is anticipated that learners will recognize at least some of the benefits of having reflected regularly.

Robert Sheridan*Kindai University***Version 1.1 of the SDGs Service List & Engaging Word Card Activities to Effectively Master New Vocabulary**

When reading about a specialist subject, a significant amount of the text contains specialized vocabulary. When the SDGs Service List was developed in 2023 (Sheridan & Tanaka), it joined a small number of important, specialized vocabulary lists (e.g., Browne et al.'s New Academic Word List, TOEIC Service List, Business Service List) that EFL learners need to know when reading materials related to the specialist subject. Repetition is a crucial part of language learning as studies have indicated that learners need to encounter a word anywhere from six to 20 times to have a chance at successfully acquiring it (Elgort & Warren, 2014; Horst et al., 1998; Rott, 1999; Waring & Takaki, 2003; Webb, 2007). However, most EFL learning materials do not sufficiently recycle key vocabulary items which often results in learners lacking the encounters necessary to learn them. This poster presentation combines two research strands that promote vocabulary repetition and learning. First, it introduces the 600-word SDGs Service List and electronic study sets created to learn these words. It then demonstrates how student-made word cards are an effective learning tool to increase learners' knowledge of both high- and specialized vocabulary. Finally, it draws on the previous work of Sheridan and Markslag (2014, 2017) to introduce several engaging, collaborative activities to study student-made word cards and an assessment method to evaluate students' knowledge of them. These methods can be easily implemented in almost any EFL classroom.

Robin Sneath*Kanda University of International Studies***Analysing the benefits and drawbacks of choosing Google Classroom as your LMS**

As English education and technology have become more complementary, the use of Learning Management Systems (LMS) has become an increasingly important part of a teachers' toolkit. Factors that contribute to this are the ease of sharing materials, improving assessment and feedback, and reducing the time constraints of teachers in providing students with a readily accessible, structured course outline that can be viewed in and out of class. This poster presentation examines how Google Classroom can be used to offer additional opportunities for EFL students to interact with their teacher and use their English both inside and outside the classroom and receive centralised feedback. The presenter will explain how the LMS was used in a Japanese university, for a number of freshmen and sophomore classes, and the tasks assigned. Examples of the ways students were given opportunities to access, practice, and review class topics in a number of ways will be discussed and their benefits will be highlighted. Additionally, any limitations and challenges of this approach and implementing the technology, as noted by the teacher, will be addressed.

Lanh T Tran*Nagoya University of Foreign Studies***Utilizing PechaKucha to Improve EFL Students' Presentation Skills at a Japanese University Context: An Action Research**

In recent years, student presentations have become an undeniably important part of English curricula in non-English speaking countries. Supported by academic literature, giving speeches in classrooms has been believed to have multiple benefits including boosted public speaking abilities, increased confidence, and improved communication skills. However, research has shown that classroom presentations are often unstructured and information overloaded, with presenters reading from slides, and on the receiving end, fellow students rarely enjoy sitting and watching such presentations. PechaKucha is a fast-moving and image-laden presentation technique created to make student speeches short, concise, and engaging. In this action research, it was used as a remedy to improve presentation skills of two groups of first-year English majors at a private university in central Japan. Questionnaires, class notes, and recorded data from three iterative cycles of research were collected and analyzed to evaluate the intervention from student and teacher perspectives. Results indicate that student presentations were more concise with presenters being able to communicate the core message more effectively. These results suggest that PechaKucha may mitigate some major downsides of traditional PowerPoint presentations and contribute to different facets of students' language skills.

**Jonathan Sushida-Bunch***St. Michael's International School***University Interns in a Children's English Saturday School**

With the Japanese government prioritising English education the need for new English teachers to learn practical, hands-on English teaching techniques that integrate elements of international, English immersion teaching is more important than ever. However, opportunities for university students studying English education to learn these skills are almost nonexistent in Japanese universities, creating an opportunity for outside partnerships to meet the need for international English education training. This presentation will discuss how the SMIS-English Saturday School started partnerships with universities to have intern university students volunteer, the benefits of this programme to both university students and SMIS-English and how other universities and international, English immersion schools could implement and benefit from similar programmes.

Michał B. Paradowski*University of Warsaw***Pedagogical translanguaging in plurilingual classrooms: Caveats and limitations**

Despite the current world fame and popularity of the concept of translanguaging (TRLNG) in the scholarly literature and among teachers "on the ground," it is not without problems, which will be examined basing on an extensive overview of current pedagogical and research literature (k = 110; Author, 2021; under review). Among the many caveats, we shall see how TRLNG may be less transformative and critical than has been suggested. We will also notice that TRLNG practices may unintentionally reproduce disadvantages and reinforce inequalities and the hegemony of majority languages, where language singletons in particular face steeper challenges. Moreover, not all students appreciate the opportunity to use their home language(s), pupils may not find the practice liberating at all, and it may actually cause a decrease in well-being. Finally, foreign (e.g. EFL/ESL) language classrooms in particular require the reconciliation of many conflicting goals, necessitating a trade-off between the need to 'cover' the curriculum within the allocated time, doing so in a manner comprehensible to the students, and providing sufficient exposure to the concepts in the language of instruction, and making them learn the register or language that is the target of instruction. Naturally, many aspects and practices of TRLNG are worthwhile and salvageable. The final minutes of the talk will focus on these, with a focus on EMI and ELT contexts, concluding with a recommendation of more critically aware and reflective plurilingual pedagogies that always take into account the circumstances and ecologies of the classroom and the subjectivities of the students (see e.g., Byrnes, 2020).



Michał B. Paradowski & Elżbieta Pawlas

University of Warsaw

Communication breakdowns in ELF conversations: Causes, prevention and remedial strategies

We present the results of the first comprehensive analysis of the complete conversations subcomponent of the Vienna-Oxford International Corpus of English (VOICE), focusing on the i) possible causes of communication breakdowns, and ii) strategies employed by speakers in order to both prevent and overcome such failures. We categorize and show the distribution of the sources of 122 detected breakdowns as well as the compensatory strategies employed by interlocutors to successfully avert and solve communication problems (Authors, 2020). The list of identified causes covered unintelligible speech, simultaneous talk, overlap, pause, lack of topic shift signaling, lack of explicitness, wrong anaphoric or deictic reference reconstruction, faulty semantic reconstruction, code-switching, lack of shared cultural/world knowledge, misinterpretation of proper names, lack of shared lexical knowledge, wrong use of an existing word, wrong word order/tenses, and wrong/unfulfilled listener presupposition. Preventative strategies included enhancing explicitness, paraphrase, repetition, metadiscursive devices, completion of earlier utterance, dividing utterance into smaller parts, requesting assistance from other interlocutors, translating code-switches into English, and code-switch into language other than English. The talk will conclude with pedagogical recommendations.

Michał B. Paradowski^a, Nicole Whitby, Michał Czuba^b, & Piotr Bródka^b

^a*University of Warsaw*

^b*Wrocław Tech*

L2 acquisition during study abroad: The non-trivial impact of peer learner networks

Input, output, and interaction have been considered central to the process of second language acquisition. This contribution analyses the longitudinal development of the social interaction network and its influence on L2 gains of 41 U.S. sojourners enrolled in a 3-month intensive study-abroad Arabic program. Unlike extant research, the current study i) focuses on students' in-the-wild interactions with their alma mater classmates as well as other agents, ii) reconstructing a complete network of the former, iii) traces the impact of each individual student's position in the social graph using established centrality metrics, and iv) includes a dynamic developmental perspective with three measurement points at 4-week intervals each, gauging the extent to which changes in the network configuration translate to changes in both self-perceived and objectively measured progress along a range of dimensions. Objective proficiency gains were negatively influenced by predeparture proficiency (negatively), multilingualism, perceived integration of the peer learner group (negatively), and the number of fellow learners speaking to the student. Analyses reveal relative stable same-gender cliques, but with changes in the patterns and strength of interaction. We also discuss interesting divergent trajectories of centrality metrics, L2 use, and progress, predictors of self-perceived progress across skills, and the interplay of context and gender.



