JACET 60th Anniversary Commemoration Week (Online, 2021)

The JACET 60th Commemorative International Convention (Online, 2021)

Handbook

Theme: Reflections and Reconnection

Dates:
August 25th – August 29th, 2021

The 48th JACET Summer Seminar (Online, 2021)
August 25th (Wed), 13:30–18:00; August 26th (Thu), 9:30–17:20

The JACET 60th Commemorative International Convention (Online, 2021)
August 27th (Fri), 9:00–18:00; August 28th (Sat), 9:20–18:00;
August 29th (Sun), 9:20–18:15

Venue: Online

Headquarters: JACET Main Office

Phone: 03-3268-9686

Exhibits: Online (Remo Virtual Office)

Supported by The Ministry of Education, Culture, Sports, Science and Technology;
The Institute for International Business Communication; Kindai University;
Nagoya University of Foreign Studies
Table of Contents

Greetings From the New President ........................................................................................................................................ 1
Greetings From the Director of the JACET 60th Anniversary Commemoration Week
  Special Organizing Committee ........................................................................................................................................... 3
Overview .......................................................................................................................................................................... 4
Program ............................................................................................................................................................................ 6
The 48th JACET Summer Seminar .......................................................................................................................................... 6
  Program Outline .................................................................................................................................................................. 6
  Seminar Theme ................................................................................................................................................................... 7
  Presession ......................................................................................................................................................................... 8
  Abstracts ........................................................................................................................................................................... 9
  Information Exchange Meeting ........................................................................................................................................... 12
The JACET 60th Commemorative International Convention ................................................................................................. 13
JACET Hours ......................................................................................................................................................................... 13
  Program Outline .............................................................................................................................................................. 13
  Abstracts............................................................................................................................................................................ 17
JACET Presidential Keynote ..................................................................................................................................................... 32
Plenary Lectures ..................................................................................................................................................................... 33
Regular Presentations ............................................................................................................................................................. 35
  Program Outline .............................................................................................................................................................. 35
  Abstracts............................................................................................................................................................................ 45
Lightning Talks by Supporting Members .................................................................................................................................. 127
Special Symposia ..................................................................................................................................................................... 132
  Program Outline .............................................................................................................................................................. 132
  Abstracts............................................................................................................................................................................ 134
  Sponsored Symposium ..................................................................................................................................................... 147
Networking Events .................................................................................................................................................................. 150

JACET International Convention Selected Papers, Vol. 8
  Call For Papers ................................................................................................................................................................. 154
Notice of JAAL in JACET Conference ................................................................................................................................... 157
The List of Committee Members ........................................................................................................................................... 158
The List of Supporting Members ........................................................................................................................................... 161

The greyed parts of the contents are not included in this version of the handbook.
On November 9th, 1962, a group of ELT professionals in Japan decided to establish the Japan Association of College Teachers (JACET) as the first academic organization specialized in ELT in higher education. While its activities officially started early in the following year, we always refer to the date as the birthday of the organization. Since then, we have held 59 annual conferences as our main yearly events.

In our 50th annual conference in 2011, we renamed our annual conference to ‘International convention’ and have invited scholars from different parts of the world through our network of international affiliate organizations and AILA, including plenary speakers as well as general participants. As we knew that the 60th anniversary starts at our 2021 International convention, we had planned to make it a special commemorative week by joining the 48th JACET Summer Seminar (Online, 2021)—Changing Times, Changing Instruction, Changing Materials: How Should We Respond? (August 25th to 26th, 2021) and the JACET 60th Commemorative International Convention (Online, 2021)—English Language Education to Endure Changing Times: Facing the Reality of Society 5.0 (August 27th to 29th, 2021), even before we knew the pandemic would change our life dramatically.

During a few years of preparation, we had to face various challenges. We had to cancel our 59th International convention which was to be held in Kyoto in 2020. The 60th anniversary commemorative week, which was originally planned as face-to-face had to be transformed into online format, even though the committee had already started preparing for the conference to be held in Hiroshima.

Besides the themes of the international convention and the summer seminar mentioned above, we have established a theme for the 60th anniversary commemorative week “Reflection and Reconnection” for JACET to reflect on its activities as well as achievements over the past six decades, and plan what we need to do. In face-to-face conferences, we normally reunite with colleagues whom you have not met for some time and, very often, such reconnections serve as a starting point for new collaboration. During the commemoration week, we provide various opportunities to reconnect with colleagues online.

With the strong leadership of Professor Hajime Terauchi, my predecessor, along with dedicated work of some 90 members of the special committee on the 60th anniversary commemorative week, we are proudly present you our first completely online international convention and summer seminar.

It is my great honor to be able to a presidential plenary for this special occasion. In my plenary, I will do my best to give an overall view of my “Reflection and Reconnection” plan as the president. We are very fortunate to have been able to invite three distinguished plenary speakers: Dr. Le Van Canh (Vietnam National University, Hanoi, Vietnam), Dr. Jihyeon Jeon (Ewha Woman’s University, Seoul, Korea) and Dr. Judy Noguchi (Professor Emerita of Kobe Gakuin University). They also appear in the summer seminar. As we celebrate, we organize six special symposia, three of them (Affiliate Symposium, JAAL Symposium, AILA East Asia Symposium) focus on transregional, transdisciplinary and perhaps translilngual networks at present and future, while the three JACET symposia (Past, Present, Future) reflecting on JACET's activities for the last sixty years, finding ways to reconnect with industry,
government and schools, and envisage the future of ELT and technology. I would like to thank all the Plenary speakers, symposia speakers including representatives from our partner organizations as well as Dr. Azirah Hashim (AILA President – University of Malaya) for their participation.

JACET has always been supported by our sponsors. We are particularly indebted to their generous supports in order to work together for make ELT better, despite the difficulty we are facing at this moment. We have prepared virtual spaces to interact with the sponsors, and thus I strongly ask you to visit them. A special thanks go to the Institute for International Business Communication (IIBC) who has provided us with their conference space in Tokyo as the headquarter of our convention operation.

In June 2021, JACET has elected new board members who are taking over various tasks that had already been prepared carefully. Some 90 committee members are working hard to do our best. I would like to thank all of them for their dedicated work besides their daily teaching and research. I strongly wish you all a very successful experience in the JACET 60th anniversary commemorative week.

Masaki Oda is JACET’s 9th President. He is Professor of Applied Linguistics and the Dean of College and Graduate School of Humanities at Tamagawa University. His academic interests include socio-political aspects of language teaching and the relationship between language teaching and media discourse. He has a Ph.D. from Georgetown University.
Welcome to JACET 60th Anniversary Commemoration Week

Takehiro Sato
Director of the JACET 60th Anniversary Commemoration Week
Special Organizing Committee

It is our great honor and pleasure to welcome you to the JACET 60th Anniversary Commemoration Week, from August 25th to 29th, under the theme "Reflection and Reconnection." Ever since the Japan Association of College English Teachers (JACET) was established in 1962, it has worked to improve English language education at the tertiary level in Japan. It is now officially affiliated with several associations and institutions in Asia and is also an affiliate of AILA (the International Association of Applied Linguistics). To commemorate the 60th anniversary of JACET, this week consists of two events; the 48th Summer Seminar on the 25th and 26th, and the 60th Commemorative International Convention from the 27th to 29th.

In the Summer Seminar, which is held under the theme “Changing Times, Changing Instruction, Changing Materials: How Should We Respond?”, we are very honored to invite three distinguished scholars in the field as lecturers: Dr. Le Van Canh of Vietnam National University, Vietnam, Dr. Jihyeon Jeon of Ewha Woman’s University, Korea, and Dr. Judy Noguchi, Professor Emerita of Kobe Gakuin University. They will lecture us about the challenges of English education in this ever-changing world, including COVID-19.

After the seminar the 60th Commemorative International Convention will be held, under the theme “English Language Education to Endure Changing Times: Facing the Reality of Society 5.0”. This commemorative convention will offer a total of 236 presentations, events, and symposia: 2 Keynote Addresses, 104 Research Papers, 65 Case Studies, 2 Sponsored Symposia, and 6 Special Symposia. In addition, "JACET Hours," a special event to commemorate the 60th anniversary, provides 5 Research Group Presentations, 13 SIG Poster Sessions, 2 Associate Member Presentations, and 3 Chapter Organized Presentations.

Finally, we would like to express our sincere gratitude for the continued help from various associate members including EIKEN and IIBC. We also appreciate that the convention is being held with the support of MEXT.

Last but by no means least, I would like to thank the Organizing Committee and the JACET Headquarters for their hard work, in preparing and conducting this memorable convention in the midst of the difficulties of this pandemic. We all hope this convention will be successful.

Takehiro Sato is JACET’s Vice President. He is Professor of EFL writing and Second Language Acquisition at Nagoya University of Foreign Studies. His primary interests lie in writing education, applying socio-cultural theory to EFL learning, and developmental education. He has a Ph.D. from Nagoya University.
JACET 60th Anniversary Commemoration Week

The 48th JACET Summer Seminar (Online, 2021)

August 25 (Wednesday)

<table>
<thead>
<tr>
<th>Time (JST)</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>13:30-13:35</td>
<td>Opening Address</td>
</tr>
<tr>
<td>13:35-15:05</td>
<td>Session</td>
</tr>
<tr>
<td>15:30-17:00</td>
<td>Information Exchange Meeting</td>
</tr>
<tr>
<td>17:05-18:00</td>
<td>Reflection and Networking in Seminar (Zoom)</td>
</tr>
</tbody>
</table>

August 26 (Thursday)

<table>
<thead>
<tr>
<th>Time (JST)</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:30-10:40</td>
<td>Lecture 1 (Dr. Le Van Canh)</td>
</tr>
<tr>
<td>10:50-12:00</td>
<td>Lecture 2 (Dr. Jihyeon Jeon)</td>
</tr>
<tr>
<td>12:00-12:30</td>
<td>Breakout Sessions</td>
</tr>
<tr>
<td>12:30-13:30</td>
<td>Break [30 mins]</td>
</tr>
<tr>
<td>13:30-14:40</td>
<td>Lecture 3 (Dr. Judy Noguchi)</td>
</tr>
<tr>
<td>14:50-16:10</td>
<td>Sharing and Discussion</td>
</tr>
<tr>
<td>16:10-16:20</td>
<td>Closing Address</td>
</tr>
<tr>
<td>16:20-17:20</td>
<td>Reflection and Networking in Seminar (Zoom)</td>
</tr>
</tbody>
</table>

The JACET 60th Commemorative International Convention (Online, 2021)

August 27 (Friday)

<table>
<thead>
<tr>
<th>Time (JST)</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:00-10:40</td>
<td>JACET Hours 1 (Research Groups' Presentations A, SIG Poster Sessions A, Chapters' Presentations A, Supporters' Presentations)</td>
</tr>
<tr>
<td>10:45-12:15</td>
<td>JACET Hours 2 (Research Groups' Presentations B, SIG Poster Sessions B, Chapters' Presentations B)</td>
</tr>
<tr>
<td>12:15-12:45</td>
<td>Break [30 mins]</td>
</tr>
<tr>
<td>12:45-13:15</td>
<td>Opening Ceremony</td>
</tr>
<tr>
<td>13:15-13:45</td>
<td>JACET Award Ceremony</td>
</tr>
<tr>
<td>13:45-14:45</td>
<td>JACET Presidential Keynote</td>
</tr>
<tr>
<td>15:00-16:00</td>
<td>Plenary Lecture 1 (Dr. Le Van Canh)</td>
</tr>
<tr>
<td>16:15-17:15</td>
<td>Plenary Lecture 2 (Dr. Jihyeon Jeon)</td>
</tr>
<tr>
<td>17:30-18:00</td>
<td>SIG Rooms</td>
</tr>
</tbody>
</table>

August 28 (Saturday)

<table>
<thead>
<tr>
<th>Time (JST)</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:20-9:45</td>
<td>Concurrent Sessions 1</td>
</tr>
<tr>
<td>9:45-10:00</td>
<td>Break [15 mins]</td>
</tr>
<tr>
<td>10:00-10:25</td>
<td>Concurrent Sessions 2</td>
</tr>
<tr>
<td>10:30-10:35</td>
<td>Lightning Talks by Supporting Members</td>
</tr>
<tr>
<td>10:40-11:05</td>
<td>Concurrent Sessions 3</td>
</tr>
<tr>
<td>11:10-11:15</td>
<td>Lightning Talks by Supporting Members</td>
</tr>
<tr>
<td>11:20-11:45</td>
<td>Concurrent Sessions 4</td>
</tr>
<tr>
<td>11:45-13:45</td>
<td>Break [120 mins]</td>
</tr>
<tr>
<td>13:45-13:50</td>
<td>Concurrent Sessions 5</td>
</tr>
<tr>
<td>13:45-14:30</td>
<td>Break [30 mins]</td>
</tr>
<tr>
<td>14:15-14:20</td>
<td>Lightning Talks by Supporting Members</td>
</tr>
<tr>
<td>14:25-14:50</td>
<td>Concurrent Sessions 6</td>
</tr>
<tr>
<td>14:55-15:00</td>
<td>Lightning Talks by Supporting Members</td>
</tr>
<tr>
<td>15:05-15:30</td>
<td>Concurrent Sessions 7</td>
</tr>
<tr>
<td>15:30-15:45</td>
<td>Break [15 mins]</td>
</tr>
<tr>
<td>15:45-16:10</td>
<td>Concurrent Sessions 8</td>
</tr>
<tr>
<td>16:10-16:25</td>
<td>Break [15 mins]</td>
</tr>
<tr>
<td>16:25-16:50</td>
<td>Concurrent Sessions 9</td>
</tr>
<tr>
<td>16:50-17:05</td>
<td>Break [15 mins]</td>
</tr>
<tr>
<td>17:05-17:30</td>
<td>Concurrent Sessions 10</td>
</tr>
<tr>
<td>17:30-18:00</td>
<td>SIG Rooms</td>
</tr>
</tbody>
</table>

August 29 (Sunday)

<table>
<thead>
<tr>
<th>Time (JST)</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:20-9:45</td>
<td>Concurrent Sessions 11</td>
</tr>
<tr>
<td>9:50-9:55</td>
<td>Lightning Talks by Supporting Members</td>
</tr>
<tr>
<td>10:00-10:25</td>
<td>Concurrent Sessions 12</td>
</tr>
<tr>
<td>10:30-10:35</td>
<td>Lightning Talks by Supporting Members</td>
</tr>
<tr>
<td>10:40-11:05</td>
<td>Concurrent Sessions 13</td>
</tr>
<tr>
<td>11:05-11:20</td>
<td>Break [15 mins]</td>
</tr>
<tr>
<td>11:20-11:45</td>
<td>Concurrent Sessions 14</td>
</tr>
<tr>
<td>11:45-13:45</td>
<td>Break [120 mins]</td>
</tr>
<tr>
<td>13:45-15:45</td>
<td>Special Symposia 1 and 2</td>
</tr>
<tr>
<td>16:00-17:30</td>
<td>Special Symposia 3, 4, 5, 6</td>
</tr>
<tr>
<td>17:45-18:15</td>
<td>Closing Ceremony</td>
</tr>
</tbody>
</table>
### 第48回JACETサマーセミナー（オンライン，2021）

**8月25日（水）**

<table>
<thead>
<tr>
<th>Time (JST)</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>13:30–13:35</td>
<td>開会挨拶</td>
</tr>
<tr>
<td>13:35–14:00</td>
<td>ブレendonトーク</td>
</tr>
<tr>
<td>14:00–15:00</td>
<td>一般発表 1</td>
</tr>
<tr>
<td>15:00–15:30</td>
<td>一般発表 2</td>
</tr>
<tr>
<td>15:30–16:00</td>
<td>一般発表 3</td>
</tr>
<tr>
<td>16:00–16:30</td>
<td>一般発表 4</td>
</tr>
<tr>
<td>16:30–17:00</td>
<td>一般発表 5</td>
</tr>
<tr>
<td>17:00–17:30</td>
<td>一般発表 6</td>
</tr>
</tbody>
</table>

**8月26日（木）**

<table>
<thead>
<tr>
<th>Time (JST)</th>
<th>Event</th>
</tr>
</thead>
</table>
| 9:30–10:00 | JACET Hours 1 (研究グループ発表A, SIGポスター発表 A, 支部企画発表 A, 賛助会員発表)
| 10:00–10:25 | 一般発表 2 |
| 10:25–11:00 | 一般発表 3 |
| 11:00–11:30 | 一般発表 4 |
| 11:30–12:00 | 一般発表 5 |
| 12:00–12:30 | 一般発表 6 |
| 12:30–13:00 | 一般発表 7 |

**8月27日（金）**

<table>
<thead>
<tr>
<th>Time (JST)</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:30–10:00</td>
<td>JACET Hours 2 (研究グループ発表 B, SIGポスター発表 B, 支部企画発表 B, 賛助会員発表 B)</td>
</tr>
<tr>
<td>10:00–10:35</td>
<td>一般発表 8</td>
</tr>
<tr>
<td>10:35–11:10</td>
<td>一般発表 9</td>
</tr>
<tr>
<td>11:10–11:45</td>
<td>一般発表 10</td>
</tr>
<tr>
<td>11:45–12:20</td>
<td>一般発表 11</td>
</tr>
</tbody>
</table>

**8月28日（土）**

<table>
<thead>
<tr>
<th>Time (JST)</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:20–9:45</td>
<td>一般発表 1</td>
</tr>
<tr>
<td>9:45–10:00</td>
<td>休憩 [15分]</td>
</tr>
<tr>
<td>10:00–10:25</td>
<td>一般発表 2</td>
</tr>
<tr>
<td>10:25–11:00</td>
<td>一般発表 3</td>
</tr>
<tr>
<td>11:00–11:30</td>
<td>一般発表 4</td>
</tr>
<tr>
<td>11:30–12:00</td>
<td>一般発表 5</td>
</tr>
</tbody>
</table>

**8月29日（日）**

<table>
<thead>
<tr>
<th>Time (JST)</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:20–9:45</td>
<td>一般発表 11</td>
</tr>
<tr>
<td>9:50–9:55</td>
<td>一般発表 12</td>
</tr>
<tr>
<td>10:00–10:25</td>
<td>一般発表 13</td>
</tr>
<tr>
<td>10:25–11:00</td>
<td>一般発表 14</td>
</tr>
<tr>
<td>11:00–11:20</td>
<td>休憩 [15分]</td>
</tr>
<tr>
<td>11:20–11:45</td>
<td>一般発表 15</td>
</tr>
</tbody>
</table>

**8月25日（水）**

<table>
<thead>
<tr>
<th>Time (JST)</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>13:30–13:35</td>
<td>開会挨拶</td>
</tr>
<tr>
<td>13:35–14:00</td>
<td>ブレendonトーク</td>
</tr>
<tr>
<td>14:00–15:00</td>
<td>一般発表 1</td>
</tr>
<tr>
<td>15:00–15:30</td>
<td>一般発表 2</td>
</tr>
<tr>
<td>15:30–16:00</td>
<td>一般発表 3</td>
</tr>
<tr>
<td>16:00–16:30</td>
<td>一般発表 4</td>
</tr>
<tr>
<td>16:30–17:00</td>
<td>一般発表 5</td>
</tr>
</tbody>
</table>

**8月26日（木）**

<table>
<thead>
<tr>
<th>Time (JST)</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:30–10:00</td>
<td>JACET Hours 1 (研究グループ発表A, SIGポスター発表 A, 支部企画発表 A, 賛助会員発表)</td>
</tr>
<tr>
<td>10:00–10:25</td>
<td>一般発表 2</td>
</tr>
<tr>
<td>10:25–11:00</td>
<td>一般発表 3</td>
</tr>
<tr>
<td>11:00–11:30</td>
<td>一般発表 4</td>
</tr>
<tr>
<td>11:30–12:00</td>
<td>一般発表 5</td>
</tr>
<tr>
<td>12:00–12:30</td>
<td>一般発表 6</td>
</tr>
</tbody>
</table>

**8月27日（金）**

<table>
<thead>
<tr>
<th>Time (JST)</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:30–10:00</td>
<td>JACET Hours 2 (研究グループ発表 B, SIGポスター発表 B, 支部企画発表 B, 賛助会員発表 B)</td>
</tr>
<tr>
<td>10:00–10:35</td>
<td>一般発表 8</td>
</tr>
<tr>
<td>10:35–11:10</td>
<td>一般発表 9</td>
</tr>
<tr>
<td>11:10–11:45</td>
<td>一般発表 10</td>
</tr>
<tr>
<td>11:45–12:20</td>
<td>一般発表 11</td>
</tr>
</tbody>
</table>

**8月28日（土）**

<table>
<thead>
<tr>
<th>Time (JST)</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:20–9:45</td>
<td>一般発表 1</td>
</tr>
<tr>
<td>9:45–10:00</td>
<td>休憩 [15分]</td>
</tr>
<tr>
<td>10:00–10:25</td>
<td>一般発表 2</td>
</tr>
<tr>
<td>10:25–11:00</td>
<td>一般発表 3</td>
</tr>
<tr>
<td>11:00–11:30</td>
<td>一般発表 4</td>
</tr>
<tr>
<td>11:30–12:00</td>
<td>一般発表 5</td>
</tr>
</tbody>
</table>

**8月29日（日）**

<table>
<thead>
<tr>
<th>Time (JST)</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:20–9:45</td>
<td>一般発表 11</td>
</tr>
<tr>
<td>9:50–9:55</td>
<td>一般発表 12</td>
</tr>
<tr>
<td>10:00–10:25</td>
<td>一般発表 13</td>
</tr>
<tr>
<td>10:25–11:00</td>
<td>一般発表 14</td>
</tr>
<tr>
<td>11:00–11:20</td>
<td>休憩 [15分]</td>
</tr>
<tr>
<td>11:20–11:45</td>
<td>一般発表 15</td>
</tr>
<tr>
<td>11:45–12:00</td>
<td>休憩 [120分]</td>
</tr>
<tr>
<td>13:45–15:45</td>
<td>特別シンポジウム 1, 2</td>
</tr>
<tr>
<td>16:00–16:30</td>
<td>特別シンポジウム 3, 4, 5, 6</td>
</tr>
</tbody>
</table>

**特別シンポジウム 3, 4, 5, 6**

- 特別シンポジウム 3 (9:45–18:00)
  - 特別シンポジウム 4 (9:45–12:30)
  - 特別シンポジウム 5 (9:45–12:00)
  - 特別シンポジウム 6 (9:45–15:00)
### The JACET 60th Commemorative International Convention (Online, 2021) Program

2021/8/17

#### Types of Presentations

<table>
<thead>
<tr>
<th>Types of Presentations</th>
<th>Content Areas</th>
</tr>
</thead>
<tbody>
<tr>
<td>PLEN</td>
<td>AL Applied Linguistics (Corpus Linguistics, Discourse Analysis)</td>
</tr>
<tr>
<td>CSYM</td>
<td>CLIL Content-Integrated Approaches (CLIL, EAP, EMI, ESP, PBLT, TBLT)</td>
</tr>
<tr>
<td>SSYM</td>
<td>DL&amp;T Digital Learning &amp; Technologies (CALL, e-Learning, ICT, Mobile Learning)</td>
</tr>
<tr>
<td>SPNSYM</td>
<td>GE Global Englishes (EIL, ELF, WE)</td>
</tr>
<tr>
<td>RES</td>
<td>IC Intercultural Communication, Pragmatics, Psycholinguistics, SLA Sociolinguistics</td>
</tr>
<tr>
<td>CASE</td>
<td>CT International Convention theme</td>
</tr>
<tr>
<td></td>
<td>LA&amp;LTD Language Assessment, Learner &amp; Teacher Development (Autonomy, Belief, Identity, Strategy, Teacher Education)</td>
</tr>
</tbody>
</table>

#### Types of Presentations (JACET Hours)

<table>
<thead>
<tr>
<th>Types of Presentations</th>
<th>L&amp;S Listening &amp; Speaking</th>
</tr>
</thead>
<tbody>
<tr>
<td>JH-RGP</td>
<td>MD Materials Development</td>
</tr>
<tr>
<td>JH-SIG</td>
<td>PA Program Administration (Curriculum, Language Policy)</td>
</tr>
<tr>
<td>JH-CHP</td>
<td>R&amp;W Reading &amp; Writing</td>
</tr>
<tr>
<td>JH-SPT</td>
<td>V&amp;G Vocabulary &amp; Grammar</td>
</tr>
<tr>
<td></td>
<td>OTH Other areas</td>
</tr>
</tbody>
</table>

#### August 27, Friday

<table>
<thead>
<tr>
<th>Time</th>
<th>Room</th>
<th>Presenters</th>
<th>Type</th>
<th>Title</th>
<th>Moderator</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:00–10:30</td>
<td>Room 1-1</td>
<td>&lt;Special Committee on Nationwide Research and Study of Prefectural English Education Research and Themes &gt; Fujio, Misa (Toyo U.); Yamaguchi, Takane (Shumei U.); Iida, Atsushi (Gunma U.); Tsuji, Ruriko (Wayo Women’s U.); Nakatake, Maiko (Gakushuin U.); Yokokawa, Hirokazu (Kobe U.); Kimura, Matsuo (Aoyama Gakuin U.)</td>
<td>JH-RGP</td>
<td>全国都道府県英語教育研究テーマの調査研究特別委員会の2018・2019年度の調査結果概要</td>
<td></td>
</tr>
<tr>
<td>9:00–10:30</td>
<td>Room 1-2</td>
<td>&lt;JACET SIG on EAP&gt; Iijima, Yuka (Dokkyo U.); MacDiarmid, Carole (The U. of Glasgow); Kao, Shin-Mei (National Cheng Kung U.); Maswana, Sayako (Tokyo U. of Science); Kanamaru, Toshiyuki (Kyoto U.); Yamada, Hiroshi (Takachiho U.)</td>
<td>JH-RGP</td>
<td>EAP Quality Assurance and Teacher Training in Context: Suggestions From the UK and Taiwan for Japanese Higher Education</td>
<td></td>
</tr>
<tr>
<td>9:00–10:30</td>
<td>Room 1-3</td>
<td>&lt;SIG on Multicultural Coexistence and English Education &gt; Komiya, Tomiko (Okazaki Women’s Junior C.); Okado, Hiroko (Meijo U.); Kawahara, Toshiaki (Gifu Women’s U.); Ishikawa, Yuka (Nagoya Institute of Technology); Enokizono, Tetsuya (Chukyo U.); Yoshikawa, Hiroshi (Chukyo U.)</td>
<td>JH-RGP</td>
<td>英語教育とDiversity &amp; Inclusion—多様性を包摂した新しい英語教育への提言</td>
<td></td>
</tr>
<tr>
<td>9:00–10:00</td>
<td>Room 1-4</td>
<td>&lt;ESP Kanto Chapter&gt; Robson, Graham (Toyo U.); Hashimoto, Shinichi (Tokai U.)</td>
<td>JH-SIG</td>
<td>Working Towards Building an English Tourism Sub-Major at Mid-Level Japanese University; ESP Kanto: Our Journey Thus Far and Future Direction</td>
<td></td>
</tr>
<tr>
<td>Time</td>
<td>Room</td>
<td>Session</td>
<td>Speaker(s)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>------------</td>
<td>------</td>
<td>------------------------------------------------------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9:00–10:00</td>
<td>1-5</td>
<td>Developmental Education</td>
<td>Baba, Chiaki (Teikyo U. of Science); Kurata, Ayaka (Kagawa Nutrition U.); Matsuysa, Yumiho (Shizuoka U.); Rikuta, Eriko (Nippon Institute of Technology); Nakaya, Miyako (Toyo Eiwa U.); Yukita, Miyuki (Toyo Eiwa U.); Matsubara, Tomoko (Seikei U.); Konishi, Yoko (Teikyo U. of Science)</td>
<td>JH-SIG</td>
<td>With/Afterコロナでの大学英語授業運営における教員の悩みをどう捉えていくか</td>
</tr>
<tr>
<td>9:00–10:00</td>
<td>1-6</td>
<td>Language Policy</td>
<td>Sugino, Toshiko (Representative of JACET Language Policy SIG); Haru, Takayuki (Kagoshima U.); Nozawa, Emiko (Chuo U.)</td>
<td>JH-SIG</td>
<td>Language Education to 'Connect': To Prevent Exclusions and Disparities for Global Citizens</td>
</tr>
<tr>
<td>9:00–10:00</td>
<td>1-7</td>
<td>SLA</td>
<td>Sano, Fujiko (Tokoha U.); Natsukari, Sayo (Takasaki City U. of Economics); Harada, Jun (Dokkyo Junior and Senior High School); Kai, Jun (Hakuyo High School); Kawakami, Mutsumi (Tokyo Denki U.); Toyoda, Hiroko (Tokyo U. of Technology)</td>
<td>JH-SIG</td>
<td>SLA研究の成果を英語指導の場に取り入れる試み—現状と課題</td>
</tr>
<tr>
<td>9:00–10:00</td>
<td>1-8</td>
<td>English for Japanese Scientists</td>
<td>Yuasa, Mari (Otemon Gakuin U.); Asano, Motoko (Osaka Medical C.); Murao, Junko (Osaka Institute of Technology)</td>
<td>JH-SIG</td>
<td>科学英語教育研究会の活動紹介</td>
</tr>
<tr>
<td>9:00–10:00</td>
<td>1-9</td>
<td>English as a Lingua Franca</td>
<td>McBride, Paul (Tamagawa U.); Ishikawa, Tomokazu (Tamagawa U.)</td>
<td>JH-SIG</td>
<td>JACET Special Interest Group on English as a Lingua Franca (ELF SIG)</td>
</tr>
<tr>
<td>9:00–10:00</td>
<td>1-10</td>
<td>Bilingualism and Bilingual Education</td>
<td>Kawano, Madoka (Meji U.); Hirai, Seiko (Kitasato U.); Fukuoka, Etsuko (Kanto Gakuin U.); Kanamaru, Fumi (Tohoku U.)</td>
<td>JH-SIG</td>
<td>Translanguagingの英語教育を考える—バイリンガリズム理論における言語思考の関係性から——</td>
</tr>
<tr>
<td>9:00–10:00</td>
<td>1-11</td>
<td>Testing</td>
<td>Nakamura, Yuji (Keio U. (Professor Emeritus)); Matsumoto, Kohoko (Tokai U.); Sugimori, Naoki (Ritsumeikan U.); Ito, Yasuko (Kanda U. of International Studies); Adam, Murray (U. of the Ryukyus); Miyazaki, Kei (Tokai U.); Nagahashi, Masatoshi (Tokyo Kosen); Tsuchihira, Taiko (Seitoku U.)</td>
<td>JH-SIG</td>
<td>JACETテスト研究会の現在の4つの取組について</td>
</tr>
<tr>
<td>9:00–10:30</td>
<td>1-14</td>
<td>JACET Chugoku-Shikoku Chapter</td>
<td>Nagasaki, Mutshio (Ehime U.); Nakayama, Akira (Ehime U.); Enokida, Kazumiho (Hiroshima U.); Hiramoto, Satoshi (Yasuda Women's U.); Sonda, Nozomi (Yamaguchi U.); Shimizu, Makoto (Tokyo U. of Science)</td>
<td>JH-CHP</td>
<td>統合の谷間に架ける橋—一般教育と専門教育のための英語教育の融合—</td>
</tr>
<tr>
<td>10:10–10:40</td>
<td>1-12</td>
<td>SANSHUSHA Publishing Co., Ltd.</td>
<td>Yukawa, Kozo (Hosei U.)</td>
<td>JH-SPT</td>
<td>豊かな素材、自分に向き合う問い、楽しいタスク</td>
</tr>
<tr>
<td>10:10–10:40</td>
<td>1-13</td>
<td>Hitsuji Syobo</td>
<td>Tajino, Akira (Nagoya U. of Foreign Studies); Kawahara, Koji (Nagoya U. of Foreign Studies)</td>
<td>JH-SPT</td>
<td>教育文法と記述文法の緊張関係の緩和に向けて—「意味順」を活用した句構造・接置詞句の分析</td>
</tr>
<tr>
<td>10:45–12:15</td>
<td>Room 2-1</td>
<td>&lt;University-High School Collaboration in English Writing Research Group&gt; Yamashita, Kenji (Ritsumeikan U.); Fujioka, Mayumi (Osaka Prefecture U.); Yamada, Hiroshi (Takachiho U.); Sanzen, Shinya (Fujisima High School); Takeda, Nanako (Ritsumeikan High School)</td>
<td>JH-RGP</td>
<td>日本の英語教育におけるライティング指導はどうあるべきか？— 高大連携の英語ライティング指導への取り組みから—</td>
<td></td>
</tr>
<tr>
<td>10:45–12:15</td>
<td>Room 2-2</td>
<td>&lt;A Project Group in the JACET Testing SIG&gt; Matsumoto, Kahoko (Tokai U.); Nakamura, Yuji (Keio U. (Professor Emeritus)); Miyazaki, Kei (Tokai U.); Nagahashi, Masatoshi (Tokyo Kosen); Tsuchihira, Taiko (Seitoku U.)</td>
<td>JH-RGP</td>
<td>将来の大学入学試験の可能性を踏まえた4技能評価のあるべき姿</td>
<td></td>
</tr>
<tr>
<td>10:45–11:45</td>
<td>Room 2-3</td>
<td>&lt;English and Japanese Interaction&gt; Shigemitsu, Yuka (Tokyo Polytechnic U.); Iwata, Yuko (International Christian U.); Otsuka, Yoko (Gifu Shotoku Gakuen U.); Otani, Mami (Kyoto Women's U.)</td>
<td>JH-SIG</td>
<td>インドとベトナムの日系企業における日本人駐在員と現地社員との言語使用及びインタラクションの実態調査</td>
<td></td>
</tr>
<tr>
<td>10:45–11:45</td>
<td>Room 2-4</td>
<td>&lt;JACET Materials Development Group&gt; Yasuda, Masaru (Kansai Gaidai U.); Matsamura, Yuko (Kindai U.); Kobayashi, Ayako (Heian Jogakuin (St. Agnes') U.); Goto, Risa (Kansai Gaidai U.)</td>
<td>JH-SIG</td>
<td>過去、現在を未来に繋げる教材開発・研究の在り方</td>
<td></td>
</tr>
<tr>
<td>10:45–11:45</td>
<td>Room 2-5</td>
<td>&lt;Developmental Education Chubu Chapter&gt; Sato, Takehiro (Nagoya U. of Foreign Studies); Morii, Akitomo (Aichi U. of Technology); Ozeki, Tomoe (Aichi U. of Technology)</td>
<td>JH-SIG</td>
<td>ジグソー法を利用したARコンテンツ開発授業—地域連携事情の事例研究</td>
<td></td>
</tr>
<tr>
<td>10:45–11:45</td>
<td>Room 2-6</td>
<td>&lt;Oral Communication Study Group&gt; Shiozawa, Yasuko (Bunkyo U.); Nomura, Kazuhiko (Kobe City U. of Foreign Studies); Saeki, Nami (Doshisha Women's C. of Liberal Arts); Okawa, Michiyo (Aoyama Gakuin U.)</td>
<td>JH-SIG</td>
<td>Oral Communication Festival via ZOOM: Transmitted Passion and Unity</td>
<td></td>
</tr>
<tr>
<td>10:45–11:45</td>
<td>Room 2-7</td>
<td>&lt;Autonomous Learning&gt; Hayashi, Chika (Seikei U.); Kojima, Hideo (Bunkyo U.); Katagiri, Sanae (Hirosaki U.)</td>
<td>JH-SIG</td>
<td>英語教育における学習者と教師の自律的成長</td>
<td></td>
</tr>
<tr>
<td>10:45–11:45</td>
<td>Room 2-8</td>
<td>&lt;Developmental Education Kansai Chapter&gt; Murakami, Hiromi (Kansai Gaidai C.); Davis, Eri (Osaka Seikei U.); Hoshihara, Mitsue (Kyoto Notre Dame U.); Kato, Yuzuru (Shiga U. of Medical Science); Kashimoto, Hiroko (Shitennoji U.)</td>
<td>JH-SIG</td>
<td>英語教育：英語スキル指導のその先へ</td>
<td></td>
</tr>
<tr>
<td>10:45–11:45</td>
<td>Room 2-9</td>
<td>&lt;Foreign Language Education Abroad&gt; Chang, Junyue (Dalian U. of Foreign Languages); Ning, Yizhong (Shenzhen U. / Beijing Language and Culture U.); Aiakawa, Masao (Kyoto U. of Foreign Studies)</td>
<td>JH-SIG</td>
<td>1. &quot;From LOT to CLI: A Change of Approach to Foreign Language Education to Serve the Changing National Policy&quot; 2. &quot;On a Road Not Taken: English as an Academic Discipline in China Today&quot;</td>
<td></td>
</tr>
<tr>
<td>Time</td>
<td>Room</td>
<td>Session</td>
<td>Speaker(s)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>--------------</td>
<td>------</td>
<td>-------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10:45–11:45</td>
<td>2-10</td>
<td><strong>&lt;Applied English Grammar based on the Latest Linguistic Theories&gt;</strong></td>
<td>Ohmori, Yujitsu (Aichi Prefectural U.); Nagamine, Takayuki (Aichi U. of Education); Imai, Takao (Nanzan U.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>JH-SIG</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>21世紀ELF時代の多様性に対応する言語知識</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10:45–12:15</td>
<td>2-11</td>
<td><strong>&lt;JACET Kanto Chapter&gt;</strong></td>
<td>Yamaguchi, Takane (Shumei U.); Kochiyama, Akiko (Meisei U.); Nishikawa, Megumi (Tokai U.); Jeffreys, Atsuko Marie (U. of Electro-Communications); Fujio, Misa (Toyo U.); Nakayama, Natsue (Bunkyo U.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>JH-CHP</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>コミュニケーションの確保を目指した遠隔授業の取り組みー一般教養・専門分野・教職課程での英語授業ー</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10:45–12:15</td>
<td>2-12</td>
<td><strong>&lt;JACET Chubu Chapter&gt;</strong></td>
<td>Otaki, Ayano (Shizuoka U.); Jimura, Miyuki (Aichi U.); Sugiura, Masatoshi (Nagoya U.); Kurahashi, Yoko (Tokai Gakuen U.); Ishikawa, Yuka (Nagoya Institute of Technology)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>JH-CHP</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>新しい時代における大学英語教育ー考え・表現する力を養う</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12:15–12:45</td>
<td></td>
<td><strong>Break</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12:45–13:15</td>
<td>0</td>
<td><strong>Opening Ceremony</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13:15–13:45</td>
<td>0</td>
<td><strong>JACET Award Ceremony</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13:45–14:45</td>
<td>1</td>
<td>Reflection, Reconnection and Beyond: The Role of Academic Organizations for the Next Decades</td>
<td>Oda, Masaki (Tamagawa U., President of JACET)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15:00–16:00</td>
<td>1</td>
<td>ELT in the Uncertain Future: Re-Envisioning the Goal of Our Profession</td>
<td>Le, Van Canh (Vietnam National University, Hanoi)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>16:15–17:15</td>
<td>1</td>
<td>Road to Resilience: For Teachers Facing Challenges</td>
<td>Jeon, Ji Hyeon (Ewha Woman’s University)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>17:30–18:00</td>
<td>1</td>
<td><strong>SIG Rooms</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17:30–18:00</td>
<td>3-1</td>
<td><strong>Newcomers Networking</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17:30–18:00</td>
<td>3-2</td>
<td><strong>Newcomers Networking</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
本発表では、全国都道府県英語教育研究テーマの調査研究特別委員会による2018・2019年度の調査結果を報告する。全国の自治体の教育委員会を対象とした調査では、研究の初年度に47都道府県と20政令指定都市の教育委員会に質問紙調査を実施することにより、教育テーマは7つに分類されることが判明した。これらのテーマは、「コミュニケーション能力養成」「4技能統合」「児童・生徒の主体性」「連携・協働」「国際理解」「グローバル化」「ふるさと」である。研究の2年目では全国の862市の調査対象を広げ、市のレベルではより具体的な英語教育研究テーマに取り組んでいることがわかった。本研究では、教員1種免許取得用の教職課程を有する全国の大学を対象とした調査も実施した。全国の中等教育用の英語の教職課程を持つ全国の大学すべてにコアカリキュラムの示す各到達目標の到達の見込みを尋ねるアンケート調査を実施した。小学校教職課程を有する大学については、小学校教職課程の英語教育に関するコアカリキュラムの示す各到達目標の到達の見込みを尋ねた。その結果、中等教育の英語教職課程よりも、初等教育での英語教職課程のほうに、目標到達の見込みがそれほど高くない大学の回答が多く、2020年度からの小学校で英語が教科化されるなどの改革に対する不安が示唆された。その後の調査として、英語教員の英語力・指導力強化のための調査研究（文部科学省委託）事業「教員養成・研修外国語（英語）コアカリキュラム」に掲げられている「指導に必要な知識・技能」と「英語力」に関する27項目について、小学校で英語を教える教員に対する研修時に重視する項目についての調査と並行して、JACETが2020年中に提言した、初等英語教育強化のための7提言に対する必要度を尋ねた。その結果、JACETの7提言に関して、教育の質・研修・予算について必要性を感じていることがわかった。

EAP education has attracted attention in Japan since 2000 in response to the increasing need for internationalizing higher education. JACET EAP SIG research team has reviewed current practices of EAP education with the aim of identifying issues to further the development of EAP education in Japan. We used questionnaire and interview surveys for EAP education in the UK, Hong Kong, Taiwan, and Japan. A comparative analysis identified four key issues that need to be addressed in Japan: collaboration between English and specialist teachers, context-appropriate EAP materials, quality assurance frameworks for curriculum development and management, and systematic EAP teacher training. To these ends, we are developing benchmarks for EAP quality assurance and teacher core competency, as well as resources to support professional development for EAP teachers in Japan. We are currently working on making a prototype for EAP quality assurance benchmarks through questionnaire and interview surveys administered to EAP curriculum managers, with reference to the BALEAP Accreditation Scheme Handbook. For EAP teacher training, we conducted interviews at UK universities with TEAP course directors with reference to the BALEAP TEAP Competency Framework and learned how the framework is being used in practice. In the symposium, two EAP researchers involved in EAP and TEAP curricula from the UK and Taiwan will discuss their practice of quality assurance and teacher training for EAP programs. JACET EAP SIG members will share the research results and challenges in creating prototypes of EAP education quality assurance and teacher training frameworks in Japan. The symposium will bring to light the influence of context on EAP programs and the resulting implementation of quality assurance and teacher training.
英語教育と Diversity & Inclusion—多様性を包摂した新しい英語教育への提言

SIG on Multicultural Coexistence and English Education
Komiya, Tomiko (Okazaki Women’s Junior C.); Okado, Hiroko (Meijo U.); Kawahara, Toshiaki (Gifu Women’s U.);
Ishikawa, Yuka (Nagoya Institute of Technology); Enokizono, Tetsuya (Chukyo U.); Yoshikawa, Hiroshi (Chukyo U.)