Room 1 (会議室1)

John Rucynski

Okayama University

Internet Memes as a Resource for Analyzing Misconceptions about Japan

Social media is full of memes praising Japan as a society. Unfortunately, many of these memes are decontextualized, outdated, or simply inaccurate. One example is a recently circulating meme claiming that Japanese elementary students do not have exams until the fourth grade because the focus is on moral education. Fortunately, these memes also provide a learning opportunity and can be used as an excellent resource for guiding Japanese university students to address misconceptions about their culture. The presenter will summarize a class project aimed at analyzing and researching misconceptions about Japan. The project was implemented in a course entitled Intercultural Relations and Communication, which is designed for university students particularly interested in study abroad. For this class project, the teacher first shares a series of memes making various claims about Japan. Topics include education, environmental protection, and train manners, among others. Students are tasked with giving their first impressions about the accuracy of respective memes. They are then given the hypothetical situation in which they need to respond to an international friend inquiring about the accuracy of the memes. Finally, students independently choose one meme to research more deeply and craft a response. The project thus integrates honing research skills with describing and explaining their own culture in English. The presenter will share the steps of the project, the materials (memes) used, and sample student work.

Room 3 (会議室3)

Hamed Tarabia & Alshaimaa Alshafeay

Point.

AI - Upgrade To The Next Version Of Your Language Assessment!

In modern-day English language education, utilising Artificial Intelligence (AI) tools can significantly enhance Assessment for Learning (AFL) practices. This workshop presents ELT educators with AI tools to facilitate the different assessment processes occurring throughout the language learning journeys of students. The session will begin by introducing an outline of the procedures necessary for assessing students. That is to help teachers base their assessment approaches on sound principles that draw from current AFL research. It will then equip attendees with practical AI tools that correspond to the specific assessment practices implemented throughout the period of language learning. Through hands-on activities and guided instruction, attendees will implement AI tools to create placement tests, helping them position their students at a suitable proficiency level. Next, they will use AI-enhanced applications that enrich pronunciation, grammar, coherence, and vocabulary usage by dynamically adapting to students' diverse needs. These applications pull from research on the theory of Comprehensible Output, which proposes that language acquisition happens when students can identify and spot their linguistic gaps and then address them. Lastly, a key focus will be on exploiting AI-driven algorithms to evaluate students' speaking and writing abilities with higher levels of precision, making correcting students' production much easier. In conclusion, educators will discover how to integrate AI into their teaching practices, enabling them to provide timely feedback to students and manage assessment workflows efficiently.

Room 2 (会議室2)

Hosam Elmetaher

Nagoya Women's University

Motivate Your Students: Communicative Language Activities Workshop!

Some common comments and questions from English language learners in Japan include: "I can't speak English," "English is difficult," "I don't have enough vocabulary," "I don't like English," "I don't like to study grammar," and "Why do I need English anyway?" In response to these negative attitudes, this workshop introduces five Communicative Language Teaching (CLT) activities designed to boost students' motivation in today's language classroom. Each of these activities lasts 5-10 minutes, ensuring students use the language for communication within the appropriate cultural context and in an interactive, authentic way. Their short duration and minimal preparation, with most materials using low-tech resources, make them valuable for any language classroom. This workshop is divided into three steps. First, a brief background on the definition of CLT, its history, and its significance in the language classroom will be introduced. Second, the five activities will be demonstrated interactively, with participants acting as students and the presenter as the teacher, to provide practical insights into how they work. Materials for the activities, in both English and Japanese, will be provided for all participants to try out in their classrooms. Third, a session for questions and answers will be held. These activities have been introduced to different language proficiency levels and age groups (e.g., junior high and high school students, as well as university students). They were well-received with positive feedback and ensured that students start their language classes with a smile, increasing their motivation to learn the language."



*Photo courtesy of the Okinawa Convention and Visitors Bureau

**Room 1 (会議室1)****Eric Hirata***Nagoya University of Foreign Studies***Getting Involved: Enhancing Student Engagement**

Engagement is one of the most significant factors in successful language learning. When students are actively involved in their learning, their ability to understand, learn, and remember increases. When students are not engaged, it can not only hinder language learning but student and teacher motivation as well. What are some of the obstacles to engagement? What are different ways to overcome these obstacles? What are some techniques and activities that can be implemented to overcome these obstacles? This workshop will look to answer these questions with a variety of validated practices to improve student engagement. The presenter will address some of the various challenges that teachers face within a classroom and give examples of scaffolded activities to raise student interest, confidence, and communication skills. Additionally, the workshop will give attendees a chance to discuss and practice some of the techniques that enhance student engagement. Attendees will come away from the presentation with a clear understanding of how to successfully use these techniques in their classroom to engage their learners.

Room 3 (会議室3)**Elisabeth (Libby) Ann Williams***Kobe Women's University***Preparing Students for Study Abroad: Addressing Culture Shock and Intercultural Communication**

One of the biggest challenges during study abroad programs is dealing with culture shock and intercultural communication struggles, two problems that can influence and exacerbate each other. While proficiency in the target language can mitigate these challenges to some extent, other skills such as flexibility, compassion, self-awareness, and the ability to utilize community support are also essential. However, in communities or universities that lack diversity, it can be difficult to develop such skills before studying abroad. This presentation will briefly outline the content from a pre-departure study abroad course designed to help students prepare for short-term study abroad programs in the United States and Canada. The presenter will then share examples of specific activities used in these classes, including conducting a culture shock survey with their seniors, analyzing personal strategies for self-care, interviewing a guest speaker with study abroad experience, and participating in an online exchange with students abroad. While this course is primarily conducted in Japanese, many activities are intended to improve English language and communication skills. These course and activities are explained in the context of a small women's university where both diversity and faculty resources are limited.

Room 2 (会議室2)**Vola Ambinintsoa Razafindratsimba Dominique & Castro Eduardo***Kanda University of International Studies***Psychology-based activities for motivating and strength-oriented language teaching**

The Psychology of Language Learning is an emerging field in applied linguistics that emphasizes the psychological experiences involved in language learning and teaching (Gregersen & Mercer, 2022). It recognizes that various psychological factors, such as motivation and strengths, are crucial for successful learning and teaching, as they help create positive learning conditions in language classrooms (Williams et al., 2015). Teachers may be aware of the importance of these psychological factors and may intuitively make pedagogical decisions informed by this awareness (Gkonou et al., 2018). However, actively integrating these factors in the classroom to put their students and themselves in the right frame of mind can be challenging (Williams et al., 2015). Additionally, teachers may not always have opportunities to consider these factors in relation to their own professional development. In this light, this workshop provides a space for teachers to practice psychology-based activities focused on motivation and strengths, and to reflect on how they can implement these activities in their classrooms and ongoing professional development. The combination of practical tools and reflective practice explored in this workshop can boost the participants' confidence to implement a motivating and strength-oriented teaching in their contexts.



Room 1 (会議室1)

Frances Shiobara^a & Ran Niboshi^b^aKobe Shoin Women's University^bRitsumeikan University**Making Content and Language Integrated Learning Fun**

Content and Language Integrated Learning (CLIL) is an approach in which a second or foreign language is used as a tool in the learning of a non-language subject in which both language and the subject have a joint role. Younger learners are often more motivated to learn about topics such as animals and nature than language itself, so can particularly benefit from CLIL if their interest is piqued with age-appropriate motivating content. It is common for the content in CLIL classes to be presented through reading texts, which can be very effective when the students are competent readers, but it is difficult with beginner and emergent readers. This presentation will demonstrate a way in which short YouTube videos and craft projects based on marine animals can be used to present content for CLIL classes for students, leading to simple writing activities and craft projects. This can promote language learning in a way in which students are motivated by the content even at very early stages. This workshop will be very practical, demonstrating how the classes progress from video input through reading, writing activities and craft activities promoting active speaking and listening. Participants will be able to take away a craft project and have access to materials that they could use for a one-off class or to create a CLIL course themselves.