Society 5.0 時代の Diversity & Inclusion をめぐり、多様性を包摂した新しい英語教育のあり方について 6 人のパネリストが提言する。岡戸は「Diversity & Inclusion と SDGs：『自分ごと』にする英語教育実践の可能性を探る」と題して、日本社会の多文化化に伴う諸課題への対応において、学習者が「自分ごと」として捉え批判的に思考できる能力を身につけさせることで、英語教育が果たすべき役割とその実践の可能性を SDGs の視点を含めて論じる。河原は「様々なルーツを持つ子どもたちへの言語教育」をテーマに、ブラジル、フィリピン、ベトナムなどの多様なルーツを持つ子どもたちが増えている状況を踏まえ、これらの子どもたちへの言語教育（母語、日本語、英語）の現状や将来の方向性、その中での英語教育の位置づけなどについて考察する。石川は「ジェンダー・ステレオタイプへの気づきを促す英語教育」をテーマに、「女らしさ」「男らしさ」のステレオタイプに生きにくさを感じる学習者の増加を取り上げ、ジェンダーを表象する英語表現を手掛かりに、学習者自身が自己のバイアスと向き合い、異なる価値観や行動様式を持つ人々との共生を考える英語授業のあり方を考える。榎木薗は「インドにおける英語の多様性と包摂のバランス」と題し、言語・宗教・カーストによる国民の分断が未だ改善されないインド社会を取り上げ、インドにおける母語（地域語）と英語とヒンディー語の使用域を概観し、三者の共存・拮抗関係を考察する。吉川は「AI と英語教育の関係をどう捉えるか：学習方法多様化の波」と題し、自動翻訳機等の利便性の拡大に伴い、英語学習、英語教育不要論が台頭する可能性を取り上げ、その状況をどう認識し、どう対処すべきか、今後の英語教育の方向性を考察する。

SIG Poster Sessions A

Working Towards Building an English Tourism Sub-Major at Mid-Level Japanese University;
ESP Kanto: Our Journey Thus Far and Future Direction

ESP Kanto Chapter
Robson, Graham (Toyo U.); Hashimoto, Shinichi (Tokai U.)

In order to both survive and steer a future course, many universities are looking towards offering students the opportunity of studying in an English-only curriculum attached to their major. However, this is not an easy process to bring about. Building the basics of an effective English curriculum, and working against obstacles takes time and resolve, but above all a commitment from various stakeholders within the university. The presenter will give an outline of early steps taken, and obstacles encountered at his university to bring about the above goal. It is hoped this outline will generate a discussion on the realities of creating an English only curriculum for majors at mid-level universities.
本研究会では、馬場他(2016)でリメディアル英語教科書の分析を行った。そこで浮き彫りとなったのは、教科書「を」そのまま教えれば授業が成立するように、充実したexerciseを盛り込む、教師用マニュアルには模範解答や和訳だけでなく、小テストや定期テストなどもついている、至れり尽くせりの教科書が増えてきていることである。しかし、その一方で、少子化や様々な種類の入試形態での入学により、学生も多様化している。ベネッセ教育総合研究所(2013)が行った調査によれば、推薦入試等を受験して大学に合格した高校3年生の約45%は、学校の勉強以外に自宅学習をしていないという現状がある。実際に大学に入学してきた学生を見ても、「自宅での学習方法がわからない」という学生が多く、英語についても「テストの前に暗記をしたらおしまい」で、その後の復習や英語力をつけるための学習に至っていない。したがって、教員が教室での授業運営そのものの工夫と自宅学習内容を考慮する必要がある。このような状況下で大学英語授業を運営していく場合、教員側は指導法、教材、学生対応の方法など、多くの悩みに直面する。本発表では、言語活動・指導法にかかわる問題として、四技能、語彙、文法、テスティング、教材を扱い、どのような活動をどのような時に扱っていくのか、指導法をどうするのか、また、with/afterコロナの状況下で、対面授業で行う場合とハイフレックスで行う場合の留意点などを扱う。また、学習者にかかわる問題として、動機づけ、ストラテジー、授業運営、多様な学習者支援（他の教員や職員との連携を扱う。特にコロナ禍でオンライン授業が一部残る状況下で、課題提出がままならない学生や学習習慣のない学生への対応についても扱う。本発表では、with/afterコロナの状況で、どのようにして学生の英語力を向上させる授業ができるか、に焦点を絞った項目を扱う予定である。
研究の成果を英語指導の場に取り入れる試み—現状と課題

SLA
Sano, Fujiko (Tokoha U.); Natsukari, Sayo (Takasaki City U. of Economics);
Harada, Jun (Dokkyo Junior and Senior High School); Kai, Jun (Hakuyo High School); Kawakami, Mutsumi (Tokyo Denki U.);
Toyoda, Hiroko (Tokyo U. of Technology)

グローバル化が進む中、日本の英語教育が変わりつつある。小学校英語が5年生から教科化され、中学の授業は英語で行うことが基本となり、高校ではそれに加え、生徒が英語で発表、討論、交渉も行うことが求められている。文科省の高大接続化改革に伴い大学入試も変化し、新しい大学入学共通テストでは、「英語の知識を問う問題」から「英語を使って何ができるかを問う問題」にシフトしている。大学も国際化を目指す中、海外の研究者を招聘し、英語で様々な授業を行うようになっている。

このような変革で教師に求められるのは、第二言語習得(Second Language Acquisition)研究の知見に基づいた授業である。従来の英語指導法から脱却し、英語をコミュニケーションのために使う力を育成することが期待されている。SLA研究会ではこれまで、

・良質なインプットの供給が必要である
・アウトプットとインタラクションはL2習得に効果的である
・文法指導はコミュニケーション活動と組み合わせる
・とかく忘れがちな語用的能力の育成は明示的に行うなど、様々な提言を行っている。

しかしSLA研究がまだ十分に答えているとは、現場の教師が抱えるような切実な問題である。

小学校の課題
・英語初学者の子どもに効果的なインプットとはどのようなものか。
・学級担任、専門指導担当教師、ALTがどのような役割を担って子どもの英語力を伸ばせるのか。

中学校の課題
・小学校で伸ばした会話力を、英語の読み書きの習得にどうつなげたらよいのか。
・文法用語を使わずに、英文法を教えることはできるのか。

高等学校的課題
・生徒の語彙力を向上させるにはどうしたらよいのか。
・書くこと、話すことのパフォーマンス評価をどのようにしたらよいのか。

本発表では、研究会会員がパネルディスカッションの形式でこのような問題を論じながら、SLA研究の知見に基づいて、日本という言語学習環境における最適な解決法を話し合う。

科学英語教育研究会の活動紹介

English for Japanese Scientists
Yuasa, Mariko (Otemon Gakuin U.); Asano, Motoko (Osaka Medical C.); Murao, Junko (Osaka Institute of Technology)

本研究会は、文系理系の垣根を超えて科学コミュニケーションのための英語に特化した英語教育研究会として、学部生および大学院生を対象とした英語教育に焦点をあてている。年に数回、科学コミュニケーションのための英語教育関連のテーマを中心に、研究発表や授業での活動報告を行いながら会員の交流を深め、学際性ある研究会を目指している。この度、2月に行われた野口ジュディー氏（神戸学院大学名誉教授）の講演、“STEM and now STEAM: Even more important than ever before”により、STEM(Science, Technology, Engineering and Math)教育を実現するための言語スキル(Arts)の重要性を取り上げ、その習得を促す教育活動を紹介する。学生たちは、将来、さまざまな地球規模の問題に直面するだろう。本SIG発表では、研究会の活動を紹介するとともに、未来の科学者たちを支援するための英語教育について、参加者と意見を交わす新たな交流の場を提供したい。
AUG.27 / 9:00–10:00 / Room 1-9

SIG Poster Sessions A

JACET Special Interest Group on English as a Lingua Franca (ELF SIG)

English as a Lingua Franca

McBride, Paul (Tamagawa U.); Ishikawa, Tomokazu (Tamagawa U.)

The JACET Special Interest Group on English as a Lingua Franca (ELF SIG) was established in April 2016 to build on previous research conducted by the ELF research group at Waseda University and interested researchers and teachers throughout the world. It serves a network of people responsive to ELF use, ELF-related research, and associated pedagogical implications and applications. Together, we aim to 1) enhance ELF-related research, 2) encourage teachers and administrators to consider how ELF research findings impact on their contexts, and 3) contribute to the education of present and future English language teachers. In this presentation, we will introduce past, present, and future ELF SIG activities, as well as ELF SIG members’ kakenhi projects. Their projects have resulted in a plethora of publications, including six books over the past years (De Gruyter Mouton, Palgrave Macmillan, and Routledge) and articles in recent special issues in the Journal of Pragmatics (2020) and Asian Englishes (2021). Points of emphasis among ELF SIG activities and members’ projects include: 1) viewing English language use within the paradigm of multilingual, translingual, transcultural, transmodal, and social practice, 2) valuing diversity and variability, accommodation and adaptation, and strategies for co-constructing understanding, 3) acknowledging English as a widely shared linguistic resource that is shaped by its users from different linguacultural backgrounds, rather than simply a predetermined code or set of conventions used by particular communities of speakers, 4) focusing on intelligibility and comprehensibility in communication and the process of negotiation and pragmatic and other communication strategies to support mutual understanding, and (5) exploring pedagogical innovations in our own contexts. We invite educators and researchers within JACET to join us in better understanding ELF and exploring ELF-related research in education in Japan.

------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

AUG.27 / 9:00–10:00 / Room 1-10

SIG Poster Sessions A

translanguaging の英語教育を考える―バイリンガリズム理論における言語と思考の関係性から―

Bilingualism and Bilingual Education

Kawano, Madoka (Meiji U.); Hirai, Seiko (Kitasato U.); Fukuoka, Etsuko (Kanto Gakuin U.); Kanamaru, Fumi (Tohoku U.)

Translanguaging とは、近年特にバイリンガリズムの視点から提唱されてきた考え方であり、Garcia によると the act performed by bilinguals of accessing different linguistic features or various modes of what are described as autonomous languages, in order to maximize communicative potential (2009) ととらえる。これはコードスイッチングとは異なり、学習者の持つ複数言語をリソースととらえて学習者に内在する既存の言語を最大限用いて活動の目的を達成という考え方である。この考え方では、使用言語が多様化している社会、とくに北アメリカのような英語が第一言語、あるいは公用語として使われている社会で、多様な母語を持つ子どもたちの教育に応用されている。バイリンガリズム理論における言語と思考との関係に考慮して、この教育アプローチは日本の英語教育に有効に応用できるのであろうか。また、応用するならばどのように取り入れることができるだろうか。バイリンガリズム研究会では、いわゆるバイリンガル教育を、移民のためのカリキュラムや、多言語社会でのエリートバイリンガリズムとしてとらえるのではなく、日本の土壌で可能な、2 言語で考えコミュニケーションできる人材養成のための教育ととらえている。日本の大学生の英語はバイリンガリズム理論における超劣性言語なので、Cummins の第 2 しきいレベル (2001) ならぬ、第 3 しきいレベルに近い言語力目標として、橋渡し教育をどうするかということが議論できるのではないかと考える。学習者が既に持っている知識や母語での言語力をいかして英語で専門的な内容を読み、消化し、発信することを模索している。本シンポジウムでは、研究会で論議してきた Garcia の文献を中心に translanguaging の理論を整理し、CALP/BICS と Common Underlying Proficiency の仮説を踏まえて日本の英語教育への文脈化を考える。実際の英語学習やカリキュラム構築の上でどのように具現化できるのか、具体例を交えてディスカッションを行いたい。興味のある方は是非ご参加ください。

------------------------------------------------------------------------------------------------------------------------------------------------------------------------------
JACETテスト研究会の現在の4つの取組について

Nakamura, Yuji (Keio U. (Professor Emeritus)); Matsumoto, Kahoko (Tokai U.); Sugimori, Naoki (Ritsumeikan U.);
Ito, Yasuko (Kanda U. of International Studies); Adam, Murray (U. of the Ryukyus); Miyazaki, Kei (Tokai U.);
Nagahashi, Masatoshi (Tokyo Kosen); Tsuchihira, Taiko (Seitoku U.)

JACETテスト研究会は、1980年度後半から日本の大学生のレベルや特性に合った標準テストの開発を始めました。その後も毎月の読書会で世界の潮流を学びつつ、それを踏まえた様々な研究活動をしてきました。今回のSIGプレゼンテーションでは、現在メンバーが取り組んでいる以下の4つの研究目標とそれに関わる研究活動について説明させて頂きます。

1. 日本の英語教育のためのAssessment literacyに関する Can-doリストの検証と改善
各教育段階の先生方が生徒や学生を評価するために、また適切なテストを作るために必須な知識や技能(Assessment Literacy)をCan-doリストにまとめ、それを実地検証により改善しています。その一環として、毎年教員志望の学生や現職教員向けのワークショップも開催しており、新しく始まった小学校英語も視野に入っています。

2. 様々なスキル統合的テストの分析と開発
中等・高等教育での指導がスキル統合型になるにつれ、当然必要となってくるスキル統合型テストについて、既存のテストの分析と日本の現状に合うテストの開発を行っています。「生きた英語」という言葉がよく使われますが、これからグローバルな世界で英語を使用していく学生には、4スキル統合型のauthenticな英語の指導と評価が必要だからです。

3. 教室内評価に関する日本人英語教師の信念(Belief)、自己効力感(Self-efficacy)、実践状況(PRACTICE)調査と分析
上記Assessment Literacyに関連して建設的な提言をするため、各教育段階の先生方の考え方、自信、実践の関連性について調査・分析をしています。

4. ELF(世界共通語としての英語)を視野にいれた英語力測定方法の研究
最近は到達目標とする英語自体が様々な変種を含んだものに変わってきているので、ELFとしての英語能力を測定するための細目表の開発や測定方法の検証を始めました。

豊かな素材、自分に向かい合う問い、楽しいタスク

SANSHUSHA Publishing Co., Ltd.
Yanagawa, Kozo (Hosei U.)

学生が教室で楽しく、英語を使ってクラスメートとコミュニケーションしている姿を見るのは、英語教師として楽しい時間の一つである。しかし、日本人英語教師が行う英語の授業で、言葉(英語)の学習と内容(Global Issues)の学習を両立させるのは案外難しい。そこで、それの適切な言語としてGlobal Issues in Actionを世に問うことになった。そのために、以下の5点を工夫した。第1に、心が揺さぶられる素材を数多く取り入れた。それによってもっと知りたい、何かを伝えたいと思う気持ちが顕著になると考えたからである。例えば、日本の外国人受け入れ問題や差別・格差問題の素材は、学生の経験談を素材として本教科書のテクストとした。そして、それを読んだり聞いたりして生まれた学生の気づきや考え方の変化を、タスクを通じて言葉として掬い上げよう試みた。第2に、そのために、章どうしがゆるやかにつながり、学んだ言語知識が学生の中に沈殿し、内容についての学びが深まるように配慮した。第3に、学生が責任ある地球市民として、「行動」するきっかけを与えることができるよう配慮した。そのために、彼らがタスクをこなす過程で自分自身と向き合わなければならない問いを立てた。一つひとつの問いが行動を引き起こす引きがねと想定したことからである。第4に、クラス内のメンバーのラポート構築に配慮した。英語による英語の授業は、教員を含めたメンバーどうしの円滑な人間関係なしにはうまくいかない。そこで、クラスの一体感を醸成する章を3章分設けた。第5に、教室での教師の発話と黒板の使い方教科書に示した。それによって、英語による英語の授業に慣れない先生にも戸惑うことなく使えるようにした。こんな教科書が今まで実施予定である。
教育文法は ESL/EFL 環境において、英語の教授や学習のためにデザインされた文法であると考えれば(Tajino, 2018), 使用者の視点から評価されるべきものであり、使用者の目的は対象言語において全体的誤りを犯すことなく使用することであり、その目的に沿った内容になる必要がある(Yanase, 2018)。また、Watar (2018)によれば、教育文法は効率性が重視されるべきで、経済性・容易さ・有効性という観点から重視されるべきであると主張されている。一方で、記述文法という観点から記述された Quirk et al. (1985) や Huddleston and Pullum (2002) は内容が多岐にわたり、2000 ページ近くにおよぶ記述がある。つまり、記述文法の豊かな内容を教育文法に取り入れようと思えば、その内容が複雑で多種多様なものにも関わらず、学習者が使用しやすい形で提示されなければならないという緊張関係の問題に直面することになる。

「意味順」は、英語の文(つまり節)が「だれが」「する(です)」「だれ・なに」「どこ」「いつ」という順序に従うのが基本とする節構造に関する教育文法である(田地野,2014)。 Tajino (2018)は、「意味順」が英語学習におけるロードマップであり、英語というシステムを鳥瞰点に見渡すための基盤を与えるという見解を述べている。また、田地野他(印刷中)では、「意味順」には確固たる理論的基盤があり、いくつかの実践報告が行われ、その使いやすさについて定量的なデータが示されている。本発表の目的は、「意味順」が学習者が全体的誤りを避けるために使用しやすい教育文法であるということを示し、またこの「意味順」という文法を採用することによって、特に英語の複雑な句構造や接置詞（前置詞）句・従属節の把握を学習者が使用しやすい形で現代記述文法理論の見解に沿った形で捉えることができ、教育文法と記述文法の緊張関係を緩和することができるということを示す。また、「意味順」自体が句構造に関する理論言語学の研究により、理論的な土台が提供されるということについても論じる。

統合の谷間に架ける橋——一般教育と専門教育のための英語教育の融合——
JACET Chugoku-Shikoku Chapter
Nagasaki, Mutsuko ( Ehime U.); Nakayama, Akira ( Ehime U.); Enokida, Kazumichi ( Hiroshima U.);
Hiramoto, Satoshi ( Yasuda Women's U.); Sonda, Nozomu ( Yamaguchi U.); Shimizu, Makoto ( Tokyo U. of Science)

本支部企画では、大人数の学生を対象とする一般教育の英語教育、及び人数は少なくとも学部専門に関わる英語教育をオンラインで実施した事例を 5 つ取り上げ、1）個別の事例報告後、2）双方の立場から、遠隔の難しさや工夫についてディスカッションを行う。本企画に至った経緯は次のとおりである。日本の大学教育課程は、通常、一般教育と専門教育の二本立てで構成される。この両者の有機的繋がりが大学教育の良し悪しの鍵を握ると言えよう。その典型が語学教育、とりわけ英語教育である。突然のコロナ禍は、これらの連携の重要性を突きつぶす大学英語教員に過去に例のない教育への工夫という難題を突き付けてきた。「ピンチはチャンス」、この難局で得られた遠隔のノウハウは、一過的なコロナ対策とするのではなく、教員間で共有し、今後の英語教育の在り方を考える礎石とすることが重要と言えよう。
日本の英語教育におけるライティング指導はどうあるべきか？—高大連携の英語ライティング指導への取り組みから—

University-High School Collaboration in English Writing Research Group
Yamashita, Miho (Ritsumeikan U.); Yamaoka, Kenji (Ritsumeikan U.); Fujioka, Mayumi (Osaka Prefecture U.);
Yamada, Hiroshi (Takachiho U.); Sanzen, Shinya (Fujishima High School); Takeda, Nanako (Ritsumeikan High School)

昨今、大学生の英語で論理的に書く力の弱さが問題視されており、その要因の一つに、高校までにアカデミックライティングの指
導が十分に行われてこなかったことが指摘されている（山岡, 2019）。しかし、2022年度までに段階的に導入される高等学校新学習
指導要領（2018）では、パラグラフとプロセスライティングの指導が明確に打ち出され、論理的思考力を醸成するための新科目群
「論理・表現」も設置される。大学においても、文部科学省が推進するグローバル化のもとで研究力を強化するため、論文を英語
で書く力を養成が急務である。今まさに、高校から大学に至る段階的な英語ライティング指導を行う重要性が高まってきていると
言えよう。

このような事情を鑑み、我々は次の2つの研究を行ってきた。1）EGP（English for General Purposes）とEAP（English for Academic
Purposes）の連続性を踏まえて、高校での学習内容や方法を発展的に生かすことを目指したアカデミックライティング教科書を作成
すること。2）高校と大学の教員が連携したアカデミックライティングの指導体制の構築を目指し、指導リソース（指導案や教材）
を作成すること。具体的には、高校から大学に至る英語ライティング指導の教材を、高校と大学の教員が協同で考え、授業実践と
その効果検証に基づき作成する。

このような研究のところで、大学と高校の英語教員が理論と実践を共有することにより、お互いにより良いライティング教育に向け
た知見を深めることができつつある。そこで本稿では、我々の研究を報告した後に、これまで接点の少なかった高校と大学の英語
教員が一緒に介し、英語ライティング指導を中心にシンポジウム形式で議論する。学習指導要領が刷新される今、英語ライティング
指導はどうあるべきか、高大連携で取り組むべき課題とは何か、今後のよりよい指導を目指し、高大の英語教員が学び合う場と
したい。
将来の大学入学試験の可能性を踏えた4技能評価のあるべき姿
A Project Group in the JACET Testing SIG
Matsumoto, Kahoko (Tokai U.); Nakamura, Yuji (Keio U. (Professor Emeritus)); Miyazaki, Kei (Tokai U.);
Nagahashi, Masatoshi (Tokyo Kosen); Tsuchihira, Taiko (Seitoku U.)

昨年度の英語外部テスト使用入試の延期の発表は、教師、生徒、父兄、そして研究者をも混乱させた。多くの識者が賛否両論を展開しているが、議論の観点が違うので比較・対照が難しい。本シンポジウムでは、政治的・情緒的な側面を避け、長年テストと評価を研究してきた研究者の視点から、4技能評価のあるべき姿を客観的に議論し、将来の大学入試の方向性について参加者と共に考えたい。

1. 発信能力の測定と問題点
発信能力の測定には様々な評価方法が使われているが、両者特有の、また各評価方法による長所・短所が存在する。特に、スピーキング評価については、内容・形式や評価基準についての共通認識が確立していない。よって、日本の中高の指導要領に合った発信能力の測定方法についていくつかの例を示す。

2. スキル統合的評価の長所と問題点
発信能力の測定をする場合に、個別に測定するのか、受信能力と統合した形で出題するのかという選択肢がある。スキル統合的評価は、読んだり聞いたりした情報を取捨選択し自分なりに再構成するという点で「21世紀型スキル」や大学で増えつつあるCLILやEMI型の授業に対処する能力を測定できる。一方で、言語能力以外のメタ認知的スキルが必要だという問題が指摘されている。ここでは、大学入試に使用し得るスキル統合型の問題例をいくつか示す。

3. CEFRの指標との構成概念妥当性
今回の延期においては、7種類のテストの等化や、状況的な問題（価格やアクセスなど）が議論の中心になることが多かったが、これらのテストがCEFRの指標を十分測定しているのかという構成概念妥当性についての議論はあまりされていない。よって、妥当性の観点から、改善への提案をする。

4. まとめと議論
他教科にはCEFRのような世界基準やグローバルな外部テストが存在しないため、今回の問題は我々に今後の英語入試のあり方を真剣に考えさせる契機にもなったと考える。
インドとベトナムの日系企業における日本人駐在員と現地社員との言語使用及びインタラクションの実態調査

Shigemitsu, Yuka (Tokyo Polytechnic U.); Iwata, Yuko (International Christian U.); Otsuka, Yoko (Gifu Shotoku Gakuen U.); Otani, Mami (Kyoto Women's U.)

本発表では、本研究会がこれまで行ってきた日本人と英語母語話者間のインタラクションに関する研究成果とともに、新たに着手したアジア圏での英語を共通語とする日本人駐在員と現地従業員との言語使用やインタラクションの実態調査を報告する。まず、これまで我々は、日本語と英語のインタラクションのスタイルの比較・分析を行い、その成果を英語教育に還元しようと試みてきた。その分析対象は、日本語と英語それぞれのインタラクション、そして、日本人と英語母語話者の英語でのインタラクションを比較するものであった。その結果、日本語と英語の間には、あいづちの打ち方、話題展開の仕方、質問の仕方、自己開示の仕方に大きな相違があることを指摘した。また、その違いが、日本人が英語を話す際、大きな障壁となっていることも指摘してきた。

新たに、日本人がアジア圏の英語を母語としない人たちと、英語を共通語として話す際に、果たしてどのようなインタラクションの問題が起こるのかという疑問が生じた。そこで日本人が多く駐在しているインドとベトナムの企業を訪問し、日本人と現地従業員の社内での言語使用の実態やインタラクションの様子に関して聞き取り調査を行った。その結果、日本から派遣される従業員は、英語力よりも技術力が重視されて選出されており、英語力がそれほど高くない日本人ビジネスマンが様々な問題点を抱え、各国の事情に合わせたコミュニケーション上の工夫を行っていることが明らかとなった。また、ベトナムでは、英語ができないベトナム人を採用し、英語で仕事を行っている企業がある一方で、英語ができるベトナム人を採用し日本語で仕事を行っているところもあり、それぞれの企業の考え方や実情についても明らかとなった。これらの調査をもとに、南アジアや東南アジアの日系企業で働く日本人に求められる英語コミュニケーション能力やインタラクションのありかたについて考察する。

過去、現在を未来に繋げる教材開発・研究の在り方

JACET Materials Development Group

Yasuda, Masaru (Kansai Gaidai U.); Matsumura, Yuko (Kindai U.); Kobayashi, Ayako (Heian Jogakuin (St. Agnes') U.); Goto, Risa (Kansai Gaidai U.)

本発表は2部構成で、前半では本研究会会員が携わった大学生用教科書の刊行物を中心に研究会活動の歩みを紹介し、後半では2020年後半のプロジェクト「コロナ禍におけるオンライン教育」に関しての会員による研究・実践発表の一端を紹介する。

前半: 本研究会では、外国語習得の理論と教育現場での実践を統合させながら大学教育現場の要請に応える教材の研究・開発に努めてきた。特に、大学教員という共通点を有しながら、文学、英語学、英語教育学、応用言語学など多様な専門分野の会員が多角的な視点から有意義な教材を研究してきた。さらに、教材開発にあたっては時代の要請にも応えるテーマを追及し、出版という具体的な成果に結実している。取り組んだテーマは、異文化理解、リーディングからライティング、プレゼンテーション、連想方式語彙学習、内容重視型教育、リメディアル教育等、多岐に亘る。今後はICT教育なども視野に入れて、英語教材の可能性をさらに探求していきたい。

後半: 2020年の緊急事態宣言により大学教育は遠隔授業にシフトし、教員はオンラインで配信する教材資料の作成、開発に携わるようになった。教材のデジタル化、オンライン化は教材の選択肢を拡げ、ICT時代の教材開発をさらに発展させる契機であると本研究会では肯定的に捉えている。オンライン教育を直接経験した大学生がオンライン教育をどのように捉えていたか、学生からのフィードバックを踏まえながら、ICT教育の発展の第一歩と言える。本発表では、フィードバックを記述式アンケートで集計し、オンライン学習の長所、短所、要望という観点別にテキストマイニング分析を行った。具体的には、特徴語の関係を可視化し、また性別、年齢等、属性別の対応分析も試みた。分析結果から得られた学生目線によるオンライン学習の長短、要望に関する意見は今後の授業設計や教材開発にも重要な示唆を与える。
ジグソー法を利用したARコンテンツ開発授業—地域連携事情の事例研究
Developmental Education Chubu Chapter
Sato, Takehiro (Nagoya U. of Foreign Studies); Mori, Akitomo (Aichi U. of Technology); Ozeki, Tomoe (Aichi U. of Technology)

今回授業学研究会（中部）では愛知工科大学（愛知県蒲郡市）が蒲郡市役所と連携している授業（情報メディア学科）で地域を取り上げるAR（拡張現実）技術を用いたコンテンツ作りの事例研究を紹介する。この授業では知識構成型ジグソーを取り入れ、学生の役割をAR/動画撮影も行いながら、地域を英語で紹介するためにどのように取り組ませるかジグソーセッションの重要なポイントと考えている。本ポスター発表ではその授業の流れを説明しながら、その背景にある言語と認知の関係に着目しながら授業どのように学生の認知能力を伸ばしていくかを紹介したい。

------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Oral Communication Festival via ZOOM: Transmitted Passion and Unity
Oral Communication Study Group
Shiozawa, Yasuko (Bunkyo U.); Nomura, Kazuhiro (Kobe City U. of Foreign Studies); Moody, Miho (Nagoya U. of Foreign Studies); Saeki, Namie (Doshisha Women's C. of Liberal Arts); Okawa, Michiyi (Aoyama Gakuin U.)

The Oral Communication Study Group, a JACET SIG, conducted the 25th Oral Communication Festival, its annual performance festival since 1996, involving students and teachers from 11 colleges using online applications such as ZOOM and YouTube on December 12th, 2020. The first online festival had about 90 participants from all over Japan. The participating groups of students uploaded their performances, such as original dramas and Readers' Theatre via YouTube beforehand. On the festival day, all the participants were connected in a ZOOM room and enjoyed watching YouTube video clips real-time, followed by comments from teachers and other students. All the participants wrote comments on “Chat” immediately after each YouTube presentation. Despite some technical troubles, the online festival went quite well, which was attested by the questionnaire also conducted online using Google Form. Above all, the students realized a new possibility of expressions enabled by ICT techniques. Some shot their drama and edited with special visual, and sound effects and others challenged themselves with creating zoom dramas. Innovative use of electronic slides and a mixture of all software were also shared. Although the dynamism and authenticity of face-to-face performance festival may have been reduced with this means, the passion and unity of the participants were transmitted instead. The five presenters will exemplify their instruction processes and discuss the potential and tasks of this new way of conducting festivals. Part of the festival video will be shown to the floor.

------------------------------------------------------------------------------------------------------------------------------------------------------------------------------
英語教育における学習者と教師の自律的成長

Hayashi, Chika (Seikei U.); Kojima, Hideo (Bunkyo U.); Katagiri, Sanae (Hirosaki U.)

自律学習研究会は2007年に東北で生まれ、毎年のJACET国際大会で大会テーマとのリンクを意識したシンポジウムを継続的に行ってきた。会員たちは、世界的に知られる言語教育学会であるJALTやIATEFLの同類の研究会でも活動の輪を広げ、研究発表、刊行物の執筆など多くの実績を重ねてきた。この度のポスター発表では、本研究会設立当初からの会員3人が登場し、これまでの取り組みと今後の方向性に関する話題を提供する。最初に、研究会の立ち上げとその後の活動を紹介する。今や「学習者オートノミー」は、CEFR（ヨーロッパ）のみならずアジア諸国の言語教育目標であるが、学習者の自律を支える教師オートノミーに関する研究の重要性についても説く。続く二人は、自らの研究内容について語る。一人目は、中学・高等学校での実践研究を経て、2010年度から大学生を主な研究対象に英語教育における学習者・教師オートノミーの育成に関する研究を行ってきた。現在はヘルシンキ大学（フィンランド）との「学習者オートノミー育成プロジェクト」に着手するなど、異文化的壁を越えたより社会文化的なコンテクストでの大学生の自律的・協働的成長を育む授業実践研究を続けている。二人目は、大学で必修聴講科目の英語を担当する機会が多いことから、学習者主体で自らの学びへの責任感を育む授業にいかにして行うべきかを模索してきた。2010年度からは協同学習をテーマにし、他者を共に学びあう仲間として認め、協同する価値への気づきを高める授業づくりを心がけている。授業を通じて協同の精神に触れる機会をもたらすべく日々実践研究に励んでいる。ポスター発表にご参加いただく方々との率直な意見・アイデア・情報交換を通して、時代の求める自律学習のあり方を探究しながら、今後とも研究会の活動を発展させていく所存である。

英語教育：英語スキル指導のその後へ

Developmental Education Kansai Chapter

Murakami, Hiromi (Kansai Gaidai C.); Davis, Emi (Osaka Seikei U.); Hoshihara, Mitsue (Kyoto Notre Dame U.);
Kato, Yuzuru (Shiga U. of Medical Science); Kashimoto, Hiroko (Shitennoji U.)

新型コロナウイルス感染拡大を受け、指導法、ひいては教育のありを考察する必要が生じた。特に、これまでの対面式授業において疑問視されなかった問題点が、体面学習が実現しないことから見えてきた。またその一方で、オンライン式（オンデマンド式）授業の予期し得なかった効果や教育の可能性が明らかになった。しかし、オンライン式授業では、協同学習やコミュニケーションを重視する英語学習および指導に支障が出るという見解も多く聞かれた。また、教員のICT活用力や学習者や教育機関における学習環境の問題点もオンライン授業実施から見えた。ICT化の加速に伴い、英語指導のあり方にも大きな転換期がきている。この場を踏まえて、英語教育には単なるスキルの指導だけでなく、これまでも意識化されてこなかった人間教育の視点を伴った指導がより重要になると思われる。授業学（関西）研究会では、英語指導にいかに人間教育を伴うことが可能か、研究を重ねており、小学校および中学校教育での実践法を紹介する。
1. "From LOT to CLI: A Change of Approach to Foreign Language Education to Serve the Changing National Policy" and
2. "On a Road Not Taken: English as an Academic Discipline in China Today"

Foreign Language Education Abroad
Chang, Junyue (Dalian U. of Foreign Languages); Ning, Yizhong (Shenzhen U. / Beijing Language and Culture U.);
Aikawa, Masao (Kyoto U. of Foreign Studies)

(1) Foreign language education policy in China requires that the instruction of foreign language courses should meet the multiple purposes of students’ development. However, the instruction of foreign language courses in China in the past decades has been focusing on students’ acquisition of language rather than their development of disciplinary knowledge, abilities, and comprehensive competencies. In view of the inadequacies of the LOT (language-oriented teaching) methods or approaches, CLI (content and language integration) is advocated as an approach to foreign language education based on the successful experiences of foreign language education cases in Chinese history, Content-Based Instruction in North America, and Content and Language Integrated Learning in Europe. A quasi-experiment was carried out in a Chinese tertiary institution by changing a language-oriented curriculum into a CLI curriculum and a language-oriented instruction of the courses into a CLI education. Tests, interviews and observations were adopted as instruments of data collection. The analysis of the data yielded positive results in students’ development of language as well as disciplinary knowledge, inter-cultural communicative abilities, critical thinking, and comprehensive competences. It is hoped that the CLI endeavor can be enlightening to the foreign language education in the contexts of English as a foreign language as in China, Japan and other Asian countries. (2) English as a discipline has undergone a long and zigzag way in its development in China. In its history from the late Qing Dynasty to the present time, the more than 100 year’s time has seen its ups and downs, difficulties and reforms. It enters a booming period with China’s opening up and reform, and it is now on its fast track. But the development of the times raises challenges to it in many ways. Chinese authorities have paid much attention to its reforms to make it stronger, but so far the results are not very satisfactory yet. This paper looks back to the past, looks at its present, and tries to look forward to its bright future. It provides a brief but panoramic view of this discipline to educators in English both in China and in foreign countries, to consider and solve problems perhaps many working in this field are facing in teaching and learning.
21世紀ELF時代の多様性に対応する言語知識
Applied English Grammar based on the Latest Linguistic Theories
Ohmori, Yujitsu (Aichi Prefectural U.); Nagamine, Takayuki (Aichi U. of Education); Imai, Takao (Nanzan U.)

今世紀がELF時代であり、その視点からの英語学習及び英語教育が必要であることを強く印象づけたものは時代の幕明けに上梓されたJenkins (2000)であった。鈴木孝夫はかつて日本人にとっての英語が「目的言語」（明治黎明期の英学）から「手段言語」（意思疎通の相手が英語母語者）を経て「交流言語」（非英語母語話者間の意思疎通）になったことを指摘した。それはKachruのいうExpanding Circleに属する人々との意思疎通が増加していることを意味する。英語母語話者の言語能力・運用にできる限り近づこうとする従来の学習モデルは間違ってはいないが、それだけで多様なニーズに応えられなくなったことを示している。本発表では、発表者間の質疑応答形式を採りながら、ELF時代の英語教育に適応できる言語知識とは何かについて考察する。第1部では、長峯と大森の言語的談話を通じて、「英語の多様性と習得モデル」について考察を行なう。大森は伝統科学文法及び伝統的音声学音韻論の観点から、従来型の英米語標準モデル（修正RP／修正GA）の習得でELF時代の様々な英語音声にも十分に対応できると考えるが、他方、長峯は英語非母語話者音声の理解及びその指導法に関して、さらなる検討が必要であると主張する。新学習指導要領や大学入試共通テスト問題作成方針で示されたように、「現代の多様な発音」に対応できる学習者の育成が求められている現状に鑑みて、それに対応できる音声学習のあり方を追求する必要がある。そこで、KachruのいうOuter CircleやExpanding Circleに属する人々の英語に看取される音声特徴について、従来モデルとしたInner Circleの英語との比較と音響分析、日本人英語学習者の理解における誤用の分析を通じて、議論を深めたい。第2部では、今井と大森の言語的談話を通じて、「多義語と多義性」について考察を行う。今井は歴史言語学及び英語史的観点から、たとえ形が同一であっても、語源の異なる単語は意味のネットワークとして繋がることはなく、個々の語彙として心の辞書に記憶されるべきであると考えると、他方、今井は従来の英語教育で行われてきた多義言語の学習方法——多義語の意味は、関連性なものとして、それぞれに訳語を与え、暗記すること——では効果的ではないと主張する。すなわち、「形が同一なら意味に類似性や関連性がある」という認知言語学の考え方を参照することで、多義語の学習が有機的に行なえることを提案する。また、認知言語学的には、多義語のレベルだけでなく、過去形などの文法要素や、構文にも言える文法的特性であり、それらの多義性についても具体的な事例を挙げて検討したい。

コミュニケーションの確保を目指した遠隔授業の取り組み——一般教養・専門分野・教職課程での英語授業——
JACET Kanto Chapter
Yamaguchi, Takane (Shumei U.); Kochiyama, Akiko (Meisei U.); Nishikawa, Megumi (Tokai U.);
Jeffreys, Atsuko Marie (U. of Electro-Communications); Fuijo, Misa (Toyo U.); Nakayama, Natsue (Bunkyo U.)