Room 3 (会議室3)

Nancy Shzh-chen Lee^a & Chie Ogawa^b^aOsaka University^bKyoto Sangyo University**Learner Intuitive Assessment of EFL Speaking Communicative Adequacy**

Speaking assessment in the EFL classrooms presents ongoing challenges for teachers due to the multifaceted nature of conceptualizing and measuring speaking proficiency. In the field of TBLT, communicative adequacy has been proposed as an alternative measurement to assess the extent to which speakers successfully achieve their speaking tasks (Pallotti, 2009; Suzuki & Kormos, 2020). While it is difficult for teachers to effectively conduct speaking assessment, it is even more difficult for learners to evaluate each other. Peer evaluation is important in TBLT because it improves learners' learning experiences and outcomes, such as increased learner engagement, autonomy and ownership, promotion of critical thinking skills, enhanced communication and provides immediate feedback, increased autonomy and ownership. The ultimate purpose of this study is to create an evaluation criteria for students to rate other students. Fifty-three Japanese university students participated in the study, and they intuitively evaluated four dialogues using a five-point Likert scale (1 = unsuccessful; 5 = successful). Each dialogue involved a short conversation in which a student sought to schedule a meeting with another student. Participants provided their intuitive ratings via a Google Form and commented on elements that determined their evaluations. These comments were analyzed and coded into categories (e.g., fluency, attitude, pronunciation and sound, organization, grammar and vocabulary, comprehension, content and overall achievement). It was found that fluency emerged as the most influential factor when learners evaluated assessed their peers' success in achieving their speaking objectives. Implications based on the findings to introduce peer speaking evaluation will be discussed.

Room 2 (会議室2)

Pong-ampai Kongcharoen, **Sureeporn Chinsethagij**, Wannasiri Thummanuruk

Kasetsart University

A Hotel Corpus Study of the Synonyms- calm, peaceful, silent, quiet, and perfect, flawless, impeccable

Synonyms are important matter to enhance students' lexical ability since students are always confused with synonymous words. In the present study, 2 sets of synonymous adjectives—calm, peaceful, silent, quiet, and perfect, flawless, impeccable were explored by using corpus-based analysis. Kongcharoen and Thummanuruk (2023) explored synonymous words- perfect, flawless, and impeccable in general contexts, while Kongcharoen and Chinsethagij (in press) scrutinized synonymous adjectives- calm, peaceful, silent, and quiet using COCA as a tool to see the similarities and differences in general terms. In this study, the hotel corpus was compiled from 5-star hotel websites from 5 continents, namely Asia, Europe, America, Africa, and Australia. The compiled corpus is about 1,018,380 running words. Each synonymous word was investigated through Antconc program. The collocations used in each synonymous word were explored. The concordance lines from Antconc can yield the different use of each synonymous word in the hotel corpus. The results suggest that these 2 sets of synonymous adjectives have some differences in hotel contexts from general contexts. They are near-synonyms since they share some similarities; however, they cannot be used interchangeably in all contexts.



*Photo courtesy of the Okinawa Convention and Visitors Bureau



Room 1 (会議室1)

Vivian Lee

*Hankuk University of Foreign Studies***Using Café SNS accounts for Multiliteracies: A Look into a South Korean Undergraduate Classroom**

There has been a continued increased attention to multimodality, which is evident in related research and literature. Meaning is communicated in various forms other than languages, such as pictorial images, gesture, posture, gaze, and colour (Kress & van Leeuwen, 2001; Kress & Van Leeuwen, 2006). In today's digital era it is particularly important to equip students with multiliteracies, which includes two 'multi' dimensions: the multilingual and the multimodal. This study looks into an undergraduate classroom at a university in Seoul, South Korea, and discusses a pedagogical approach which utilizes café SNS accounts. Students with various L1 and L2 languages used the SNS accounts of cafes to explore the use of meaning, leading to considerations of linguistic and cultural aspects. The study aims to address the following research questions: 1) How does the use of café SNS accounts in the language classroom enable student development of multiliteracies? 2) What are students' perceptions of such classroom activities? Results indicate how the approach can enable development of students' multiliteracies for a digital age, heightening student awareness and sensitivity to meaning not only in language but also in non-linguistic areas such as images, colours and logos. For example, one student noted the use of font to depict a certain feeling a café may have wanted to give. Another student observed how a café utilizes a semiotic play on words, giving an example of the use of a mathematical symbol. Examples from data and pedagogical techniques will be shared and implications will be discussed.

Room 3 (会議室3)

Lin Zhang^a & Nancy Shzh-chen Lee^b^a*McKinsey*^b*Osaka University***Navigating trilingual communication in Japan: A case study of small talk between a non-Japanese mother and her baby**

This study explores the dynamics of trilingual communication at home in Japan. While Japan has often been criticized for being a homogeneous society, there are increasingly more multinational and multilingual households. However, many of their dialogues and stories are being overlooked. Therefore, it is important to understand these interactions to appreciate their multifaceted family structures and language usage. This research focuses on everyday "small talk," highlighting the language usage at home between a non-Japanese mother and her child living in Japan. The mother is a native Chinese speaker with near-native proficiency in Japanese (L2) and English (L3). Data was gathered through video recordings of daily interactions and observational notes. A collection of short videos of the child conversing with his mother was transcribed and analyzed. The analysis focused on the variety and frequency of different vocabulary and short phrases used in conversations in various social and cultural contexts. This study presents code-switching patterns between the mother and her child, their preferred language usage in different scenarios, and the functional roles each language played in their daily communication. While this small case study only examined the interplay between one mother and her child, we hope our analyses and interpretations will contribute to the growing field of early childhood multilingual education.

Room 2 (会議室2)

James Emmet Owens, Mike Kettle, Prateek Sharma, & Andrej Krasnansky

*Kanda University of International Studies***Integrating AI in Education: Insights and Innovations from a University Reading and Writing Course**

In this presentation, we offer an examination of a novel educational module focused on integrating AI into the classroom, addressing the inevitability of AI's role in education. The module was first implemented last year within a university reading and writing course in Japan. It introduces students to AI concepts, encourages ethical discussions, and provides practical application opportunities while emphasising responsible usage. In the presentation, we explore the unit's structure, its implementation within Japanese higher education, and revisit insights from instructor surveys regarding teaching strategies, challenges, and future suggestions for potential improvement. We also summarise student reflections on their experiences of the unit and AI in general. Additionally, we analyse modifications made to the module for the current academic year, assess their impact on unit effectiveness, and hope to compare teaching experiences between the first and second semesters. By sharing these findings, this presentation aims to assist educators facing similar challenges in integrating AI into their curricula, thereby fostering effective AI-assisted learning environments.



Room 1 (会議室1)

Eiko Gyogi^a & Vivian Lee^b^aOkinawa University^bHankuk University of Foreign Studies

Exploring Plurilingual and Pluricultural Education through Recipe Translation: Case Studies of Two Classrooms

This paper explores plurilingual and pluricultural education in two classrooms: an intermediate-level English language classroom at a Korean university and a higher-intermediate to advanced-level Japanese language classroom at a university in Japan. In both contexts, students were tasked with translating recipes from their first language (L1), even if it was not a language used by others in the classroom. Students' written reflections were thematically analyzed to address the following research questions: (1) What are students' perceptions and reflections on using their first language in these two classroom contexts? and (2) What are the pedagogical implications of these plurilingual translation sessions in these two language classrooms? The results showed students' increasing awareness of the differences and similarities between expressions used in recipes across languages. For example, the majority of students in the Japanese classroom intentionally used mimetics in their Japanese translations, even when they were not included in the source text, to help the audience imagine the texture and appearance of the food. Students in the Seoul classroom were found to focus on conveying the L1 content in an optimal manner for the L2 audience, with examples being using culturally generic terms or considering the best L2 word choices for L1 descriptive language. Students could expand their knowledge of different languages, enriching their learning and broadening their perspectives. The pedagogical implications of this study are discussed to facilitate the implementation of plurilingual and pluricultural education across various contexts.

Room 3 (会議室3)

Brian Rugen

Meiji University

Tips for using literature circles in a Japanese EFL context

Literature circles are a student-centered approach to reading and discussing literature in small groups. Originating in the 1960s, they gained prominence in the 1990s as a collaborative and interactive way to engage L1 students in deeper analysis of texts. The activity has since gained widespread use in EFL contexts around the world, with its benefits for EFL students extensively documented in the literature. In this presentation, I focus specifically on the context of Japan. I discuss how role-based literature circles were adapted, and implemented, in an English literature course—with both Japanese and international students—in an English-medium instruction (EMI) context at a private university in Tokyo, Japan. First, I will provide an overview of the year-long literature course, along with its challenges as part of an EMI program. Then, I will describe specific adaptations that have proven to be successful in this course and context. The adaptations involve: a) changes to the specific roles themselves; b) changes to the procedures for preparing roles; and c) changes to the operation of group discussions. In the end, it is hoped that this presentation provides insight for those wishing to incorporate a role-based literature circle activity into their own classes.