本発表では、遠隔授業においてもコミュニケーションの確保を目指した授業実践の試みを、3分野（一般教養・専門・教職課程）から6実践例報告する。一般教養の実践は3例で、その1つは、対話の機会の確保にZoomブレイクアウト機能を最大限に活用する試みで、学生が互いにペア練習を重ね、自らリサーチした内容をペアでインタビューし合う。大量発話の効果と満足度を、録音源と学生の言葉で報告する。第2例は、特にビジネス、これは特にリーダーシップに焦点を当てる。本発表では、授業内でリーダーシップ育成をどう指導したか、また、様々な活動を通じて、学生がどのようにリーダーシップを学んだかを、成果物と学生のリフレクションの双方から報告する。もう一つは、旅行業界や観光業界の就職を希望する学生を対象とした専門科目授業の実践報告を行う。外国人観光客へのhospitalityの重要性を、ブレイクアウトルームなどを活用しながら体感できるように授業構成を考えた。学生への課題の出し方、フィードバックの方法など、学生からのコメントも含む検証する。英語教職課程の指導と学習に関係する分野では、学生が自律的に授業力の評価を行おうとする態度や能力を育むよう指導するべきとの指摘もある。そこで、授業力についての自己評価力養成の試みについても発表を行う。
新しい時代における大学英語教育—考え・表現する力を養う

JACET Chubu Chapter

Otaki, Ayano (Shizuoka U.); Jimura, Miyuki (Aichi U.); Sugiura, Masatoshi (Nagoya U.); Kurahashi, Yoko (Tokai Gakuen U.);
Ishikawa, Yuka (Nagoya Institute of Technology)

IT技術によって急速に進む社会変革が、英語教育にも影響を与えはじめている。明確な答えのない問いに向き合い、深く考え、はっきりと表現する英語力の育成が求められはじめた。中部支部では、新しい時代において必要とされる、「考え・表現する力」を養う目的で行われた4つの授業実践について報告を行い、4人の講師を交えて、遠隔できること・できないことについてディスカッションを行う。

1. 情報学に特化した学部専門英語授業での取り組み　大瀧綾乃（静岡大学）
静岡大学情報学部では、学部専門科目（必修）として、1年生対象に、通年で、コミュニケーションスキルズⅠ（スピーキング中心の授業）を設置している。情報学に関する知識について、ディスカッションやプレゼンテーションを英語で行うことを目標とする。オンライン授業も含めた授業実践を紹介する。

2. 映像教材を利用したオンデマンド型「英語」授業　地村みゆき（愛知大学）
愛知大学では、2020年度春学期の授業が原則オンラインでの実施となった。3、4年生向けの選択科目において、報告者はアメリカ映画を教材として利用し、リスニング力向上・英語表現の定着、およびアメリカ文化にまつわる知識獲得を目指した授業を展開した。オンデマンド型オンライン授業の利点と課題について報告する。

3. 英語の授業という"head fake"：伝えるメッセージは"How to lead your life"　杉浦正利（名古屋大学）
Randy Pauschの『The Last Lecture』（http://youtu.be/ji5_MqixSo）を聞いてわかるようになることを目標に、英語表現（スマホ）、内容理解（Zoom）、ディクテーションを使った授業実践を報告する。

4. 英語で文学（小説）を読むということ　倉橋洋子（東海学園大学）
英語で書かれた小説を読むときには、エッセイを読むときとは異なり、文体に慣れ、小説の構成要素（登場人物・背景・荒筋・視点）を把握してから読むと、書かれたことの真意が理解しやすい。これらを実践し、読後には読み取ったことを相対的に考える授業を提案したい。
Reflection, Reconnection and Beyond: 
The Role of Academic Organizations for the Next Decades

Masaki Oda (Tamagawa University)

Reflection and Reconnection of the theme of the JACET 60th Anniversary Commemoration Week. As this talk serves as an inauguration address of the 9th President of JACET, special attention will be paid to change of landscape of ELT and applied linguistics over the years, and how academic organizations including JACET have to deal with the dynamic nature of the discipline. The presentation has three sections: Reflection, Reconnection and Beyond. In Reflection, I will first reflect on the relationship among English, Language Teaching and Applied Linguistics in relation to the development of the organization particularly in the last few decades. In Reconnection, I will review raise two major issues facing JACET: i.e., Translingualism and Transdisciplinarity. As JACET has been identifying itself as an academic organization specializing English language teaching in higher education and has made significant contribution to the Japanese higher education, however, it would prevent us from developing ourselves further. As JACET has been an AILA affiliate representing applied linguistics community of Japan, I would argue that JACET should take the initiatives in collaboration among language teaching organizations in Japan as a first step of reconnection. Furthermore, we need to keep in mind that Applied Linguistics itself has grown big enough to cover various aspects of language and communication, and thus JAAL in JACET, an AILA affiliate, must consider working with academic disciplines beyond language teaching which has been its major area of inquiry. ELT at higher education remains a major focus of JACET, however, active translingual and transdisciplinary collaboration is crucial for decades to come, consequently we would be able to help solving various problems in language and communication in the society.

Masaki Oda is JACET’s 9th President. He is Professor of Applied Linguistics and the Dean of College and Graduate School of Humanities at Tamagawa University. His academic interests include socio-political aspects of language teaching and the relationship between language teaching and media discourse. He has a Ph.D. from Georgetown University.
ELT in the Uncertain Future: Re-Envisioning the Goal of Our Profession

Le Van Canh (Vietnam National University, Hanoi)

English Language Teaching has long been influenced by the British (ELT) and North American (TESOL) traditions. As a result, teachers and scholars around the world have been informed by the monolingual construct of communicative competence, which promotes the native-speakers’ linguistic models in a relatively stable world. Now we are, in the second decade of the 21st century, witnessing unprecedented challenges such as climate change, pandemic, deterioration of respect for human diversity, and extremist nationalism. New technologies have also been changing the way we live, work and communicate verbally with one another. What else is coming? Nobody can tell. However, as educators we are obliged to prepare our students to cope successfully with that uncertainty because education is, after all, for the future. In this uncertain and charged world scene, we are obliged to reflect on the massive changes that are either already under way or on the horizon in an attempt to identify a possible anchor for our work. In this talk, I will discuss the inadequacy of the conventional construct of communicative competence that is so deeply embedded in our professional practices. Then I will discuss the rationale for the need to move beyond ELT to prepare our students for the uncertain future. Finally, I will recommend how ELT pedagogies should be changed to avoid reinventing the western reductionist and essentialist conceptualization of language, language learning and language teaching.

Dr. Le Van Canh is Associate Professor in Applied Linguistics of Vietnam National University, Hanoi, where he lectures at the graduate level. He has been involved in English language teaching, English language teacher education and research for more than 40 years. Very recently, he co-edited two volumes, *Situating Cultural and Moral Values in ELT Materials: The Southeast Asian Context* (Springer), and *Building Teacher Capacity in English Language Teaching in Vietnam: Research, Policy and Practice* (Routledge).
Plenary Lecture 2

Road to Resilience: For Teachers Facing Challenges

Jihyeon Jeon (Ewha Woman’s University)

For teaching English classes, we have focused on the understanding of education/English language, teaching methods, and student and class dynamics. During the period of the COVID19 Pandemic, however, many of us felt helpless and frustrated because of the challenges brought by the sudden and involuntary switch to online teaching. Why do teachers’ competencies and experiences that they have kept up to date not function properly under this new-normal situation? How do teachers find their way out? One thing that we should understand is that the teacher is still human, and therefore there are moments when the teacher’s competence or experience cannot be properly exercised due to the teacher’s psychological state. The Covid19 period is opening up an opportunity for us to see the psychological shock and the process of overcoming this shock. Where does the power come from to allow frustrated teachers to do their best teaching in a changed situation? In this presentation, we will focus on resilience, the power to overcome difficulties. We cannot discuss every single way we can prepare for diverse and unpredictable challenges that lie ahead. However, if teachers have a healthy psychological power and are capable of responding to challenges, we will be well prepared for the future. What is resilience, and what factors can reinforce it? Let’s discuss ways to increase teachers’ resilience.

Dr. Jihyeon Jeon is a professor at Ewha Woman’s University, Seoul, Korea. She served as a president of Asia TEFL (2017-2020). Her recent publications appear in the TESOL Encyclopedia of ELT (2018); and in the Routledge International Handbook of Language Education Policy in Asia (2019). Her recent talks include teacher communication from interpersonal communication perspectives.
1. **Types of Presentations**
   - **PLEN**: Plenary Lecture
   - **CSYM**: Convention Symposium
   - **SSYM**: Special Symposium
   - **SPNSYM**: Sponsored Symposium
   - **RES**: Research Paper
   - **CASE**: Case Study / Action Research
   - **JH-RGP**: Research Group's Presentation
   - **JH-SIG**: SIG Poster Session
   - **JH-CHP**: Chapter's Presentation
   - **JH-SPT**: Supporter's Presentation

2. **Content Areas**
   - **AL**: Applied Linguistics (Corpus Linguistics, Discourse Analysis)
   - **CLIL**: Content-Integrated Approaches (CLIL, EAP, EMI, ESP, PBLT, TBLT)
   - **DL&T**: Digital Learning & Technologies (CALL, e-Learning, ICT, Mobile Learning)
   - **GE**: Global Englishes (EIL, ELF, WE)
   - **IC**: Intercultural Communication, Pragmatics, Psycholinguistics, SLA Sociolinguistics
   - **CT**: International Convention theme
   - **LA&L**: Language Assessment, Learner & Teacher Development (Autonomy, Belief, Identity, Strategy, Teacher Education)

### August 28, Saturday

<table>
<thead>
<tr>
<th>Time</th>
<th>Room</th>
<th>Presenters</th>
<th>Type</th>
<th>Title</th>
<th>Area</th>
<th>Moderator</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:20-9:45</td>
<td>Room 2</td>
<td>Knight, Kevin (Kanda U. of International Studies)</td>
<td>CASE</td>
<td>Adapting the Teaching of Leadership Communication for Specific Purposes Online</td>
<td>CLIL</td>
<td>Wistner, Brian (Hosei U.)</td>
</tr>
<tr>
<td>9:20-9:45</td>
<td>Room 3</td>
<td>Obari, Hiroyuki (Aoyama Gakuin U.)</td>
<td>CASE</td>
<td>Flipped EFL Learning and COIL During the COVID-19</td>
<td>DL&amp;T</td>
<td>Gilner, Leah (Aichi U.)</td>
</tr>
<tr>
<td>9:20-9:45</td>
<td>Room 4</td>
<td>Humphreys, Gareth (Sojo U.)</td>
<td>CASE</td>
<td>Designing, Implementing and Evaluating an Intercultural E-learning Innovation</td>
<td>IC</td>
<td>Nakayama, Natsue (Bunkyo U.)</td>
</tr>
<tr>
<td>9:20-9:45</td>
<td>Room 8</td>
<td>Igarashi, Yoko (Ritsumeikan U.)</td>
<td>RES</td>
<td>Exploring Characteristics of EFL Textbooks in International English</td>
<td>GE</td>
<td>Kurahashi, Yoko (Tokai Gakuin U.)</td>
</tr>
<tr>
<td>9:20-9:45</td>
<td>Room 10</td>
<td>Kawagoe, Eiko (Jikei U. of Health Care Sciences)</td>
<td>CASE</td>
<td>ドローバルな医学者・医師育成のための英語プレゼンテーション講座</td>
<td>CLIL</td>
<td>Tsuchiya, Kagari (Tokyo Seito U.)</td>
</tr>
<tr>
<td>9:20-9:45</td>
<td>Room 11</td>
<td>Tatsuta, Natsuko (Hirosaki U.)</td>
<td>RES</td>
<td>大学教養教育英語科目における英語ポートフォリオの導入—自己調整学習の観点から</td>
<td>LA&amp;LD</td>
<td>Kuramashi, Yasuhiro (National Institute of Technology, Tokuyama C.)</td>
</tr>
<tr>
<td>9:20-9:45</td>
<td>Room 12</td>
<td>Ueda, Marisa (Ritsumeikan U.)</td>
<td>CASE</td>
<td>診断的リスニング指導法—リスニング指導に自信が持てる方法</td>
<td>L&amp;S</td>
<td>Harada, Yoko (Osaka Prefecture U.)</td>
</tr>
<tr>
<td>9:20-9:45</td>
<td>Room 13</td>
<td>Ramsden, Takako (Kyoto U. of Foreign Studies)</td>
<td>CASE</td>
<td>オンライン共有スプレッドシートを用いた自律性を促す授業外語彙学習</td>
<td>CT</td>
<td>Matsuoka, Mayuko (Otemon Gakuin U.)</td>
</tr>
</tbody>
</table>

| 9:45-18:00 | Remo  | Reflection and Networking in Conference (Remo Virtual Room) | |

| 9:50-9:55  |       | Break                                                        | |

<p>| 9:50-10:50 | Room 14| Kensaku, Yoshida (Honorary President, Eiken Fundation of Japan)| SPNSYM| 日本の英語教育は金魚鉢から大海にでもできることができた | Shimizu, Toshiiro (Kyushu U.) |</p>
<table>
<thead>
<tr>
<th>Time</th>
<th>Room</th>
<th>Speaker(s)</th>
<th>Title</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>10:00-10:25</td>
<td>Room 1</td>
<td>Kawamoto, Julia (Ehime U.); Carson, Eleanor (Matsuyama U.); Willey, Ian (Kagawa U.)</td>
<td>What Interviews and Class Observations Reveal About Teachers’ Medium of Instruction in Remote AL Learning</td>
<td>Otsuki, Kyoko (Nara Prefectural U.)</td>
</tr>
<tr>
<td>10:00-10:25</td>
<td>Room 2</td>
<td>Kinch, Alexis Adina (U. of Hyogo, Kobe School of Commerce)</td>
<td>Agile &amp; Scrum Methodology: Professors as Scrum Masters in EFL Japanese University Classrooms</td>
<td>CLIL Wistner, Brian (Hosei U.)</td>
</tr>
<tr>
<td>10:00-10:25</td>
<td>Room 3</td>
<td>Gayed, John Maurice (Tokyo Institute of Technology)</td>
<td>Human-Mediated AI Writing Assistance. A Case Study of Japanese English Language Learners.</td>
<td>DL&amp;T Gilner, Leah (Aichi U.)</td>
</tr>
<tr>
<td>10:00-10:25</td>
<td>Room 4</td>
<td>Chu, Curtis (Setsunan U.); Torii, Yusuke (Setsunan U.)</td>
<td>Communicating Across Cultures Online: Introducing and Comparing the Implementation of IC Three Virtual Study Abroad Programs</td>
<td>Nakayama, Natsue (Bunkyo U.)</td>
</tr>
<tr>
<td>10:00-10:25</td>
<td>Room 5</td>
<td>Uyama, Miki (Nihon U.)</td>
<td>Strengths and Weaknesses of NESTs and NNESTs: Perceptions of Teachers in Japan</td>
<td>LA&amp;L TD Kanazawa, Yu (Kwansei Gakuin U.)</td>
</tr>
<tr>
<td>10:00-10:25</td>
<td>Room 6</td>
<td>Kobayashi, Chiho (Tenri U.)</td>
<td>Effects of Short-Term Study Abroad on Long-Term Motivation</td>
<td>LA&amp;L TD Ishii, Kazuhiro (Fukuoka U.)</td>
</tr>
<tr>
<td>10:00-10:25</td>
<td>Room 7</td>
<td>Zheng, Jianfeng (Shanxi Normal U.)</td>
<td>A Study of English Major Students’ Critical Thinking Competence via the Reconstruction of Perspectives in the Rewriting Activity</td>
<td>R&amp;W Miki, Kohei (Kindai U.)</td>
</tr>
<tr>
<td>10:00-10:25</td>
<td>Room 8</td>
<td>Ishikawa, Tomokazu (Tamagawa U.)</td>
<td>Reconceptualising Intercultural and Transcultural Communicative Competence</td>
<td>GE Kurahashi, Yoko (Tokai Gakuin U.)</td>
</tr>
<tr>
<td>10:00-10:25</td>
<td>Room 9</td>
<td>Jones, Craig (Aichi Prefectural U.)</td>
<td>Comparing the Orthographic and Phonological Vocabulary Knowledge of Japanese EFL University Students</td>
<td>V&amp;G Koya, Taeko (Hosei U.)</td>
</tr>
<tr>
<td>10:00-10:25</td>
<td>Room 10</td>
<td>Shioni, Kayoko (Ritsumeikan U.)</td>
<td>CASE メディア英語クラスにおける東京オリンピック関連製品の広告コピー制作</td>
<td>CLIL Tsuchiya, Kagari (Tokyo Seioaku U.)</td>
</tr>
<tr>
<td>10:00-10:25</td>
<td>Room 11</td>
<td>Yamamoto, Reiko (Kyoto Junior C. of Foreign Languages)</td>
<td>CASE 発音記号教材のオンライン授業における効果——大学生の反応分析——</td>
<td>LA&amp;L TD Kuramashi, Yasuhiro (National Institute of Technology, Tokuyama C.)</td>
</tr>
<tr>
<td>10:00-10:25</td>
<td>Room 12</td>
<td>Spring, Ryan (Tohoku U.); Tabuchi, Ryuji (Mint Phonetics Education Institute)</td>
<td>CASE 英語スピーキングテスト双方向赤ペン添削とhe/she/エラー</td>
<td>L&amp;S Harada, Yoko (Osaka Prefectural U.)</td>
</tr>
<tr>
<td>10:00-10:25</td>
<td>Room 13</td>
<td>Kondo, Mutsumi (Kyoto U. of Foreign Studies); Hagishi, Julie (Kyoto U. of Foreign Studies)</td>
<td>CASE 大学英語教科書のポストリーディング活動の類型化とクリティカル・シンキング</td>
<td>CT Matsuoka, Mayuko (Otemon Gakuin U.)</td>
</tr>
<tr>
<td>10:30-10:35</td>
<td></td>
<td>Lightning Talks by Supporting Members</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10:40-11:05</td>
<td>Room 2</td>
<td>Feng, Qiuhua (City U. of Hong Kong)</td>
<td>Content and Language Integrated Learning (CLIL) Application: Reading and Writing Pedagogical Tasks and Scaffolding Strategies</td>
<td>CLIL Ohno, Hideki (Daito Bunka U.)</td>
</tr>
<tr>
<td>10:40-11:05</td>
<td>Room 3</td>
<td>Kim, Miso (Tamagawa U.)</td>
<td>Designing Translingual and Transmodal Online Classes: Continuing English as a Lingua Franca (ELF) Education in Online Spaces</td>
<td>DL&amp;T Sato, Takeshi (Tokyo U. of Agriculture and Technology)</td>
</tr>
<tr>
<td>10:40-11:05</td>
<td>Room 4</td>
<td>Ocampo, Merissa (Fukushima Gakuin C.)</td>
<td>Go to Happiness: A Positive Psychology Interventions for Changing Times</td>
<td>IC Omi, Jun (Tokyo Keizai U.)</td>
</tr>
<tr>
<td>10:40-11:05</td>
<td>Room 6</td>
<td>Wahyuni, Naning (The U. of Auckland)</td>
<td>What Makes English Lessons Interesting? Learning From Pupils’ Perspectives of Interest</td>
<td>LA&amp;L TD Taji, Runiko (Wayo Women's U.)</td>
</tr>
<tr>
<td>10:40-11:05</td>
<td>Room 7</td>
<td>Oi, Yoko (Waseda U.)</td>
<td>How Do Self- &amp; Peer Assessment Have Effect on High School Students’ Writing Anxiety?</td>
<td>R&amp;W Shiki, Osato (Kwansei Gakuin U.)</td>
</tr>
<tr>
<td>10:40-11:05</td>
<td>Room 8</td>
<td>Kawashima, Tomoyuki (Gunma U.)</td>
<td>CASE Listening to Global Englishes: Some Pedagogical Suggestions</td>
<td>GE McBride, Paul (Tamagawa U.)</td>
</tr>
<tr>
<td>10:40-11:05</td>
<td>Room 9</td>
<td>McLean, Stuart (Momoyama Gakuin U.)</td>
<td>Using an Online Meaning-Recall (L2→L1) Vocabulary Test and a Fine-Grained Lexical Profile to Match Learners With Lexically Appropriate Reading Materials.</td>
<td>V&amp;G Metoki, Mitsutada (Tenshi C.)</td>
</tr>
<tr>
<td>10:40-11:05</td>
<td>Room 10</td>
<td>Asano, Motoko (Osaka Medical and Pharmaceutical U.); Fujieda, Miho (Osaka Medical and Pharmaceutical U.)</td>
<td>サインエンスニュースを用いた学術英語への導入授業——ジャンルの理解度に関する考察</td>
<td>CLIL Fujimura, Keiji (Kobe Gakuin U.)</td>
</tr>
<tr>
<td>10:40-11:05</td>
<td>Room 11</td>
<td>Ushironaka, Yoko (Kansai U.)</td>
<td>オンライン授業をとおしての英語教育における文学教材編成の実践報告——イギリス文学の散文の場合——</td>
<td>LA&amp;L TD Mitsugi, Makoto (Otaru U. of Commerce)</td>
</tr>
</tbody>
</table>
10:40-11:05 Room 12 Takahashi, Naohiko (Tohoku Gakuin U.) RES 英語音声の研究・指導の際の留意点—＜視覚的観点＞の重要性 L&S Tomita, Kaoru (Yamagata U.)
10:40-11:05 Room 13 Hara, Megumi (Otemon Gakuin U.) RES 英語教育における「ダイバーシティ教育」の定義に関する検討—Society5.0時代に向けた CT Oishi, Harumi (Gifu Shotoku Gakuen U.)
11:10-11:15 Lightning Talks by Supporting Members
11:20-11:45 Room 1 Nakayama, Shusaku (Meiji Gakuin U.) RES Japanese EFL Learners’ Modal Auxiliary Verb Use in Argumentative Essays: A Corpus-Based Study AL Tada, Saori (Otemon Gakuin U.)
11:20-11:45 Room 2 Olson, Nate (Sophia U.) CASE The Potential of CLIL for Team Teaching: A Case Study of a Japanese Senior High School CLIL Kawakami, Noriko (Kagoshima Immaculate Heart U.)
11:20-11:45 Room 3 Isobe, Yassyoo (Akita Prefectural U.) CASE Do Voice Typing Tools Influence Learners’ Confidence in Their Own Production? DL&T Tsutsui, Eiichiro (The U. of Kitakyushu)
11:20-11:45 Room 4 Chekhovska, Yuliia (Chiba U.); Monoi, Naoko (Chiba U.) CASE From Traditional Teaching to Self Learning—A New Japanese School System LA&L TD Hirai, Ai (Kobe Gakuin U.)
11:20-11:45 Room 5 Miyasako, Nobuyoshi (U. of Teacher Education Fukuoka) CASE How are University Students Engaged in Online Courses for English Language Teacher Education? LA&L TD Omi, Jun (Tokyo Keizai U.)
11:20-11:45 Room 6 Bloedel, Maria (Clark Memorial International High School Akihabara IT Campus) CASE Teacher Appearance as a Method of L2 Willingness to Communicate (L2 WTC) Development in Elementary English Class in Japan IC Oishi, Harumi (Gifu Shotoku Gakuen U.)
11:20-11:45 Room 7 Hatakeyama, Yukako (Ochanomizu U.) CASE Peer-Review: Student Perceptions and Attitudes Found From a Focus Group Interview R&W Shiki, Osato (Kwansei Gakuin U.)
11:20-11:45 Room 8 Williams, Elisabeth Ann (Doshisha Women's C. of Liberal Arts) CASE Challenging Dominant Notions of Bilingualism in the Classroom: Beyond “Japanese and English” IC McBride, Paul (Tamagawa U.)
11:20-11:45 Room 9 Suemori, Saki (Ochanomizu U.) RES Teacher Motivation in Japanese Secondary Schools: A Longitudinal Qualitative Study AL Saito, Tomoko (The U. of Shiga Prefecture)
11:20-11:45 Room 10 Suemori, Saki (Ochanomizu U.) CASE Identifying and Addressing Pragmatic Failure in a Learner Corpus of Request-Based Emails IC Kurihara, Fumiko (Chuo U.)
11:20-11:45 Room 11 Takahashi, Kazuko (Meisei U.) RES Utilizing Stories in Elementary School English Teaching: Reconsidering Questions in Authorized English Textbooks LA&L TD Kondo, Mutsumi (Kyoto U. of Foreign Studies)
11:20-11:45 Room 12 Goto, Takaaki (Kyushu U. of Nursing and Social Welfare) CASE A Tale of Two Chinese-Born ESP Teachers: Constructing Professional Identity at an EMI Sino-foreign University LA&L TD Morishita, Miwa (Kobe Gakuin U.)
11:20-11:45 Room 13 Goto, Takaaki (Kyushu U. of Nursing and Social Welfare) CASE Sharing Problems Effectively in Extensive Reading R&W Taguchi, Etsuo (Daito Bunka U.)
13:45-14:10 Room 1 Ishikawa, Saki (Sumitomo Mitsui Banking Corporation); Yoko Suzuki (Tokyo University of Marine Science and Technology) SPNSYM グローバル人材育成に向けた産・学における英語教育最前線 Shirotonga, Kengo (The Institute for International Business Communication)
13:45-14:10 Room 2 Olson, Nate (Sophia U.) CASE The Potential of CLIL for Team Teaching: A Case Study of a Japanese Senior High School CLIL Kawakami, Noriko (Kagoshima Immaculate Heart U.)
13:45-14:10 Room 3 Lin, Ivy, Chu-Hui (Sapporo Gakuin U.) CASE Are Real-Time Presentations More Effective Than Asynchronous Video-Recorded Presentations for Oral Output Training: An Action Research to Explore Flipped Learning and Teaching DL&T Tsutsui, Eiichiro (The U. of Kitakyushu)
13:45-14:10 Room 4 Nicholas, Allan (U. of Aizu); Blake, John (U. of Aizu); Mozgovoy, Maxim (U. of Aizu) RES Identifying and Addressing Pragmatic Failure in a Learner Corpus of Request-Based Emails IC Kurihara, Fumiko (Chuo U.)
13:45-14:10 Room 5 Takahashi, Kazuko (Meisei U.) RES Utilizing Stories in Elementary School English Teaching: Reconsidering Questions in Authorized English Textbooks LA&L TD Kondo, Mutsumi (Kyoto U. of Foreign Studies)
13:45-14:10 Room 6 Huang, Dawang (Ningbo U); Lü, Li (Ningbo U.); Kuang, Qun (Shanghai U.) RES A Tale of Two Chinese-Born ESP Teachers: Constructing Professional Identity at an EMI Sino-foreign University LA&L TD Morishita, Miwa (Kobe Gakuin U.)
13:45-14:10 Room 7 Goto, Takaaki (Kyushu U. of Nursing and Social Welfare) CASE Sharing Problems Effectively in Extensive Reading R&W Taguchi, Etsuo (Daito Bunka U.)
<p>| 13:45-14:10 | Room 8 | Sakurai, Shizuka (Tohoku U.); Spring, Ryan (Tohoku U.); Takebayashi, Shuichi (Tohoku U.) | CASE | The Tohoku Method: A New Academic English Curriculum at Tohoku University and Its Preliminary Evaluation | PA | Kawaguchi, Kesko (Shibaura Institute of Technology) |
| 13:45-14:10 | Room 9 | Kawanozoe, Akiko (Junior High School Attached to U. of Nagasaki) | RES | 中学生の英作文指導につながる動詞指導—カタカナ動詞がもつ意味の応用可能性の調査を通じて— | V&amp;G | Metoki, Mitsutada (Tenshi C.) |
| 13:45-14:10 | Room 10 | Shimazaki, Keisuke (Tomohaba Junior High School); Kashiwagi, Kazuko (Osaka Kyoiku U.) | CASE | 21世紀型スキルの育成を目指した教科等横断的の授業実践と効果分析—中学校におけるカリキュラムマネジメント実践から— | CLIL | Nishikawa, Megumi (Tokai U.) |
| 13:45-14:10 | Room 11 | Shibui, Toshiko (Tokyo U.) | CASE | オンラインでもできる「小学校外国語」指導案作成と模擬授業—学生の気づきからわかったこと | LA&amp;L | Yoshimura, Masahiro (Setsunan U.) |
| 13:45-14:10 | Room 12 | Sakaue, Jun (Ritsumeikan U.) | RES | リンキング指導における視覚情報の効果 | L&amp;S | Matsuda, Noriko (Kindai U.) |
| 13:45-14:10 | Room 13 | Yukishige, Mitsuko (Gakushuin U.); Tsutada, Kazumi (Kansai Gaidai U.C.) | CASE | 大学英語授業における機械翻訳(MT)の活用 —実践的英語使用者としての自律学習者育養の観点から | DL&amp;T | Nishina, Yasunori (Kobe Gakuin U.) |
| 14:15-14:20 | | Lightning Talks by Supporting Members | | | |
| 14:25-14:50 | Room 1 | Hammond, Mark (Kanazawa U.) | RES | Developing a Corpus of YouTube How-to Videos: Investigating Spoken Procedural Monologues by Native-Level Speakers of English | AL | Saito, Tomoko (The U. of Shiga Prefecture) |
| 14:25-14:50 | Room 2 | Maekawa, Yoko (Okayama U. of Science) | CASE | Practice of Project Based English Courses for University Students Through Zoom and Students’ Reactions | CLIL | Kawakami, Noriko (Kagoshima Immaculate Heart U.) |
| 14:25-14:50 | Room 3 | Sugimura, Ai (Okayama Prefectural U.); Takeoka, Saori (Junior College of Nagoya Women's U.); Des Marais, Eric (Okayama Prefectural U.) | RES | Combining In-Class and Out-of-Class Practices in a Hybrid Class: A Descriptive Study of the Presentation Support System for Developing English Presentation Skills | TD | Tsutsui, Eiichiro (The U. of Kitakyushu) |
| 14:25-14:50 | Room 4 | Matsuoka, Yaoko (International Christian U.) | RES | Analyzing Japanese EFL Learners’ Stabilized Pragmalinguistic Errors in the Use of Modals for Social Interaction at the Online Forum Discussion | IC | Kurihara, Fumiko (Chuo U.) |
| 14:25-14:50 | Room 5 | Miyazato, Kyoko (Hakuhou U.) | RES | An Online and Face-To-Face Hybrid Approach to Intercultural Interactions in a Japanese Education-Majored University Context | LA&amp;L | Kondo, Mutsumi (Kyoto U. of Foreign Studies) |
| 14:25-14:50 | Room 7 | Nall, Matthew (Miyagi U.) | CASE | A Contemporary Analysis of Post-Reading Comprehension Questions and Tasks in Popular EFL/ESL Textbooks | R&amp;W | Taguchi, Etsuo (Daito Bunka U.) |
| 14:25-14:50 | Room 8 | Peng, Hua (Fudan U.) | RES | Constructing Alignment in an EAP Course: How Can We Translate CSE and CET Guidelines Into Real Classroom Practice? | PA | Kawaguchi, Keiko (Shibaura Institute of Technology) |
| 14:25-14:50 | Room 9 | Yashima, Hitoshi (Hiroshima Bunkyo U.) | RES | 英字新聞に対するCEFR-Jの有効性に関する研究 | V&amp;G | Kadota, Shuhei (Kwansei Gakuin U.) |
| 14:25-14:50 | Room 10 | Miki, Noriko (Osaka U.); Okada, Yusuke (Osaka U.) | CASE | 大阪大学におけるオンライン型「プロジェクト発信型英語」授業の試み—同期—および非同期型英語授業でのアクティブ・ラーニングー | CLIL | Nishikawa, Megumi (Tokai U.) |
| 14:25-14:50 | Room 11 | Inaba, Midori (Aichi U. of Education) | RES | 大学生が小学校外国語教育に必要と考える知識・能力とその決定要因 | LA&amp;L | Yoshimura, Masahiro (Setsunan U.) |
| 14:25-14:50 | Room 12 | Nakatani, Yasuo (Hosei U.) | CASE | 持続可能な開発目標(SDGs)の課題を活用する説得力のある英文ライティングを目指した授業 | R&amp;W | Matsuda, Noriko (Kindai U.) |
| 14:25-14:50 | Room 13 | Kobayashi, Ayako (St. Agnes' U.) | CASE | ハイブリッド学習の有用性 —自己調整学習者の育養に向けて— | DL&amp;T | Nishina, Yasunori (Kobe Gakuin U.) |
| 15:05-15:30 | Room 1 | Fujimura-Wilson, Kayo (Yamaguchi U.) | RES | A Textbook Analysis of Instruction on Hedging Use in Academic Writing | AL | Bouchard, Jeremie (Hokkaido Gakuen U.) |
| 15:05-15:30 | Room 2 | Kojima, Satsuki (Miyagi U.) | CASE | CLIL Class in the University General Education Classroom | CLIL | Kawano, Madoka (Meiji U.) |</p>
<table>
<thead>
<tr>
<th>Time</th>
<th>Room</th>
<th>Presenters</th>
<th>Title</th>
<th>Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>15:05-15:30</td>
<td>Room 3</td>
<td>Cowie, Neil (Okayama U.); Sakai, Keiko (Kobe Shoin Women's U.)</td>
<td>Making Online Videos More Engaging for Students</td>
<td>RES</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Contextualizing Critical Approaches to Research and Practice in English Language Education in Japan</td>
<td>DL&amp;T</td>
</tr>
<tr>
<td></td>
<td>Room 4</td>
<td>Rudolph, Nathanael (Kindai U.)</td>
<td>Willingness to Communicate and Experiences of Successful and Unsuccessful Communication in English: The Case of Japanese EFL Learners</td>
<td>RES</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Curricular Impacts on Student Motivation: Listening to Japanese University Students</td>
<td>LA&amp;L</td>
</tr>
<tr>
<td></td>
<td>Room 5</td>
<td>Fujii, Satomi (Hokkaido U.)</td>
<td>The Effects of Timed Reading in English Reading Classes in Japan</td>
<td>CASE</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>The Effects of a Long-Term Speaking Training for Japanese College Students in English Club: An Introductory Examination of Extracurricular Activities</td>
<td>CASE</td>
</tr>
<tr>
<td></td>
<td>Room 6</td>
<td>Yoshihara, Reiko (Nihon U.)</td>
<td>Non-verbal communication and its role in Japanese university students</td>
<td>CASE</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>The Effects of Timed Reading in English Reading Classes in Japan</td>
<td>CASE</td>
</tr>
<tr>
<td></td>
<td>Room 7</td>
<td>Nakai, Akayo (Toyo U.)</td>
<td>The Effects of Timed Reading in English Reading Classes in Japan</td>
<td>CASE</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>The Effects of a Long-Term Speaking Training for Japanese College Students in English Club: An Introductory Examination of Extracurricular Activities</td>
<td>CASE</td>
</tr>
<tr>
<td></td>
<td>Room 8</td>
<td>Yamazaki, Kenichi (Akita Prefectural U.)</td>
<td>Non-verbal communication and its role in Japanese university students</td>
<td>CASE</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>The Effects of Timed Reading in English Reading Classes in Japan</td>
<td>CASE</td>
</tr>
<tr>
<td></td>
<td>Room 9</td>
<td>Sone, Hiroaki (Miyagi U.)</td>
<td>Non-verbal communication and its role in Japanese university students</td>
<td>CASE</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>The Effects of a Long-Term Speaking Training for Japanese College Students in English Club: An Introductory Examination of Extracurricular Activities</td>
<td>CASE</td>
</tr>
<tr>
<td></td>
<td>Room 10</td>
<td>Nagai, Masashi (Nagoya Institute of Technology)</td>
<td>Non-verbal communication and its role in Japanese university students</td>
<td>CASE</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>The Effects of a Long-Term Speaking Training for Japanese College Students in English Club: An Introductory Examination of Extracurricular Activities</td>
<td>CASE</td>
</tr>
<tr>
<td></td>
<td>Room 11</td>
<td>Nakanishi, Chihiro (Kunitachi C. of Music); Kawai, Kazue (Miyagi U.)</td>
<td>Non-verbal communication and its role in Japanese university students</td>
<td>CASE</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>The Effects of a Long-Term Speaking Training for Japanese College Students in English Club: An Introductory Examination of Extracurricular Activities</td>
<td>CASE</td>
</tr>
<tr>
<td></td>
<td>Room 12</td>
<td>Fujita, Ken (Aichi Gakuen U.)</td>
<td>Non-verbal communication and its role in Japanese university students</td>
<td>CASE</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>The Effects of a Long-Term Speaking Training for Japanese College Students in English Club: An Introductory Examination of Extracurricular Activities</td>
<td>CASE</td>
</tr>
<tr>
<td></td>
<td>Room 13</td>
<td>Morita, Mitsuhiro (Hiroshima U.); Enokida, Kazumichi (Hiroshima U.); Amano, Shuichi (Hiroshima U.); Sakaue, Tatsuya (Hiroshima U.)</td>
<td>Non-verbal communication and its role in Japanese university students</td>
<td>CASE</td>
</tr>
<tr>
<td></td>
<td>Room 14</td>
<td>Tojo, Kazuko (Osaka U. of Economics and Law); Kunioishi, Nilson (Waseda U.)</td>
<td>Non-verbal communication and its role in Japanese university students</td>
<td>CASE</td>
</tr>
<tr>
<td></td>
<td>Room 15</td>
<td>Kosaki, Junko (Kawasaki U. of Medical Welfare)</td>
<td>Non-verbal communication and its role in Japanese university students</td>
<td>CASE</td>
</tr>
<tr>
<td></td>
<td>Room 16</td>
<td>Li, Xiaohong (Hebei U. of Science and Technology); Ng, Ssu Boon (SEGi U.)</td>
<td>Non-verbal communication and its role in Japanese university students</td>
<td>CASE</td>
</tr>
<tr>
<td></td>
<td>Room 17</td>
<td>Shimada, Shinobu (Meijo U.)</td>
<td>Non-verbal communication and its role in Japanese university students</td>
<td>CASE</td>
</tr>
<tr>
<td></td>
<td>Room 18</td>
<td>McCrohan, Gerardine (Kagawa U.)</td>
<td>Non-verbal communication and its role in Japanese university students</td>
<td>CASE</td>
</tr>
<tr>
<td></td>
<td>Room 19</td>
<td>Kanaoka, Masao (Kagoshima U.)</td>
<td>Non-verbal communication and its role in Japanese university students</td>
<td>CASE</td>
</tr>
<tr>
<td></td>
<td>Room 20</td>
<td>Zong, Yuchen (U. of Cambridge)</td>
<td>Non-verbal communication and its role in Japanese university students</td>
<td>CASE</td>
</tr>
<tr>
<td></td>
<td>Room 21</td>
<td>Gaynor, Brian (Muroran Institute of Technology)</td>
<td>Non-verbal communication and its role in Japanese university students</td>
<td>CASE</td>
</tr>
<tr>
<td></td>
<td>Room 22</td>
<td>Ohno, Masaki (Showa U.); Suda, Takumoto (Showa U.)</td>
<td>Non-verbal communication and its role in Japanese university students</td>
<td>CASE</td>
</tr>
<tr>
<td></td>
<td>Room 23</td>
<td>Takeda, Rika (Ritsumeikan U.); Watanabe, Akiko (Ritsumeikan U.); Owada, Kazuha (Ritsumeikan U.)</td>
<td>Non-verbal communication and its role in Japanese university students</td>
<td>CASE</td>
</tr>
</tbody>
</table>

---

Break
<table>
<thead>
<tr>
<th>Time</th>
<th>Room</th>
<th>Speaker(s)</th>
<th>Title</th>
<th>Type</th>
<th>Instructor(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>15:45-16:10</td>
<td>Room 11</td>
<td>Teranishi, Masako (Okayama U.); Otoshi, Junko (Okayama U.); Ogino, Masaru (Okayama U.); Kenmotsu, Yoshi(Ookayama U.)</td>
<td>TOEIC L&amp;Rオンライン試験とGTECテストの相関関係について</td>
<td>CASE</td>
<td>Hase, Naoya (Kwansei Gakuin U.)</td>
</tr>
<tr>
<td>15:45-16:10</td>
<td>Room 12</td>
<td>Fujioka, Cheena (U. of Marketing and Distribution Sciences)</td>
<td>Kitchen 2020―私の言葉はコロナ禍を生きる学生の心に届くのか―</td>
<td>CASE</td>
<td>Kimura, Tomoyasu (Nagoya U. of Foreign Studies)</td>
</tr>
<tr>
<td>15:45-16:10</td>
<td>Room 13</td>
<td>Yamada, Masaru (Rikkyo U.); Langlitz, Hisaka (Aichi Institute of Technology); Oda,Toshiko (Tokyo Kezai U.); Mochida, Tomohiro (Nagoya Koyo Senior High School); Irie, Toshiko (Aichi Institute of Technology)</td>
<td>英語教育現場における機械翻訳の活用に関する実態調査と分析結果</td>
<td>CASE</td>
<td>Kamakura, Yoshihito (Aichi U.)</td>
</tr>
<tr>
<td>16:15-16:20</td>
<td>Break</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16:25-16:50</td>
<td>Room 1</td>
<td>Shino, Ayano (Waseda U.)</td>
<td>The Use of Repetition in English Lessons in a Japanese Primary School</td>
<td>RES</td>
<td>Takeda, Lala (Showa Women's University)</td>
</tr>
<tr>
<td>16:25-16:50</td>
<td>Room 3</td>
<td>Hu, Jianan (Hebei U. of Industry and Technology); Ng, Soo Boon (SEGi U.)</td>
<td>EFL Students' Blended Learning Experiences Through the Use of Dingtalk LMS</td>
<td>RES</td>
<td>Kashiwabara, Ikuko (Setsunan U.)</td>
</tr>
<tr>
<td>16:25-16:50</td>
<td>Room 4</td>
<td>Koseki, Kimiko (Seijo U.)</td>
<td>Young Japanese University Graduates Desire Pragmatic Instruction in University English Courses</td>
<td>RES</td>
<td>Hatakeyama, Yukako (Ochanomizu U.)</td>
</tr>
<tr>
<td>16:25-16:50</td>
<td>Room 6</td>
<td>McDonald, Peter (J.F.Oberlin U.); Greenblatt, Philip (J.F.Oberlin U.)</td>
<td>Utilizing Multimodality in Japanese University Language Classrooms: A Teacher/Student Evaluation of a Multimodal Project</td>
<td>CASE</td>
<td>Asano, Motoko (Osaka Medical C.)</td>
</tr>
<tr>
<td>16:25-16:50</td>
<td>Room 7</td>
<td>Takahashi, Hiroshi (Fuji Women's U.)</td>
<td>Towards an Expanded Research Paradigm for L2 Grammatical Metaphor: A Case of Japanese EFL Learners’ Deployment of Nominalizations as Incongruous Semiosis</td>
<td>RES</td>
<td>Kashiwagi, Tetsuya (The U. of Kitakyushu)</td>
</tr>
<tr>
<td>16:25-16:50</td>
<td>Room 8</td>
<td>Mochizuki, Keiko (Tokyo U. of Foreign Studies); Tikhonenko, Maxim (Tokyo U. of Foreign Studies); Tanaka, Chizu (Tokushima Prefectural Joto High School); Hoshizawa, Mie (Flamingo Inc.); Zhang, Zheng (Tokyo U.of Foreign Studies)</td>
<td>Longitudinal Research on Fluency of L2 English Conversations by High School Learners</td>
<td>RES</td>
<td>Ito, Yasuko (Kanda U. of International Studies)</td>
</tr>
<tr>
<td>16:25-16:50</td>
<td>Room 9</td>
<td>Sugimori, Naoki (Ritsumeikan U.)</td>
<td>収録語彙の類似性に基づく学術語彙リストの比較</td>
<td>RES</td>
<td>Imai, Takao (Nanzan U.)</td>
</tr>
<tr>
<td>16:25-16:50</td>
<td>Room 10</td>
<td>Nishikawa, Megumi (Tokai U.); Navata, Yoshinao (Civil Aviation C.)</td>
<td>航空機操縦士訓練生に必要な英語力調査と没入型VR教材の検証</td>
<td>RES</td>
<td>Kosaki, Junko (Kawasaki U. of Medical Welfare)</td>
</tr>
<tr>
<td>16:25-16:50</td>
<td>Room 11</td>
<td>Yamaguchi, Takane (Shumei U.); Yoneda, Sakiko (Tamagawa U.)</td>
<td>J-POSTLエレメンタリーの開発―小学校教職課程履修学生のためのCan-do記述文―</td>
<td>RES</td>
<td>Kochiyama, Akiko (Meisei U.)</td>
</tr>
<tr>
<td>16:25-16:50</td>
<td>Room 12</td>
<td>Matsuda, Saie (Setsunan U.); Amano, Takashi (Setsunan U.); Suzuki, Daisuke (Setsunan U.)</td>
<td>コロナ禍におけるオンラインアプリを用いた連続・多読活動の実践報告</td>
<td>CASE</td>
<td>Kubota, Yoshikatsu (Tohoku Fukushi U.)</td>
</tr>
<tr>
<td>16:25-16:50</td>
<td>Room 13</td>
<td>Anzai, Yayoi (Aoyama Gakuin U.); Fukuda, Aya (Tokyo U. of Foreign Studies)</td>
<td>遠隔教育のオンライン国際協働型学習(COIL)の実践:英語教育の観点から</td>
<td>CASE</td>
<td>Satake, Yoshiho (Aoyama Gakuin U.)</td>
</tr>
<tr>
<td>16:55-17:00</td>
<td>Break</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17:05-17:30</td>
<td>Room 1</td>
<td>Hosokawa, Hirofumi (Fukuoka Jo Gakuin U.)</td>
<td>Reflective Practice and Classroom Discourse Development: A Pre-Service Teacher Training in Japan</td>
<td>RES</td>
<td>Takeda, Lala (Showa Women’s University)</td>
</tr>
<tr>
<td>Time</td>
<td>Room</td>
<td>Presenter(s)</td>
<td>Topic</td>
<td>Type</td>
<td></td>
</tr>
<tr>
<td>------------</td>
<td>--------</td>
<td>------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------------------</td>
<td>------</td>
<td></td>
</tr>
<tr>
<td>17:05-17:30</td>
<td>Room 2</td>
<td>Koizumi, Yusa (Meiji Gakuin U.)</td>
<td>Use of L1 in L2 Collaborative Writing: Does It Make Any Difference to the Product or the Process?</td>
<td>RES</td>
<td></td>
</tr>
<tr>
<td>17:05-17:30</td>
<td>Room 3</td>
<td>Konishi, Masae (Tsuda U.)</td>
<td>Adaptation to a New Communication Mode for an Online International Exchange Through Video Chatting</td>
<td>RES</td>
<td></td>
</tr>
<tr>
<td>17:05-17:30</td>
<td>Room 4</td>
<td>Takino, Miyuki (Yokohama City U.)</td>
<td>Switching Cultural Frames: Developing Cultural Intelligence by BELF Users</td>
<td>IC</td>
<td></td>
</tr>
<tr>
<td>17:05-17:30</td>
<td>Room 5</td>
<td>Matsuno, Sumie (Aichi Sangyo U. C.)</td>
<td>Peer and Teacher Assessments Under the Zoom Conference System</td>
<td>LA&amp;L</td>
<td></td>
</tr>
<tr>
<td>17:05-17:30</td>
<td>Room 6</td>
<td>Leis, Adrian (Miyagi U. of Education)</td>
<td>First-Year Junior High School Students’ Attitudes Towards Studying English: A Self-Worth Perspective</td>
<td>OTH</td>
<td></td>
</tr>
<tr>
<td>17:05-17:30</td>
<td>Room 7</td>
<td>Allen-Tamai, Mitsue (Aoyama Gakuin U.)</td>
<td>Effective English Literacy Instruction for Elementary and Junior-High School Students</td>
<td>R&amp;W</td>
<td></td>
</tr>
<tr>
<td>17:05-17:30</td>
<td>Room 8</td>
<td>Hattori, Takuya (Osaka U.)</td>
<td>Tonicity in Japanese Learners of English: With a Special Focus on the Characteristics of Sentence Stress and Rhythm Patterns</td>
<td>L&amp;S</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Room 9</td>
<td>Kourkouli, Katerina (National and Kapodistrian U. of Athens); Karavas, Evdokia (National and Kapodistrian U. of Athens)</td>
<td>Critical Factors for the Design and Organization of the Teaching Presence and Forum Structure in Online Learning Communities for EFL Teachers</td>
<td>DL&amp;T</td>
<td></td>
</tr>
<tr>
<td>17:05-17:30</td>
<td>Room 10</td>
<td>Nigo, Yoshihiro (Japan Coast Guard Academy)</td>
<td>３種類の球技を活用した体育CLILの実践報告</td>
<td>CASE</td>
<td></td>
</tr>
<tr>
<td>17:05-17:30</td>
<td>Room 11</td>
<td>Tsuchiya, Kagari (Tokyo Seioku U.)</td>
<td>大学英語教育における効果英語指導法の一考察 —Classroom English指導にフォーカスして—</td>
<td>CASE</td>
<td></td>
</tr>
<tr>
<td>17:30-18:00</td>
<td>SIG Rooms</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Time</td>
<td>Room</td>
<td>Presenters</td>
<td>Type</td>
<td>Title</td>
<td>Area</td>
</tr>
<tr>
<td>-----------</td>
<td>--------</td>
<td>-----------------------------------------------------------------------------</td>
<td>------</td>
<td>----------------------------------------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>9:20-9:45</td>
<td>Room 1</td>
<td>Fukuda, Tetsuya (International Christian U.)</td>
<td>RES</td>
<td>Quadrant Representation of L2 Motivation and School Belonging Over the First Year of University Students</td>
<td>AL</td>
</tr>
<tr>
<td>9:20-9:45</td>
<td>Room 2</td>
<td>Walker, Michael (Asia U.)</td>
<td>CASE</td>
<td>Online Theatre—A Learning Tool for EAP</td>
<td>CLIL</td>
</tr>
<tr>
<td>9:20-9:45</td>
<td>Room 3</td>
<td>Parsons, Martin (Hannam U.); Oh, Hitomi (ECC1r Amagamakioka Classroom)</td>
<td>CASE</td>
<td>Podcasting With Children: Towards Society 5.0</td>
<td>DL&amp;T</td>
</tr>
<tr>
<td>9:20-9:45</td>
<td>Room 4</td>
<td>Berman, Shari Joy (Hirosaki U.); Tada, Megumi (Hirosaki U.)</td>
<td>RES</td>
<td>Creating a New Hawaii-Japan Connection: The Implementation and Development of Overseas Project-Based Learning Programs, PBLs</td>
<td>IC</td>
</tr>
<tr>
<td>9:20-9:45</td>
<td>Room 5</td>
<td>Fujimura, Keiji (Kobe Gakuin U.); Ikuta, Yuko (Bunkyo U.)</td>
<td>CASE</td>
<td>How Do Intercolloquial Zoom Conferences Impact Student Learning?</td>
<td>LA&amp;L TD</td>
</tr>
<tr>
<td>9:20-9:45</td>
<td>Room 6</td>
<td>Motteram, Johanna (British Council Global Assessments); Zhou, Yujia (Tokyo U. of Foreign Studies); Negishi, Masashi (Tokyo U. of Foreign Studies)</td>
<td>RES</td>
<td>Linking a Computer Based Test of Speaking to the CEFR-J: Looking for Evidence of Can-Dos</td>
<td>OTH</td>
</tr>
<tr>
<td>9:20-9:45</td>
<td>Room 7</td>
<td>Collins, Peter J. (Tokai U.); Suzuki, Hiroko (Tokai U.); Fujieda, Miho (Osaka Medical and Pharmaceutical U.)</td>
<td>CASE</td>
<td>Developmental Processes of Comprehension Depth and Learner English as Revealed Through Grounded Reading Activities</td>
<td>R&amp;W</td>
</tr>
<tr>
<td>9:20-9:45</td>
<td>Room 8</td>
<td>Inada, Takako (Japan U. of Health Sciences)</td>
<td>RES</td>
<td>Emotional Factors for the Ultimate Attainment of Higher English Proficiency</td>
<td>CT</td>
</tr>
<tr>
<td>9:20-9:45</td>
<td>Room 9</td>
<td>Moriya, Shoko (The U. of Tokyo)</td>
<td>RES</td>
<td>「英語嫌いを増やさない英語教育」に関する言語イデオロギーの考察—夜間定時制高校英語教師の視点から</td>
<td>AL</td>
</tr>
<tr>
<td>9:20-9:45</td>
<td>Room 10</td>
<td>Omi, Jun (Tokyo Keizai U.)</td>
<td>CASE</td>
<td>対人異文化コミュニケーションのE S L授業法—日本人大学生対象のオンライン授業での実践報告</td>
<td>IC</td>
</tr>
<tr>
<td>9:20-9:45</td>
<td>Room 11</td>
<td>Sasao, Yosuke (Kyoto U.); Ogawa, Yoichiro (Asahi Press)</td>
<td>RES</td>
<td>時事英語力を測定を目指したオンラインテスト「CNN GLENTS」の開発と妥当性検証の試み</td>
<td>LA&amp;L TD</td>
</tr>
<tr>
<td>9:20-9:45</td>
<td>Room 12</td>
<td>Kanazawa, Yu (Kwansei Gakuin U.)</td>
<td>CASE</td>
<td>ケースメソッドのEFLレッスン授業への応用：予備的試行</td>
<td>R&amp;W</td>
</tr>
<tr>
<td>9:20-9:45</td>
<td>Room 13</td>
<td>Kochiyama, Akiko (Meisei U.)</td>
<td>RES</td>
<td>客観的ニーズをも通じての学習者自律の変容はシェアグループの特徴によりどう違うのか</td>
<td>OTH</td>
</tr>
<tr>
<td>9:45-12:30</td>
<td>Remo</td>
<td>Reflection and Networking in Conference (Remo Virtual Room)</td>
<td>AL</td>
<td>Autoethnography as a Reflective Tool to Explore Integrative Approaches</td>
<td>AL</td>
</tr>
<tr>
<td>10:00-10:25</td>
<td>Room 1</td>
<td>Oda-Sheehan, Sanae (Ochanomizu U.)</td>
<td>RES</td>
<td>CIIL Approach to Online General English Reading and Writing Courses: A Retrospective Qualitative Analysis of Students’ Learning Experiences</td>
<td>CLIL</td>
</tr>
<tr>
<td>10:00-10:25</td>
<td>Room 2</td>
<td>Záborská, Dorota (Heian Jogakum (St. Agnes') U.)</td>
<td>RES</td>
<td>Effects of Moving From In-Person to Online: STEM Majors and Poster Presentations</td>
<td>DL&amp;T</td>
</tr>
<tr>
<td>10:00-10:25</td>
<td>Room 3</td>
<td>Kawano, Madoka (Meiji U.); Elwood, James A. (Meiji U.); Shibasakari, Reijirou (Meiji U.)</td>
<td>CASE</td>
<td>Student Engagement in Reflection and Exploration Through Oral Presentation Activities</td>
<td>LA&amp;L TD</td>
</tr>
<tr>
<td>10:00-10:25</td>
<td>Room 5</td>
<td>Minematsu, Kazuko (Atomi U.)</td>
<td>RES</td>
<td>Is Earlier Better for English Education?</td>
<td>OTH</td>
</tr>
<tr>
<td>10:00-10:25</td>
<td>Room 6</td>
<td>Shimazu, Shigek (Komazawa U.)</td>
<td>RES</td>
<td>Writing Conferences for Actual Writing: An Advanced L2 Learner’s Case</td>
<td>R&amp;W</td>
</tr>
</tbody>
</table>

August 29, Sunday
<table>
<thead>
<tr>
<th>Time</th>
<th>Room</th>
<th>Speaker(s)</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>10:00-10:25</td>
<td>Room 8</td>
<td>Matikainen, Tiina (Tamagawa U.)</td>
<td>Academic Writing Support for International Students: Challenges and Triumphs CT Sonda, Nozomu (Yamaguchi U.)</td>
</tr>
<tr>
<td>10:00-10:25</td>
<td>Room 9</td>
<td>Watanabe, Noriko (Ritsumeikan U.); Misaki, Atsuko (Kansai U.)</td>
<td>芸術分野における英語ニューズとジャンルの言語特徴: 日本の芸術家たちの事例より AL Jimbo, Hisatase (Waseda U.)</td>
</tr>
<tr>
<td>10:00-10:25</td>
<td>Room 10</td>
<td>Yamamoto, Aya (Showa Women's U.)</td>
<td>日本人英語学習者のコードスイッチング―英語母語話者を交えた小集団会話の質的分析― IC Hattori, Keiko (Kindai U.)</td>
</tr>
<tr>
<td>10:00-10:25</td>
<td>Room 11</td>
<td>Ohba, Hiromasa (Joetsu U. of Education)</td>
<td>PBLに基づく英語科指導法の実践 LA&amp;L TD Kiyota, Yoichi (Meisei U.)</td>
</tr>
<tr>
<td>10:00-10:25</td>
<td>Room 12</td>
<td>Shimura, Mika (Gakushuin U.); Nakatake, Maiko (Gakushuin U.); Kosugi, Yaozi (Gakushuin U.)</td>
<td>一般教養英語リーディングクラスにおけるオンライン授業―学生の実状に即した改善案 R&amp;W Matsumoto, Hiroyuki (Hokkai Gakuen U.)</td>
</tr>
<tr>
<td>10:00-10:25</td>
<td>Room 13</td>
<td>Ito, Mari (Tokyo Kasei U.)</td>
<td>アクティブ・ラーニングを通して学ぶ「英米小説講読」 OTH Endo, Yukie (Shizuoka Eiwa Gakuin U.)</td>
</tr>
<tr>
<td>10:30-10:35</td>
<td>Room 1</td>
<td>Park, Sujung (Hanyang Cyber U.)</td>
<td>Exploring the Role of a Model Text on Korean Learners' Attention Areas and English Article Revisions: Using a Picture Based Narrative Writing Task AL Fujio, Misa (Toyo U.)</td>
</tr>
<tr>
<td>10:40-11:05</td>
<td>Room 3</td>
<td>Toda, Hiroyuki (The U. of Tokyo)</td>
<td>The Impact of Synchronous Online Foreign Language Teaching on Student Satisfaction and Motivation DL&amp;T Watanabe, Akiko (Ritsumeikan U.)</td>
</tr>
<tr>
<td>10:40-11:05</td>
<td>Room 4</td>
<td>Nishio, Yuri (Meijo U.); Joto, Akiyo (Prefectural U. of Hiroshima); Rogers, James (Meijo U.); Tatsumi, Toru (Gifu U.)</td>
<td>The Effectiveness of Multiple Supports of the ICT-Self Learning System to Improve English Pronunciation of Intonation DL&amp;T Araki, Tamao (Miyazaki U.)</td>
</tr>
<tr>
<td>10:40-11:05</td>
<td>Room 5</td>
<td>Zhang, Yushan (Hebei U. of Science and Technology); Ng, Soo Boon (SEGi U.)</td>
<td>Cultural Identity and Its Influence on EFL Students' Language Proficiency at a Public University in China LA&amp;L TD Fukuda, Tetsuya (International Christian U.)</td>
</tr>
<tr>
<td>10:40-11:05</td>
<td>Room 6</td>
<td>Schmidt, Maria Gabriela (Nihon U.); Birch, Gregory (Seisen Jogakuin C.); Bower, Jack (Tezukayama U.)</td>
<td>Foreign Language Education Reform Through Action Research: Putting CEFR Educational Principles into Practice OTH Baba, Chiaki (Teikyo U. of Science)</td>
</tr>
<tr>
<td>10:40-11:05</td>
<td>Room 7</td>
<td>Saito, Aiko (Setsunan U.); Markve, Stephen (Freelance)</td>
<td>Cognitive Linguistics for EFL Writers: A Study of Plurilingual Online Team Teaching Sessions R&amp;W Fujita, Ken (Aichi Gakuin U.)</td>
</tr>
<tr>
<td>10:40-11:05</td>
<td>Room 8</td>
<td>Kato, Ayomi (Ohka Gakuen U.); Landsberry, Lauren (Ohka Gakuin U.); Clark, Gretchen (Kyoto Notre Dame U.)</td>
<td>The Impact of COVID-19 on Student Emotions and Resilience CT Sekido, Fuyuhiko (Hakuoh U.)</td>
</tr>
<tr>
<td>10:40-11:05</td>
<td>Room 9</td>
<td>Kakimoto, Etsuko (Kyushu Sangyo U.)</td>
<td>「グローバル人材育成」を再考する—Global Leadership Programの実践 PA Hara, Takayuki (Kagoshima U.)</td>
</tr>
<tr>
<td>10:40-11:05</td>
<td>Room 10</td>
<td>Kato, Kazumi (Tokai U.)</td>
<td>グループ活動における交流国ごとの方略的 比較分析と今後の授業形態の展望 IC Fujita, Reiko (Seikei U.)</td>
</tr>
<tr>
<td>10:40-11:05</td>
<td>Room 13</td>
<td>Senda, Nozomu (Yamaguchi U.)</td>
<td>英語学習に見られるパンデックが大学生に与えた影響 OTH Mori, Akitomo (Aichi U. of Technology)</td>
</tr>
<tr>
<td>11:10-11:15</td>
<td></td>
<td></td>
<td>Break</td>
</tr>
<tr>
<td>11:20-11:45</td>
<td>Room 1</td>
<td>binti Azman Firdaus, Aliyyah Niha Faiqah (Hiroshima U.)</td>
<td>The Role of Language to Achieve the Sustainable Development Goal 4 (SDG 4) in Malaysia and Japan AL Fujio, Misa (Toyo U.)</td>
</tr>
<tr>
<td>11:20-11:45</td>
<td>Room 2</td>
<td>Tada, Megumi (Hiroaki U.); Solomon, Joshua Lee (Hiroaki U.)</td>
<td>An Oral Storytelling Workshop: Glocalizing Language Education L&amp;S Takeda, Rika (Ritsumeikan U.)</td>
</tr>
<tr>
<td>11:20-11:45</td>
<td>Room 5</td>
<td>Matsumura, Yuko (Kindai U.); Nakagawa, Hiroyo (Osaka Jogakuin C.)</td>
<td>Factors Predicting EFL Learners' Perceived Success of Web-Based Distance Learning LA&amp;L Fukuda, Tetsuya (International Christian U.)</td>
</tr>
<tr>
<td>Time</td>
<td>Room</td>
<td>Speakers/Topics</td>
<td>Session Type</td>
</tr>
<tr>
<td>--------</td>
<td>--------</td>
<td>---------------------------------------------------------------------------------</td>
<td>--------------</td>
</tr>
<tr>
<td>11:20-11:45</td>
<td>Room 6</td>
<td>Naranjo-Escobar, Francisco (Lakeland U. Japan)</td>
<td>RES</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Accountability in Program Evaluation: A Theoretical Survey to Explore Practical Implications to Innovation and Curriculum Articulation</td>
<td>OTH</td>
</tr>
<tr>
<td>11:20-11:45</td>
<td>Room 7</td>
<td>Imai, Mari (Tokyo U. of Foreign Studies)</td>
<td>RES</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The Development and Validation of the Audience Awareness Scale</td>
<td></td>
</tr>
<tr>
<td>11:20-11:45</td>
<td>Room 8</td>
<td>Ueda, Hiroko (U. C. London)</td>
<td>RES</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Question Types in PISA 2018 and in MEXT Approved English Textbooks: Japanese Education Reform Resources</td>
<td></td>
</tr>
<tr>
<td>11:45-13:45</td>
<td>Room 4-1</td>
<td>Ahn, Kyungja (Seoul National U. of Education, ALAK); Sun, Youzhong (Beijing Foreign Studies U., CELEA); Chen, Yulin (Yuan Ze U., ETA-ROC); Aikawa, Masao (Kyoto U. of Foreign Studies, JACET); Lucovich, Dawn (The U. of Nagano, JALT); Hwang, Jongbai (Konkuk U., KATE); Nair, Ramesh (Universiti Teknologi MARA, MELTA); Leong, Susan (SEAMEO RELC, RELC); Nonnian, Singhanat (Mahidol U., Thailand TESOL)</td>
<td>SSYM</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Affiliate Symposium: New Forms of International Academic Collaboration: Prospects and Possibilities for ELT in Asia</td>
<td></td>
</tr>
<tr>
<td>13:45-15:45</td>
<td>Room 4-2</td>
<td>Oda, Masaki (Tamagawa U.); Sakai, Kazumi (Keio U.); Wakabayashi, Shigenori (Chuo U.)</td>
<td>SSYM</td>
</tr>
<tr>
<td></td>
<td></td>
<td>JAAL in JACETシンボジウム：言語と分野の垣根を越える新たな応用言語学——日本における応用言語学研究の将来に向けて</td>
<td></td>
</tr>
<tr>
<td>13:45-15:45</td>
<td>Room 4-3</td>
<td>Hashim, Azirah (U. of Malaya, AILA); Shim, Eunsook (Sangji U., ALAK); Zhang, Xin (Guangdong U. of Foreign Studies, CELEA); Ozeki, Naoko (Meiji U., JAAL in JACET)</td>
<td>SSYM</td>
</tr>
<tr>
<td></td>
<td></td>
<td>AILA East Asia Symposium: The Role of Languages in the Internationalization of Higher Education</td>
<td></td>
</tr>
<tr>
<td>16:00-17:30</td>
<td>Room 4-4</td>
<td>Koike, Ikuo (Prof. Emeritus, Keio U.); Noguchi, Judy (Prof. Emerita, Kobe Gakuin U.); Ushiro, Yui (U. of Tsukuba)</td>
<td>SSYM</td>
</tr>
<tr>
<td></td>
<td></td>
<td>JAALシンポジウム（I）過去：JACET温故知新</td>
<td></td>
</tr>
<tr>
<td>16:00-17:30</td>
<td>Room 4-5</td>
<td>Kimura, Matsuo (Aoyama Gakuin U.); Takizawa, Yoshihiro (Tokyo Metropolitan Board of Education); Taira, Yoshihiko (Eiken Foundation of Japan)</td>
<td>SSYM</td>
</tr>
<tr>
<td></td>
<td></td>
<td>JAALシンポジウム（II）現在：産官学連携の核心</td>
<td></td>
</tr>
<tr>
<td>16:00-17:30</td>
<td>Room 4-6</td>
<td>Yamanaka, Tukasa (Ritsumeikan U.); Nakahara, Masanori (Cisco Systems G.K.); Iwasaki, Chiaki (Kansai U.)</td>
<td>SSYM</td>
</tr>
<tr>
<td></td>
<td></td>
<td>JAALシンポジウム（III）未来：テクノロジーから見た英語教育の展望</td>
<td></td>
</tr>
<tr>
<td>17:45-18:15</td>
<td></td>
<td>Closing Ceremony</td>
<td></td>
</tr>
</tbody>
</table>
Adapting the Teaching of Leadership Communication for Specific Purposes Online

Knight, Kevin (Kanda U. of International Studies)

Knight (2013) defines leadership as communicating to create and to achieve visions. Leadership was later conceptualized as making real a vision in collaboration with others (Knight, 2015; Knight & Candlin, 2015). These conceptualizations of leadership facilitate the teaching of the English language as a communication tool for creating and achieving specific goals (i.e., ESP). At Kanda University of International Studies (KUIS) in Chiba, Japan, these leadership conceptualizations were used in four different courses for undergraduates: 1) a business case study course, 2) a business communication course, 3) a leadership communication course, and 4) a leadership seminar. In connection with the business case study course, Knight (2019) explores how business case discussions were conducted with his undergraduate students in Japan in classes held on campus in university classrooms. The COVID-19 pandemic led to the necessity to have business case discussions online using synchronous and asynchronous approaches, and Knight (2021) investigates how his teaching of business case discussions changed using a checklist of items from Harvard Business School (HBS). In the second course (the business communication course), the leadership conceptualizations were applied to an analysis of Kickstarter crowdfunding campaigns; i.e., the analysis investigated how the vision was created for the project being promoted. This analysis could be facilitated by having students see the videos online and interact in the breakout rooms on Zoom. In the third course (a leadership communication course), the students applied the leadership conceptualizations as a tool to analyze online the TED Talks of leaders and leadership experts. In the fourth course (a leadership seminar), the conceptualizations were used for project leadership, and the students worked in teams to create and achieve their visions for their projects online. The presenter explains how these leadership conceptualizations were adapted and used in his classes to teach leadership and leadership communication online.

Flipped EFL Learning and COIL During the COVID-19

Obari, Hiroyuki (Aoyama Gakuin U.)

This presentation will focus on two case studies during the COVID-19; Flipped learning with ZOOM lessons and COIL (Collaborative Online International Learning). First case study of flipped learning was conducted throughout the two semesters, while students actively engaged in presentations and discussions about the contents assigned in advance. Students downloaded several lectures about scientific realism, worldviews, and Oxford Martin School from Facebook and prepared PowerPoint slides and MP4 movies with more presentations and discussions using ZOOM breakout sessions. Students delivered several presentations as a group of four students with breakout rooms or sometimes in front of all the students. The second case study focuses on a COIL between 19 AGU seminar students and 19 NUS (National University of Singapore) students of Japanese class. We divided 38 students into five groups in which we did some joint research with Zoom breakout rooms for seven weeks and held an online join presentation seminar on November 10th, 2020. The first part of group presentation was the summary of the joint research with PowerPoint slides, mainly NUS students presented, on the other hand, the second part of group presentation was given only by Japanese students in English. This way, NUS students could study advanced Japanese, and AGU Japanese students could improve their English presentation skills. Both groups could take advantage of language and cultural exchange through this joint seminar and made some positive from their reflections of 8 weeks seminar. In both case studies, all students had their presentations evaluated by their peers using the PeerEval software on a smartphone, with six items about presentation skills. After each presentation, immediate feedback was given, including some comments about improving their presentation skills. Finally, feedback from participants would be elaborately explained about online virtual learning.
Designing, Implementing and Evaluating an Intercultural E-learning Innovation

Humphreys, Gareth (Sojo U.)

In the context of a global pandemic, intercultural learning opportunities through study abroad are limited. It has been necessary, therefore, for many universities to build initiatives in home contexts to provide intercultural learning and prepare students for the cultural and linguistic diversity associated with English use in intercultural communication. E-learning may offer effective learning options in the current climate (and beyond). However, in designing learning programmes it is important to avoid essentialism through "target" culture learning around national cultural characterisations and English language use as fixed. Such learning overlooks both diversity among individuals and variability in English as a lingua franca use in intercultural contexts. The presentation outlines an action research process conducted at a non-language major university in Kyushu. The process involved observations of essentialist educational practices within the university which led to the systematic design, planning, implementation, and evaluation of an e-learning innovation. The pedagogical framework was oriented towards both Global Englishes and a model of intercultural awareness to conceptualise the intercultural skills for learning, as potentially important areas to help students characterise the realities of complex intercultural communication in global contexts of English use. A qualitative evaluation was conducted on student learning with data from the reflective writing of 22 students. Differences among the students were in gender (female 9; male 13), age (19-22), study discipline, and past experiences using English. A thematic analysis revealed the innovation led to awareness of the importance of non-essentialist perspectives towards culture and English language use and a view of multicultural and multilingual contexts of communication as representing learning opportunities. The pedagogical orientation and how it is was implemented may provide a useful example of online intercultural education in home contexts in a context of reduced student mobility caused by the pandemic.

Exploring Multiple Identities and Agency: A Narrative Case Study of a Japanese Secondary English Teacher

Saito, Takaharu (Ryutsu Keizai U.)

The purpose of this study is to examine how a Japanese secondary school English teacher constructed and negotiated his identity in relation to his agency across time and space. The study relied on a phenomenological case study approach that explored the teacher’s lived experience. Data were generated through phenomenological in-depth interviews, focusing on the teacher’s life history, contemporary experience and reflection on the meaning. Positioning analysis was employed in order to understand how his identity positions supported or limited his ability to act in his narratives. Guided by the post-structural theories on teacher identity and agency, the study reveals his identity struggles across time and space, from majoring in economics as a college student to becoming an English teacher actively engaging in the execution of CLIL lessons at a private secondary school, and shows he utilized his multiple identities in order to broaden his students’ future possibilities. It also reveals that his identity construction interacted with his agency, which was both individual and collective: individual in his love for learning and teaching English, student-first philosophy, and energetic action for running at full speed to achieve a goal; and collective in his interaction with the available support networks, such as those of his colleagues and teaching specialists from outside study groups. In addition, it illustrates his identity construction and agency were multifaceted and context-dependent, in complex ways, displaying the inter-related social context of the micro (CLIL practices), mezzo (the school environment), and macro (language policies and ideologies) level layers.
Exploring Characteristics of EFL Textbooks in International English

Igarashi, Yuko (Ritsumeikan U.)

Numerous EFL textbooks published by major international publishers are available in the global market. Generally, these textbooks are categorized into two types: American English and British English. Recently, however, EFL textbooks in International English appeared. The production of International English textbooks is understood as the response from the publishers to the current increasing calls from English language teachers and researchers such as Canagarajah (2007) and Kubota (2018), who assert that English learners’ acquisition target should not be restricted to the varieties spoken in native English-speaking countries and that the learners need to develop their ability to cope with the diversity of English and its users. These assertions were made due to the facts that (1) people from diverse linguistic and cultural backgrounds speak English globally, (2) various types of English are used in international communication, and (3) L2 English speakers outnumber L1 English speakers today (Crystal, 2003; McKay, 2018; Matsuda, 2018).

In the interest of examining characteristics of EFL textbooks in International English, I conducted a textbook study in 2020 by focusing on spoken varieties of English in their audio CDs. In particular, I looked at seven International English textbooks for university students, and studied what English varieties are used and which interlocutors are in conversations. This study revealed that (1) there is a tendency for the EFL textbooks to use English from the inner circle (native English-speaking countries) more than those from outer/expanding circles (non-native English-speaking countries), and (2) there are more conversations between native and non-native speakers than there are between native and native speakers and between non-native and non-native speakers. In this paper, I will introduce more detailed findings of this study, and then make suggestions which I believe will improve the EFL textbooks and better assist the students’ communication with diverse English users.

Does Vocalization Enhance L2 Verb-Noun Collocation Learning?

Hashizaki, Ryotaro (Nagoya U.)

We often employ vocalization as a mnemonic technique, such as when memorizing a list of items for shopping. In the case of foreign or second language (L2) classrooms, learners often vocalize newly learned words so as to keep them in their memory.

Indeed, previous studies have demonstrated that vocalization is effective on memory and L2 learning, where this effect is called the production effect (PE). However, PE in L2 learning has only been tested on learning of word meanings, and the number of empirical studies is still small, making it difficult to generalize the effect to other language items. Thus, the present study tested the effect of vocalization on memorizing formulaic sequences (FS), a sequence of words such as collocations. To achieve this, the participants in the present study learned 90 verb-noun collocations and were tested on their form and meaning recognition both immediately and one week after the learning session.

The result showed that the effect of vocalization enhances learning of forms and meanings of verb-noun collocations, and this effect is persistent over a one-week delay. Therefore, it was demonstrated that vocalizing enhances not only word meaning learning, but also the learning of forms and meanings of verb-noun collocations, implying that PE can be applied to larger language items such as formulaic sequences.
研修費補助金による研究テーマ「グローバルな医学者・医師育成のための医学英語教材・プログラム開発」の研究の一環として「英語プレゼンテーション講座」を 2 年間実施した。将来国際学会で発表できる医学者・医師等の数を増やすための試みである。

2019 年度、阪大医学部医学科 5 名、歯学科 2 名、薬学科 1 名対象に「英語プレゼンテーション講座」を実施した。ベ ルリッツに内容を依頼し、指導を外国人講師に委託した。国際学会発表のためのトレーニングを 5 日間実施した。2020 年度、神戸市立医療センター中央市民病院（厚生労働省臨床研修指定病院、東京大、京大、大阪大、神大、北海道大等卒業生が研修）の研修医（医師国家試験合格後 2 年間の初期臨床研修中）5 名・専攻医（初期臨床研修後 3 年間専門医研修中）5 名を対象に「英語プレゼンテーション講座」を 5 日間実施した。2019 年度の内容に必要な変更を加えた。対面講座が困難なためオンライン講座形式をとった。2019 年度の講座は、アンケート回答者全員が「大変ためになった」「たまに使われる」と回答した。受講後の変化は、「英語を勉強しようと思った」「留学がしたくなった」と回答した。2020年度の講座は、受講後の変化は、「英語を勉強しようと思った」「留学がしたくなった」「国際学会に出席しようと思った」「国際学問に出席しようと思った」「国際学会に出席しようと思った」等が受講後の変化であった。医学に特化した ESP 教育を目指し、医学生だけでなく、研修中の医師を対象にした試みは全国で例がない。このような将来のキャリアに直結する教育法を開発することは、医学生・医学科卒業生にとって大変有効な方法だということを証明でき、将来グローバルに活躍できる医学者・医師を育てることに大きく貢献できると確信した。

------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

English Presentation Course for Developing Global Medical Scientists and Doctors

グローバルな医学者・医師育成のための英語プレゼンテーション講座

Kawagoe, Eiko (Jikei U. of Health Care Sciences)

------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Using English Portfolios in University Liberal Arts English Courses: A Perspective Based on Self-Regulated Learning

大学教養教育英語科目における英語ポートフォリオの導入―自己調整学習の観点から

Tatsuta, Natsuko (Hirosaki U.)

本研究の目的是、大学教養教育英語科目にて活用したポートフォリオの有効性を自己調整学習の観点から検証することである。欧州評議会が作成した『欧州言語ポートフォリオ』を基にポートフォリオを作成し、活用後に英語学習のリフレクション活動を 2016 年度から 5 年間実施した。リフレクション活動の項目は、(1) ポートフォリオの各項目についての記述の難易度、(2) 英語能力の自己評価の変化、(3) 教養教育英語科目にてポートフォリオを活用することへの好意的反応の有無、(4) 英語学習へのモチベーションの変化、2019 年度と 2020 年度は、この 4 項目に(5) 立田 (2018) の自己調整学習における 4 段階（予見段階・遂行段階・自己内省段階・相互内省段階）の継続的な循環への主観的達成感の有無を追加した。各年度末に項目 (1) の結果に基づいてポートフォリオ改善を加え、次年度にその改善したポートフォリオを活用し、また学期末リフレクション活動を実施するというサイクルを 5 年間繰り返した。リフレクション活動の結果から、各年度前期末において英語能力の自己評価と英語学習へのモチベーションの向上が既に見られ、それは後期末で維持されており、また、1 年を通して教養教育英語科目にてポートフォリオを活用することへの好意的反応があること、そして、学生の英語の自己調整学習が促進される可能性があることが明らかになった。

2018 年度に活用した英語ポートフォリオは、報告的機能と教育的機能を備え、教養教育英語科目にて有効活用される可能性が高いことが示唆されたため、2020 年度にこの英語ポートフォリオを取り入れて『弘前大学教養教育英語科目学習ガイドブック』を作成し、大学 4 年間を通じて学生がこの英語ポートフォリオを活用することが可能となった。
診断的リスニング指導法ーリスニング指導に自信が持てる方法

Ueda, Marisa (Ritsumeikan U.)

本実践報告は、体験型の内容であり、参加者全員に教材が配布され、模擬講義を体験できる。

担当学年：1 回生、クラスの人数：35 名、授業の目標：英語でのリスニングに自信を持たせること。

指導の手順：初回講義：TOEIC のリスニング・パートを用い、現在のリスニング能力を客観的に測定する。次に、緊張を緩和する方法を指導する。具体的には、「内容語とは何か」、「全ての語句を聞き取る必要はなく、内容語だけ聞き取れば良いという事」を指導する。2 回目以降の講義：ディクテーションをさせる。日本人英語学習者に一番多い「聞き取れなかった内容語」を指導する。具体的には、ディクテーション後、オーディオ・スクリプト（AS）を配布し、聞き取ることができなかった内容語に印をつけさせる。

次に、聞き取ることができなかった「原因」を指導する。具体的には、聞き取れなかった内容語が見たらわかる場合、聞き取れなかった原因は、音声情報処理能力と文字情報処理能力の乖離である事を指導する。

2 回目以降の講義：ディクテーション後の生徒を指導する。具体的には、聞き取れなかった内容語を含む文章の音声を文頭から、AS を見ながら 3 回聞き、今度は何も見えずにその部分の音声を 3 回聞く事で理解できる単語数が増加するという効果が期待できる。一方、聞き取れなかった内容語が、聞いてもわからなかった場合、聞き取れなかった原因は、リスニングにあるのではなく、語彙能力にある事を指導する。具体的な「治療法 2」として、聞き取れなかった内容語の品詞や意味、発音を調べた後、既述の「治療法 1」を実行するよう指導する。

なお、この訓練を重ねる事で、聞き取れなかった内容語の知識が定着する迄は、毎回、書画カメラで AS 内の内容語を提示し、内容語の知識の定着を図る。

Developing Learner Autonomy: Out-of-Class Vocabulary-Building Activity Utilizing a Shared Online Spreadsheet

オンライン共有スプレッドシートを用いた自律性を促す授業外語彙学習

Ramsden, Takako (Kyoto U. of Foreign Studies)

2020 年、新型コロナウィルス感染症が蔓延し、国内の多くの大学でオンラインツールを活用した遠隔授業が行われた。これをきっかけに日本の大学教育における ICT 活用への関心が急速に高まり、教材の作り方、教授法、学習者の活動等、教員は従来の教授法からの大きな方向転換を余儀なくされた。発表者は数年前から、学習者の自律性を促す ICT を活用した授業外課題として、日常生活の中で視聴する映画や音楽等から自ら選んだ表現をスプレッドシートに蓄積する日英表現集を学習者に課してきた。試行錯誤を通して改良を加えながら、2020 年の遠隔授業をきっかけにオンライン共有スプレッドシートを用いたところ、自己決定や自己選択、学習プロセスの可視化、共有を通じた学び合い等の理由から、多くの学習者の自律性が促され動機付けに寄与するという興味深い結果が見られた。この課題では、情報源に娯楽性があったことが理由の一つだと考えられたが、同じツールを用いて資格英語（TOEIC）クラスで実施した授業外語彙学習でも同様の効果が見られた。今回の発表はこの取り組みの実践報告とする。対象としたのは外国語専攻（主に英語）の 2-4 年の大学生英語学習者 57 人（主に CEFR B1 レベル）で、TOEIC の公式問題集を教科書とした 14 週間の選択授業である。記録する項目は、単語、品詞、意味、例文、メモで、例文は自分で作文するのではなく TOEIC らしい例文を問題集や参考サイト等から採り出すとした。毎週のノルマを決め、教師は毎週の期限後に語彙の数をチェックした。学習結果は期末アンケートから、多くの学習者が語彙力と英語力の向上を実感し、その効果として自己オリジナルの語彙表作成や他の学習者との共有を理由にあげた者が多かった。また、6 割以上の学習者が今後も続けたいと回答し、自律的な語彙学習の一方法として有効であることが示唆できた。
What Interviews and Class Observations Reveal About Teachers’ Medium of Instruction in Remote Learning

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

In Japan, university English instructors hold differing principles regarding the amount and functions of Japanese and English that they use when teaching. However, what happens to these principles when classes shift to remote learning systems, as occurred in the Covid-19 pandemic? In a questionnaire survey of English instructors at three universities in Shikoku, we found that using online platforms such as Zoom enabled teachers to make creative use of their second language (either Japanese or English) for teaching purposes. The present study aimed to build upon these quantitative findings by elucidating how distance learning affects teachers’ medium of instruction (MOI) through interviews and class observations. First, 12 university English teachers (6 Japanese and 6 non-Japanese; both groups balanced for gender) participated in one semi-structured interview on Zoom. Observations of 1-2 Zoom classes were then conducted with 6 of these participants (3 Japanese and 3 non-Japanese). Interview transcripts underwent thematic analysis; for observations, the amount of Japanese and English used in classes was calculated, and the function of each usage classified. In interviews, most participants asserted that their MOI went through an initial period of disorientation when first using Zoom but through experience they were able to adapt and use Japanese and English as they would in normal classes. Class observations generally confirmed participants’ interview statements regarding the amount of Japanese and English that they tended to use; however, the functions for which they used these languages often differed from their statements. Use of the Chat and Broadcast functions also afforded both Japanese and non-Japanese teachers with means to use their second language in written modes as well as encourage English use by students. This study found that online platforms such as Zoom may necessitate a reconception of MOI as something fluid, context-dependent, and multi-modal.