Room 2 (会議室2)

Yoko Kita

Kyoto Notre Dame University

子ども英語コースにおける大学生の英語絵本読み聞かせのストラテジー (JPN)

"子ども英語コースにおける大学生の英語絵本読み聞かせのストラテジー"

日本における小学校英語教育において、英語の絵本の使用が推奨されている(MEXT, 2017)。文部科学省は、英語の絵本が明確なテーマとストーリーを持ち、多くのイラストや写真を用いて理解を促進するため、リスニングおよびリーディング活動に適していると言及している。小学校3年生の外国語活動副読本には、英語絵本を用いた聞く活動が含まれている。児童英語について学ぶ本学生にとって、小学校英語教育への英語絵本の導入は新しいアプローチであり、大学生を対象にこの方法論に取り組んだ実践例は多くない。子どもたちが物語を楽しみ、理解できるようにするためには、指導者が、基礎的な英語でのストーリーテリングスキルを習得することが重要である。本実践研究では、「こども英語」を受講する学生に、まず、英語絵本を英語の授業に取り入れる教育的利点と効果的な読み聞かせのテクニックの基礎を教示する。そして、学生は自らの視点で英語絵本を選択するとともに効果的な読み聞かせのストラテジーを考え、クラスメートの前で読み聞かせの発表を行う。発表者は、最後に、学生の読み聞かせのデモンストレーションのビデオとリフレクションデータを共有する。(490字)





Room 1 (会議室1)

Kittinata Rhekhalilit
Kasetsart University

The dominance of English in the ASEAN educational domain

Since being designated as the working language of the Association of Southeast Asian Nations (ASEAN) in 2007, English has grown in popularity throughout the region. This shift has brought English into public spheres that were previously dominated by national languages, such as media, education, and business activities in the ten member states. This study presents findings from fieldwork conducted in all ten ASEAN countries, with a focus on English usage in education. Data from interviews, questionnaires, classroom observations, and teaching documents, including the medium of instruction (MOI), show that five countries—Thailand, Myanmar, Cambodia, Vietnam, and Indonesia—predominately use their native languages for teaching and learning, with English used to varying degrees. The utilization of English in education varies in countries where it is the designated official language. In the Philippines, English is given higher importance as the national language, while local languages are only used in the early stages of primary education. Both Malaysia and Brunei implement bilingual education, teaching both Malay and English. However, Malaysia places greater emphasis on the national language, while Brunei gives priority to English. The analysis also shows that language presence varies on educational signage. Thailand, Indonesia, Laos, Malaysia, Myanmar, and Vietnam are examples of countries that emphasize their national language. In contrast, Brunei, Singapore, and the Philippines prioritize English. Cambodia prioritizes bilingual signage in education. This study focuses on the dynamic linguistic landscape within ASEAN's educational systems, as well as the varying degrees of English integration among member states.

Room 3 (会議室3)

Manabe Daisuke
Kanazawa University

データ駆動型学習による英語の構文学習：実験に基づく有効性の検証
(JPN)

データ駆動型学習（data-driven learning : DDL）は、近年注目を集めている外国語学習法の一つである。DDLは、コーパスやコーパスに基づく教材を用いて学習者が事例を観察し、自らパターンを発見する帰納的な学習法である。DDLに関する研究は広まっているが、構文文法の知見を応用し、DDLを構文学習に活用する「データ駆動型構文学習（data-driven construction learning）」（Gilquin, 2021）の実証的な研究は進んでいない。本発表では、データ駆動型構文学習の有効性の検証を目的に実施した実験の結果を報告する。実験では、日本語を母語とする英語学習者のway構文（e.g. Goldberg, 1995; Luzondo Oyón, 2013）の学習において、データ駆動型構文学習が有効であるかを事前事後テスト（文産出タスクと翻訳タスク）を用いた実験で検証した。また、DDLへの態度を事後アンケートで調査した。実験は、金沢大学の日本人学生20人を対象に実施した。実験の結果、産出文の正用数の増加と翻訳タスクの正答率の増加から、DDLの有効性が確認できた。また、事後アンケートではDDLへの好意的な評価も確認できた。最後に、学習対象の構文の難易度がDDLの有効性に影響する可能性と、難易度の高い構文の学習においてDDLと他の教授法を合わせて使用することの利点について議論する。

Room 2 (会議室2)

Paul Wadden
Juntendo University

Implementing CLIL in Japanese Universities: A Detailed Case Study

How can Japanese universities improve their students' academic English skills to align with the Ministry of Education (MEXT) objectives, support English-Medium Instruction (EMI) courses domestically (Browne 2019, 2023; Underwood and Glasgow, 2019), and prepare students for overseas study? How can Japan's overall global competitiveness in English-language proficiency be enhanced? Transitioning from communicative-based instruction to a comprehensive Content and Language Integrated Learning (CLIL) curriculum may provide one solution. This presentation draws on findings from a MEXT-funded project involving researchers at five prominent universities. It reports on the comprehensive overhaul of a semi-intensive 1st-year program of 250 students, now in its 4th and final year. The presentation details the rationale behind the reform, the innovative approaches adopted, the obstacles faced (some significant), the changes implemented, the ongoing challenges, and the substantial outcomes achieved. Instead of relying on standard communicative textbooks, the English program utilizes a coordinated CLIL approach across six weekly classes, focusing on liberal arts content in areas such as sociology, economics, earth sciences, biology, and natural history. The results demonstrate notable improvements: students in the CLIL program showed a 107 to 140 percent greater increase in their TOEFL ITP scores compared to their peers in previous years. Furthermore, the materials developed by the faculty, now accessible online, are designed for adaptation by other universities confronting similar issues. These include versatile resources for reading, listening, and writing across six academic disciplines. Despite administrative and staffing hurdles, CLIL at the university level appears to offer a viable and promising way forward.



Room 1 (会議室1)

Kevin Ramsden & Aaron P Campbell
Kyoto University of Foreign Studies

Changemakers in the Community: The Young Global Researchers Project (YGRP) - Phase 2

The main aim of the Young Global Researchers Project is to build an online platform for facilitating research, writing and discussion forums linking universities and communities in Japan with their counterparts in other Asian countries and beyond. This is an authentic university-community engagement initiative conducted over two years to encourage students and educators to collaborate in learning more about key societal issues, and the actions needed to address them, through interactions with individuals and organizations in their local areas. In this presentation, we will introduce the work of, and results from, the second phase of the YGRP, "Changemakers in the Community", which was launched in late May 2023, with undergraduate student participants and faculty advisors from six representative institutions in different countries around the globe: Japan, Malaysia, Indonesia, Philippines, Mexico and Zimbabwe. In June and July, pairs of students from each of the institutions conducted secondary and primary source research in the field on a specific issue, interviewing, and often volunteering with, an organization connected to their chosen theme. Following the fieldwork activities, and with the guidance of their faculty advisors, participants then compiled written reports, with transcribed interviews, photos and supplementary material, which were then uploaded to the project website and published in an ISSN numbered journal.

Room 3 (会議室3)

Michał B. Paradowski & Magdalena Jelińska
University of Warsaw

L2 grit and flow in online vs face-to-face language learning: Context matters

Learning a foreign language is a long-term process requiring persistence and a willingness to engage in activities developing communicative competence. An important role on the way to achieving linguistic proficiency is played by L2 grit. However, little is known why learners demonstrate different levels of this trait and subsequently the extent of their L2 achievement. In the field of L2 studies, researchers have also been paying increased attention to flow experience – a psychological state of intense engagement in a performed activity. However, again relatively little is known about the occurrence of this construct in the process of language learning. This preregistered comprehensive questionnaire study investigates the non-trivial interactions among the antecedents of L2 grit and flow in online vs face-to-face contexts. A multiple linear regression model basing on responses of N=539+753 participants from 60+ countries learning 33 different languages demonstrates that in F2F contexts, L2 grit is predicted by self-directed learning, learning motivation, autonomy, resilience, and fixed language mindset, while in the online condition only by the first three of these factors, but no influence of L2 mindset any longer. Regression models with flow as the dependent variable in turn likewise confirm the existence of distinct predictors in in-class vs remote settings: L2 grit and autonomy in the former vs. L2 grit and resilience in the latter. The differential predictors of L2 grit and flow suggest that these constructs are highly context-dependent, which should be taken into account in future investigations. The findings also emphasize the importance of student-oriented approaches fostering learner autonomy.