Agile & Scrum Methodology: Professors as Scrum Masters in EFL Japanese University Classrooms

Kinch, Alexis Adina (U. of Hyogo, Kobe School of Commerce)

The decision-making process is an essential part of the learning output of any group-oriented project. In the English classroom of Japanese universities, one of the most important decisions to be made is choosing the correct direction and framework needed to guide all student assignments in a progressive, productive manner. Over the last few decades, agile methodology has proven effective in the software industry to ensure smooth collaboration and team management. With this in mind, this study sought to evaluate how agile methodology can be incorporated in directing listening skills in a Japanese university. On closer analysis, Scrum Principles may hold some answers and offer an effective language learning environment. The scrum ideology and application to ESL classroom is very simple: create an efficient way to reach the goal with the help of all team members. Results have shown that professors, as scrum masters, must first of all, embrace the pivot. Scrum masters are agile and in the ESL classroom this is something instructors should come to expect. It is important that feedback sprints be short, based on regular turns arounds and group-inspired changes, a progressive delivery timeline and other small details that are pivotal to classroom learner success. Instructors, operating as scrum masters, should start their lesson curriculum planning simply before elevating to the most ideal approach. Every time a sprint meeting is finished, there is a need to verify if the team is performing well or not before making adjustments to the subsequent lesson plan structures. Through this, instructors as scrum masters, can steer the student teams in the right direction, and once this group performance analysis has been conducted, instructors should be able to tell if that class can reach its collective syllabus objective.
Human-Mediated AI Writing Assistance. A Case Study of Japanese English Language Learners.
Gayed, John Maurice (Tokyo Institute of Technology)

This presentation will introduce an internally developed AI-based writing application called “AI-KAKU” (my.aikaku.app) that aims to help English Language Learners (ELLs) improve their L2 writing performance in English as a foreign/second language (EFL/ESL) classrooms. The researchers developed the tool to assist ELLs overcome the cognitive barriers they face when producing written text in English. While there has been much research and discussion on Automated Writing Evaluation (AWE) technologies or older technologies such as spell check and grammar check, few studies have utilized AI-based tools. Research into the development and use of these tools has also been lacking. This case study enrolled six Japanese high school students that have already passed the EIKEN level 2 test, equivalent to CEFR B1 / TOEFL iBT score = 45. Students were divided into two groups and a counter-balanced research design was applied. The first writing condition of using standard word processing software (Google Docs) while timed (thirty minute) and goal limited (two-hundred word) writing assignment is compared to a second writing condition of using AI-KAKU with the same parameters. A mixed method approach where the researchers then used automated text analysis to highlight the differences between the two writing conditions followed by quantitative and qualitative analysis of survey data gained immediately after each writing condition was finished. This presentation will discuss the results of both the text analysis and survey data analysis to further the discussion on the use of AI in the classroom. This work was supported by the Japan Society for the Promotion of Science (JSPS) via the Grants-in-Aid for Scientific Research (Kakenhi) Grant Number JP20H01719.

Communicating Across Cultures Online: Introducing and Comparing the Implementation of Three Virtual Study Abroad Programs
Chu, Curtis (Setsunan U.)
Torii, Yusuke (Setsunan U.)

This study introduces and compares three short-term virtual study abroad programs implemented between October 2020 and April 2021 at a private university in Japan. The programs were designed to substitute various physical international exchange programs that existed before the Covid-19 pandemic, and they share a common set of goals: promoting students’ awareness on current local issues, global issues, and the identity of global citizenship. While ELT is a substantial part of all these three programs, students were encouraged to consider English language as a mean to an end. The three programs represented a broad range of approaches in online international exchanges, and were supplemented by three joint training sessions. First, The Taiwan Sustainable Development Goals (SDGs) and Sustainable Tourism program was a five-week collaborative online international learning program. Japanese and Taiwanese undergraduate students learned from each other through asynchronous video interactions. Second, the Diversity Voyage in Philippines program was a more intensive six-day, virtual field study program that features live interactions with local volunteer staff on the Philippines side. Students were grouped with the volunteer staff members and were guided to work on SDGs issues together. Finally, the Philippine English Language Program was the most ELT focused program featuring live one-on-one intensive English conversation lessons, but participants were encouraged to raise SDGs questions with their tutors. Participants in the three programs took pre- and post-surveys to investigate their intercultural communicative competency (ICC) and gather feed backs towards the programs. Through both statistical and qualitative analysis of survey results, we will present whether any changes occurred with participants’ ICC and present the advantages and limitations of the three virtual study abroad programs. We believe that findings will be valuable reference for those in the field of ELT as well as virtual study abroad and intercultural communications.
**Strengths and Weaknesses of NESTs and NNESTs: Perceptions of Teachers in Japan**

Uyama, Miki (Nihon U.)

The replication of a mixed-methods study of Ma (2012) investigated the strengths and weaknesses of native English-speaking teachers (NESTs) and non-native English speaking teachers (NNESTs) through the perceptions of teachers of both groups in Japan. The purpose of the study was to investigate the underlying issues to optimize each English teacher’s unique value and skills regardless of their background. Data were collected from a questionnaire response of 32 NESTs and NNESTs in Japan and three semi-structured interviews. Findings were more or less aligned with the original study of Ma (2012), showing that NESTs have strong linguistic competence such as the “natural” use of language and “perfect” pronunciation but had pedagogical weaknesses, while NNESTs were perceived to have strong pedagogical competence such as grammar knowledge and understanding of students’ needs but had linguistic weaknesses. The study also revealed that teachers of both groups recognized the linguistic weaknesses of NNESTs as a significant disadvantage, especially getting their “poor” and “not perfect” pronunciation and “lack of confidence” in focus. The study discussed the Nativeness Principle and Intelligibility Principle, English as an International Language (EIL), Two Positions (Holliday), and also the perceptions of the participants in the study. Some possible suggestions were made to deal with the distance between the ideal and reality of World Englishes. The study was approved by the Internal Review Board of Temple University (US).

**Effects of Short-Term Study Abroad on Long-Term Motivation**

Kobayashi, Chiho (Tenri U.)

Research has shown that Japanese university students experience fluctuations in motivation for learning English over their four years of study, affected by many factors (Yashima & Arano, 2015). The author's previous studies (Kobayashi, 2016; Kobayashi, 2017) found that studying abroad is a factor that greatly impacts learners' motivation and attitudes toward L2 learning, even if the length of time abroad is short. However, it is not clear whether learners can sustain their motivation after their return, when support from the environment is no longer available. This study attempts to examine the impact of short-term study abroad on Japanese university students' long-term motivation to learn English and their attitudes over four years in the framework of the L2 Motivational Self System (Dornyei, 2009). The participants were 13 sophomores who had attended a three-week program in the US. A questionnaire based on the one used in Taguchi et al. (2009) was given to the students five times over a period of more than two years. It was given before their departure, upon their return, 5 months later, 10 months later, and upon graduation two years later. After completing the questionnaire, interviews were conducted with the students to gain additional information. In the last interview, they were also asked to reflect on their motivational levels over their four years of university studies. Their data were then compared with those obtained from the author's previous studies conducted with participants of longer-term overseas programs. The results show that many students were able to maintain interest in English and keep a positive attitude to the L2 community over time. However, while some students were able to maintain a positive self-image, a positive attitude toward English learning, and high levels of motivation, others could not. Many internal and external factors affected the maintenance of these aspects.
A Study of English Major Students’ Critical Thinking Competence via the Reconstruction of Perspectives in the Rewriting Activity
Zheng, Jianfeng (Shanxi Normal U.)

This paper takes the narrative writing entitled “A Class Act” as an example to study students’ competence of critical reading and creative writing. It aims to answer the following questions through analyzing students’ compositions and think-aloud data:
1. How do the students make use of the original material in the rewriting activity?
2. What critical thinking skills are employed by the students in the rewriting activity?

This study has collected 22 compositions composed by students in groups of six and the original story is about 947 words long and the rewritten compositions range from 156 to 478 words long. In terms of quantity of citation, only one composition quoted more than 200 words from the original story, accounting for 45% of the total, while percentage of quotation in the rest compositions is below 15%. In terms of the perspectives, the narration from Miss McVee’s point of view occupies the highest percentage, 26%, followed by that of the deputy headmistress 18.4% while that from the perspective of the parents and peers is the lowest, 5.8% and 6%. Except from one composition which mostly copies from the original material by replacing some words without changing structure of the sentences, the others mainly adopt the paraphrasing and summarizing techniques in the rewriting activity. One composition which adopted the perspective of mother will be studied in detail to show students’ critical reading and creative writing. Through analyzing students’ think-aloud data, it is found that students have employed such critical thinking skills as interpretation, analysis, inferencing, planning, outlining, self-monitoring, peer-correction and translating. Besides, students have exercised their creativity and imagination in the course of rewriting.

Reconceptualising Intercultural and Transcultural Communicative Competence
Ishikawa, Tomokazu (Tamagawa U.)

Van Lier (2007) famously calls for decentring predictability and testability in education and centring human agency and action instead. Even so, the use of commercialised English textbooks and large-scale standardised English tests risks generalising language learning by providing idealised ‘monolingual’ English users as unquestioned target models, marginalising intercultural communication as a ‘fifth’ skill (Kramsch, 1993), and separating language from “our understanding of a broader semiotics” (Pennycook, 2007: 49). The present paper seeks to bridge between essentialist linguistic knowledge for teachability and emergent practices for effective communication. Theoretically informed by English as a multilingua franca (EMF) (Jenkins, 2015), the author explores how, if ever, the pedagogic intervention of EMF awareness (Ishikawa, 2020a) in Japanese university English classrooms influences the students’ views of intercultural and transcultural communicative competence and awareness. As EMF awareness spotlights each student’s practical capability to cope with, and continue learning from, unpredictability and unexpectedness in global communication, his English classroom activities make use of students’ individual experiences and collaborative reflection on EMF scenarios. Meanwhile, he does not reject Standard English in ELT entirely, but recast it as one open ‘system’ among many from a complexity theory perspective (Ishikawa, 2020b). Based on empirical data, including a semester-end open-ended questionnaire, he argues for facilitating holistic approaches to communication in language education, and suggests that mutual accommodation (Jenkins, 2000) should be seen more broadly beyond language as adjusting and adapting the way we use meaning making resources and modes according to the situation. He also suggests a broader interpretation of intercultural awareness (Baker, 2015) which embraces (1) our conscious understanding of linguistic and cultural roles and effects on interaction as well as meaning making affordances, (2) our flexible, situationally appropriate interactional practice based on this understanding, and (3) our motivational attitudes into this practice or positive feelings and curiosity about accommodation.
Comparing the Orthographic and Phonological Vocabulary Knowledge of Japanese EFL University Students

Jones, Craig (Aichi Prefectural U.)

Knowing the vocabulary size of a student or class is extremely beneficial for teachers and students. Moreover, vocabulary size is connected to other areas of proficiency including examination levels and CEFR (Milton, 2009, p.191). Most vocabulary tests focus on orthographic (reading) knowledge. However, learners need a well balanced vocabulary knowledge to successfully communicate in an L2. Nation (2001) classifies word knowledge in three categories: form, meaning and use. This presentation will discuss a study comparing the orthographic and listening vocabulary knowledge of 136 university students in central Japan.

The instrument used to elicit the data was the X-Lex Vocabulary Test (Meara & Milton, 2003). It is a Yes/No test focusing on the most frequent 5000 words in English. A listening version of the test was developed for this study. The participants took the listening test in January 2021 during Week 13 of the semester. Two weeks later the same participants sat the orthographic version of the test. The results from both tests were then analyzed and compared using a paired samples t-test. The analysis revealed a significant difference between the listening and orthographic data. The average listening vocabulary size was 483 words lower than the orthographic size: this demonstrates that there is an imbalance to the vocabulary knowledge.

In order to counter guesswork the X-Lex (Meara & Milton, 2003) includes 20 pseudo-words designed to look and sound like English words. In the listening version of the test a total of 325 pseudo-words were falsely selected correct. However, in the orthographic version only 107 pseudo-words were marked correct. This further demonstrates that the orthographic knowledge is significantly higher than the listening. The presenter will discuss some possible reasons for this knowledge imbalance, and end by suggesting some methods to improve the situation moving forward.

------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Creating Product Taglines Related to the Tokyo Olympics in a Media English Class

メディア英語クラスにおける東京オリンピック関連製品の広告コピー制作

Shiomi, Kayoko (Ritsumeikan U.)

本発表では、映画を題材として4技能を養成する Media English クラスにおけるアクティブ・ラーニングの取り組みの1つ、広告コピー制作の実践を紹介する。大学2年生以上を対象にした選択英語 Media English クラス（登録者30名）では、複数の映画を題材にし、各分野で役立つ英語表現を学ぶ。英語4技能を養成する一環として、クラスでは最初に映画に関する英文記事を読み、映画の背景知識を得ると共に、映画を複数回視聴して最終的に字幕無しで理解できるようになることを目指す。また、視聴した映画の批評を行い、映画で扱われているテーマや社会問題への意見も出し合う。そして、映画で扱われている様々な分野の動向を分析すると同時に、それぞれの業界に関連するアクティビティを導入する。今回はその中でも、特に広告業界を舞台に繰り広げられる映画「ハート・オブ・ウーマン」を基に学生が取り組んだ広告コピー制作の内容を紹介する。具体的には、以下の手順に沿って指導を行った。

(1) 映画から広告に必要なキャッチフレーズ作成のヒントを学ぶ。
(2) 映画と似た設定で、広告コピーのアイデアを考察して作成する。
(3) 広告の内容に合った背景画を選んで1枚のスライドを作成する。
(4) 遠く上げた広告のキャッチフレーズや広告文をクラスで発表する。
(5) 海外企業のスポーツブランドマネージャーからコメントをもらう。広告コピーのアイデア立案と制作は、ビジネスを専攻する本学部の国際経営学科の学生には大変関心のあるものであった。今回は、東京オリンピックをテーマに海外企業のバーチャル広告コピーを制作したが、このアクティビティは応用範囲が広く、企業を対象とするものだけでなく、学生が所属する大学や学部、そしてクラブやその他のイベント紹介などにも活用することができると思われる。クラス内外での英語発信力と創造性を育むアクティビティの一例として活動を報告する。
The Effect of Teaching Materials for IPA: How the Students Reacted in Online Lessons
発音記号教材のオンライン授業における効果—大学生の反応分析—

Yamamoto, Reiko (Kyoto Junior C. of Foreign Languages)

本研究は、新しく開発した発音記号教材の効果を検証する実践を報告するものである。参加者は京都の私立大学で自由選択科目 Foreign Language Activities in Elementary School を選択した 2 回生 18 名、3 回生 11 名、4 回生 9 名の計 38 名である。このうち音声学を履修した学生はいない。最初の授業で簡易な発音記号テストを行ったところ、正確に読める学生は皆無という状況であった。小学校指導者に求められる正確な発音を指導する過程で、開発した教材を使用し半期を通じ発音記号指導を行った。当該大学では 2020 年秋学期も Microsoft Teams をプラットフォームとする完全オンライン授業となったが、音声を含む PPT で作成した教材であったため画面共有し、10 分程度のモジュールで毎時間繰り返し使用することが可能であった。さらに毎時間発音記号テストを実施するとともに、学生にはコメントシートの記入を求めた。半期の授業終了後、コメントを全 14 回の授業のうち初期・中盤・終盤・最終日に分け、記述をコーディング分析した結果、発音の向上や知識習得だけでなく、情意面・学びに向かう力・思考判断における向上が認められた。加えて今後の学び方への意識改革への言及もあったことから、発音記号は学生が自律学習者となるために有効であると結論づけた。加えてオンライン授業にも応用可である教材の利点が示唆された。なお本教材は小中高大の教員が授業で活用し、あるいは大学生をはじめとする英語学習者が自己学習に活用することが開発の目的であるため、科研成果報告 Web サイトでダウンロード可であることも言及する。

Speaking Test with Fully Automatic Two-Way Red Pen Correction, and Error of he/she
英語スピーキングテスト双方向赤ペン添削と he/she エラー

Spring, Ryan (Tohoku U.)
Tabuchi, Ryuji (Mint Phonetics Education Institute)

英語発音オンライン授業でスピーキングテスト後のアンケートに「アプリの精度が悪く、何度も he が she となって苦労した」との記入があり、直接本人に確かめたところ、生徒の意志に反して she と聞こえたという出来事があった。小テストアプリは、読み上げ課題文と話者の音声を双方向で比較し、違うアルファベットを赤いフォントで強調して示す。生徒はすぐに失敗箇所を知り、再度挑むことができる。先の生徒は he/she エラーを知り、何度も発音させられた体験を書き込んだのであった。日本語母語話者の英語発音弱点として H/SH は聞いたことはない。そこで改めて学習履歴を精査したところ、he を she と読み上げていた事例（以下 he/she 転移）が多数見つかった。本研究では、he/she 転移が発生する状況を詳細に知ることを目的とした。まず、2020 年秋学期に 3 クラスで実施していた週 1 回 2、3 週間分のスピーキング前後小テスト課題文 96 本の添削データ 32,790 件の中から he を含む課題文 6 本の添削データ 3,551 件を抽出し、課題文ごとの he/she エラー頻度を調査した。he/she エラー率は平均 19%、その他 15% と、he/she エラーが最大の失敗要因であった。次に課題文 6 本の添削をすべて実施している生徒 73 人の添削 3,002 件だけを対象とし、生徒ごとの he/she エラー頻度を 10% ごとに区切して調査した。全く he/she エラーを起こさない者が 10 人、he/she エラー率が 50% を超えるものが 6 名で、うち 2 名は 80% を超えていた。最頻区間は 0～30% で 47 名であった。he を含む課題文では 2 割も he/she 転移が発生し、しかも生徒の個性に依存している様子が観察された。学力や発声癖などが考えられる he/she 転移要因を探求し指導法に練り上げることが今後の課題である。
Classifying Post-Reading Activities in English Textbooks Used in Japanese Universities From the Perspective of Critical Thinking

大学英語教科書のポストリーディング活動の類型化とクリティカル・シンキング

Kondo, Mutsumi (Kyoto U. of Foreign Studies)
Higashi, Julie (Kyoto U. of Foreign Studies)

2003年以降、PISA調査に強く影響を受けた教育改革が実施されてきた。平成29・30年改訂の学習指導要領では、3つの資質・能力:①「知識及び技能」、②「思考力、判断力、表現力」、③「学びに向かう力、人間性等」を「主体的な学び」、「対話的な学び」、「深い学び」を通して達成されるものと考えられている。それでは進学後の大学英語教育はどうあるべきか。本研究では、「深い学び」の基礎となるクリティカル・シンキング(以下CT)に焦点を当て、新しい学習指導要領の下、3つの資質・能力を備えた学生たちを今後受け入れることになる大学英語教育の現状を再検討し、今後の大学英語教育のあり方と改善のための条件を明らかにすることを目的とする。本研究の方法論的特質は、上記の「深い学び」の基礎となるクリティカル・シンキングの概念と技法を主軸に据え、その定義の類型化を行った点にある。具体的な調査・分析の方法としては、現在多くの日本の大学で採用されている教科書（EFL海外出版社および大学英語教科書協会会員社から2020～2021年度に出版されたリーディング教材）の中から20冊を取り上げ、Post-reading活動の分類を行った。ここでは、PISAが定義するReading Literacyの枠組みと一致している改訂版Bloom’s Taxonomy(Anderson et al., 2001)を用いた。その結果、以下の点が明らかになった。1) CTの定義が教科書で定まっていないこと、2)事実的認識次元における「理解」や「応用」といった低次思考能力を問う問題が多く、「分析」「評価」「創造」といった高次思考能力を問う問題が限定されていることが明らかとなった。本結果から、高次思考能力型タスクの理想型の提示を行うとともに、大学英語教育現場に求められる諸条件などについて報告する。

Content and Language Integrated Learning (CLIL) Application: Reading and Writing Pedagogical Tasks and Scaffolding Strategies

Content and Language Integrated Learning (CLIL), a dual-focus teaching approach, allows students to acquire language competences while integrating academic subject content. Previous studies have demonstrated that the CLIL classes emphasize more on speaking and listening skills through class interaction and negotiations but less focus on reading and writing in secondary schools. An in-depth review of 15 studies illuminates that implementing reading and writing pedagogical tasks and scaffolding strategies to enhance students' academic literacy is a pressing need in CLIL secondary classrooms, particularly in Europe and Asia. The search method was used by selecting keywords or changing the synonyms. To increase reliability and validity, some database, including ERIC, JSTOR, Wiley, ProQuest E-book Central, Taylor & Francis Group, ResearchGate, SAGE Journals, were selected to mainly scrutinize five well-known journal publications such as Language Teaching Research, Educational Research and Evaluation, E-journal of Teacher Education and Applied Language Studies, International CLIL Research Journal, and Language, Culture and Curriculum. The main observation is that implementing genre-based pedagogy, poetry-based creative writing tasks, Reading to Learn (R2L), and comparison/contrast essay thoroughly guide students to access academic literacy in the response to subject matter. The conclusion reveals that facilitating well-designed reading and writing classes in CLIL settings along with a wide range of pedagogical tasks and scaffolding strategies can trigger students’ motivation and retrieve their effective reading and writing learning.
Designing Translingual and Transmodal Online Classes: Continuing English as a Lingua Franca (ELF) Education in Online Spaces

Kim, Miso (Tamagawa U.)

The aims of this presentation are: (a) to make a case for creating translingual and transmodal spaces in online English classes, (b) to introduce a teacher-friendly guideline for designing the classes, and (c) to share a sample lesson plan and the students’ responses.

First and foremost, English as a Lingua Franca (ELF) interaction takes place in third spaces wherein speakers of different first languages negotiate meaning together. The speakers draw on not only languages but also a plethora of multimodal resources to communicate. Everything in the communication context can be utilized as semiotic tools for meaning-making. Emphasizing English skills alone is not sufficient for developing students’ competence to interact; rather, it is crucial to provide access to diverse semiotic resources in the classroom, and students should be allowed to mix the resources creatively to develop translingual and transmodal competence in real-life situations.

To create such spaces, the online classroom has to include as many semiotic repertoires as possible, including but not limited to pictures, voices, stickers, doodles, colors, video clips, and texts. Simultaneously, the online tools have to be as low-tech as possible to make sure that all students can participate regardless of their tech-savviness. Based on this principle, I introduce a guideline for teachers to explore online resources and to tailor them to their classes.

Lastly, I share a 100-minute, intermediate-level class lesson plan and the students’ responses. It begins with a multimodal attendance check, mood check, and online small talk. Two small-group and whole-class activities follow, which incorporate video clips, online learner-friendly corpus, texts, traditional textbooks, stickers, voices, and pictures. It finishes up with announcing the assignments through several channels to ensure all students have understood the important information.

Go to Happiness: A Positive Psychology Interventions for Changing Times

Ocampo, Merissa (Fukushima Gakuin C.)

The unexpected changes impacting various aspects of life as a result of the spread of the COVID-19 pandemic have become a global challenge for all. Anyone, regardless of age, has been in danger of developing associated mental health problems, which due to circumstances we have to accept temporarily. Meanwhile, solving such psychological and emotional uncertainty is not an easy task. It is a process. Within the educational context, we sought a way to respond positively to the current situation by implementing positive psychology interventions at a university in the Tohoku region of Japan. In this study, the focus on gratitude was part of an overall goal of enhancing 350 undergraduate students’ happiness and satisfaction. They participated to strengthen their positive feelings and emotions, with a specific focus on the feeling of gratitude. In addition, the researcher’s Family Environment Mode Approach (FEMA) was also implemented to eliminate stress and anxiety in the classroom. This study compared participants’ feelings of gratitude in life using a Gratitude Questionnaire (GQ-6), Individual Gratitude journals, and a Basic Psychological Needs Satisfaction and Frustration Scale (BPNSFS) questionnaire. The results of participants’ gratitude journals revealed that amongst these participants, gratitude was reported to be most strongly felt towards friends, peers and fellow members of the same hobby clubs, and least so towards teachers and members of their own family.
Why Does Japanese English Education Choose to Fail: The Fundamental Cause and the Secondary Causes
Sakamoto, Yumiko (Patton Elementary School)

Despite tremendous efforts made by all the agents involved, Japanese English education has been failing to achieve the following shared goals: to prepare students for the coming future where they are expected to have proper control of the English language; to think and act autonomously and critically; to collaborate with people from all over the world. Numerous causes of the failure (e.g., university entrance exams, incorrect teaching methodologies, lack of teacher training) have already been addressed in both top-down (government guided) and bottom-up (teachers guided) ways. However, the efforts have not paid off yet. The author, who is currently teaching English in the U.S., but taught for 18 years in Japan, claims that there are two levels of cause of failure of Japanese English education: fundamental and secondary. To achieve the shared goals stated above, the author argues that the fundamental cause needs to be addressed first or earlier than the secondary causes. The fundamental cause of failure is teachers’ strong sense of obligation to meet students' immediate needs to pass the entrance exams, which are intended to measure students' reading skills. Driven by the fundamental cause, a great number of teachers end up contributing to the secondary causes of failure by using incorrect language teaching methodologies even though they are aware of their ineffectiveness in reaching the shared goals. Three incorrect methodologies (“reading instruction focusing on only two out of five components of reading instruction,” “too high-level textbooks,” and “too little English input”) are discussed with research findings that explain their ineffectiveness. Although it is not the focus of this paper, possible solutions to deal with the causes are suggested in the hope of generating future active and constructive discussion among all the stakeholders of English education.

What Makes English Lessons Interesting? Learning From Pupils' Perspectives of Interest
Wahyuni, Naning (The U. of Auckland)

As main actors in educational practices, teachers need to understand their students' needs and interests to create an engaging and meaningful environment where students can discover the value in what they are learning. This study aimed to understand pupils' perspectives of interest and what they thought of interesting lessons encompassing instructional methods and materials employed by the teachers. Two grades five classes of an Indonesian school consisting of 48 pupils and their respective English teachers participated in this study. Nine lessons covering 36 English classroom sessions were observed across one academic term. A questionnaire was repetitively administered to all participating pupils after each observed lesson. Selected pupils were interviewed after each session. All the collected data were then examined and analyzed using thematic and NVIVO qualitative data analysis. The findings revealed that topic interest was a prominent factor from the instructional materials aspect. The more in-depth analysis discovered four types of topics which mainly attract pupils to engage more in the lessons. They are (1) topics related to daily life and personal referenced experience, (2) topics that promote other subjects' contents, (3) novelty of new topics and world-wide related news, (4) language topics/contents embedded in stories. Whereas various learning activities offered during the classroom learning was the center of pupils' interest in the instructional methods, such as games, story reading, group work, videos/audios utilization, pictured cards simulation, story reading/telling/listening, drama, and performance, presentation, and home project. The findings suggested ways for teachers to enhance students' motivation in classroom activities by empowering them to connect their learning materials and real-life experiences and discover meaning and value in their learning. The finding also provided suggestions on how instructional methods can be creatively elaborated to increase students' possibility of becoming situationally interested.
How Do Self- & Peer Assessment Have Effect on High School Students’ Writing Anxiety?

Oi, Yoko (Waseda U.)

This study examined the effects of student assessment type (self- or peer assessment) on Japanese high school students’ writing anxiety and the validity of the Second Language Writing Anxiety Inventory (SLWAI) devised by Cheng (2004). A total of 293 Japanese high school students (aged from 15 to 18 years old), who were divided into two groups, participated in a five consecutive writing and student assessment sessions. Before and after the writing sessions, the students completed the SLWAI. The obtained data were subjected to an exploratory factor analysis to examine the effects of the writing practice and student assessment type on the factor structure of writing anxiety for this study sample. The following three factors were identified in the SLWAI data for both the self- and peer assessment groups before the writing practice: Avoidance to write an English composition caused by anxiety about evaluation, Uneasiness towards writing in English, and Inactive attitudes while writing. However, a different factor structure was found between the two student assessment groups after the writing sessions, though Avoidance to write an English composition caused by anxiety about evaluation was again found as a common factor between the self- and peer assessment groups. Overall, the exploratory factor analysis also supported the validity of SLWAI as an instrument for investigating writing anxiety of Japanese high school students with satisfactory internal consistency reliability. Moreover, student assessment types had some effect on the factor structure of students’ writing anxiety. Avoidance to write an English composition caused by anxiety about evaluation was identified as the main factor of writing anxiety for Japanese high school students.

Listening to Global Englishes: Some Pedagogical Suggestions

Kawashima, Tomoyuki (Gunma U.)

The last 40 years saw the emergence of new concepts that would replace the conventional ENL/ESL/EFL distinction. The conceptualization of “English as an International Language,” “World Englishes,” and “English as a Lingua Franca” promoted studies into the variety and legitimacy of Englishes and features and tactics that would promote communication among multilingual users of English. In the meantime, compared with the growing interest among researchers in Global Englishes, the changes in classroom practice are slow and limited. Not enough light has been shed on the pedagogical application of the new concepts. The proposals for Global Englishes Language Teaching (Galloway and Rose, 2015) include increasing exposure to and raising awareness of English varieties. In quest of optimal approaches to exposing Japanese learners to Global Englishes, a study was conducted with 71 Japanese university students. The researcher selected 50 easier listening test questions asked in the National Center Test for University Admissions and reproduced the recording with ten speakers with different mother tongues. The participants answered the same questions twice with a 2-week interval, first with the original recording made by native English speakers and second with the reproduced recording made by non-native English speakers. The correct answer rate for each question was computed for the two listening conditions. A gap larger than 20.0% was found in the correct answer rate for a few test items, but the overall correct answer rates were close between the two types of recording: 90.8% for the native speaker English and 88.2% for the non-native speaker English. Though care should be taken in interpreting the findings due to the practice effect, the results of this research suggest juxtaposing native and non-native pronunciations will be a realistic approach for gradual familiarization with Global Englishes.
Using an Online Meaning-Recall (L2→L1) Vocabulary Test and a Fine-Grained Lexical Profiler to Match Learners With Lexically Appropriate Reading Materials.

McLean, Stuart (Momoyama Gakuin U.)

Meaning-focused input and fluency development activities help provide a balanced language education (Nation, 2007). Thus, matching learners with lexically appropriate meaning-focused and fluency development materials is important. However, research suggests that the use of commonly used vocabulary levels tests and/or lexical profilers with Japanese university learners is problematic as they are (1) based on the word family and not the lemma, (2) estimate knowledge of 1,000-words with too few words, (3) 1,000-word bands are too coarse a unit, and (4) meaning-recognition tests overestimate learners' ability to employ lexical knowledge when reading (Stoeckel, McLean & Nation, 2020).

This presentation describes how an online self-marking (typed responses can be downloaded for manual marking) meaning-recall test (https://vocableveltest.org/) and an online lexical profiler (https://nwlc.pythonanywhere.com/) were used to match 64 Japanese university none English majors with lexically appropriate meaning-focused learning materials and fluency development materials. The lexical profiler and levels test used 250-word bands from a mixed difficulty and frequency ordered list. This information was used to then match learners with lexically appropriate meaning-focused input materials and fluency development materials. Levels tests data indicated that most learners knew 100% of the words in the first 1,000-words of English. Students were asked to circle words in the 2,000-word level speed-reading materials that were used by the institution. Then, students were interviewed to establish why these words were unknown. The previously used materials were wrongly believed to be appropriate owing to the use of a lexical profiler and vocabulary levels test based on the word-family, the use of a meaning-recognition levels test, and the use of 1,000-word bands in the levels test and lexical profiler.

Genre-Based Introductory Course for Discipline-Specific English Using Science News With a Focus on Genre Awareness

サイエンスニュースを用いた学術英語への導入授業—ジャンルの理解度に関する考察

Asano, Motoko (Osaka Medical and Pharmaceutical U.)
Fujieda, Miho (Osaka Medical and Pharmaceutical U.)

ジャンルはテキストの種類を指すといわれて久しい。ジャンルの理解には、テキストのパターンや役割に対する気づきが重要となる。サイエンスニュースは、最新の研究をわかりやすく伝えるという目的を持ったジャンルテキストとされ、学術英語の学習への導入として適した素材の一つである。サイエンスニュースは主に研究論文を出典とするが、この二つはジャンルとしては異なるものであるとされる。また、ジャンルの理解度は学生によってばらつきがあることが示唆されており、理解を高める方略や指導について研究されている。そこで筆者らは、大学1年生の前期15回の授業で短いサイエンスニュースの音声を教材としてジャンルを意識させる演習を行い、要約を書く課題を通じてジャンルの理解と英語力との関連性を検討した。初回の授業でジャンルの考え方を説明し、2回目以降のほぼ毎回の授業でさまざまなサイエンスニュースの聴解を行い、トランスクリプトの構成要素（ムーブ）について分析を行ってきた。また、サイエンスニュースの出典の研究論文抄録を紹介し、抄録に典型的な、背景、方法、結果、結論というムーブについて説明を行った。後半の授業では、それらを踏まえて、サイエンスニュースをもとに抄録のムーブを意識して要約を書いてもらった。学生の要約を、抄録の論理展開を基準として評価し、英語実力試験の成績との相関性を調査した。大半の要約は、抄録の構成要素を有しており、すべての構成要素を抽出できているものもあった。しかし、なかには、抄録ではなくサイエンスニュースの論理展開を再現しているものもあり、先行研究と同様に、ジャンルの理解度にばらつきがあることが示唆された。そして、英語実力試験の成績が良い学生が必ずしもジャンルの理解度が高いとは限らないことが判明した。このことは、より多くの学生にジャンルの理解を深めてもらう方略を検討するうえで意義があると考えられた。
Report on the Effects of Introducing Literature Into the EFL Classroom Through Online Learning: On the Prose of British Literature

オンライン授業をとおしての英語教育における文学教材導入の実践報告—イギリス文学の散文の場合—

Ushironaka, Yoko (Kansai U.)

本発表の目的は、オンライン授業をとおして、一般教養としての英語学習の授業内に教材としての文学作品の導入を行った授業実践を報告するものである。大学の英語教育の現場から英語科書の教材としての文学が消えつつある昨今の状況にあたって、発表者は、ほんとうに文学作品は教材にならないのか、この現状は学生のニーズに合っているものなのか、という疑問を抱き、2008 年以来、教材としての文学作品(英語で書かれた小説・詩・随筆・小説を含む)に対する学生の意識調査を行ってきた。事前調査として、2009 年 7 月から 2010 年 2 月、一般教養英語の授業に文学作品(イギリス文学の詩)の導入を行った。結果、英語の詩にふれる機会を一度設定するだけでも、文学に対する学生の意識に変化が生じることが確認された。この調査結果に基づき、翌年、発表者は、一般教養としての英語学習の授業内に、イギリス文学あるいはアメリカ文学の詩・散文・小説などのジャンルを変えるながら、教材として文学作品を導入することを継続している。本発表では、私立大学 2 クラス 2 年生から 4 年生 60 名を対象に、一般教養としての英語学習の授業内で、教材としてイギリス文学の散文を導入した授業実践を報告する。オンライン型のオンライン授業で行ったこのクラスでは、全講義を通じて文学作品(おもにイギリスの散文・小説)を教材として用いた。ことばの意味、作家の特徴、作品の登場人物などについて理解を深めるため、朗読の音声教材、翻案作品や、作家の故郷の動画などを配信した。オンライン授業の特性を活かし、聴覚的、視覚的な側面から作品に親しみ、味わって読む能力を養成することが授業の目標である。本発表では、このオンライン授業実践を報告するとともに、英文学作品を教材とする英語学習に対する学生たちのコメントを報告し、教材として文学作品を用いた授業展開の可能性を考察する。

Essential Points to Consider in Researching and Teaching English Phonetics: Multifaceted Considerations

英語音声の研究・指導の際の留意点—複眼的視点—の重要性

Takahashi, Naohiko (Tohoku Gakuin U.)

研究の目的: 英語の音声研究を行い、それに基づいて音声指導を行う際には複眼的視点をもつことが重要であるという点を、まずは理論的側面から論ずる。併せて、理論に基づいた授業での実践面についての検証を試みる。[仮説・課題]: 多くの学問分野で言えることであるが、とりわけ音声学は(頭で理解して得られる)形式知と(実際にやってみてわかる)実践知とのバランスをとることが要求される典型的な分野であると言ってよい。このような複眼的視点(以下の (1)〜(6) も参照)は、理論研究の際も常に意識することが必要であり、かつ授業の際も様々な具体例を通じて学習者が的確に伝えることが要求される。方法: 複眼的視点の重要性を認識しつつ伝える際には〈見える化〉を通じて、研究対象・学習対象が直感的・具体的・全体的に把握可能な方法を目指すことが多い。〈見ええる化〉は、先行研究の知見に基づき、学問的に妥当性のあるものであると同時に、独自性を備えたものであることが望ましい。実践面では指導者による新たな工夫が加えられたものでなければ訴え力は欠くものとなってしまう。自作のパワーポイント・ムービー等を準備することも必要となる。結果・結論: 上記の〈見える化〉の方法により、まず学問的には理論的妥当性を判定しやすくする。また指導面では、学期開始時と終了時のテスト・レポート・アンケート等で、(形式知)と(実践知)のバランスの取れた習得が見られたことがある。複眼的視点の内実としては下記項目を中心に関べて考えることができる。項目 (1) 形式知 vs. 実践知 (2) 音声学 (音声実質) vs. 音韻論 (システム、型) (3) 統合関係 (syntagmatic relations) vs. 連合関係/選択関係 (paradigmatic relations) (4) 静的側面 vs. 動的側面 (5) 音声 vs. 文字 (6) 英語 vs. 他言語
A Consideration of Definition of ‘Diversity Education’ in English Education

Hara, Megumi (Otemon Gakuin U.)

Society 5.0 時代においては、AI やイノベーションにより、今までの閉塞感がある社会から、地域、年齢、性別、言語等による格差が無くなる開かれた多様な社会になると言われている。それに伴い、今まで接する機会が少なかった、自分が所属しているコミュニティ以外の人とコミュニケーションの機会が増えていくと思われる。相川他（2020）は日本の英語教育の改善点の一つとして、移民や外国人就労者増加に伴う「多文化共生社会」における異文化を許容する態度の育成の必要性を挙げている。これらの先行研究からわかるように、今後英語教育において身につけるべきスキルや態度は言語スキルだけでなく、異なる他者に配慮しながらコミュニケーションを行う多様性に関するスキルが必要とされてくる。研究の目的は、英語教育における「ダイバーシティ教育」の定義を明らかにすることである。例えば、「ダイバーシティ教育」とは、渡邉他（2017）によると「ダイバーシティ」を、文化、人種、国籍、ジェンダー、障がい、宗教、政治的信条などのそれぞれが多様であることと定義し、「ダイバーシティ教育」はダイバーシティを受入れ、互いに多様性に配慮し、多様性を尊重し合う態度や行動を醸成する教育のことであると定義されている。この定義を中心に辞書、その他の先行研究、学習指導要領などを元に英語教育における「ダイバーシティ教育」を定義しようと試みた。その結果、「ダイバーシティ教育」とは、渡邉他（2017）によると「ダイバーシティ」を、文化、人種、国籍、ジェンダー、障がい、宗教、政治的信条などのそれぞれが多様であることと定義し、「ダイバーシティ教育」はダイバーシティを受入れ、互いに多様性に配慮し、多様性を尊重し合う態度や行動を醸成する教育のことであると定義されている。この定義を中心に辞書、その他の先行研究、学習指導要領などを元に英語教育における「ダイバーシティ教育」を定義しようと試みた。その結果、「ダイバーシティ教育」を、渡邉他（2017）によると「ダイバーシティ教育」を、文化、人種、国籍、ジェンダー、障がい、宗教、政治的信条などのそれぞれが多様であることと定義し、「ダイバーシティ教育」はダイバーシティを受入れ、互いに多様性に配慮し、多様性を尊重し合う態度や行動を醸成する教育のことであると定義されている。この定義を中心に辞書、その他の先行研究、学習指導要領などを元に英語教育における「ダイバーシティ教育」を定義しようと試みた。その結果、「認識・情動・行動において自分と異なる他を受け入れるオープンマインドを持つ人材を育成すること」と定義した。今回定義された、英語教育における「ダイバーシティ教育」は、「ダイバーシティ教育」の一面を捉えたものに過ぎず、時代と共に変化していく定義をアップデートし多面的にとらえていく必要がある。今後の課題は、この「ダイバーシティ教育」をどのように授業実践していくかを検討しなければならない。

------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Japanese EFL Learners' Modal Auxiliary Verb Use in Argumentative Essays: A Corpus-Based Study

Nakayama, Shusaku (Meiji Gakuin U.)

This research examines the use of nine central modal auxiliary verbs, that is to say, can, may, will, shall, must, and their corresponding past tense forms, by Japanese non-native speakers (JNNS) at A2 level on the Common European Framework of Reference for Languages. Their modal use is compared with that of NSs within a corpus of argumentative essays which is part of the International Corpus Network of Asian Learners of English from two different perspectives: the frequencies of use of each modal and each modal meaning. Results of frequency analysis show that JNNSs overuse can, should, and must whereas could and would are underused at a statistically significant level. According to modal meaning analysis, they overuse can to express ability, should to express necessity, and must to express obligation whereas they underuse can to express possibility, will to express prediction, would to express volition and prediction, and should to express certainty at a statistically significant level. On the basis of these analysis results, it is suggested that JNNSs’ overuse of should and must represent their high sensitivity to the style of writing required in this corpus, that is to say, argumentative writing. The overuse of can may be due to its easiness of acquisition; the underuse of could and would may be because learners of English are supposed to become able to use the past tense forms of modals after the acquisition of the present tense modals. In addition, error analysis is carried out to identify common errors in the use of the modals among JNNSs, and three types of error are found to be relatively common: (1) the use of inflected forms of verbs after the modals, (2) the employment of incorrect modal verb phrase tenses, and (3) the non-use of main verbs after the modal verbs.

------------------------------------------------------------------------------------------------------------------------------------------------------------------------------
Do Voice Typing Tools Influence Learners’ Confidence in Their Own Production?
Isobe, Yasuyo (Akita Prefectural U.)

This research investigated the impacts of voice typing tools (e.g., Google Docs) on learners’ self-confidence regarding their pronunciation. A total of six Japanese EFL learners participated in three 90-minute English speaking sessions. All participants first received pronunciation instruction on /f/, /v/, /p/, and /b/ sounds, and then orally practiced the sounds that appeared in isolated words and sentences using different methods. One group (three participants) practiced pronunciation with peers (the peer-practicing group), and this group received oral feedback including corrective feedback by peers and the author. The other group (three participants) practiced pronunciation using a voice typing tool in Google Docs (the voice-typing group) during the sessions, and, unlike the peer-practicing group, this group received written feedback. That is, the Google Docs screen showed how their pronunciation could be perceived by listeners. If the screen showed the exact words and sentences that the voice-typing group had meant to produce, this indicated that the utterances were well-produced. However, if the screen showed something different from what the voice-typing group had intended to produce, this showed that their utterances were not produced accurately. At the end of the sessions, all participants performed communication tasks in order to generalize the impacts of practice on authentic speech. The effects of instruction on the participants’ confidence were assessed by questionnaires before the first and after the third session. Although the results showed no significant changes in self-confidence regarding pronunciation, the participants’ comments indicated positive attitudes toward the voice typing tools for pronunciation learning and eagerness to speak English. Moreover, the comments showed that while their willingness to speak English was high, their confidence in speaking English was low, suggesting the necessity to boost the confidence of learners who have high willingness to speak English, in addition to the instruction of language skills.

Teacher Appearance as a Method of L2 Willingness to Communicate (L 2 WTC) Development in Elementary English Class in Japan
Chekhovska, Yuliia (Chiba U.)
Monoi, Naoko (Chiba U.)

Willingness to communicate (WTC) has gradually increased its popularity in the socio-educational and psycholinguistic area as a method of raising a motivation to speak a certain language. At first, the aim was to measure the extend of motivation for a native language learning, but gradually its power has spread over the second language acquisition area as well. A well-known assistance of an English as a native language teacher in the classroom is seen as an excellent tool to enhance students’ ability of English. Nevertheless, students’ willingness to learn and speak English as a foreign language in the presence of a language teacher of foreign origin is still to be studied.

This study finds out if a representative of a target community is in the elementary school classroom as an “English teacher” will enhance WTC competence of L2 young learners. It also examines how the presence of a foreign-looking teacher in an English classroom influences students’ motivation to speak more English in a daily context.

The research instruments used in this study are classroom teaching and observations, video and questionnaires, as well as discussions.
How are University Students Engaged in Online Courses for English Language Teacher Education?
Miyasako, Nobuyoshi (U. of Teacher Education Fukuoka)

Teachers concern student engagement in the classroom because they know from their experience that it has effects not only on their academic performance but also on their psychological well-being, which has been supported by research. Does this apply to university online courses conducted under the COVID-19 pandemic? Although engagement means how students are involved and how they feel during a learning task (Reeve, Jang, Carrell & Barch, 2004), it is a meta-construct consisting of behavioral, emotional and cognitive engagement, which is affected by psychological needs of autonomy, competence and relatedness, in the self-system model of motivational development (SSMMD; Skinner, Furrer, Marchand & Kindermann, 2008). In this framework, this study exploratorily examined relationships between students’ psychological needs, engagement and achievement in three online courses for English language teacher education (ELTE) at a university in western Japan. Courses A, B and C pertained respectively to basic ELTE, primary-level ELTE and primary-level microteaching of English, the first two of which were English-medium on-demand courses and the third was a Japanese-medium real-time course. Their psychological needs and engagement, including newly devised agentic engagement (Reeve & Tseng, 2011), were surveyed using a 34-item 6-point-Licart-scale questionnaire conducted at the end of the courses, and their achievement was measured as the course scores. The results were: (a) the students’ engagement was the highest in the microteaching course; (b) their achievement had mainly weak relationships with psychological needs and engagement, except for emotional one; and (c) their psychological needs and engagement, except for emotional one, had moderate relationships between them. At the presentation, details of the results are shown and discussed with pedagogical implications.

From Traditional Teaching to Self Learning—A New Japanese School System
Bloedel, Maria (Clark Memorial International High School Akihabara IT Campus)

As times change, so does the way of teaching at school. Due to the current situation, a lot of changes and adaptations in the school system were necessary. Normal school life was impossible and schools had to think of different ways to support the students and to make sure that they can continue learning. Clark Memorial International High School hasn’t only changed its method of giving classes from schooling to hybrid, homeschooling and online lessons, but it also created a completely new school system which is going to be launched from April 2021. The new school system includes the three types of lessons even after Covid 19. But the major change will not only be the choice of various schooling types, but the way of learning itself will change, too. From ex-cathedra teaching to self-learning is going to be the motto or the new brand Clark NEXT. Students can learn at their own pace and by that develop the knowledge which is important for graduation. Teachers are going to coach the students, discuss the goals for different subjects and help the students in all situations. The result will be that the students not only learn the important contents which are necessary to graduate from High School but are prepared for life-long learning for learning doesn’t stop after graduation. With that, the students will not only be prepared for University but for being a fully responsible member of society, too. Clark NEXT clears the way for a whole new school system in Japanese education. In my presentation, I want to introduce the pros and cons of the school system based on general information, self-evaluation and a questionnaire taken with the students.
Peer-Review: Student Perceptions and Attitudes Found From a Focus Group Interview  
Hatakeyama, Yukako (Ochanomizu U.)

This presentation aims to report how female university students of intermediate English proficiency perceive peer-review activities in English writing courses in the academic year 2020. In these courses taught online, after the students corrected the grammatical errors using automated writing evaluation (AWE) software, they conducted peer-review online. The research questions are threefold: 1) What do the participants think are the benefits of peer review? 2) What do they think are the drawbacks of peer review? 3) How do they feel about giving critical feedback in peer review? After all the classes finished, participants of a focus group interview on peer-review were recruited by email. Four students—two first-year students and two sophomores—volunteered to participate. The interview, facilitated by the presenter, who also was the course instructor, was conducted online for 90 minutes in Japanese. With the participants' consent, the interview was recorded and transcribed. As for peer-review benefits, all participants said obtaining feedback on their drafts helped them improve their drafts. Some also found that reading the partners' drafts enabled them to see how the peers worked on the assignments, which contributed to revising their drafts. As for drawbacks, some felt the quality of feedback varied depending on the reviewers; while many reviewers gave constructive feedback, some only gave compliments without critical comments. Regarding psychological difficulty in providing critical feedback, three participants did not find any; they commented on the positive aspects before pointing out improvement areas, explaining how the suggested revisions might enhance the drafts' quality. However, one participant showed anxiety about whether her feedback is valid and to the point and expressed difficulty in communicating online. In conclusion, the participants confirmed the usefulness of peer review, with some concerns expressed. Based on the findings, the implications for better implementation of peer-review will be discussed.

Challenging Dominant Notions of Bilingualism in the Classroom: Beyond “Japanese and English”  
Williams, Elisabeth Ann (Doshisha Women's C. of Liberal Arts)

English dominates foreign language programs in Japan, and it is framed as essential for participation in globalization (Koshino, 2019). Therefore, although English is not a necessary requirement in the daily lives of the majority of Japanese residents (Kobayashi, 2018), it “in some form or at some symbolic level has, however, become a significant part of everyday life” (Seargeant, 2009, p. 3). The significance of English can also be seen in discourses of haafu (multiethnic) people in Japan given that the term has commonly been applied to people with a Japanese-speaking parent and an English-speaking parent, and even more so when the English-speaking parent is White (Watarai, 2014). Moreover, haafu are commonly assumed to be fluent English speakers (Greer, 2005; Murphy-Shigematsu, 2008).

This case study presentation introduces an English-medium “introduction to theories of bilingualism” university course that attempted the challenge the above essentialized views of English, bilingualism and bilingual people in Japan. Course participants consisted of 25 second to fourth-year female students who had studied abroad in English-speaking universities for a year. The instructor aimed to disrupt common stereotypes of bilinguals and haafu by using interactive activities and various forms of media to showcase diverse cultural and linguistic identities in Japan. However, ultimately, students’ final presentations and papers suggest that most students continued to uphold essentialist views of bilingualism and haafu.

First, this presentation will discuss two activities used in class: viewing the documentary “Haafu” and listening to audio recordings of code-switching among bi/multilingual families. It will also discuss how these activities can be adapted for online teaching. Next, while reflecting on the shortcomings of the course, a brief discussion will be held about how to continue to challenge stereotypes of language and identity in the classroom.
Analysis of National English Test Items in Japan for Higher-Order Thinking Skills Using the Revised Bloom’s Taxonomy

Ueda, Hiroko (U. C. London)

This paper aims to identify the extent to which the listening and reading test items on the 2021 national English examinations in Japan successfully assess higher-order thinking skills, compared with those of the 2018, 2019, and 2020 examinations and those of the IELTS and TOEFL. The paper also aims to suggest which level of difficulty for questions in the cognitive domain could be added to improve national English test items that assess learners’ higher-order thinking skills more successfully. To do this, the items in the 2018, 2019, 2020, and 2021 English listening and reading tests were analyzed and compared in terms of the cognitive process and knowledge dimensions using the revised two-dimensional Bloom’s taxonomy. In addition, the results were employed to compare the 2021 national English tests and the IELTS and TOEFL. The results demonstrate that the 2021 national English test items asked a wider variety of questions than previous test items, but they did not assess higher-order thinking skills sufficiently. This paper indicates that most 2021 national English test items were still far more directed at lower-order thinking skills. In addition, this paper suggests that they should abandon highly biased questions in level of thinking difficulty and adopt various levels of difficulty in the cognitive domain to assess lower- and higher-order thinking skills. Concerning the cognitive process dimension, this paper suggests future English national test items in Japan should include various levels of difficulty such as Remember, Apply, Analyze, Evaluate, and Create in the cognitive process dimension of the revised Bloom’s taxonomy. Concerning the knowledge dimension, they should include more academic knowledge such as conceptual, procedural, and meta-cognitive knowledge in the knowledge dimension of the revised Bloom’s taxonomy.

Development Education in English Classes Through Face-to-Face and Web Teaching Practices

開発教育を取り入れた英語授業—2つの授業形態（対面とweb）の実践を通して

Kobayashi, Kahori (Ritsumeikan U.)

本授業（参加型学習で学ぶ開発教育）は、全学生対象の教養科目の一つで、留学生も含めた多様な学習集団で学び、秋学期、週1、全15回で、全て英語で行われた（英語レベルは、TOEIC 380-580）。開講4年目の2020年度は、社会情勢対応のため、全てweb授業（Zoomライブ配信）となった。本発表では、2019年度と2020年度を比較し、同じ授業概要、目標だが、対面とwebという異なる授業形態での指導手順の差異や工夫、それぞれの利点と学生の学びについて述べる。2019年度（対面）の受講生は日本人学生12名（1年11名、3年1名）、留学生6名。2020年度（web）の受講生は日本人学生7名のみ（1年4名、2年1名、4年2名）。授業概要は、グローバル社会に必要とされる人材育成のため、開発教育の内容とその参加型学習の手法を英語教育に取り入れたものである。開発教育は、文化、人権、環境などの世界の様々な問題の解決に向けて、「知り・考え・行動する」を促す教育活動である。その学習方法（シミュレーション、ロールプレイ、フォトランゲージ等）は、協同学習で、内容理解を容易にし、活発な議論に有効であるばかりか言語習得にも役立つ。授業目標は、学習者が、アクティブラーニングを通して国際問題を理解し、議論に必要な英語でのコミュニケーション力を身につけることである。いずれの年度も基本的な指導の手順は、2コマの授業を1セットとし、まず、1コマ目は、教師による開発教育の手法を使った各テーマについてのインプット。次に、宿題で、授業での学習内容やテーマについて更に調べ、英語でレポートを書く。2コマ目は、レポートの発表、問題解決のためのグループでの話し合い。最後に、学期末にグループプレゼンテーションを行うというものであった。いずれの授業形態においても観察された学生の英語学習への強い動機と成長ぶりについて報告したい。
The Development of Learner Autonomy in an Online Class: Scaffolding for Student Goal Setting

オンライン授業での自律した学習者の育成 —英語学習の目標設定の支援—

Hayashi, Chika (Seikei U.)

本発表は、自律した英語学習者の育成を目的とした大学の英語選択科目（科目名：「自分でデザインする英語学習」）に関する実践研究報告である。当該科目は2020年度に発表者が勤務する大学の新設科目として開講され、Holec (1981, p. 3) の提唱するオートノミーの定義——「自分の学習に責任を持つ能力（"the ability to take charge of one's own learning"）」に基づいて設計された。具体的には、それぞれの学生が自らの英語学習の目標（短期、中期、長期）を設定、学習計画を立案、さまざまな学習方法を実践しその学習効果を理解しながら、自分の学習スタイルに適した学習方法を探求・選択する。さらに、学習過程のモニタリングおよび自己評価を通して学習計画の見直しや修正を行うことで、学生の主体的かつ協働的な取り組みを促した。今回の本発表では学生の目標設定に着目し、高校を卒業して間もない大学1年生の英語への興味・関心、目標設定に見られる特徴や英語学習に対する認識を明らかにした上で、必要な支援のあり方を考察する。未曾有の新型コロナウイルスの影響で、オンライン授業ならではの特性や課題についても検討することで、特殊な学修環境下での自律した学習者の育成の可能性を探る。

A Case Study of Listening and Speaking Practice in Online Classes

遠隔授業におけるリスニング、スピーキング練習の試み

Miura, Hiroko (Hokkaido U. of Science)

2000年度は学生にとっても教員にとっても初めての遠隔授業を経験した。これまでの対面授業と質的に劣らない授業を行うにはどうしたら良いか、特に過去の学生アンケートで満足度の高かったペアでのスピーキング練習やグループ活動をどのように含めていくかが課題であった。今回は必修の英語I・IIを受講した工学部（機械工学科・情報工学科・電気電子工学科）と保健医療学部（臨床工学科）の1年生113人を対象に行った遠隔授業におけるリスニング、およびスピーキング練習の試みについて報告する。また、授業前のアンケートで回答してくれた84名の結果から見える学生の授業評価について言及する。

前期はまずzoomでの授業に慣れることがから始めた。毎時間異なる写真を1枚提示し、教員がその写真に関する説明を英語で行った。その後、英語でいくつかの質問をし、回答をチャットに入力させた。この活動を複数回行った後に、教員の説明を聞いて図形を描写させる活動をした。後期には間違い探しを教員対学生で行った。学生に音声で絵の描写をさせたり、教員から質問したりすることで教員が持っている絵との違いを見つけるものである。後期にはブレイクアウトルームを利用して、グループで話し合う時間も設けた。

アンケート結果から、図形の描写が一番難しいと感じているにもかかわらず、一番楽しかったという回答が多いことがわかった。間違い探しでは教員とのやりとりから表現を学ぶことが多いと感じているが、他の学生の表現からも同じくらい学んでいることがわかる。ブレイクアウトルームについてはみんなで話し合って解決できるので良かった、という声がある一方で、結局一人でやっていたという声もあり、グループによって活用に差があったことがわかった。アンケートの回答率が約75％ではあるが、学生がオーラルコミュニケーションに積極的に参加し、満足感を得ていたことがうかがえた。
Teacher Motivation in Japanese Secondary Schools: A Longitudinal Qualitative Study
Suemori, Saki (Ochanomizu U.)

Although motivation is one of the most extensively researched areas in SLA, the vast majority of studies focus on learner motivation. Recently, there is increasing interest in the study of teacher motivation. There appears to be two reasons for this expanding research focus: First, it is believed that teacher motivation and learner motivation are interconnected (Dornyei & Ushioda, 2011). In other words, when teachers have high levels of motivation, their learners are also likely to be motivated. Second, teacher motivation is important for teachers themselves, especially for their professional development (Kim et al, 2014). The number of teacher motivation study is increasing, but the previous studies have conducted only with teachers' perspectives seen in interviews and questionnaires. In other words, studies have not looked at how teachers teach in the classroom. Therefore, this study was conducted in Japanese secondary schools to understand what kind of motivation teachers have and how their motivation is reflected in their classroom teaching. Participants were two male Japanese teachers of English, and their secondary school students. Four in-depth individual interviews were conducted in Japanese over a year period. During that period, teachers were also asked to record their impressive events and feelings in a teaching journal. Additionally, classroom observations were conducted six times at each school. The findings illustrate that each teacher had unique motivation to teach based on what he would like to focus on. For example, one teacher emphasized improving students' English proficiency. His motivation fluctuated sometimes because of some factors such as busyness and colleagues, but he mainly taught with this motivation. This motivation was reflected in his teaching in the classroom, and some characteristics were found especially for pronunciation and grammar teaching. The study indicated that teacher motivation and teaching in the classroom seemed to be related.

The Potential of CLIL for Team Teaching: A Case Study of a Japanese Senior High School
Olson, Nate (Sophia U.)

English language team teaching in Japanese schools has been the subject of considerable debate and criticism, much of it centered around the roles played by Assistant Language Teachers (ALTs) and Japanese teachers of English (JTEs) inside and outside the classroom. Without careful planning, they have tended to fall into the arbitrary roles of "human tape recorders" and "translators" respectively, resulting in a passive inertia not conducive to complementary relationships. As Content and Language Integrated Learning (CLIL) has been gaining popularity in Japan, this case study explored how CLIL may be used to revitalize the team-teaching situation. The research question focused on the teachers’ perceptions of their roles and the opportunities and constraints found therein over the course of their collaboration. Data was collected over eight lessons team-taught to a class of 35 third-year senior high school students. Reflective journals and email exchanges between teachers were used to qualitatively capture the collaborative process. The findings revealed that, although CLIL entailed a heavier workload, the mutual support and combined collaborative efforts of team teachers helped implement CLIL practices and redefine traditional team-teaching roles. These findings suggest new potentials for both team teaching and CLIL in Japan.
Are Real-Time Presentations More Effective Than Asynchronous Video-Recorded Presentations for Oral Output Training: An Action Research to Explore Flipped Learning and Teaching
Lin, Ivy, Chu-Hui (Sapporo Gakuin U.)

This research examines the effect of flipped instructions and activities on a learner management system (LMS) on English learners’ online oral presentation performances. The pedagogical development that adapts technology in language classrooms has become imperative due to the limitation of in-person contact caused by the pandemic. The flipped classroom (FC) approach allows learners to study the materials outside of the classroom, and while in class, engage in interactive tasks and communicative practices. It has proven to be an effective pedagogical method that enhances oral performances (Lin & Hwang, 2018), promotes higher-thinking orders (Alsowat, 2016), and increases students’ engagement in tasks (Abe, Elwood & Hood, 2019). Nevertheless, the direct contribution of FC approach to students’ achievements remains unclear due to the lack of empirical evidence and concrete lesson design specifically in the EFL classrooms (Webb & Doman, 2016). This leads to the need to investigate the pedagogical implication of FC and how it has impacted the learning outcome. Current study adapted the action research model with the goal to improve the pedagogical approach. 50 EFL learners from two classes engaged in FC instruction on English presentation skills. The participants first watched video instructions and completed the comprehension quizzes online. They were then asked to give two presentations in English, a real-time presentation in front of the teacher and other participants on Zoom, and an asynchronous video-recorded presentation. The results of the comprehension quizzes were compared to the oral performances to examine the direct correlation between the FC instructions and the learners’ performances. In this presentation, the presenter will report the results of the statistical analysis and the questionnaires on the participants’ perceptions of the tasks. There will also be a discussion on the pedagogical design of FC.

Identifying and Addressing Pragmatic Failure in a Learner Corpus of Request-Based Emails
Nicholas, Allan (U. of Aizu)
Blake, John (U. of Aizu)
Mozgovoy, Maxim (U. of Aizu)

Email remains the pre-eminent form of written communication in academic and professional contexts. Japanese learners of English may receive support for spelling and lexicogrammar from classroom instruction and software programs. However, few receive support for the pragmatic aspect of communication— the need to appropriately adapt language according to varying social contexts. To provide this, the first step is to systematically identify pragmatics-related problems that occur in learner emails. A corpus-based approach is one possible way of achieving this; to date, however, few corpora identify learner pragmatic failure. This is due to the inherent degree of subjectivity in identifying pragmatic failure in texts, making automatic corpus annotation challenging. This paper reports on an ongoing project regarding Japanese learners’ English L2 request email writing with the purpose of identifying instances of pragmatic failure, frequency of failure types, and also perceived severity. Approximately 1,300 email texts were elicited from undergraduate participants (n=426) at a public university in Japan. Participants carried out four email tasks in class, administered online, with each task scenario varying in the values of power (P), distance (D) and rank of imposition (R). A coding scheme was then manually applied to the text data by expert English-speaking annotators, adapted from the Cross-Cultural Study of Speech Act Realization Patterns project for use with email texts. Preliminary results show high-frequency pragmatic failure categories to include failure to follow generic conventions regarding formatting and expected rhetorical moves, such as opening and pre-closing statements. Pragmatic failure related to directness, such as the inappropriate usage of imperatives in the head act, was also frequent. A ranked list of failure categories was created based on frequency and perceived severity by the annotators. This list can help teachers of email writing focus on helping learners avoid these errors and develop their pragmatic competence.
Utilizing Stories in Elementary School English Teaching: Reconsidering Questions in Authorized English Textbooks

Takahashi, Kazuko (Meisei U.)

The study identifies suitable approaches for presenting stories for children in courses developed for elementary school teachers. A new curriculum for elementary schools was enforced in 2020. “Foreign Languages” in grades 5 and 6 started to use authorized English textbooks to foster basic communication abilities among pupils. Moreover, the National Core Curriculum for Elementary School Teacher Courses began in 2019. In these courses, university students are required to learn the skills necessary for teaching English in elementary school, including basic pronunciation, vocabulary, and grammar; the process of language learning in children; and fundamentals of intercultural communication and children’s literature. The study focuses on children’s literature, especially stories for children. Using stories to teach English possesses several advantages, such as holistic approaches for language teaching and learning, enjoyment of learning English in a whole new imaginary world, understanding foreign culture, and a familiar atmosphere where learners communicate with one another. The study analyzes stories in authorized English textbooks using the “Backward Design” approach, including identifying desired results, determining acceptable evidence, and planning learning experiences and instructions. In this manner, possible approaches for presenting stories for children in elementary school teachers’ courses are explicated. The study identified 14 authorized textbooks for elementary English teaching that use stories for children. However, remarks related to these stories were inadequate in terms of depth and clarity, such as “What words did you hear?” and “Listen again.” Therefore, students undergoing elementary school teaching courses should learn to formulate questions that facilitate English learning through stories for children. Student teachers should learn to construct questions that elicit not only literary comprehension but also inference and personal reflection through stories.

A Tale of Two Chinese-Born ESP Teachers: Constructing Professional Identity at an EMI Sino-Foreign University

Huang, Dawang (Ningbo U)
Lü, Li (Ningbo U.)
Kuang, Qun (Shanghai U.)

The unprecedented contemporary globalizing movement is creating a different set of tertiary educational conditions (Unterhalter & Carpentier, 2010) for radical restructuring of language teacher education (Kumaravadivelu, 2012). As against heavily-examined debates on the dichotomy of NSE-vs.-NNSE language teachers and most recently ESP-vs.-GE teachers, little research has considered how Chinese-born ESP teachers working at EMI Sino-foreign universities—a special cohort of mobile language teachers (Rizvi & Lingard, 2010) — enlive their travelling policies and professional enterprise. Our study draws on life-history interview data to examine the identity construction and negotiation of such two ESP teachers at China’s first ever Sino-foreign university following their PhD studies in Britain. Informed by an adapted model of teacher professional identity (Pennington, 2014; Tao & Gao, 2018), the data analysis reveals confident and responsible images presented through their discursive and experiential construction in curriculum design, classroom teaching and social service; on the other hand, “hybridity” is conceived as their third space with notable advantages in free code-switching of bilingualism, empathy to the students and devotion to globalization.
Sharing Problems Effectively in Extensive Reading

Goto, Takaaki (Kyushu U. of Nursing and Social Welfare)

The purpose of this study is to clarify what problems are shared at an extensive reading workshop for EFL learners. In 2017, an extensive reading class was partly implemented for 31 students, who borrowed graded readers from the university libraries. They read those books for around 20 minutes each time in the class, being encouraged to do so outside the class. The researcher used a reading recording sheet, checked it once in the middle, and finally required them to submit it. The workshop was conducted in the fourth session of the class. After the students were divided into a small group of about four, they discussed what problems they had in extensive reading, and each group summarized on paper what was shared. In the next class, their summary report was distributed to each student. The researcher then answered their questions. The most frequent was that one of the libraries did not have enough easier books. Some students also could not read books without a dictionary. The others wondered how long they should have continued to read easier books, or when they should have changed reading levels. Although the researcher had responded to such problems by either commenting on a reading recording sheet or talking to them individually, the workshop was more useful because they can discuss and share their problems in the whole class. It can even strengthen the reading community. In conclusion, the researcher would like to propose such a workshop at the initial stage of the class, so that students’ problems are generally addressed.

The Tohoku Method: A New Academic English Curriculum at Tohoku University and Its Preliminary Evaluation

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

This report explains how a new English curriculum was implemented at Tohoku University in 2020, and demonstrates the appropriateness of it. The purpose of the curriculum is to develop student’s English for General Academic Purposes (EGAP), which they will need as international researchers. A committee decided on three objectives, each consisting of two core skills for first-year English courses (A1: Reading and Vocabulary, A2: Reading and Writing, and B1 and B2: Listening and Speaking). To teach the 24 core skills, an original textbook, Pathways to Academic English, was created and distributed to the students along with the official guide to the TOEFL ITP® assessment series. Furthermore, online core-skill practice materials were made available to all teachers as a compliment to the textbooks. Assessments of English A1 and B1 skills and common tests of English A1, A2, B1, and B2 were also provided to teachers, although their use was left to their individual discretion. Additionally, students generally take the TOEFL ITP® test as a way to gauge their general academic English ability at the beginning and end of the academic year. However, due to COVID-19, only half of first-year students could take the test in August, although all students took it in December. Although the data of the tests were incomplete, we discovered some informative trends in their scores that helped us to conduct a primary evaluation of the new curriculum. Specifically, we noticed that: (1) TOEFL scores were higher than they had ever previously been at the university, (2) common test evaluations of core skill abilities correlated with TOEFL scores, and (3) students of teachers that made greater efforts to utilize the materials had higher scores. Summatively, these results lead us to believe that the core skills selected were likely appropriate for EGAP and had positively impacted English education.
The Effects of Using Katakana Verbs in Teaching English Verbs for Improving Composition Skills of Japanese Students

Kawazoe, Akiko (Junior High School Attached to U. of Nagasaki)

本研究は、日本語のカタカナ動詞（例：チェックする）と英語の動詞（例：check）との意味的な対応の提示が、中学生の英作文創出の指導において効果をもたらすかどうかを調査するものである。カタカナ動詞とは、英語由来の外来語（カタカナ表記）に「する」をつけて動詞化したサ変動詞のことを指す。星野・清水(2019)は、語彙（動詞を含む）ごとの日本語と英語の語義の比較分析を通じて、小学校英語教育での語彙指導におけるカタカナ語の有用性と将来性を指摘している。この説を参考に、本調査では中学2年生34名（5月）を対象に、英文における動詞の選択補充テストを実施し、英語の動詞の選択におけるカタカナ動詞の知識が有用かどうかを調査することにした。英語の動詞には、教科書NEW HORIZON（2016）から、生徒にとって未習のもので、かつカタカナ動詞として日本人による使用頻度の高いものを10語抽出した。また、問題用の英文には、Oxford Advanced Learners' Dictionary（2015）とジーニアス英和辞典（2014）をもとに、動詞1語につき6例ずつの計60問（SVO構造で統一）を作成した。結果、各動詞の得点について一元配置分散分析（p<.0001*）を経た多重比較（Tukey-KramerのHSD検定）を行ったところ、その平均の有意差からchange、check、cut、miss、catch、share、setの7語においては、当該カタカナ動詞がもつ意味を応用する指導が、中学生の英作文創出に一定の効果をあげることが明らかになった。

The Effect of Cross-Curricular Instruction to Raise 21st Century Skills "Curriculum Management in a Junior High School"

Shimazaki, Keisuke (Tonobaba Junior High School)
Kashiwagi, Kazuko (Osaka Kyoiku U.)

本研究の目的は、公立中学校の生徒を対象に、教科等横断的な授業を通して21世紀型スキルを育成することである。研究の背景の一つとして、現在は予測困難な現代・未来社会を生き抜くために必要なキーポリシーの育成が国内外で強く求められていることから、研究の方法として、PISA調査等を参照して4つの観点（読解力、数学的リテラシー、科学的リテラシー、英語力）から作成した「活用力調査テスト」を実践期間の事前、事中、事後に実施し結果を分析する。英語力に関する問題については、根岸(2017)を参考に、英語の知識を活用して課題を解決することをねらった問題を作成した。教科等横断的な授業は、カリキュラムマネジメントの視点からコンビニエンスベースで複数教科を関連付け、思考と協働を伴う連続発展的な授業をフェーズ1（2019年9月〜2019年12月）、フェーズ2（2020年6月〜2020年11月）の2つの期間で計画、実施した（全9種、計20時間）。この中には複数教科を統合的に取り扱った授業（英語の授業に理科の「揚力」の内容を取り入れた授業や、英語と歴史の組合せの授業など）が複数ある。またフェーズ1においては、 OPPシート（壇，2019）を用いて生徒の質的な変容を分析した。結果の分析として、フェーズ2の授業終了後に活用力調査テスト（事前、事中、事後）の各リテラシーの平均点の一元配置分散分析を行い、合計点（F (2, 87)= 17.03, **p = .001, η²=.16, 効果量大）、読解力（F (2, 87)= 5.13, **p = .001, η²=.06, 効果量中）、数学的リテラシー（F (2, 87)= 27.16, **p = .001, η²=.24, 効果量大）、英語力（F (2, 87)= 5.48, **p = .005, η²=.06, 効果量中）において有意差が認められた。またフェーズ1における OPPシートの記述内容からは、生徒の思考力、創造力、協働する力、学びに向かう力の向上が認められた。以上の結果から、教科等横断的な授業は、中学生の21世紀型スキルの育成に大きな影響を与えたと結論づけることができる。
University Students’ Awareness of How Online Lesson Planning and Trial Lessons of Elementary School English Work

オンラインでもできる「小学校外国語」指導案作成と模擬授業—学生の気づきからわかったこと
Shibui, Toshiko (Tokyo U.)

教員養成課程の学生を対象に行ったオンラインでの小学校「外国語の指導法」の授業実践報告を行う。対象は、大学2年生1クラス約38名4クラス合計158名である。指導案作成と模擬授業を通して教科化された小学校外国語を適切に行えるようになることが授業の目標である。授業では、小学校外国語の授業を視聴し、体験し、指導案作成等について理解した後に学生は3〜4人グループになり、自分たちで担当レッスンを選んで指導案を作成した。教員は1チーム5回以上の指導案修正のやり取りを行い、個別指導を行った。その後模擬授業を行い、グーグルフォームを利用した相互評価も行ってクラスメイトからの評価を授業者に送り、更なる振り返りの機会を設けた。学生は初めての指導案を何度も修正し、わかりやすい授業となる練習を通して生みの苦しみを乗り越え、工夫する力強さを身に着けたようである。また他の人の授業を見て新しい発見があったでお互いに学び合いができた。特に今回はオンライン上で模擬授業をするという誰も経験したことのないスタイルに臨み、初めは難しいと思い込んでいた英語のやり取りも工夫次第でできることはたくさんあるという発見に繋がった。更に指導だけでは理解するのが難しかった点も実際に授業を行ったり、児童役になり授業を受けたりすることで「気づき」が生まれた。例えば学生からは「いろいろな単元の授業を見ることができ、指導案を書くだけでは気づくことができなかったことに気づくことができた、オンラインでも少し工夫するだけで楽しい授業にできる、意味のある授業を作ることができると実感した、何より児童を巻き込んで楽しめることが一番であると思った、色々な模擬授業を見て良い所、課題だと思う所に気づくことができてよかった、児童側になって改めて習ってきたことは重要だと気づくことができた、」などの振り返りがあった。学生の気づきに基づいた実践報告を行う。

Teaching Linking With Visual Information

リンキング指導における視覚情報の効果
Sakaue, Jun (Ritsumeikan U.)

英語の発音指導において、耳で聞いたものを真似するだけではなく、口の動きなど、視覚情報を用いた指導は一般的となっている。効果的なことが明らかになっている。しかし、それは例えばLやRの音の指導など、個別の音や単語に限られることもある。文章単位での指導に用いられることが多い。Erickson et al. (2014)では、英語の文章を発話する際の、日本人英語学習者と英語母語者との聞き具合に違いがあることが明らかになり、阪上（2020）では、文章を英語で発音することに、視覚情報を用いることが効果があることが示唆されたが、リンキングなど個別の要素についてその有効性を実証したものはない。本研究では、英語の発音の特徴の一つであるリンキングの指導における視覚情報の有効性を、主観的・客観的分析の両方から実証する。
Application of Machine Translation (MT) in English Classes at Universities: Toward Development of Autonomous Learners as Practical English Users

Yukishige, Mitsuko (Gakushuin U.)
Tsutada, Kazumi (Kansai Gaidai C.)

In a variety of contexts in our professional and daily lives, we are often called on to give procedural instructions. We might be asked, for example, for simple directions on how to purchase a train ticket from a vending machine or for more complex instructions, such as using specialized equipment in a science laboratory. Despite the importance of these “how-to” texts, there are very few studies in the field of applied linguistics that investigate spoken procedural discourse. Moreover, there appears to be a lack of research concerning how spoken procedural instructions are produced by learners of English as a second or foreign language. This presentation outlines an on-going project to bridge this gap by compiling a specialized corpus to investigate procedural monologues (PM). This term, as used here, represents texts produced when a single speaker gives how-to instructions while demonstrating a task involving hands-on manipulation of physical objects. Taking a register analysis perspective, the study aims to answer two questions: What are the salient lexico-grammatical characteristics of PM produced by native-level speakers of English? Based on these characteristics, what functional interpretations can be made about language typical of a PM? Specifically, the presentation describes the rationale for compiling an approximate 60,000-word corpus of YouTube how-to videos (e.g., how to use tools, machinery, software applications, culinary equipment, and other hands-on activities). Discussion includes how Biber and Egbert’s 2018 multi-dimensional analysis of written how-to texts on the World Wide Web was instrumental in identifying relevant lexico-grammatical patterns, which led to interpretation of communicative function at the utterance level. Moreover, the project’s future goals are addressed, including collecting original data to build a corpus of PM produced by Japanese university undergraduates studying English as a foreign language.
Practice of Project Based English Courses for University Students Through Zoom and Students’ Reactions
Maekawa, Yoko (Okayama U. of Science)

During the COVID-19 pandemic, university education worldwide was forced to shift towards online teaching. Teaching online caused limitations on interactive and communicative English courses, which resulted in fewer chances for students to actively participate in the class activities or speaking out. To encourage students’ participation, active learning, and interaction with their classmates, the author planned and conducted project based English courses through Zoom for university students majoring in science and engineering. This practice was conducted during the fall semester of the academic year 2020 in two of the author’s Integrated English IV classes that were required for second-year students. Before conducting the project, the author let students choose whether they would do the project individually, in pairs, or in groups of three. In each class, the author made time for students to research and discuss their selected theme in breakout rooms, then, students submitted the discussion results on a portal site. At the end of the first quarter, students gave presentations about their research results, while they made reports at the end of the second quarter. The author also tried to satisfy SDT’s three psychological needs of students, which are autonomy, competence, and relatedness. Although few students answered the pre-post questionnaire surveys, the results suggested that the class satisfied students’ psychological needs and maintained their motivation to learn English. In the open-ended questions, students commented on the effectiveness of the project to acquire useful knowledge of both English and the project theme, and the new learning and communication style with the teacher in the breakout rooms. Since Some students commented that they wished for more lecture style communicative classes, the author may need to improve the instruction style. However, this practice may suggest a possible new approach to teach English for university students.

Combining In-Class and Out-of-Class Practices in a Hybrid Class: A Descriptive Study of the Presentation Support System for Developing English Presentation Skills
Sugimura, Ai (Okayama Prefectural U.)
Takeoka, Saori (Junior College of Nagoya Women's U.)
Des Marais, Eric (Okayama Prefectural U.)

To thrive in this quickly globalizing digital era, the importance of expressing oneself in English is becoming more and more necessary. Well-polished presentation skills are more important than ever before. To meet this need, we designed and built the Presentation Support System and adapted it to graduate learning in 2019. The purpose of this study is to describe the learning system, hypothesize how we think it enhances the presentation skills of graduate students, and to highlight areas for future research. Since individual practice is a key component of improving presentation skills, which is a social or group activity, we conceived the method as a hybrid system which combines both in-class activities with individual practice outside of class. The Presentation Support System combines the recording and playback of presentations along with evaluation. The evaluation system allows for not just evaluation after the presentation and feedback comments; it also incorporates simultaneous evaluation. Simultaneous evaluation is our original evaluation technology, and it allows the audience to rate the presentation as it is being recorded. The three evaluation methods give the presenters a range of feedback to help them reflect upon how to improve their presentations. The system also allows the presenter to review and discuss their performance with their peers, thereby increasing group discussion and learning from their peers. These evaluations then form the basis of the self-learning for the presenter outside of the classroom. They can compare their self-evaluations with those of their peers, which informs their self-practice, and this helps them increase their capacity for self-reflection and discipline. Future research will involve investigation of the causal relationships between the various kinds of evaluation, the in-class and out-of-class variables, and the learning outcomes of the students.
Analyzing Japanese EFL Learners’ Stabilized Pragmalinguistic Errors in the Use of Modals for Social Interaction at the Online Forum Discussion

Matsuoka, Yaoko (International Christian U.)