Room 2 (会議室2)

Yoko Sato
Hosei University

Students' Perceptions of Using ChatGPT for University Studies: A Pilot Study

This paper reports on some findings of a pilot study investigating university students' perceptions of using ChatGPT for their studies. The participants were 93 students taking the author's compulsory English courses in 2023. They were first asked to read an English news article about the use of ChatGPT by university students in the UK and to answer two relevant discussion questions: 1. What do you think the pro/s and con/s of using ChatGPT for university studies are? 2. How can we maximise the pros and minimise the cons? They then discussed their answers in groups and reported the results in group presentations. A total of 22 presentations were given in 5 classes. Not surprisingly, the most frequently mentioned advantage was the time-saving aspect, especially in finding and gathering information. Linguistic help and idea generation were also reported. On the other hand, the potential inaccuracy of the information provided was the disadvantage that emerged most frequently, with some mention of the lack of source information. Many groups suggested that students should avoid the overreliance on the AI tool. Some groups were also aware of the risk of plagiarism and suggested the university should set clear rules for its use. The findings indicate that the students were often aware of the shortcomings of using ChatGPT for university studies and of possible ways to minimise them. However, it was unclear whether they could still save time even when they needed to check the reliability, accuracy, and sources of the information.



**Room 1 (会議室1)****Andrew Nowlan***Kwansei Gakuin University***Exploring developments in 21st century skills through COIL**

With study abroad only being accessible to more privileged socio-economic groups, collaborative online international learning (COIL) has emerged as a more inclusive form of international education. In this presentation, the researcher will report on a study involving four cross-cultural COIL courses between students at a university in Japan and those studying in North America, from April 2022 to December 2023. Student participants in Japan were enrolled in an intercultural communication class in their second language (L2) of English, while the students in Canada and the United States were studying intermediate Japanese as an L2. Based on survey, journaling, and interview data received from 11 students in Japan, and employing a transcendental phenomenological research design, the researcher identified the students' essence of experience during COIL, including the 21st century skills of critical thinking, communication, collaboration, as well as improved intercultural competences, even when the L2 learning goals between institutions differed. Presentation attendees will be exposed to the perceptions of Japanese university students towards COIL and ideas for developing more effective intercultural curriculum, which may increase access to and participation in 21st century international education.

Room 3 (会議室3)**Patrick McCoy***Rikkyo University***The Pacific War, a CLIL History Course: Challenges and Recommendations**

This will be a discussion and evaluation of a new CLIL (Content Language Integrated Learning) History seminar elective course, The Pacific War (study of the Pacific Theater of World War II), that was taught in the Spring of 2024 at Rikkyo University in Tokyo. First, there will be a discussion of the new CLIL elective course program in English at Rikkyo. This is followed by a discussion of the definition, background, and approach of CLIL used in the course. That will be followed by a discussion of the specific course syllabus design and departmental requirements for the course. Then there will be a discussion of the students who were enrolled in the course and challenges faced by the instructor in the teaching of the course. Finally, there will be a discussion of recommendations for future improvement and implementation for the course.

Room 2 (会議室2)**David Aline & Yuri Hosoda***Kanagawa University***Student Utilization of Direct Reported Speech for Taking a Stance During Task-Based Language Learning Discussions: Implications for Materials Development**

Task-based language teaching has explored learners' primary focus on meaning and their selection of linguistic resources. This presentation demonstrates how Japanese students of English exhibit their pragmatic competence through deployment of direct reported speech (DRS) in constructing arguments in L2 discussions. DRS has been examined in daily conversation (Holt & Clift, 2009) and educational talk (Park & Kim, 2022). We build on this research by examining L2 learner's argument construction with DRS. Using the framework of conversation analysis, we examined 125 hours of video-recorded discussions among intermediate level Japanese university students. The learners participated in extended discussions where they had to reach consensus. Worksheets for two discussion tasks included personal statements from hypothetical candidates for jobs and dating from which discussants built their turns with DRS. Analysis disclosed two standard formats employed by these learners in incorporating DRS into argument turns: (a) DRS + stance, and (b) stance + DRS + stance. Previous studies found that DRS was deployed in L1 interaction to buttress a position (Buttny, 1998; Holt, 1996). Similarly, in our data, DRS, in the two formats outlined above, were recurrently utilized to support a position. The findings show the extent to which L2 students in language learning discussion tasks are able to use DRS and reveal what is lacking in their speech in comparison with more expert speakers of the language. The findings will help teachers understand what grammatical forms students are producing or not producing and the effects on language learning in discussion tasks.



Room 1 (会議室1)

Anna Bordilovskaya
Tokyo City University

Dimensions of Japanese Learners' Foreign Language Anxiety: “fuan” (不安) vs. “iwakan” 違和感

Foreign language anxiety (FLA) is one of the central factors that can affect language acquisition. Native speakers can also experience language-related anxiety, but it was demonstrated by Iizuka (2011) that L1 socially-based anxiety should be differentiated from L2 socially-based anxiety. Iizuka (2011, p.11) also suggested three dimensions or aspects of L2 socially-based anxiety: L2 linguistic anxiety, content anxiety, and cultural anxiety. Thus, it has been established that FLA is a multi-dimensional issue. The present study introduces the findings of a survey investigating Japanese students' language anxiety. By comparing the use of two terms “fuan” (不安) and “iwakan” (違和感) this project attempted to identify whether students differentiated between the dimensions of L2 anxiety and clarify how these terms were used. The data were collected among first-year students at a Japanese national university. The results demonstrated that most students used “fuan” (不安) and “iwakan” (違和感) to refer to different dimensions of L2 anxiety – content and L2 linguistic anxiety, respectively. Moreover, the analysis of the responses highlighted the external-internal dichotomy between these anxiety-related terms, suggesting that the strong internal affective factors should also be taken into consideration when improving students: motivation and developing a stronger L2 identity.

Room 3 (会議室3)

David Laurence & Gregory King
Chubu University

From Admission to Integration: Helping Students Thrive in Japanese Higher Education

The Japanese higher education system is under immense pressure from the country's falling population, leading to a need for individual universities to keep student retention as high as possible. At the same time, widening entrance standards caused by increased competition for the shrinking student pool mean that students are increasingly being accepted to university from non-traditional populations, including first-generation students and students from secondary education institutions without a long history of university admissions. Both of these groups are less prepared for the transition to university life than many students even a single generation ago, leaving them to struggle with the first months of university study, proven critical to success and retention. This presentation will describe some of the activities and policies put in place at the university and departmental level to assist students with this transition at a relatively low-prestige English department at a university in Japan, which sees a high number of the high-risk students described above. These policies aim to ease this transition to higher education and assist students in achieving the basic levels of academic success and social integration critical for retention. The study investigates how students, and especially those students more at-risk for struggle and leaving, react to and take advantage of these programs and policies. The presentation will finish with a preliminary assessment of these programs and policies, with suggestions based on both student feedback and faculty discussion of how they might be improved to further improve students' experiences during their first months at university.

Room 2 (会議室2)

Jarinthorn Phaisansitthikarn
Kasetsart University

Exploring Speech Act Representation: An Analysis of EFL Textbooks for Young Learners

Early exposure to the communicative aspects of a foreign language can be beneficial in developing pragmatic competence. Pedagogical interventions prioritizing communication from a young age can equip learners to not only recognize social cues but also navigate the subtle nuances of language use in various contexts. EFL textbooks serve as important tools in this process, and research has shown that learners benefit from explicit instructions in pragmatics. This study investigates the representation of speech acts in English as a Foreign Language (EFL) textbooks used in Thai primary schools. The primary objective is to examine the extent and manner in which young Thai students are exposed to speech acts. A content analysis of 30 EFL textbooks approved by the Thai Ministry of Education is conducted, using Searle's speech act taxonomy as a framework. The findings indicate significant variation in the presentation of speech acts across different series and grades. While textbooks provide controlled environments where learners can learn and engage in mimicking real-life scenarios to practice speech acts, EFL textbooks can fall short both in terms of the quantity and quality of their presentation of speech acts. Some series emphasize speech acts more, particularly in certain grades, with request/ command being the most consistently presented. The insights from this study offer guidance for EFL textbook developers, helping design instructional materials that align with students' language learning processes and needs. Additionally, these findings provide crucial insights for language teaching policymakers, shaping future language education policies.