English modal auxiliary verbs are used for logical probability, such as inferencing and predicting, and social interaction, such as requesting, permitting, and giving advice or suggestion. However, this dyadic function of modals is not sufficiently acquired by Japanese learners through English as a foreign language (EFL) instruction. This research explores Japanese EFL learners’ use of modals to express social functions, bearing the possibility of pragmatic stabilization in mind. In second language acquisition, stabilization refers to the temporal state where learners stop developing their L2 competence. Stabilization is a mechanism assumed to be latent in a learner’s interlanguage and perceived as a precursor of fossilization, a permanent loss of progress in some target language aspect. EFL learners’ habitual errors, not only in syntactic and lexical constituents but also in pragmatic ones, may stabilize and lead to fossilization. The research was conducted on 41 first-year students at a university in Tokyo, aiming to identify incipient stabilized errors of the modal use and seek their putative causal factors. Data were extracted from the participants’ written messages in two online forum discussions at the end of the spring and autumn semesters. The comparison of students’ repeated errors observed in their written texts in these two discussion forums suggests that they used only a few kinds of English modals and utilized quite limited functions. On the other, despite no explicit pragmatic intervention was conducted during half a year, most of them seemed to have firmly acquired the pragmatic norms appropriate for the class forum context.

An Online and Face-To-Face Hybrid Approach to Intercultural Interactions in a Japanese Education-Majored University Context

Miyazato, Kyoko (Hakuoh U.)

Due to the acute increase of foreign students in Japanese school settings, MEXT (2013) has emphasized the importance of hiring teachers who could smoothly adapt to culturally and linguistically diverse present-day classrooms and has encouraged prospective teachers to possess intercultural understandings, experiences, and skills. However, Isumimoto and Iwasaka (2016) pointed out that Japanese education-majored university students are “domestic” mainly because of teacher training programs’ curriculum restraints, which have resulted in their disinterest in studying abroad. With this background, this study aims to offer intercultural opportunities through “experiential learning,” or learning from experience (Lewis & Williams, 1994), using both online and face-to-face interactions between international and local students in a Japanese university. The project was conducted in a small-sized seminar course from 2019 to 2021 to investigate an ideal approach, promoting on-campus intercultural experiences as teacher training inside Japan and developing Japanese students’ intercultural competencies through self-reflection of actual and online contacts, hypothesizing that virtual communication may compensate for the disadvantages of in-person intercultural contacts. The author’s participant observation of in-and-outside classroom events, the Japanese students’ self-reflective papers and group interviews, and interviews with the international students were analyzed. The study reveals that online interactions using Zoom at the outset of their friendship formation successfully solved their scheduling problems and reduced the shy attitudes toward foreigners of the Japanese students without prior intercultural experiences, which had prevented them from attending face-to-face events outside the classroom. After a series of online interactions followed by real direct contacts, the Japanese students acquired self-confidence and motivation to actively participate in the project, which enhanced awareness of other cultures and modified their attitudes toward language minorities. Moreover, they attained personal growth, including problem-solving, project planning, and cooperative attitudes, which ultimately led to self-directed volunteer activities of helping foreign students’ adaptation in the local elementary schools.
“Alexa, Aibo and me”—A Critical Posthumanistic Applied Linguistic Project in the Era of Corona Virus Pandemic
Exploring Translanguaging as a Theory by a Phenomenological Approach
Hori, Yaeko (Keio U.)

The theoretical conceptualization of Translanguaging emerged in ‘social turn’ and has been developing for more than a decade. In fact, one of the proposers opined that it is not just a label for language practice seen in the 21st century but a theory of language; language is multilingual, multimodal, multisemiotic, multisensory resources for human being to use for thinking and communicative thought. Such holistic conceptualization has been advocated by some who believe that applied linguists should make contributions to co-constructing of “epistemic assemblage” beyond the disciplines by, for instance, conducting a critical posthumanistic applied linguistic project. Considering the corona virus pandemic situation, I find such a project relevant, if not necessary, in investigating unpredictable relations between human beings/language users and Others (humans and nonhumans) including ‘communicative resources’. The current longitudinal life experience research funded by university aims to investigate how three young people (Hong Kong Chinese and Japanese) make sense of their relationships to ‘Others’ in pre-, during and post- the first emergency plan in Japan; in the strictest quarantine period, they lived with AI robots, Alexa and aibo. Regarding methodology, so far in the translanguaging research, a methodology called Moment Analysis has been generally applied. The major methods are (ethnographic) observation (collecting naturally-occurring data analyzed by Multimodal (Conversation), or discourse analysis) and metalinguaging data (e.g. interview). The current research explores the transdisciplinary affordance and employs a methodology developed in applied psychology, Interpretative Phenomenological Analysis (IPA) including interview, observation, diaries, group talk and other online correspondences. The results demonstrated how the participants’ perceptions for ‘communicative resources’ and ‘communication’ transformed while dialoging with their own multifaceted Self with internal ‘resources’. What was intriguing was that the perceptions towards relationships to AI robots was revealing to what we/human beings think of ourselves and relationships in pursuing a ‘good’ and ‘happy’ life.

A Contemporary Analysis of Post-Reading Comprehension Questions and Tasks in Popular EFL/ESL Textbooks
Nall, Matthew (Miyagi U.)

Bloom’s (1956) taxonomy has famously been utilized as a tool for understanding, categorizing, and evaluating the cognitive load of various educational objectives. Despite the model’s ubiquity and influence over the years, Bloom’s (1956) framework has been revised by others (e.g. L.W. Anderson & D. Krathwol (Eds.), 2001) in order to expand on the taxonomy and provide more dynamic and comprehensive models. It was not until recently that the taxonomy had been revisited and revised with second language reading contexts in mind. Freeman’s (2014) revised taxonomy specifically targeted L2 contexts and aimed to address a more comprehensive range of reading comprehension question types when compared with previous models. While there is a wealth of literature and research that evaluate the cognitive demands of EFL/ESL classroom materials, there is a dearth of studies that evaluate specific reading comprehension questions and tasks found in popular second language textbooks (Baleghizadeh & Zakervafaei, 2020). Grounded in Freeman’s (2014) taxonomy, the present study utilizes descriptive content analysis in order to analyze and evaluate reading comprehension questions and tasks presented in the popular 4-part Keynote (Cengage) series. This framework enables EFL/ESL educators to better understand the cognitive load of textbook reading materials. Results of the present study will help educators and researchers to better understand and utilize textbook reading material and tasks in the classroom. In addition, providing a concrete understanding of reading materials will help educators to supplement textbook tasks with authentic and original reading comprehension tasks that can improve the learning environment and outcomes. This knowledge base will also contribute to the materials selection process for future curriculum and instructional designs.
Constructing Alignment in an EAP Course: How Can We Translate CSE and CET Guidelines Into Real Classroom Practice?

Peng, Hua (Fudan U.)

The implementation of China’s Standard of English Language Ability, shortened as CSE afterwards, in 2018 and College English Teaching Guidelines, shortened as CET afterwards, in 2020, have both seen a surge of research in the field of English teaching in China’s Higher Education. What seems under-researched, however, is how to integrate the two documents and translate their guidelines into real-time classroom teaching practice, especially in teaching English-for-Academic Purposes courses. To explore this uncharted area, the present study looked into a spoken EAP course which was offered to a class of students diversified in terms of disciplinary profile, grade, gender and nationality at a first-tier Chinese university for the 2020 Fall Term. The study aims to showcase how CSE and CET can be used to inform real-time classroom practice and build up quality EAP courses in which the general and the specific objectives are rigorously aligned with activities and the corresponding testing rubrics in order to evaluate whether these objectives are really achieved in these learning activities. Through the lens of seminar interactions, a section in the EAP course in question, the present study firstly demonstrated stepwise how to translate CSE and CET guidelines into an EAP course curriculum. It then examined a host of datasets including participants’ self-reflection reports, peer assessment scoring sheets as well as their SET (Student Evaluation of Teaching) questionnaire results before it concluded that constructive alignment facilitated by CSE and CET guidelines is conducive to positive learning outcomes in the EAP course. The study provides viable alternatives for teaching professionals to build up quality College English courses.

A Study on the Effectiveness of the CEFR-J on Newspapers

英字新聞に対する CEFR-J の有効度に関する研究

Yashima, Hitoshi (Hiroshima Bunkyo U.)


従って、本研究では、三度、英字新聞を調査対象として、CEFR-J が日本人英語学習者にどの程度有効なものであるのかを研究することをその目的とする。
Case Studies on On-Line Project-Based English Classes at Osaka University: Active Learning Through Asynchronous and Synchronous English Teaching

大阪大学におけるオンライン型「プロジェクト発信型英語」授業の試み—同期および非同期型英語授業でのアクティブ・ラーニング—

Miki, Noriko (Osaka U.)
Okada, Yusuke (Osaka U.)

2020年4月、新型コロナウイルス対策として我が国の大学授業は対面からオンラインへと大きく舵を切り、教員はその中で最大限の教育効果を引き出すための授業方法を模索した。本実践報告は、大阪大学全学共通教育科目の中の1つ、「英語の4技能全てと学業に必要な研究力そして研究発信力を伸ばしていくこと」を目的とした「プロジェクト発信型英語」を担当する2教員が行った、オンラインでのアクティブ・ラーニング型授業の取り組みについて発表するものである。教員の1名は全て非同期で、もう1名は非同期と同期を併用し、それぞれ7クラスと4クラスの授業を行った。前者については1年生対象で、後者については1年生と2年生対象の授業で、どのクラスも学生数は20名程度であった。どちらの授業でも毎回学生が自ら設定したテーマに基づき調査した内容を英語でまとめ、スライド資料を用いて発表した。非同期型授業では、発表ビデオを学内LMSの掲示板に投稿する、という課題が課された。学生間の議論促進のため、お互いの発表への質疑応答を掲示板で行わせ、出席の代わりとした。教師は学生の発表に対して個別と全体向けにフィードバックする際に、他の学生の発表を参照例として言及することで学生間の学びが発生するよう工夫した。併用型で行った授業では、非同期時には学生に音声付きスライド発表を掲示板に投稿させ、それをお互いに試聴、コメントをさせた。同期時には画面共有でスライドを見ながらグループ内で、ついてクラス全体での発表と意見交換を行った。また中間及び期末発表では、教員の関与なしに発表開始から終了までを学生だけで行わせることで学生の自主性を涵養した。以上の実践により、オンラインであっても、また同期・非同期のいずれであっても、LMSでの課題指示によって学生間の相互行為の道筋を具体的に描いて見せることで、対面と遜色ない学生主体の状況論的学びが可能であることが示唆された。

Explore the Knowledge and Abilities that College Students Consider Necessary for Elementary School Foreign Language Education and Their Determinants

大学生が小学校外国語教育に必要と考える知識・能力とその決定要因

Inaba, Midori (Aichi U. of Education)

小学校で英語教育が本格的に開始され、教員養成大学においては、初等英語教育を行う教師の育成とそれに必要な教育プログラムの開発が課題となっている。本研究では、小学校教員養成外国語（英語）コースカリキュラム（文部科学省，2017）で提示されている「外国語の指導法」「外国語に関する専門的事項」「授業実践に必要な英語力」等の学修内容について、学生がその意義や必要性、有用性等をどのように捉えているかを明らかにし、教育プログラム開発等に資することを目的とする。研究では、コースカリキュラムの学修内容の25項目について、「在学中にどの程度学びたいか、必要だと感じるか」について5件法で調査を実施した。対象は、小学校教諭免許の取得に必修である初等英語科教育に関する科目の受講生で、英語を主専攻としない学部1・2年生である。調査の結果、1）学修項目全体について、学生は概ね学びたい、必要であると認識し、否定的に捉えている項目はなかった。2）必要性の認識が一番高かったのは、実践に必要な英語力の向上で、次に、教室活動、指導技術、授業づくり等の授業に直接関係する内容であった。一方、3）比較的認識が低かったのは、第二言語習得論、外国語教授法、異文化知識等の理論や事例に関連する項目であった。これらの傾向は、酒井・内野（2008）と瀧沢（2019）の結果とも類似していた。さらに、各項目の必要性や有用性の判断に影響を与える因子を特定するために探索的因子分析を行った。その結果、4）「教育的実用性」（授業に直接役立つか）、「理論的応用性」（理論が教育に応用できるか）、「支援的有用性」（授業内容が授業を支えるか）の3因子が抽出された。以上から、大学生では、教授法の理論的根拠への理解を深めること、理論と実践を結び付けた実習等をすること、英語を継続的に学べる支援をすること等が必要であることが示唆された。
英語ライティング授業の重要な目標は、課題を認識し解決策を探求し、その成果を客観的に伝える文章力の構築である。幸い2015年に国連で持続可能な開発目標：SDGs（Sustainable Development Goals）が採択され、国際社会の共通課題として17の解決目標と具体的ゴールが整理された。今や各国の政府と同様、代表的な企業もこの目標を取り入れ、いかに社会貢献すべきか明示している。これらは、学習者の解決課題を提示するのに最適である。しかし英語教育では、様々な問題から適格に課題を選び、体系的に指導する方法はまだ確立されていない。この点に注目し、本発表ではSDGsの中から適切な課題を選びタスクを構築し、指導を行った取り組みを報告する。授業のテーマとしてSDGs11の都市問題を取り扱い、英文で説得力のあるパラグラフの構築を学習目標とした。具体的には、下記の項目で学習を進めた。この際、明確なトピック文を提示し、その内容を適切に補完し、効果的に発展させるサポート文の構築を目指した。

・経済学部2年生、24名参加
・授業目標：SDGs11の都市の課題を認識し解決策を英文でパラグラフにまとめる。この際、主張に説得力のあるサポート文が書けるようになる
・指導手順
①事前活動として都市の交通渋滞に関するグループディスカッション
②3種類のパターンのサポート文の作り方を学び、例文で演習
③交通渋滞と大気汚染に関するモデル文によるインプット
④3種類のサポート文を③のパラグラフで確認
⑤ロンドン渋滞税やパークアンドライドの解決策を認識
⑦課題の解決策のパラグラフをテンプレートに沿い執筆
⑧ペアで確認しコメントをもらい再度書き直し
⑨指導者がCEFR準拠の評価基準に基づきフィードバック

考察
適切な興味深いテーマで課題認識を深め積極的にタスクに取り組めた。意見をまとめるテンプレートの提示により、サポート文の効果的練習が可能となった。ペアの確認や、書き直し、有効な評価基準の活用で正確な英文への認識が高まった。

------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Benefits of Hybrid Learning
ハイブリッド学習の有用性 —自己調整学習者の育成に向けて—
Kobayashi, Ayako (Heian Jogakuin (St. Agnes') U.)

2020年度は、コロナ禍に伴い対面授業の実施が困難になったので、オンライン学習を活用し、自己調整学習が促進されるように授業を行なった。本調査は、日本の大学に通う英語を学ぶ非英語専攻の一年生の二つのリーディングのクラスを対象に行なった。学期末に、研究に参加する承諾を学生から得た後、Formsでの質問紙調査を実施した。調査の参加者51名（男子32名、女子19名）は、1学期間（2020年9月末から2021年1月末）授業に参加していた。授業の目的は、論理的な文章が読めるようになり、書けるようになることだった。英語に関しては興味があるとも言えない学生が多く、英検2級を持っていた学生が約4割であった。本発表では、質問紙調査の結果を元に、ハイブリッド学習の有用性および限界点について考察し、教育的示唆を提供したい。ハイブリッド学習として、対面4回の他に、Zoom5回とFlipgridを6回実施した。また、MicrosoftのTeamsも活用し、Study Groupも割り振り学習の促進をはかった。定期的にインターネットを通して次の課題を回収した：（1）Teamsでのクイズ、（2）発表用のスクリプト、（3）Flipgrid、（4）Mini-Reports、（5）Study Group Notes、（6）Reports。質問紙は次の4つのセクションで構成されていた：（1）学習者について、（2）英語に対する自信があったか、（3）Flipgridの学習効果について、とその理由、（4）今後、どのような態度の授業が一番受けたか、とその理由。これらに関しては、6件法、（3）に関しては、3件法で、（4）に関しては、選択肢から選んでもらった。また、（3）と（4）に関しては、それぞれの選択に対する理由を記述式で回答してもらった。分析した結果、英語で発表する自信がついたに関しては、授業で使用したFlipgridの影
A Textbook Analysis of Instruction on Hedging Use in Academic Writing
Fujimura-Wilson, Kayo (Yamaguchi U.)

Hedging is widely used by authors in academic writing to protect themselves against criticism by readers and other researchers, constituting a form of face-saving in terms of linguistic politeness. In academic writing, writers need to consider stating their claims in a slightly softer way than they normally would in their own language.

The use of hedges in research articles differs across languages and academic disciplines. In general, native English writers tend to use hedges more often than non-native English writers. In addition, writers of English in soft disciplines, such as philosophy, applied linguistics, sociology, and marketing, tend to use more hedges than those in hard disciplines, such as biology, physics, and engineering. Moreover, hedging seems to be treated differently in English and Japanese research articles, as Japanese researchers are generally taught to present their claims more explicitly.

Therefore, this study investigated textbooks on academic writing used in Japanese universities to determine how much Japanese learners of English usually learn regarding the use of hedging in academic writing. Corpora were extracted from seven academic writing textbooks used by Japanese university students, and several sample paragraphs and essays as well as the instructions on language style, including the use of hedges, and the textbook exercises were analysed. Results show that some hedges were adequately used in the sample paragraphs and essays in the textbooks; however, the textbooks tended to lack information on the use of hedging. These results suggest that teachers may need to bridge the gap between the knowledge provided in textbooks and English academic writing by introducing the functions of hedges to Japanese students. This can raise awareness about hedging and help them use it appropriately in their academic writing.

CLIL Class in the University General Education Classroom
Kojima, Satsuki (Miyagi U.)

The core of Content and Language Integrated Learning pedagogy is the integration of content and language with cognition and intercultural awareness. In a CLIL class, therefore, not only learning content and language but also learning critical thinking, cultural awareness, and communication skills are emphasized. Because of this, it is commonly asked whether it would be possible to apply CLIL methodology to a lower-level class or a general education class. In this study, the potential of the CLIL class in the non-English major English classroom at a university is explored. The CLIL class was implemented 13 times out of 16 total classes at a university in Sendai. 48 students who were majoring education participated in this study and they were divided into two classes in numerical order. As a textbook, “CLIL Human Biology” was used. In the textbook, listening, shadowing, discussions, reading, and presentations were implemented as activities. Students made a group presentation every two weeks, a total of 4 times. Before the semester and after the semester, student questionnaires with closed and open-ended questions were taken to see 1) how their cognitive behavior changed, 2) how their attitude toward English class changed, and 3) how their intercultural awareness changed compared to other EFL classes. Besides these, a pre-test and post-test using TOEIC reading and listening parts were implemented to see which skill would improve in one semester. As a result, according to the questionnaires, in terms of the score of enjoyment of lesson, satisfaction gained from the lesson, independent-minded stance, and positive attitude toward the lesson were considerably higher in CLIL class than other EFL classes. As for the TOEIC test, there was no statistically significant difference between pre- and post- test both for listening and reading. In this study, I would like to introduce empirical data for CLIL class.
Making Online Videos More Engaging for Students
Cowie, Neil (Okayama U.)
Sakui, Keiko (Kobe Shoin Women's U.)

Educational videos are an indispensable part of language courses but with the recent advancement of digital technology, language teachers are increasingly becoming not only consumers but also creators of such videos. In this presentation two teacher-researchers examine and discuss educational videos from an instructional design perspective, especially focusing on how to make these videos more engaging to students. Firstly, various principles of instructional design that help make videos more engaging are shown, such as slide design, duration of videos, and a presenter’s personalized presence. The presentation next addresses the wider reasons why online student engagement decreases, such as insufficient support or the impact of cognitive overload and several ways to get around these issues are suggested. In order to verify the principles and tips gleaned from an instructional design perspective, research results from a study of student perceptions of videos will be discussed. The authors shared clips from popular YouTube language teachers with university student participants in order to find out what features of the videos were most appealing. Data was gathered from an online survey with 70 English language learners from several countries including Japan, China and Hungary, and follow-up interviews with seven of these students were carried out. Results show a number of principles to follow in making videos engaging, especially concerning voice speed, clarity and friendliness. In addition to these features, teachers need to show an authenticity and passion about their subject. Although the data and analysis are focused on online videos the findings and discussion are of relevance to other forms of online instruction and multimedia use in the classroom.

Contextualizing Critical Approaches to Research and Practice in English Language Education in Japan
Rudolph, Nathanael (Kindai U.)

Transdisciplinary scholarship and social movements have documented how the dominant narrative of “homogeneous Japan” perpetuates essentialized and idealized notions of Japaneseness-Otherness relating both to Japanese society, and Japan contrasted with “the world beyond.” Individuals in and beyond academia have worked to problematize and counter the homogeneity narrative by detailing Japan’s history as a site of movement, change, diversity and hybridity from time immemorial, and to cultivate space for voice for people rendered marginalized and invisible as “Japanese” and/or as members of Japanese society. Critically-oriented applied linguistics and English language teaching (ELT) scholarship has likewise sought to explore identity, experience and manifested inequity in English language education in Japan. Recent work has contended, however, that a large portion of this scholarship fails to draw upon contextualized, transdisciplinary work and critical communal voices, and instead “imposes” conceptual frameworks grounded in assumptions about identity, experience and inequity, upon individuals and groups in (and beyond) ELT. This, the presenter will assert, both: a) results in marginalization of the identities and voices of the people critical scholarship aims/claims to serve in Japanese society and education therein, and b) contributes to damaging broader academic and social efforts to address inequities and empower individuals. In order to address these concerns, the presenter will discuss a framework for contextualizing critical approaches to inquiry and practice in Japan grounded in principles including: 1) listening to, learning about and dialoguing with the community/ies we serve (and work and live in); 2) pursuing knowledge of and drawing on sociohistorically contextualized, transdisciplinary scholarship and social movements; 3) continuously reflecting upon what “frames our seeing” as researcher-practitioners. In doing so, the presenter will provide attendees with some key questions that can be used to interrogate whether critical approaches to inquiry and practice are contextualized or imposed.
Willingness to Communicate and Experiences of Successful and Unsuccessful Communication in English: The Case of Japanese EFL Learners

Fujii, Satomi (Hokkaido U.)

Enhancing learners’ willingness to communicate (WTC) is crucial in communicative EFL classes. According to Gregersen and MacIntyre (2014), it is effective to focus on past communication experiences to encourage learner WTC. However, few studies have investigated the relationship between learner WTC and previous communication experiences. Thus, this study sought to clarify: 1) the relationship between WTC levels and past communication experiences, and 2) the characteristics of successful and unsuccessful communication experiences of learners. Participants were 109 students at a university in Hokkaido. By using the WTC Scale (Peng & Woodrow, 2010), participants were divided into high-WTC and low-WTC groups. Open-ended responses of previous successful and unsuccessful communication experiences were compared between these two learner groups. Data were analyzed through quantitative text analysis using KH Coder (Higuchi, 2014). A total of 239 sentences were extracted from learner responses, which consists of 3171 words in all. Coded data were described in cluster analysis, co-occurrence network, and frequency list of words. As a result of cluster analysis, seven clusters emerged. Some of the clusters were related to experiences of communication with foreigners outside the English classroom, and others were related to experiences of communication inside the English classroom. The co-occurrence network was compared in two ways, successful communication and unsuccessful communication, and high-WTC and low-WTC. Clear differences in the co-occurrence of terms were observed in each group. As for the frequency list of words, words such as “English”, “teacher” and “question” were frequently used in high-WTC group (e.g., I could ask questions in English correctly), but words such as “well”, “vocabulary” and “partner” were frequently used in low-WTC group (e.g., I couldn’t communicate well with my partner). Learner responses differed in high-WTC and low-WTC groups, and a clear tendency in term frequency distribution was found as a result.

Curricular Impacts on Student Motivation: Listening to Japanese University Students

Yoshihara, Reiko (Nihon U.)

This study explored the complex relationship between students’ motivation for English learning and the university EFL contexts for such learning, including curricula, courses, classes, teachers and peer groups. I employed an ethnographic approach and positioned myself as an insider. From the perspective of an insider who understands certain cultural practices and routines in the research site, I interviewed 22 students in the Japanese university where I taught. Interviews were conducted from August 2018 through July 2019 and follow-up communications via the Line app continued until May 2020. These interviews were semi-structured, conducted in the students’ first language, Japanese. The Line app exchanges were used for follow-up questions and extended questions. The students’ narrative data were examined from a person-in-context relational view of motivation. The finding uncovered the gaps between student expectations and the university English curriculum. Although the university curriculum offered skill-based language courses and a TOEIC®R preparation course, many students were displeased with the test-oriented course and traditional modes of instructions. They wanted to acquire sociocultural knowledge and to enrich their own perspectives and minds through learning English in university EFL classrooms. They also appreciated group work and instructors’ use of English during class time. On the other hand, a few students preferred the test-oriented course, traditional teaching modes, working alone, and L1 use in the EFL classroom. Needless to say, there is not one single best teaching method for every student in the classroom. However, in conclusion this article provided some suggestions to meet students’ demands and to enhance students’ participation.
Several researchers and the author developed a new reading skills textbook, Strategic Reading for World Issues based on AFP News. This study sought to compare different teaching methods to improve student's English reading proficiency through the use of AFP News passages within that textbook. 65 university students was divided into three groups and who all worked on the same text and comprehension questions from the book. Group A did timed reading of the passages and conducted follow-up discussion of the content with their group members. The students in group B did the timed reading as well as reading aloud the summary of the passages from the textbook. Group C was taught via the grammar translation method with the same text. Before the treatment, the pretest English proficiency scores of both groups were almost the same according to one-way factorial ANOVA. After the treatment, the comparisons were analyzed using a two-way ANOVA. The differences between pretest and posttest scores in the three groups showed statistical significance. An interaction effect was found in the three groups (F(2,62)=4.0888, p < .05). As a result of simple main effect, significant improvements in Group A (timed reading + discussion) and Group B (timed reading + reading aloud) were recorded. These results show that the grammar translation method may not be the most appropriate method to improve reading abilities because it does not address reading speed. This study recommends teachers to teach undergraduate students using timed reading skills. Further, the opportunity to speak English through discussion and reading aloud may also assist students in improving their reading speed, enriching their vocabulary and deepening comprehension. Within this study the Anxiety towards English Scale was also utilized to analyze students’ attitudes. The results of both student gains and attitudes will be presented in the conference.

The main aim of this study is to examine the development of some Japanese college students’ speaking performance after long-term trainings. In 2020, English Club was established at APU to enhance students’ speaking skills. This club was a group of 14 Japanese college students who practiced spoken English twice a week, and each time they practiced for 90 minutes. The main activity of this club was pair work, where the members spoke for two minutes each for each session. This is an extracurricular activity and one Japanese teacher gave various kinds of speaking instructions to the students for seven months. Before attending the activities in May and after finishing all the activities in January, the members were asked to do three speaking tasks to measure their speaking skills. In each task, they spoke for two minutes, and their speeches were all tape recorded and carefully analyzed. The first topic was self-introduction, the second one was high school life, and the third one was anything about one word, “English.” Their speeches were analyzed based on fluency, accuracy and complexity. The items that will be discussed in the presentation are as follows; total numbers of words, English words, nouns, verbs, adjectives, adverbs, sentences, subjunctives, topics and errors. The quality of their speeches will also be examined. One of the interesting results is that the standard deviation of total words among the three topics became lower in the second period. This study is quite unique in that it will elucidate the development and the degree of the development of Japanese students’ speaking performance after long-term speaking practices and in that the researcher himself gave speaking instructions. Most of the members were in a science course, so this attempt will lead to foster Japanese engineers with English speaking skills.
Effect of the Length of Clauses Placed Immediately Before Embedded Questions That are Ungrammatically Inverted on the Naturalness of the Whole Sentences

Sone, Hiroaki (Miyagi U.)

埋め込み疑問文においては、非文法的な倒置が起こり「助動詞(動詞)+(主語)」の順になることがある。埋め込み疑問文の主節の直前に節や句などが置かれた場合、特にそれが長いものの場合には、節や句の文法の意識が惹きつけられ、文全体の動主詞の存在意識が薄らく考えられる。このため、発話しているうちに、埋め込み疑問文の主節のあたかも文全体の主節と誤認識しやすく、埋め込み疑問文の主節で倒置が起きても、文全体を疑問文にするための自然な倒置と感じる場合があると考えた。本研究では、倒置した埋め込み疑問文の主節の前に置かれた節の音節長によって文全体の自然さがどのように変わるかを調査した。まず、音節長が長くなるほど自然さは高くなるが、一定の値域を過ぎると長すぎる節により文がアンバランスに感じられ、自然さは低下するのではないかと仮説を立てた。次に、John asked if, X, would he/she still be eligible for membership.などの挿入節部分Xに音節長の異なる節を挿入し、米国に居住する母語話者に提示して文章全体の自然さを評価してもらった。母語話者には4.00(最も自然), 3.00(自然), 2.00(不自然), 1.00(最も不自然)のうちから評価値を選択してもらった。音節長には単語の音節数に節の区切り数を加えた補正音節数を用いた。その結果、仮説通り、補正音節数が大きくなるに従って自然さは上昇し、ある程度容認できる値(>2.5)となり、その後は下降した。このように、挿入した節の補正音節数が一定数に達するまでの、例文全体の自然さを亢進する効果が確認された。

Strategies for Improving English Medium Instruction in Science and Technology

Nagai, Masashi (Nagoya Institute of Technology)

大学における専門科目授業の英語化（English Medium Instruction、以下 EMI）が急速に進められている。しかしながら、特に理工系分野においては、非英語母語者の教員に関して「授業の質」「モチベーション」「相互理解度の高い英語」の3要素すべてを担保することは容易でない。本発表では、質の保証をもなった理工系授業の英語化を達成するために、「3要素間の因果関係、相互作用、時間展開の解明」と「EMIにおける新たな価値創出」について研究の成果を提供したい。まず、「授業の質（授業理解度）」「モチベーション」「相互理解度の高い英語」の3要素間には、共変関係（AとBが連動する）、時間的先行性（AがBに先行しておこる）などの因果関係、相互作用が存在する。モチベーションの向上が英語のスキル向上をもたらしたり、英語スキルが授業理解度の向上に不可欠であったりするなど、いろいろな組み合わせや強弱があり得るからである。以上を念頭におきながら、教員・学生両方を対象とした聞き取り・アンケート調査や理論的検討によって、現実妥当性の高い「授業の英語化プログラム」を提案する。次に、授業の英語化にかかる過大な負担を避けながら、同時に、新たな価値を創出するためには、以下についても、検討する必要がある。「Q1：現状のEMIから、取り除いたり、減らすべき要素は何か。Q2：今後のEMIにおいて、増やしたり、付け加えたりすべき要素は何か。」これらの問いに答えるために、次の2点を提示する。「A1：ネイティブ英語を範囲とする教員・学生の意識から脱却すること。A2：相互理解度の高い英語能力を追求するために、ELF（共通語としての英語、English as a Lingua Franca）の共通核（典型的・中核的用法の多用、周辺的・重複的用法の脱落、簡略化その他）を応用すること。」
音楽大学における英語プレゼンテーション力の育成と学生の意識——タキソノミー・テーブルを基にした質問紙を使って
Nakanishi, Chiharu (Kunitachi C. of Music)
Kawai, Kazue (Miyagi U.)

音楽大学では、演奏に対する高い自己表現力が常に求められ、学生達も演奏表現の向上を目指している。他方、英語に対する学習意欲は低めである。彼らの英語に対する学習意欲を高めるためには、英語プレゼンテーションを作成・練習する過程においても演奏と結び付けた自己表現力が涵養されることを学生自らが実感することが重要であると考える。本研究では、タキソノミーの作成から実践までを ICE モデル (Young & Wilson, 2001) を用いて分析した。本研究では、タキソノミー・テーブルを用いて学生の意識を調査する。ブルームの教育目標の分類体系の『改訂版』 (Anderson & Krathwohl et al., 2001) で提示されたタキソノミー・テーブルは、授業デザインや授業分析に使うために作成された便利なツールである。しかし、日本の教育実践では、タキソノミー・テーブルを使用した研究はあまり見かけない。本調査では、①タキソノミー・テーブルの「認知プロセス次元」のサブカテゴリに分類されている 19 の動詞を用いて作成した質問紙を活用する。知識と認知の両面から成るタキソノミー・テーブルを基にリストを作成することで、目標とする認知領域がより明確になり、授業における目標・活動・評価の一体化を確認出来るからである。また②英語プレゼンテーションのパフォーマンス評価は、ルーブリック（5 点満点）を基に教師が数値化する。学生も同じルーブリックで自己評価を行う。上記①（情意）と②（技術）の調査を 2 回（事前と事後）実施・分析することで、学生が「英語授業においても演奏に通じる表現力を涵養出来る」と気付いていく意識変容を明らかにしたい。本発表では、中西（2021）と第 1 回目調査結果の違いについて報告する。

------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

AUG.28 / 15:05-15:30 / Room 12

The Interplay Between English Reading Comprehension and Coherence Cohesion Judgement of Japanese University EFL Learners
Fujita, Ken (Aichi Gakuin U.)

本研究の目的は、日本人大学生の英文読解において、英語と日本語の一貫性・結束性判断が果たす影響を検証することである。研究課題は、英文読解のコンポーネントスキルとしての語彙力、文法構文力、英語と日本語の一貫性・結束性判断の関係について調べることであった。日本人大学生 100 名 (N =98) を参加者として、藤田 (2020, 2021) で作成し精査した英語と日本語での一貫性・結束性判断課題 (CCJT) を実施し反応時間と正確さが測定された。英文読解力、語彙力、文法構文力は、日本人大学生向けの標準テスト VELC Test （金星堂）を使用した。相関分析の結果、英語と日本語の CCJT の反応時間の相関は r = .42 (p <.01)、正確さは r = .58 (p <.01) であった。英文読解力は従属変数とした重回帰分析の結果、語彙力 (β = .27, p <.001)、文法構文力 (β = .57, p <.001)、英語での CCJT の反応時間 (β = -.16, p =.016)、および日本語での CCJT の正確さ (β = .17, p =.031) の影響が有意であった。また、日本語での CCJT は、反応時間も、正確さも有意な影響は及ばさなかったことが分かった。以上の結果から、日本語の一貫性・結束性判断は、英語の一貫性・結性判断に間接的な影響があり、英語の一貫性・結束性判断は、語彙力や文法構文力とともに英文読解に直接的影響を及ぼすことが明らかになった。教育的示唆としては、英文読解力を向上させるためには、英語での語彙力や文法構文力だけでなく、英語教育や国語教育において文章の一貫性や結性性についての明示的指導も必要となるものと思われる。今後の課題として、英文読解における一貫性・結束性判断のプロセスについて視線計測や Think-aloud などによって調べる必要が考えられる。
Practical Report on On-Demand Online Exams: From Test Log Analysis
オンデマンド型オンライン試験の実践報告—テスト履歴の分析から分かること—
Morita, Mitsuhiro (Hiroshima U.)
Enokida, Kazumichi (Hiroshima U.)
Amano, Shuichi (Hiroshima U.)
Sakaue, Tatsuya (Hiroshima U.)

本実践報告では，オンラインでの小テスト及び定期試験（以下，試験と言う）に関して，これまでの紙媒体での試験との違いを報告し，今後のオンラインでの試験の実施の改善につなげるものである。対象となった科目は，約1200名の1年次生が受講する必修科目である。コロナ禍以前から，オンラインでの英語語彙・文法学習を主として，学習の成果をマークシート形式の試験により確認していたが，2020年度は試験をオンラインで行う必要があった。LMS上に4種類の問題形式の試験を配置し，それぞれに制限時間を決め，決められた期間に受験をさせてた。結果として，紙媒体での試験よりも成績が良く，単位習得者も多くなった。理由としては，より多くの受講生がオンラインでの英語学習に励んだことがある。また，試験形式の違いが結果に影響したことも考えられる。紙媒体では試験時間がすべての形式をまとめて50分程度であったため，一部の試験形式で時間を使いすぎると試験問題を最後まで終えられないことがあった。しかし，テスト履歴を分析すると，オンラインでは，問題形式ごとに試験時間を設定したことで，それぞれの問題形式に集中することが出来るとともに，最後の試験形式でも時間的な余裕があり，問題を終えられない受講生が少なかったことが分かる。一方で，この変更により，他の形式での成績が良かった場合に，最後の問題形式で手抜かせた行動も見られた。また，期間内に受験することを求めるオンデマンド型であるため，試験の受け忘れや機器トラブルなど，紙媒体での試験ではなかった問題もあった。これらのオンライン試験を行って得られた知見を基に，出題形式や時間制限を含め，今後のオンラインでの試験のあり方について議論する。

Lecturing in English: A Comparative Study of Lectures in Science and Engineering at American and Japanese Universities
Tojo, Kazuko (Osaka U. of Economics and Law)
Kunioshi, Nilson (Waseda U.)

The internationalization of higher education in Japan is being accelerated with a national policy aiming to attract international students. Universities playing a crucial role in this endeavor are facing many challenges, including the use of English as a medium of instruction. Approximately two-thirds of the currently offered English-only diploma programs are in the fields of science and engineering, which poses difficulties for disciplinary instructors whose native language is not English. To aid them, we built OnCAL (Online Corpus of Academic Lectures: http://www.oncal.sci.waseda.ac.jp/), a bilingual comparable corpus of university lectures of science and engineering in English and Japanese to help instructors grasp the linguistic features of university lectures to better reach a generation of students with diverse learning styles. From the literature on culture and learning styles, we hypothesized that cultural background would be reflected in the teacher’s discourse and that formal instruction influences and reinforces one’s learning style. From our corpora, we found evidence of socio-cultural differences between American and Japanese lectures in terms of audience orientation and the authority attributed to the instructors. Our analyses revealed the teacher-centered features of the Japanese lectures which contrasted with the student-centered approach of the American lectures, suggesting how language and culture may influence how science is taught. Delivering a lecture in English is not a matter of simply transferring it from one language to another, but requires an awareness of deeply embedded socio-cultural factors.
Student Online Peer Review in a Japanese EFL Setting: Writing Activities That Incorporate Interprofessional Education Into Language Learning
Kosaki, Junko (Kawasaki U. of Medical Welfare)

This study investigated the possibility of incorporating Interprofessional Education (IPE) into language learning in a Japanese English Foreign Language (EFL) setting. The study focused on pre-intermediate-level university students majoring in health and medical welfare, and it aimed to promote student autonomy in learning English for Medical Purposes (EMP) and enhance their interests in different medical or health professions. The study was carried out in conjunction with an English course offered to first-year university students. A total of 234 students from five different classes participated in the study, and each class consisted of students from several medical departments, such as nursing, clinical psychology, physical therapy, and radiology. The students were required to write a self-introduction, including among other things their academic major and future profession. While preparing their draft, they were encouraged to share it with other students from the same department for further consultation and development online by using the comment function in Word. They shared their final drafts with students from other departments and posted their feedback to each other on Microsoft Teams. After the activities, the participants completed a questionnaire. The results of the questionnaire showed that about 75% of the students regarded the activity as either a good opportunity to interact with students from other departments, or as a good opportunity to learn about other medical or healthcare professionals. In addition, about 65% of the students answered that they learned more about the differences among the medical professions. Some other comments suggested that this activity helped them to express their opinions without getting too nervous because it was conducted online. These findings may suggest that this type of online collaborative learning experience might increase students’ interests in different medical professionals and may possibly contribute to Interprofessional Work (IPW) in the future.

Blended Learning Environment in College English at a Public University in China
Li, Xiaohong (Hebei U. of Science and Technology) Ng, Soo Boon (SEGi U.)

The context of higher education is changing dramatically worldwide with the ongoing digital transformation as well as the emerging concept of Society 5.0. The aim is to develop a smart human-centered society where technologies are utilized to satisfy diverse individual needs, to enable high-quality education. The biggest problem facing higher education today is how “digital immigrant” instructors keep up with the changing times and teach a population of “digital natives” who increasingly demand for the use of smart technologies and favour flexible learning experiences. Currently, the COVID-19 pandemic has advanced online learning to a whole new level, arousing serious concerns on the quality of online learning environment. Blended learning (BL) combines the best of face-to-face (F2F) instruction with online access to knowledge, becoming a promising alternative for deep and meaningful learning experience. Community of inquiry (CoI) theory provides a roadmap to create a blended learning environment (BLE) through three key elements of social presence, cognitive presence, and teaching presence. In the EFL context, significant number of studies focus on the effectiveness and key elements in the design of BLE. However, how to best integrate F2F and online components is the new imperative and critical factors influencing their English learning deserve to be further explored. BL was implemented in College English at Hebei University of Science and Technology (HEBUST), China, using asynchronous (Unipus) and synchronous (DingTalk) platforms. This mix-method study aims to investigate learners’ perceptions of BLE in College English at HEBUST, their suggestions for improvement through questionnaire and further explore critical factors influencing learner motivation toward English language learning. Preliminary findings will be presented in this paper. Although participants have positive perceptions of BLE, F2F and online components are perceived to have different roles to play in their English language learning. Interviews further explored critical factors that can motivate students to learn English in BLE.
Corrective Feedback Acquisition: Important Keys to Make the Training Beneficial

Shimada, Shonosuke (Meijo U.)