**Room 1 (会議室1)****Takaaki Morioka***National Institute of Technology, Kagawa College***Success Factors of English-Proficient Engineering Students in Kosen: A Focus on Self-Regulated Learning**

This study aims to explore and elucidate why a certain number of engineering students at National Colleges of Technology (Kosen) in Japan demonstrate high proficiency in English from the perspective of self-regulated learning. Kosen are a large-scale higher education institution in Japan, with 60,000 students and 58 schools nationwide, and 12% of Japan's engineers are graduates of Kosen. Despite admitting academically strong students, Kosen students' English proficiency is generally considered low. Consequently, research on English education for Kosen students is essential. One reason for their low English proficiency is that Kosen students do not take university entrance exams like regular high school students due to the five-year curriculum (Kameyama, 2010). However, a small number of Kosen students still manage to improve their English skills under these circumstances. To understand why they continue to learn English autonomously, unlike other Kosen students, we conducted interviews with proficient English-speaking Kosen students. The responses were analyzed using the Modified Grounded Theory Approach (M-GTA) (Kinoshita, 2003). The results revealed that their motivation for learning English stemmed from aspirations for further education and personal interest. They employed various learning strategies and monitored their progress to achieve their goals. Additionally, they considered careers utilizing their language skills. This presentation will discuss the findings from the perspective of self-regulated learning, providing examples from the interviews and offering insights for guiding science students who struggle with English.

Room 3 (会議室3)**Pu Meng***George Mason University***French article learning for adult second Language Acquisition: Diagnostics and Mnemonics (Video Presentation)**

This pilot study is conducted to find better methods for adult SLA of French articles. The participants are adult French SLA whose native language is not French. The pilot study is divided into two parts. The first part is self-study followed by pre-test. The second part is a classroom teaching using diagnostics and mnemonics, followed by a post-test. For diagnostics, compare French and English articles to find out the similarities and differences between the two; By a diagnosis with those similarities and differences, determine which article should be used in a given context. For mnemonics, use the pictures corresponding to the sentences in the teaching, and mark the French and English articles with two color boxes to help memorization (combines with diagnostics). The study found that participants were able to master the most basic French articles on self-study, but their mastery improved significantly after being taught with diagnostics and mnemonics. The results of this study can be applied to the actual teaching of French articles in SLA to help learners achieve more efficient results in the process of learning French and French articles.

Room 2 (会議室2)**Donovan Lawrence***University of the Western Cape***The multifunctionality of punctuation in digital texts**

One of the distinct features of online communication is the unconventional use of punctuation which includes the repetitive use or omission of question marks, exclamation marks, periods and capital letters. This paper explores how punctuation in digital communication has changed and how it now functions beyond its grammatical role. The focus of this paper is the multifunctionality of punctuation and how for example it functions as emotional and pragmatic cues in computer mediated communication. It shows that punctuation marks, such as periods, exclamation points, question marks and ellipses are often used to convey emotions and intentions that might otherwise be expressed through vocal tone or facial expressions in face-to-face communication. Recent research for example indicates that the use of the period (full-stop) in digital communication might be interpreted or perceived as negative and abrupt. To identify possible trends and correlations an extensive literature review was conducted to compare digital punctuation use in different languages in different countries. A corpus of Afrikaans (one of the official languages of South Africa) memes have been analyzed and the punctuation use in these digital texts is compared with international trends. Implications for language teaching is discussed.

Sunday, 27 October 2024

27-Oct	Room 1 (会議室1)	Room 2 (会議室2)	Room 3 (会議室3)
10:00-10:30	<p>Kayoko Yamauchi, Keiko Omura, Manna Aoki, & Chizu Sugawara <i>Toyo Gakuen University</i></p> <p>Project-based learning for less proficient English language learners</p>	<p>Gordon Wilson <i>Hannan University</i></p> <p>Creating Our Replacements: AI-Driven Personalized Language Teaching System</p>	<p>Tomoko Sushida-Bunch <i>St. Michael's International School</i></p> <p>From Internet Finds to Original Designs: Enhancing Early Education</p>
10:30-11:00	<p>Michael Kai-yip Tsang <i>The University of Sheffield</i></p> <p>Using EMI in a Geography Junior High classroom with the Use of MEC in CLIL approach</p>	<p>Francesco Michael Scaringella <i>Università degli Studi di Milano</i></p> <p>ELT in Chinese General Senior High School: An Analysis of Chinese ELT Textbooks</p>	<p>Yukari Takahashi <i>SANNO University</i></p> <p>Enhancing Students' Vocabulary Attainment with Video-assisted Learning</p>
11:00-11:15	Break		
11:15-11:45	<p>Kevin Ottoson <i>Nagoya University of Foreign Studies</i></p> <p>Bridging Cultures Virtually: COIL's Impact on University Students in a Japan-China Exchange</p>	<p>Junya Morita <i>Kinjo Gakuin University</i></p> <p>A Method of Language Learning: Studying Syntactic and Morphological Mechanisms through Active Learning</p>	<p>Aika Ishige <i>Ritsumeikan Asia Pacific University</i></p> <p>Revisiting study abroad for intercultural understanding: Through the exploration of undergraduates' critical events during their sojourn</p>
11:45-12:15	<p>Larry Walker^a & Martin Parsons^b ^a<i>Kyoto Prefectural University</i> ^b<i>Hannan University</i></p> <p>The Versatility of Virtual Exchanges in Language Learning and Intercultural Interaction</p>	<p>Jeanne Purpura & Lindsey Ng Tan <i>De La Salle University</i></p> <p>Assessing the Effectiveness of ChatGPT and QuillBot as Academic Writing Tools: College Students' Perspective and Insights</p>	<p>Natasha Hashimoto <i>Tokyo Woman's Christian University</i></p> <p>Visual Voices: Exploring English Learning Journeys Through Student Drawings</p>
12:15-12:30	Closing Ceremony		
12:30-14:00	Optional Open Sessions		
14:00-15:30	Optional Open Sessions		

1 | 10:00-10:30

Parallel Sessions



Room 1 (会議室1)

Kayoko Yamauchi, Keiko Omura, Manna Aoki, & Chizu Sugawara

Toyo Gakuen University

Project-based learning for less proficient English language learners

While the effectiveness of project-based learning (PBL) in English language teaching is widely recognized, there is a lack of research on the effectiveness of PBL for less proficient learners (Dopplet, 2003). Teaching English with PBL requires students to learn in and about PBL using English as a tool, as well as cultivates higher-order thinking skills necessary for the 21st century. In other words, students must be well-trained in the theory and practices of PBL while learning English for its implementation to be successful. Given that these demands affect learners at all proficiency levels, it is especially necessary to consider how they impact less proficient learners. In this workshop, the presenters will introduce what tools are being used to tackle these challenges in classes with less proficient English language learners from a case study in a mandatory, first-year English language course at a private university in Tokyo. PBL's potential for less proficient English language learners will be demonstrated and participants will experience how to apply specific PBL approaches and tools for this student profile. Finally, participants will have a chance to share their own approaches and tools for using PBL in similar contexts.

Room 3 (会議室3)

Tomoko Sushida-Bunch

St. Michael's International School

From Internet Finds to Original Designs: Enhancing Early Education

In today's digital age, educators often rely on the internet for quick access to educational materials, particularly for young learners. While ready-made worksheets and activities serve a purpose, the ability to adapt and create original learning materials is crucial for meeting the diverse educational needs of young English learners. This presentation and workshop aim to equip educators, particularly those new to teaching, with strategies to effectively adapt online resources to align with their class objectives. Furthermore, it emphasizes the importance of crafting original learning materials that engage young learners and foster English language proficiency through creative thinking and expression. Participants will explore practical methods to tailor internet resources and develop innovative teaching materials that inspire and empower students in their English language learning journey.

Room 2 (会議室2)

Gordon Wilson

Hannan University

Creating Our Replacements: AI-Driven Personalized Language Teaching System

This presentation demonstrates our work on an AI-driven expert system that offers a personalized language learning experience, surpassing traditional classroom limitations. Traditional language education often fails to meet individual needs due to its one-size-fits-all approach and resource constraints. By integrating interactive AI into an automated language-learning expert system, we address these limitations, providing personalized, anytime, anywhere learning. Our project updates the Individualized Language-Teaching Expert System model to overcome conventional teaching methods and resource constraints. This presentation explores how recent AI advancements enhance this model, delivering adaptive, personalized instruction. Using this system is akin to having a full-time private tutor and companion. It prepares learners for real-world interactions through simulation and targeted vocabulary practice, observes their interactions, and provides detailed debriefings. Throughout the day, the system engages in conversations on any topic, matching the learner's difficulty level and subtly integrating new language elements. The system also employs spaced retrieval techniques, reinforcing learned material at optimal intervals to enhance retention and mastery. We describe the system's core cyclical components—needs assessment, lesson selection, and learner interaction—with an intelligent AI interlocutor serving as teacher, mentor, companion, and observer. We demonstrate how AI customizes the learning experience based on the student's abilities, needs, and environment. AI-driven systems create interactions with diverse English speakers, provide immediate, tailored feedback, and adjust learning materials as proficiency grows. This approach breaks down barriers to language education, advancing toward a post-scarcity model of teaching and learning.

**Room 1 (会議室1)****Michael Kai-yip Tsang***The University of Sheffield***Using EMI in a Geography Junior High classroom with the Use of MEC in CLIL approach**

Bilingual education means acquiring two languages in education (Baker, 2001). In Taiwan, Chinese is regarded as the official language, and English is regarded as one of the foreign languages, with various local languages such as Hokkien and Hakka. However, this situation will be changed as Taiwan will be a bilingual country by the Year 2030, as suggested by the National Development Council (NDC, 2018) that all primary and secondary schools be bilingual by 2030 with integrating content learning with English for non-language teachers (content subject teachers). While there are studies reporting the teaching and learning effectiveness of learning science in elementary schools (Beaudin, 2022; Huang, 2020), the counterparts of junior high schools were scarcely reported. Moreover, the linguistic demands of humanities subjects are higher than that of science, complicating the level of difficulty of research which precisely is the reason for the research to increase teaching and learning effectiveness of learning humanities in English. In this action research, students received English as the Medium of Instruction (EMI) in Geography lessons to increase their exposure in English. The teacher-researcher integrated CLIL approaches including code-switching (Grosjean, 1982, p. 145), translanguaging (Garcia and Lin, 2017; Li, 2018), literate talk (Luk and Lin, 2015) with multimodalities and entextualisation cycle (MEC) (Lin, 2016) employed to facilitate meaning-making processes between the teacher-researcher and students. Results show that students had steady improvements after each parallel tasks. Implications will be shed in this study.

Room 3 (会議室3)**Yukari Takahashi***SANNO University***Enhancing Students' Vocabulary Attainment with Video-assisted Learning**

Since 2020, foreign languages, in most cases, English, have been taught as a subject for fifth and sixth graders in elementary school in Japan. However, the Ministry of Education, Culture, Sports and Technology (MEXT) pointed out that "learning centered on pronunciation is not smoothly connected to learning letters at the middle school stage" (MEXT, 2017, p.7). This study focuses on vocabulary as an important element for smooth learning transition from pronunciation to letters. By associating letters with sounds, and deepening receptive cognition, memory, and conceptual knowledge within vocabulary knowledge, as suggested by Cameron (2001), this study aims to deepen vocabulary knowledge. As part of home study for 6th grade elementary school pupils, they watched a series of four-minute videos, which demonstrate various vocabulary words in context, to deepen vocabulary knowledge and provide them opportunities to practice spelling at home. The study analyzes how vocabulary knowledge deepened by the videos and considers how the use of story-based animated videos can enhance vocabulary attainment.

Room 2 (会議室2)**Francesco Michael Scaringella***Università degli Studi di Milano***ELT in Chinese General Senior High School: An Analysis of Chinese ELT Textbooks**

Since the 1980s, English language proficiency has been considered as a crucial tool for China's modernization and economic development and has been actively promoted within the education system (Adamson 2004; Vickers & Zeng 2018). Even though the status of English has become a debated topic within Chinese society in recent years, foreign language study, which means English in the majority of cases, is still one of the 'three main subjects' (san zhu ke 三主课) of the gaokao 高考, the Chinese 'National College Entrance Examination'. Due to its crucial role in preparing students to sit the gaokao, this contribution focuses on Chinese general senior high school and the main analysis tool will be the ELT textbooks currently used in it. More specifically, the aim is to highlight an inherent inconsistency between the guidelines provided by the Chinese syllabus for high schools and the nature of the tasks that are part of the English language test of the gaokao, which ultimately define the teaching practice in senior high school. As a result, the English textbooks currently used in China display a mixture of influences of both the Grammar-Translation Method, consistent with the nature of the gaokao, and the Communicative Approach, as prescribed by the syllabus. In addition, the qualitative analysis of interviews with Chinese teachers will explore their attitudes, beliefs and preferences towards ELT in China. In doing so, this contribution attempts to contribute to the academic discussion about foreign language teaching and language policy.



Room 1 (会議室1)

Kevin Ottoson

*Nagoya University of Foreign Studies***Bridging Cultures Virtually: COIL's Impact on University Students in a Japan-China Exchange**

Recent governmental initiatives to internationalize higher education in Japan have emphasized mobility programs like CAMPUS Asia and the Global 30 Project. However, these opportunities are often limited to students with the necessary resources and time. Collaborative Online International Learning (COIL) offers a virtual exchange alternative, enabling all students to develop intercultural competence by collaborating with peers across cultures as part of their coursework. This presentation examines the intercultural impact of an 8-week virtual exchange on university students in Japan through their collaborative online learning with students in China. Using global distance learning technology, students engaged in weekly discussions on nonverbal communication norms in Japan and China, culminating in an ethnographic research project. Self-evaluations and reflections indicated increased intercultural knowledge and the development of intercultural attitudes. Students reported heightened interest in the other's culture and a reduction in stereotypes while still essentializing the other. These findings align with Deardorff's (2006) framework of intercultural competence, which includes attitudes, knowledge, and skills for effective and appropriate cross-cultural communication. This study is one of the few to explore the perspectives of Japanese university students in a COIL setting with students in China, providing insights into virtual exchanges for students from countries with important and complex historical relationships.

Room 3 (会議室3)

Aika Ishige

*Ritsumeikan Asia Pacific University***Revisiting study abroad for intercultural understanding: Through the exploration of undergraduates' critical events during their sojourn**

The current presentation is based on my recently published article (Ishige, 2024). Drawing on the concept of imagined community, this study explores a Japanese adult's transnational English learning trajectory. Previous research on imagined communities predominantly focuses on identity struggles and desires between home and host countries and their cultures. This study presents a unique case where the ESL learner's imagination extends beyond these boundaries, aspiring to be like someone who neither learns the target language nor is from a country where the language is primarily spoken. Although he had no interest in learning English during high school, his desire to learn it emerged as he encountered migrants from Asia at his workplace. Seeing them thriving to learn Japanese and adapt to Japanese society, he developed a desire to learn a new language and use it in a foreign country. His narrative illuminates a nascent language desire that emerged in an internationalizing society. The study urges further exploration of unconventional aspirations that transcend existing dichotomous boundaries.

Room 2 (会議室2)

Junya Morita

*Kinjo Gakuin University***A Method of Language Learning: Studying Syntactic and Morphological Mechanisms through Active Learning**

This presentation shows that studying language mechanisms is important for language learning and "active learning" is effective for the purpose. There are three reasons for studying language mechanisms. First, students recognize the ingenuity, richness, and brevity of language, thereby reinforcing their interest in it. "Why is this sentence unacceptable?" "Why does the same sentence or word have two meanings?" "Why does changing the order of word constituents give a completely different meaning?" "Why are complex words used?" It is of great significance to recognize the laws of language that answer such questions. Second, searching for the rules of language provides excellent materials for learning based on "realization." It develops learners' problem-solving and critical-thinking skills. Finally, studying the rules of language is useful for actual language use, such as creating unambiguous sentences and sophisticated expressions. Class activities take three steps: question-and-answer session between an instructor and students, students working on practice problems, and students submitting comment sheets. In the first step, teacher asks students questions, gets them thinking, and leads them to a conclusion. Thus, students steadily acquire fundamental concepts such as complementation (cf. John wanted/*avoided to go alone), phrase/word hierarchy (they fed her dog biscuits/unlockable), constituent order (chocolate banana/banana chocolate), nominalization (eye-smiler/?person who smiles with his eyes), and naming (child-rearing/?husband-waking wife). The conclusion is reconsidered (cf. sea-lion). Tasks and exercises are enjoyable and enlightening to attract the intellectual interest of learners. For this reason, it is essential to create teaching materials based on the rich data obtained from large-scale corpora.

**Room 1 (会議室1)****Larry Walker^a & Martin Parsons^b**^a*Kyoto Prefectural University*^b*Hannan University***The Versatility of Virtual Exchanges in Language Learning and Intercultural Interaction**

This presentation delves into the multifaceted benefits and adaptability of Virtual Exchanges (VE) in language learning. VE can be tailored to proficiency levels, content types, technical constraints, and differing time zones. Through a mix of such elements, VE provides learners with a rich, multimodal experience that fosters language, culture and technical skill awareness. One of the primary strengths of VE lies in the potential to support a range of communication genres. Learners can engage with one another in formats such as speech, text, audio and video digital interactions. This exposure enhances their recognition and production of different text types, and it also hones their ability to navigate digital communication platforms. VE also allows for peer and instructor feedback to empower learners. Feedback provides guidance while maintaining the learner agency crucial to fostering a sense of accomplishment and connection to the broader world. Students experience a sense of inclusion as they interact with peers from different cultural and linguistic backgrounds, and thus broaden their global perspectives. The presentation will showcase how VEs can be implemented effectively, highlighting previous case studies and practical strategies for overcoming common challenges, and provide a template for student-driven exchanges that not only enhance language proficiency but also promote a deeper understanding of diverse cultures and communication practices.

Room 3 (会議室3)**Natasha Hashimoto***Tokyo Woman's Christian University***Visual Voices: Exploring English Learning Journeys Through Student Drawings**

The present study investigates university non-English majors' attitudes towards studying and learning English. The visual research approach was chosen for the present research as visual research methods are becoming more common and allow researchers to explore how others perceive and navigate their worlds in addition to verbal approaches (Mannay, 2016). Visual data that create visual narratives, in this case, are students' drawings created based on the prompt that asked them to draw what image they have of learning English. In addition, the participants shared their interpretation of the drawings (i.e., what they expressed through the drawings). These interpretations are helpful and can prevent misinterpretation by the researcher (Kalaja, 2020). Preliminary data collection was carried out in the fall semester of 2023. Fifty university students majoring in Japanese literature, economics, communication, mathematics, and international relations participated in this study. The participants were in their second, third, or fourth year at the time of data collection. More than one-third of them were also enrolled in the training program for teachers of Japanese as a foreign language. The majority of the collected drawings depicted people, including figures representing the participants themselves, textbooks, and notebooks. The drawings revealed the students' memories of learning English in high school, studying for entrance exams and other tests, memorizing vocabulary, learning grammar, and practicing pronunciation of English-specific sounds.

Room 2 (会議室2)**Jeanne Purpura & Lindsey Ng Tan***De La Salle University***Assessing the Effectiveness of ChatGPT and QuillBot as Academic Writing Tools: College Students' Perspective and Insights**

The birth of artificial intelligence (AI) has contributed to the changes in the dynamics of teaching and learning academic writing. AI writing tools have brought some improvements and challenges to academic writing, including the issue of academic integrity and correctness. Thus, this study aims to examine the capability of AI writing tools, specifically ChatGPT and QuillBot, in paraphrasing scholarly texts and to investigate the insights of academic writing students on the utilization of the said AI writing tools. A plagiarism rubric and descriptive statistics were used to examine the paraphrasing capability of the AI writing tools; furthermore, thematic analysis was employed to understand the insights of the students. The results show that both ChatGPT and QuillBot have limitations on changing sentence construction and words in the sentence; consequently, this could lead to word-for-word plagiarism. Furthermore, the findings show that students are positively receptive to using the tools in their writing class; however, they are cautious about using AI writing tools specifically for honing their note-taking skills. This research may serve as a guide for teachers and students to use AI as an academic writing guide to improve their writing skills.

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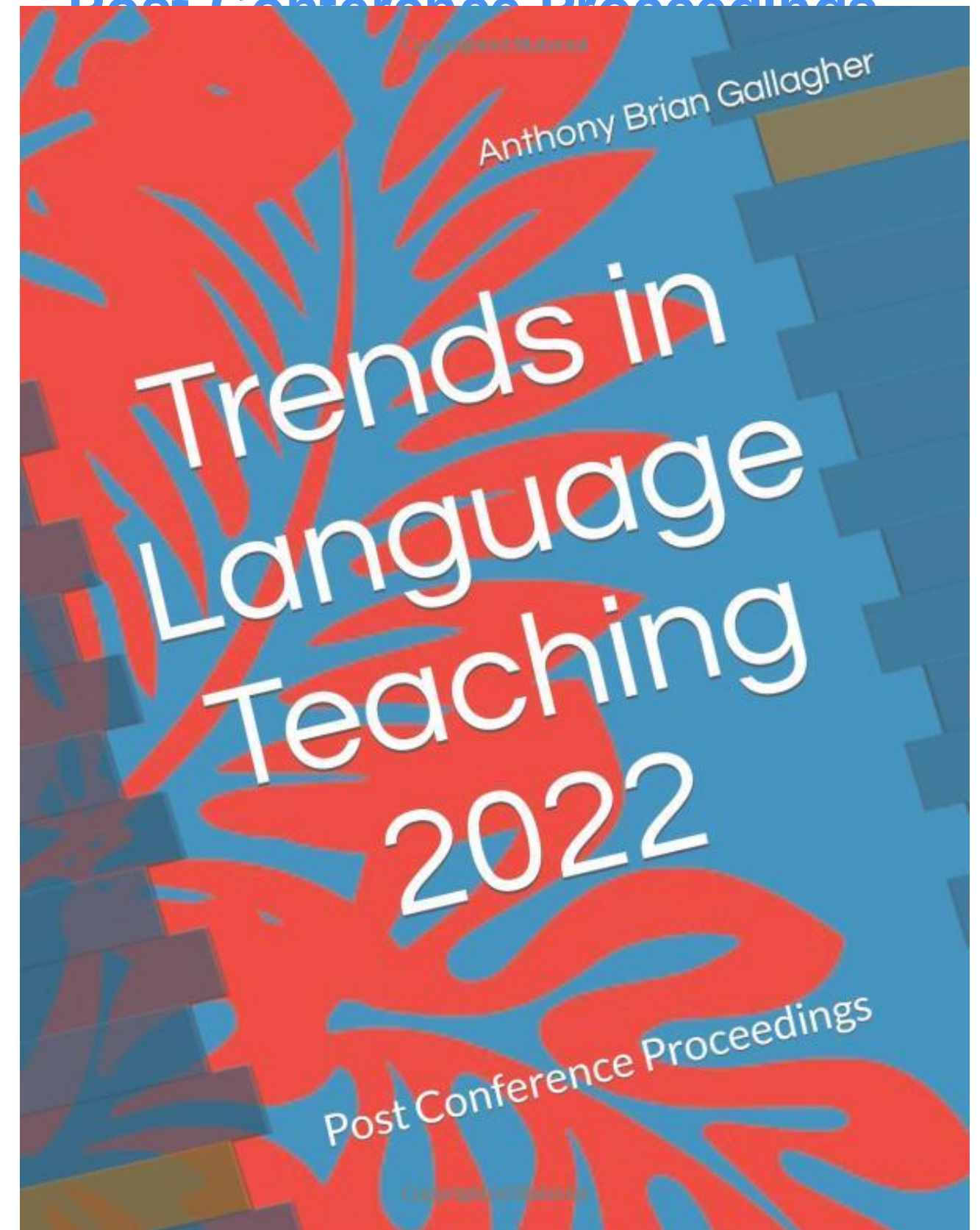
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