The current study aimed at examining how students acquired corrective feedback (CF) through the three tasks for CF training and what kind of communicative interaction was observed during the training. Very few number of research on CF training were conducted to investigate the effectiveness of CF training for L2 learners to provide CF to each other. In this experiment, 23 participants were divided into two groups: 11 students in the experimental (EX) group had CF training; 12 students in the control (CO) group had no CF training. The training based on a previous study had three tasks. In Task 1, each participant in a pair gave CF following the model scripts as a provider and a receiver, and in Tasks 2 and 3, each participant tried to find errors and provide CF to each other. All the tasks were video-recorded and their utterances were transcribed, in which the number of the CF was counted and analyzed. The result showed that most of the participants provided more CF in the easy task (Task 1) than in more difficult tasks (Tasks 2 & 3). When a CF receiver was given CF, he/she could correct the errors. Also, even if the given CF was problematic (i.e., attempt-but-wrong), the CF receiver could notice his/her own error and provided successful uptake. This study suggests that, in the early stage of CF acquisition, CF training might (or should) have students play a minimal role, such as only a CF provider or receiver. Moreover, what important to succeed in CF exchanges might be that a CF provider should point out the error itself by giving CF and any kinds of suggestions or advice, and it can make the receiver notice the error and try to correct it.

Investigating Student Reticence in Self-Access Center Usage

McCrohan, Gerardine (Kagawa U.)

Supporting learner autonomy in second language acquisition has been the foundation for the promotion and implementation of self-access language learning (SALL), and self-access centers (SAC) as a resource for achieving this kind of learning. Many universities in Japan and elsewhere have invested a great amount of time and money establishing SACs with the belief that their bright, cheerful design, along with a host of language learning activities, will attract students to utilize them. Unfortunately, this has not always proven to be correct. While some undergraduate students make good use of an SAC, there are many who have proven very reticent. In an attempt to discover how SAC attendees differ from non-attendees, this present study adopted a mixed-methods approach to investigate students’ willingness to communicate (WTC), their perceptions of an SAC, and their willingness or reluctance to use the resources offered by the SAC. Preliminary results have shown that there is little statistical difference in WTC between the two groups of students. Results from interviews have also shown that both SAC attendees and non-attendees agreed that autonomous learning is very important at university level, and that they should spend time learning and practicing English by themselves outside class. However, non-SAC attendees viewed English mainly as a tool for travel or finding employment, while in addition to recognizing the value of English for travel and work, SAC attendees saw English as a means of self-development and self-exploration. This suggests that SAC attendees are more intrinsically motivated than non-attendees, and this could have implications for the kinds of programs offered by SACs.
Seeking ‘Matured’ L2 Learning Style Mediated by Spirituality, Character Forming, Public Philosophy: Toward Authentic Self-Growth and ‘Well-Being’ English as an Organic Entity

Kanaoka, Masao (Kagoshima U.)

This study explored the effects of an ELT methodology aimed at forging student-eyed well-being L2 learning style, while mindful of language learners’ authentic self-growth that should be envisioned by virtue of spirituality and public philosophy. Employing a semester-long EFL course and noting Dr. Ema Ushioda’s accounts of CDST (L2 motivational dynamics), the research objective was to explore and verify (1) the impacts of a forged ELT methodology and following conceivable transformation of L2 learning style (strategy and practice) with focus on the maturity of self and identity in both public and private domains, (2) the organic interrelationship of ‘maturity’ and ‘well-being’ in L2 learning style, together with the ontology of the English language in this milieu through the learners’ eyes, (3) the recognition of self-image as an L2 learner based on conceivable self-development, (4) the appearance of successful self-development, which must be evidenced by tangible enhancement of relevant L2 use capabilities and task engagement anchored in public philosophy and spirituality. First-year students of medicine and health sciences at a national university (N=62) participated in the study, considering their intended life-orienting and successful character formation. Methodologically, Ushioda’s (2009, 2015) L2 motivation, Arthur’s (2010) character education, and theories and notions of spirituality and public philosophy were adopted. The results from various questionnaires (quantitative and open-ended) and following statistical and textual analyses evidenced beneficial impacts in terms of (1)-(5). In research findings, substantial L2 strategic transformation was observed in t-tests in (1); regression analyses suggested solid linkage of ‘maturity’ and ‘well-being’ in L2 practice and strategy in (2); well-assured statements of ‘who I really am’ as an L2 learner and the raison d’être of the English language were elicited in (3); full-fledged self-growth was evidenced in relevant L2 use capabilities, together with solid interest in public philosophy-concerned, self-enlightenment-aimed L2 task engagement in (4).
A Comparative Survey of Communicative Language Learning in the Classroom and Online
Gaynor, Brian (Muroran Institute of Technology)

The ongoing Coronavirus pandemic had necessitated a shift from classroom-based instruction to online or remote instruction. This has involved a dramatic increase in the use of information and communications technology (ICT) to deliver online instruction. However, this expanded use of ICT has also required a corresponding change in students’ approaches to learning. This is particularly the case for English as a Foreign Language (EFL) courses that focus on communicative interaction between students, and between students and teachers. This mixed-methods research undertook a comparison of students’ attitudes to various aspects of communicative language learning in both classroom and online settings. A group of 93 non-English major students at a science and engineering university in northern Japan completed a questionnaire survey measuring their attitudes to teaching instruction, peer-to-peer student interaction, spoken and written communication, assessment, and learning motivation. Subsequently, 23 of the students participated in individual interviews to elaborate on the main findings from the survey. Analysis of both the survey and interview data show that students clearly prefer in-class language learning. They associated communicative language learning with spoken interaction, whereas the need to use ICT in online classes diminished the quality of peer-to-peer interactions and had a corresponding adverse effect on their motivation. Findings from the survey have noticeable implications for how communicative language learning courses should be planned and conducted during the ongoing pandemic.

A Comparative Survey of Communicative Language Learning in the Classroom and Online
Gaynor, Brian (Muroran Institute of Technology)

An Investigation Into English Grammar for Learners: The Case of Subordinate That-Clauses
Ohno, Masaki (Showa U.)
Suda, Takumoto (Showa U.)

辞書を効果的に使用するには、単語の品詞の識別と文法機能の把握を文脈に基づき行うことができるだけの確かな文法力が必要である。この意味で辞書は学習者にとって文法学習教材として最適でもあることから、辞書を使いこなす指導とは同時に文法の指導にもつながる。しかしながら品詞と文法機能の関係は、使用頻度が高い基本的な語である機能語において辞書記述上必要ではない問題を挙げかけることがある。本発表では自動詞・他動詞の区別と、動詞に後続する that 節の取り扱いについて、研究者たちのあいだでまだ分析にコンセンサスがないことから説明・記述の仕方が辞書により異なる構文があることを指摘し、「英語学習者にとって望ましい」という観点から現実的な落とし所を探る。具体的には接続詞として用いられる that を取り上げ、ある特定の動詞に後続する「that 節は名詞節なのか副詞節なのか」という問題を考察する。例えば動詞 worry にはその語法の 1 つとして、worry that （「…を心配する」の意）の形式が認められる。そしてこの that 節には、『that 節は原因・理由を表す副詞節』（ジーニアス英和辞典第 5 版）という説明が与えられ、またこの語法で用いられる worry を自動詞扱いとするのが一般的だ。しかしこのような説明・記述の仕方は、一定の習熟が進んだ英語学習者に混乱を引き起こす可能性がある。形式的には他動詞の目的語として働くような that 節が、実は自動詞に後続する副詞節であるとする説明は直感に合わないのだ。それらは感覚だけの問題ではなく、理論言語学的考察を重ねると、この that 節はいわゆる目的語名詞節と同じ性質をいくつも有していることがわかる。) 本発表では、言語学的な議論からこの問題に着目をつけることを目的としていない。文法を基軸とする学習英文法と、それとは大きく逸脱しない範囲での言語学的知見のバランスを取り、学習者にとって有用な辞書的説明・記述となることを主張する。
Changes in Japanese University Students' Attitudes Toward English Use and Learning: Through Collaborative Distance Learning With a Taiwanese University

日本人大学生の英語使用および英語学習に対する意識の変化—日台の遠隔共同授業を通して

Takeda, Rika (Ritsumeikan U.)
Watanabe, Akiko (Ritsumeikan U.)
Owada, Kazuharu (Ritsumeikan U.)

本報告の対象とした授業は、日本の私立大学で食マネジメントを専攻する学生と台湾の私立大学で食とホスピタリティを専攻する学生との合同の半期授業である。授業目標は、日台の食文化を中心にお互いの文化を英語で学び合うことにある。指導手順は、①食文化・食ビジネス・ホスピタリティに関する英文記事を事前に読む、②食の共同プロジェクトを行う、③専門教員による講義を開いたうえで、グループディスカッションを行う。最後には、クラス内で食・異文化・言語に関するテーマに基づきグループプレゼンを行う。授業を進めるにあたり、台湾の学生5人に対し日本の学生1人の10グループ構成とし、全ての授業でzoomを用いた。

2020年秋学期終了後、日本人学生履修者10人に対して、授業を観察していた授業担当者以外の教員2名が、インタビューを日本語で行った。内容は、①授業自体について、②ELFの観点と異文化理解、③学生自身と英語の関わりについての3点に帰った半構造化面接法に則ったものである。インタビューに参加した学生10名の異文化経験・海外経験は様々であり、1年以上の留学経験があるグループ、短期間の海外経験があるグループ、そして海外経験のないグループに分かれる。全インタビューにおける会話をビデオ録画し、書き起こし、それを一次データとした。この一次データから、質問項目ごとにコーディングを行い、学生の異文化理解に対する意識動向を分析した。

インタビューデータを分析した結果、非英語専攻の学生がこの授業を選択し、専門（食マネジメント）を主題として話し合うことで、「食」と「異文化」を通して英語を学び、発信し、学習意欲を高めている点、および学生間のインタラクションを通して、ELFにおける英語使用者としての意識を自ら体得していた点が明らかになった。

Correlation Between TOEIC L&R Online Test and GTEC Test

TOEIC L&R オンライン試験と GTEC テストの相関関係について

Teranishi, Masako (Okayama U.)
Otoshi, Junko (Okayama U.)
Ogino, Masaru (Okayama U.)
Kenmotsu, Yoshi(Okayama U.)

岡山大学では、新入生約2200名の英語力を把握および習熟度クラス分けの目的として、2008年度から2017年度まで継続してTOEICテストを利用してきた。2018年度入学者から、英語力を評価する方法の一つとして、従来の全学統一TOEIC（L&R）2技能試験にかわり、ベッセッコーポレーションが運営するGTECテストを導入した。そして、入学時4月に実施する全学統一GTEC（2技能）テストを基に1年次必修英語のクラス分けを行い、12月に実施するGTECテストの結果を基に2年次必修英語のクラス分けを行っている。しかし、GTECスコアとTOEICスコアの換算表が必ずしもうまく対応しておらず、各学生のGTECスコアがどの程度の英語力を意味するのか、学生も教員もイメージしにくいところがある。そこで、TOEICオンライン試験が英語力を測る指標としての外部検定試験のひとつになるかどうか検討することを目標として、2020年度第4学期の選択科目「上級英語」の中からサンプルグループ2クラスを選び、大学の予算で2021年2月にTOEIC L&Rオンライン試験を実施した。サンプルクラスの履修人数は37名と26名で、そのうち1年生35名、2年生16名の合計51名がTOEIC L&Rオンラインを自宅受験した。これらを、1年生は2020年12月に、2年生は2019年12月に実施したGTECスコア（2技能）の結果と照らし合わせて分析した。本発表では、TOEICオンライン試験の実施内容、およびTOEICオンライン試験のスコアとGTECスコアの相関分析を報告し、岡山大学が独自に開発したCAN-DOリストを用いたアンケート結果もあわせて紹介する。
A Reading Class Using Banana Yoshimoto’s Kitchen on Zoom Amid the Coronavirus Pandemic

Kitchen 2020—《私の言葉》はコロナ禍を生きる学生の心に届くのか—
Fujioka, Cheena (U. of Marketing and Distribution Sciences)

本発表は、まさに“声に出して読みたい英語”であふれている吉本ばななの『キッチン』の英訳版(Yoshimoto, 1988/1993)を味わった授業の実践報告である。第二言語習得においての文学の学習面及び情意面での有効性は、多くの研究者によって指摘されている(Ghosn, 2002; Hadaway, Vardell, & Young, 2002; McCloskey and Stack, 1996; Richard-Amato, 1996)。発表者は、2005年と2007年に本作品を教材として使用し、その成果を報告している(藤岡, 2006, 2008; Fujioka, 2007)。今回は13年ぶりに再び教材として採用し、授業をアップグレードしたが、コロナ禍で急遽、Zoomによるオンライン授業を導入することになった。2020年度に私立大学の非英語専攻の2年生から4年生の39名を対象に、通年で精読授業を実施した。ここでは、コンテント・ペーストの授業をできるだけ英語で行い、様々なオーガナイザーを用いたタスク（課題）を活用しながら、学習者の四技能・内容理解・批判的思考力・共感力の向上を目指した。学年末には、グループでの朗読劇も導入した。本作品の主な選択理由は、1）80年代に出版されて以来、国内外で高く評価され読み継がれている、2）主な登場人物は学習者と同年代の大学生で、感情移入しやすい、学習意欲の向上が期待できる、3）今を生きる学習者の心に響く英語表現であふれ、実用的な対話が多いことが挙げられる。今回の発表では、上記に加え、現代日本文学の英訳版を使うメリット、授業の進め方、タスクと作品例、アンケートの結果、学習者の反応等を紹介する。学年末に実施したアンケートの結果等によると、多くの学習者から高い評価を受け、特に学習者の情意面での効果があったことが示唆された。

A Survey and Analysis of the Use of Machine Translation in English Language Education

英語教育現場における機械翻訳の活用に関する実態調査と分析結果
Yamada, Masaru (Rikkyo U.)
Langlitz, Hisaka (Aichi Institute of Technology)
Oda, Toshiko (Tokyo Keizai U.)
Mochida, Tomohiro (Nagoya Koyo Senior High School)
Irie, Toshiko (Aichi Institute of Technology)

翻訳精度が飛躍的に向上した機械翻訳を手軽に利用できる今、英語教育の現場で機械翻訳（Machine Translation = MT）を、どのように扱うべきかという問題は深刻化する。「With MT 時代」になったからこそ、外国語教育が担う役割や果たすべき目的も考慮されるべきである。外国語教育に MT を取り入れる指導方法の試み自体は、昔からあるのだが（Anderson, 1995; Ball, 1989; Somers, 2003; Niño, 2008 など）、やはりテクノロジーの進化を受けて状況は変わりつつある。特に、学習者が MT を効率的に活用できるようになることを視野に、MT リテラシー教育を行うべきだと主張する者も現れている（O’Neil, 2019; Stapleton and Kin, 2019）。また MT が利用されることを想定したカリキュラムポリシーの指導に組み入れる動きもある（Bowker, 2020）。学習者と教員の MT 利用の実態調査も行われている（Garcia and Pena, 2011; Clifford et al., 2013; Jolly and Maimore, 2015）。スペイン語を学ぶ英語話者の学習状況を調査対象とした Jolly and Maimore（2015）は、学生の MT 使用率が 97.66%を報告する。また 55.47%の学生が MT の活用が効果的であると考えている。他方で、教員側はわずか 30.77%しか、MT 使用が学習に好ましい影響を与えていると考えていない。このような調査結果は、今後の MT 利用に関して重要な示唆を与えている。本研究は、上述した先行研究レビューを通じて、英語教師が MT の利用について、どのような意図を持ち、どのくらい活用しているのか（活用したいと考えているのか、さらにどういった利用をして教育的効果を達成しているのか）を紹介する。その後で、日本国内の英語教育現場と比較して現状と将来を再考する。また、このような状況に鑑み、筆者らは、大学、中学、高校の教員を対象に日本国内における英語教育現場での MT 使用状況を調べるためにオンラインのアンケート調査を実施した（2021年3月）。発表では、そのアンケート結果も公表する。
The Use of Repetition in English Lessons in a Japanese Primary School
Shino, Ayano (Waseda U.)

This study investigates how repetition is effectively utilized among homeroom teachers (HRTs), assistant language teachers (ALTs), and pupils in English lessons in a Japanese primary school to achieve clear understanding with each other. Along with internalization, English education was introduced at primary level in many Asian countries. In Japan, English education became compulsory in 2011. Fifth and sixth graders in all public primary schools take English activities classes for 35 hours per academic year, in which the main purpose is to get used to English through songs, games, and so on, and pupils are not assigned to a class by a grade or score (MEXT, 2014). However, English became a formal subject for fifth and sixth graders in primary schools in 2020, in which pupils receive English lessons partially based on the current curriculum of English in junior high schools despite the fact that most HRTs have no certificate for teaching English (MEXT, 2018). In the study, conversation among the HRTs, the ALTs, and the pupils in English classes were audio-recorded for about 50 hours in total and analyzed partially based on existing research on classroom discourse (e.g., Sinclair & Coulthard, 1975; Walsh, 2013), conversation (e.g., Schegloff, et al., 1977), and classroom-based conversation (e.g., Seedhouse, 2004) analytic approaches. The results of the study reveal that repetitions with various functions, such as securing the pupils’ understanding, encouraging the pupils to answer a question in English, and confirming what the pupils and the ALTs said, are frequently and effectively used in primary English lessons not only by the HRTs and the ALTs but also by the pupils. Based on the results, the study will discuss how the HRTs and the ALTs can conduct team-taught lessons more effectively in Japanese primary schools.

EFL Students’ Blended Learning Experiences Through the Use of Dingtalk LMS
Hu, Jianan (Hebei U. of Industry and Technology)
Ng, Soo Boon (SEGi U.)

Rapid development in Information Community Technology (ICT) is one important factor driving global transformation of higher education. ICT enables efficient online learning, one of the areas that benefited from it is the English as Foreign Language (EFL) teaching in university. In China, Blended Learning (BL) in EFL is encouraged. BL optimizes the advantages of both online and face-to-face learning, builds a bridge between learners and the technological innovation, and effectively promotes sustainable development of Society 5.0. Learning Management System (LMS) is necessary in assisting students through online learning. DingTalk LMS, widely used in Chinese universities, is an essential auxiliary tool for EFL students participating in BL in this study. To increase learning quality, constructivism theory is applied in preparation and execution of BL. In the constructivism-based BL context, the amount of knowledge students acquired is dependent on their ability to construct meaning of knowledge from their own experience through both online and face-to-face with the help of the teacher and other students, rather than reproducing the teacher’s thought. Instructors are supposed to focus on the process of creating real and complex situation for students in the combination of online and offline learning environment, promoting collaborative inquiry, and increasing social interactions. Although there are many studies on students’ perceptions of BL in other disciplines, students’ learning experience and their attitudes in using the LMS when taking a BL English course and factors that influence their experiences and perceptions are still generally lacking. A questionnaire was adopted to ascertain the level of EFL students’ blended learning experiences. Semi-structured focus group interviews were conducted to further explore the students’ perceptions toward BL and factors influencing their attitudes of learning. Initial results indicated EFL students’ positive learning experiences in BL in general, but obstacles still exist in implementing BL English course.
Young Japanese University Graduates Desire Pragmatic Instruction in University English Courses
Koseki, Kimiko (Seijo U.)

The author has tried to integrate pragmatics especially speech acts in her university English classes. Therefore, the purpose of this study was to investigate if pragmatic instruction could really benefit her students most of whom were going to work in Japanese companies and if it could, what speech acts she should teach them. To investigate these questions, she sent questionnaires to Japanese female workers in their 20s and early 30s who had graduated from Japanese universities. Thirty out of 132 workers responded to the questionnaires. Among the 30, 26 answered that they frequently or occasionally used English at work while four answered that they did not use English at work. The research questions were: (1) What do Japanese young workers think that they should have learned in university English courses so that it could have benefited them at work? (2) What speech acts do young Japanese workers recommend the current university students in Japan learn so that they can benefit when they begin to work in the real world? The analysis revealed that among 26 workers who used English at work, 12 (46.2%) had wanted to study pragmatics. The other answers included business English, expressing opinions in English and explaining Japanese culture in English. Regarding the second research question, among workers who used English at work, 22 (84.6%) chose 'suggestions' and 21 (80.8%) chose 'requests'. On the other hand, among the workers who did not use English at work, all participants (100%) chose 'requests' and 3 participants (75%) chose 'suggestions' and 'apologies' respectively. The participants' comments have also revealed that they had been struggling to use appropriate language in business settings. In conclusion, college-level English teachers should incorporate pragmatics in their instruction so that university graduates do not need to undergo unnecessary difficulties in cross-cultural business communication (Spencer-Oatey, 2010).

Utilizing Multimodality in Japanese University Language Classrooms: A Teacher/Student Evaluation of a Multimodal Project
McDonald, Peter (J.F.Oberlin U.)
Greenblatt, Philip (J.F.Oberlin U.)

Multimodal research suggests that for language curriculums to meet their communicative language goals in our increasingly digitally driven society, multimodal activities must be integrated into existing classroom practices. However, a challenge that must be addressed is how language teachers can integrate multimodal activities into language curriculums that were originally designed without a multimodal focus. This is an important area of research because many teachers are working in institutionally constrained teaching contexts in which the teaching of multimodality is not part of the language curriculum. Therefore, teachers face the challenge of creating opportunities for learners to engage in multimodal activities while at the same time ensuring that students meet the curriculum goals prescribed by the institution. This paper describes how two teachers attempted to address this challenge by introducing a multimodal video project into a Japanese university language classroom. The class was following a communicative curriculum prescribed by the university, which had not previously focused on using multimodal approaches. The paper determines how successful the introduction of the multimodal project was through teacher self-evaluation of the project and student-based questionnaires. The results show that the multimodal project created many opportunities for students to engage in multimodal communicative activities with a high degree of autonomy and motivation. Furthermore, the project generated a wide range of learning opportunities for improvement in English language proficiency and multimodal literacies. However, the project created challenges that must be addressed: First, how should language teachers approach the teaching of nonlinguistic resources (image, gesture, audio, spatial) that constitute a multimodal text in a curriculum designed primarily for teaching the linguistic mode? Second, how can teachers evaluate, grade and give feedback on students’ performance when they engage in collaborative, multimodal projects?
Towards an Expanded Research Paradigm for L2 Grammatical Metaphor: A Case of Japanese EFL Learners’ Deployment of Nominalizations as Incongruous Semiosis

Takahashi, Hiroshi (Fuji Women's U.)

In the current body of research within the theoretical framework of Systemic Functional Linguistics (SFL), the mechanism of nominalization has been well-documented as a major form of “grammatical metaphor” (GM). GM is a lexicogrammatical device that enables condensed presentation of information by refiguring experiences -- from dynamic, verb-based, congruous (i.e. unmarked) construals to static, noun-based, incongruous (i.e. marked) manifestations, a key feature of advanced literacy and developmental maturity characteristic of an expert academic writer. Following the trajectory of a new research focus set forth by Liardet (2013), this study attempts to broaden the dominant GM research paradigm in SFL that has focused primarily on full, appropriate realizations of GM by first-language learners and instead analyzes instances of more incomplete or intermediate deployment of GM by Japanese learners of English as a Foreign Language (EFL) in their written assignments for a university-level English for Academic Purposes (EAP) class. Of the four writers examined, two “stronger” writers exhibited a notable predilection for nominalizations as manifestations of GM to achieve higher levels of textual complexity valued in academic contexts -- both through “conceptual refiguration” of experiences and through “configuration of concepts” in texts (Ryshina-Pankova, 2015) -- even though some of their specific realizations of GM would normally be deemed incorrect or inappropriate from a strict point of view of formal felicity. Their “summative” use of the demonstrative “this” combined with a noun or a noun group (e.g. “this tendency”) was also salient, contrasted with the relative lack of such usage by the weaker writers, who tended to deploy more congruous semiosis to express logical reasoning by using connectives such as “then” and “therefore”. Taken together, the findings lend additional and expanded support to the SFL research on second/foreign language writing that posits GM as a key indicator of advanced literacy.

Longitudinal Research on Fluency of L2 English Conversations by High School Learners

Mochizuki, Keiko (Tokyo U. of Foreign Studies)
Tikhonenko, Maxim (Tokyo U. of Foreign Studies)
Tanaka, Chizu (Tokushima Prefectural Joto High School)
Hoshizawa, Mie (Flamingo Inc.)
Zhang, Zheng (Tokyo U. of Foreign Studies)

We will present a 20-month longitudinal study on the development of speaking ability in Japanese high school learners of English.

(1) Two research questions:
Research question 1:
Do online lessons of spoken English held monthly for 20 months positively affect the development of fluency?
Research question 2:
How different are the fluency of English spoken by learners who have been taking the online lessons for 16 months in comparison to the English of those who have not taken such lessons?

(2) Methodology
Data was obtained from video recordings of 25-minute lessons in which students study English and have free conversations with teachers. Students were divided into two groups: the 20-lesson group consisting of 32 students, and the control group consisting of 22 students who only took 3 lessons. Audio data were transcribed manually, the transcribed texts were divided into units of speech called AS-Units and ELAN software was used to measure free conversation time in each lesson. Students also took speaking Aaptis test. For the analysis, the following measures were used. For fluency: word count (tokens), speech time (s), pruned speech rate (word/s), number of hesitation phenomena (repairs and repetitions), hesitation/word ratio, number of filled pauses, filled pauses/word ratio.

(3) Results
RQ1: the Longitudinal Development of Fluency
Learners had become more confident by the end of the project. The number of silent pauses also decreased significantly.
RQ2: Comparison between the 20-lesson group and the 3-lesson group
First, the average of Aptis grammar scores did not differ much between the two groups, but speaking scores were significantly higher in the 20-lesson group. Second, speech rate in the 20-lesson group was higher than that in the 3-lesson group. The hesitation phenomena ratio was higher in the 20-lesson group.

Comparison of Academic Word Lists With the Similarity Analysis of Words in the Lists

収録語彙の類似性に基づく学術語彙リストの比較

Sugimori, Naoki (Ritsumeikan U.)


A Survey on English Skills Required for Aircraft Pilot Trainees and Verification of Immersive VR English Learning Materials

航空機操縦士訓練生に必要な英語力調査と没入型 VR 教材の検証

Nishikawa, Megumi (Tokai U.)
Nawata, Yoshinao (Civil Aviation C.)

国際民間航空機関の需要予測によると、2030 年には航空機操縦士が大量に不足すると予測され、安定的養成と確保は世界的課題となっている。近年自国以外で英語を媒介言語として飛行訓練を受けるケースが増加するにつれ、非英語母語話者である訓練生（以下、訓練生）の英語力を養成する教材や教授法開発が急務とされる。社内養成や航空大学校に加え、一般大学での養成も増え、大学カリキュラムの一環として訓練生用特殊目的のための英語（English for Specific Purposes: ESP）教育を考案する必要もあるっている。それにより学生の英語力が養成されるが、英語教育の特殊性の高さから対策は追い付いていない。発表者は簡易的なフライトシミュレータや Virtual Reality (VR) を利用した教育教材を開発を目指しており、これまでの訓練生が必要とする英語の特徴をも考慮し、実用に供する教材開発を目指す。本発表では訓練生の英語力の特性を把握するため、機内での教官と訓練生の対話の録音データを基に、対話の特徴を分析することを目指す。分析の結果、操縦動作を説明する言葉の特徴や物標の見え方や位置の説明が特徴的に含まれることが分かった。これは飛行訓練後の人気を高めるための教材が必要であることを示す。この結果から、飛行中・飛行後に必要とする英語力を訓練する教材として、操縦席を模した計器や操縦桿等の機具と VR ゴーグルを使用した簡易的フライトシミュレータを作成した。操縦席から見える状況の訓練地の景色を VR ゴーグルで見ながら訓練生に英語で説明させることで、実際に必要となる英語表現を VR 環境で使用することにより英語力の効果的な向上が期待できるといったアンケート回答が得られた。
JACET 教育問題研究会（教問研）では 2016 年から『J-POSTL エレメンタリー』の開発を開始し、2021 年 3 月にその完成版を発行するまでとなった。『言語教師のポートフォリオ(J-POSTL)』（教問研、2014）を基に、聞き取り調査と検問調査によってまず草案を作成した。次に、その草案を基に、大学教員と現職小学校教員への質問紙調査により試用版を、さらに小学校教職課程での 4 期 2 年間の試用調査によって、履修生用の記述文を特定するに至った。本発表では、この試用版による調査結果に基づいて、履修生用自己評価記述文を特定した過程と J-POSTL エレメンタリーの小学校教職課程における教育効果について議論する。調査は、93の自己評価記述文からなる J-POSTL 2018年度後期から 2020年度前期まで 4 期行われた。対象者は全国の述べ 21 の国立・私立大学で小学校教職課程を受講している履修生（合計 n=530）で、各期の参加者の重複はない。参加者は学期の初め（1回目）と期末（2回目）に、各記述文に対しそれぞれ 5 段階で自己評価するよう求められた。回答結果は各期で集計した。参加大学・学生の条件が異なり、さらに第 4 期はオンラインによる調査であったからである。その主な結果は次の通りである。（1）各期とも 1 回目と 2 回目では 0.3~0.6 の範囲で平均値が上昇した。（2）各期の 2 回目の回答結果から、74% （69記述文）に対して 4 期とも共通した傾向がみられた。つまり、平均値をそれぞれ基準値とした場合、4 期とも共通して基準値を上回っている記述文は 34、下回っている記述文は 35 であった。（3）独自学習と評価の分野の記述文に対する自己評価は概ね低かった、などである。以上の結果を踏まえ、J-POSTL エレメンタリーの小学校教職課程での活用に対する妥当性と信頼性を担保するために、編集委員会で履修生用の記述文を特定したが、具体的な内容については、調査で得られた履修生の様子も合わせて、当日報告する。

Implementing Speed Reading and Extensive Reading With Online Apps During COVID-19
コロナ禍におけるオンラインアプリを用いた速読・多読活動の実践報告
 Matsuda, Sae (Setsunan U.)
Amano, Takashi (Setsunan U.)
Suzuki, Daisuke (Setunan U.)

本発表では、外国語学部の英語専攻 1 年生から 3 年生 537 名がリーディング科目の課題の一環としてオンラインで取り組んだ速読と多読の活動を報告する。現行カリキュラムでは、どの学年もリーディング科目において①主教材による精読、②共通教材を用いた速読、③図書館の多読用図書を用いた多読に取り組んでいる。しかし、新型コロナ感染症拡大により授業がオンライン化されたため、②と③の実施が難しくなった。そこで、②を専任教員が管理することとし、②を Microsoft FORMS による解答解回とリーディング速度報告に切り替え、締め切りを各学期の前半と後半の計 2 回設けて活動を見守った。その結果、提出率では、1 年生が 2 年生や 3 年生を上回った。一方、全く取り組まなかった学生の割合は 1 年生が一番低かった。③に関しては、前期に Extensive Reading Central（以下、ER Central）と Xreading(44名は通年利用したが、その他は後期のみ）を用いて多読を試みた。ER Centralは無料で利用できる多読アプリで、本というよりは読み込む短い読み物が収められている。アプリの使い方の動画を作成し、学内の共有 Web Folder に格納して周知した。目標は 1 年生 1 万語、2 年生 1.5 万語、3 年生 2 万語と低めに設定した。Xreading は 1,000冊以上の Graded Readers が収められている有償の多読アプリである。ER Central よりもかなり使い勝手が良いことから、後期は目標を 1 年生 3 万語、2 年生 4 万語、3 年生 5 万語（通年版は 10 万語）に引き上げた。目標語数が違うため一概には言えないものの、一般に考えられている 1 年生が健闘したことがわかった。ただし、どの学年も締切間近の駆け込み多読が多かったため、読書習慣をつけるためにはやはり担当教員からの定期的な働きかけが必要であることが示唆された。しかしながら、オンラインアプリの利用には、学生に本へのアクセスや速読・多読の機会が提供できたこと、リーディング速度・総語数や課題の提出状況などが管理できたことなど意義があったと言える。
A Case Study of Collaborative Online International Learning in Distance Education: From an English Education Perspectives

遠隔教育のオンライン国際協働型学習（COIL）の実践: 英語教育の観点から

Anzai, Yayoi (Aoyama Gakuin U.)
Fukuda, Aya (Tokyo U. of Foreign Studies)

本実践報告は、東京外国語大学、国際基督教大学、カリフォルニア大学アーバイン校、青山学院大学の教員が、オンライン国際協働型学習(COIL)を実践したことについてので、大学英語教育の観点からの実践研究発表である。COILは、Collaborative Online International Learningを指し、文部科学省「大学の世界展開力強化事業(COIL型)」の助成を受けているプロジェクトである。授業の実践は、2020年10月から11月に行われ、参加学生は、青山学院大学19名、東京外国語大学10名、国際基督教大学37名、カリフォルニア大学60名であった。4大学の授業の共通した目標は、同期型及び非同期型のオンラインコミュニケーションを通して、異文化理解を深めることで、具体的なテーマは、“Day in the Life with Technology”で、各学生がミニブログを作成した。4大学共通の活動としては、1）担当教員によるオンラインミーティング、2）各大学の学生がミニブログの作成、3）ミニブログを共通のプラットフォームであるDiscord上で、非同期型のオンライン国際協働型学習、4）ZOOMを利用した同期型国際協働型学習であった。5）リフレクション、6）COILの応用学習は、第一著者の授業のみで実施した。授業実践後のリフレクションペーパーを非同期型、同期型オンライン学習の観点から内容分析を行った。その結果、日本人学生は非同期型のコミュニケーションを好む傾向があることがわかった。またCOILを通じて、英語が世界共通語(English as a Lingua Franca)であることの実体験を得られたことが学習意欲につながったことが明らかになった。更に国内・国外の学生と交流することで、学生は、意見の多様性、学生生活におけるテクノロジーの様々な活用方法に関する気づきがあった。また、このようなCOIL型学習を行う際には、特に日本人学生には足場架けが必要だということも示唆された。

Reflective Practice and Classroom Discourse Development: A Pre-Service Teacher Training Study in Japan

Hosokawa, Hirofumi (Fukuoka Jo Gakuin U.)

To enhance learners’ communicative abilities, teachers are expected and encouraged to maximise the use of English in the classroom. Indeed, numerous studies have shown that learners’ exposure to and use of English play a crucial role in L2 acquisition. In an EFL context, where use of English is limited mainly to the classroom, teachers’ control of classroom interaction is crucial to promote learners’ acquisition. This led Walsh (2011) to explore teachers’ and learners’ Classroom Interactional Competence (CIC) as a tool for mediating and assisting learning. Mann and Walsh (2017) advanced this line of study and maintained the effectiveness of Reflective Practice (RP) for teacher development. The current study has investigated the CIC development of pre-service English teachers through RP. Seventeen 3rd-year university students in a teacher-training programme participated in the study. They gave 15 min. mock lessons five times in two semesters. Each lesson was videotaped and viewed by the student after class. Post-lesson reflection reports were submitted by the students, which were reviewed by the instructor and returned with comments. In addition, final reflection reports, which overviewed the whole programme, were submitted at the end of the second semester. The mock lessons were conducted in English and in a communicative manner. They consisted of three parts: unit introduction, reading and grammar, and each lesson focused on one of them. This study examined the grammar lessons, namely the communicative grammar activities set by the students, and investigated how their CIC and the activities they designed developed over the two semesters. It became evident from the study that some notable improvements were made in their lessons and that changes in their attitudes towards the lessons and their awareness of CIC deepened through RP. These results support Mann and Walsh’s assertion that RP is essential for the development of CIC.
Use of L1 in L2 Collaborative Writing: Does It Make Any Difference to the Product or the Process?
Koizumi, Yusa (Meiji Gakuin U.)

Collaborative writing is a useful means for L2 teachers to incorporate focus-on-form opportunities into meaning-focused communicative tasks. However, when it is implemented in EFL contexts, students often interact in L1 while composing in L2, and how to handle this situation poses a pedagogical challenge. A growing amount of research has shown that students’ L1 performs various functions that facilitate collaborative writing, and these findings lead to an assumption that adequate use of L1 in the writing process helps students produce better texts. This study primarily aims to test this assumption. It also explores differences in the way of work between students who use L1 frequently and students who do not. Twenty-four pairs of university EFL students in Japan engaged in collaborative writing of a narrative text. Their interactions were audio-recorded and transcribed, and turns containing any utterance in L1 (Japanese) were identified. Based on the number of L1 turns, the 24 pairs were divided into two groups of the same size (High L1 and Low L1). The joint compositions were assessed for content, organization, complexity, accuracy, and fluency, and using these scores, the two groups were statistically compared. This analysis found no significant differences. However, qualitative examinations of pair interactions revealed that the two groups were clearly distinct in how they produced the texts. Low L1 pairs tended to concentrate on putting their story down, and their interactions consisted predominantly of short L2 turns in which students vocalized what they were writing. High L1 pairs tended to sidetrack while writing, to deal with problems related to content or language and employed L1 extensively for solving them. The results indicate that the use of L1 in collaborative writing may not raise the quality of product but is likely to promote students’ engagement in the process of learning through interactive problem solving.

Adaptation to a New Communication Mode for an Online International Exchange Through Video Chatting
Konishi, Masae (Tsuda U.)

The purpose of this research is to explore the influence of the COVID-19 pandemic on an online international exchange through video chatting. The participants were 29 Japanese university students who were taking teacher training courses to become secondary school English teachers. They had a video chat online international exchange with 24 partners who were Australian university students enrolled in Japanese language classes. As a whole group, the participants showed statistically significant positive differences in the evaluation of the video chat exchange from the group who experienced the same kind of exchange in the previous year. The participants in 2020 answered a questionnaire that they enjoyed the exchange, wanted to keep up the friendship with their partners, and wanted to incorporate the same kind of online international exchange activity using video chats into their future English teaching significantly more positively than those who joined in 2019. The main factor of their more positive reactions in 2020 was supposed to be the participants’ familiarity with video chatting. They were more familiar with video chatting than those in 2019 because they attended all the classes online by using a videoconferencing tool, Zoom, due to the COVID-19 pandemic in 2020. Two cases are to be described in detail. Tomoko (pseudonym) was the only participant who strongly disagreed with communicating through a video chat for attending any class online. Emi (pseudonym) who had vision problems joined the exchange actively by turning on the video screen, even though she could not use the visual information at all. The qualitative in-depth analyses of these distinct cases show that the adaptation to a new communication mode as online video chatting is a key to benefiting from online international exchange through video chatting and give insight into promoting such activities in secondary school English education.
Switching Cultural Frames: Developing Cultural Intelligence by BELF Users
Takino, Miyuki (Yokohama City U.)

English has become the dominant language in cross border business as its use has spread across the world. Since the number of English exchanges involved and are conducted among non-native speakers has increased, scholars have conceptualised English as a Business Lingua Franca (BELF) and called for English training and education to reflect this multicultural reality. Building on the work of the BELF community, this paper seeks to deepen understanding of the role of culture in communications in English in international business contexts using the concept of Cultural Intelligence. Cultural Intelligence (CQ) is defined as the “capability of an individual to function effectively in situations characterised by culturally diverse settings”. Cultural Intelligence consists of the mental capability to acquire and understand cultural knowledge, combined with the behavioural capability to exhibit appropriate verbal and nonverbal actions in culturally diverse interactions. This paper shares the findings of the thematic analysis of semi-structured interviews of 20 Japanese users of English who are currently working in a cross-cultural environment, and their narratives of navigating the cultural difference are discussed. The analysis finds that many of the users of English have adjusted their cultural knowledge by questioning their own cultural assumptions developed in the past, and developed the concept to switch cultural frames when interacting in English. The author also presents key strategies used by participants to switch cultural frames. The key implication of this paper is that the perception of “switching cultural frames”, along with the concept of CQ, could be an effective framework to integrate cross-cultural competence with English education in non-English speaking countries.

Peer and Teacher Assessments Under the Zoom Conference System
Matsuno, Sumie (Aichi Sangyo U. C.)

Twenty-two University students and one teacher participated in this study under the Zoom conference system. The students conducted a peer assessment, and the teacher conducted a teacher assessment of students’ presentations. These assessments were compared, using the Multifaceted Rasch analysis computer program. The following six research questions were investigated. First, to what degree was each rater’s logit scale, infit mean square, and outfit mean square similar and different? Second, to what degree did presenters’ abilities, raters’ severities, and item difficulties visually differ? Third, to what degree were the rating scale statistics similar and different between the peers and the teacher? Fourth, to what degree were unexpected responses detected? Fifth, to what degree were biases between raters and items detected? Sixth, what were the students’ reactions toward conducting peer assessments under the Zoom conference system? The results of the first question indicated that the teacher assessment was peculiar although her severity did not show much difference from the peers’. Second, in both assessments, “looking at the camera” was the most difficult, while “content” was the easiest. Third, the rating scale statistics showed the teacher assigned the score of 1 four times, while most of the peer raters used the scores, 4, 5, and 6. As the results for questions 4 and 5, unexpected responses and bias analysis showed that the teacher was peculiar compared with the peer raters. The findings in this study have some pedagogical implications. First, from the students’ comments, conducting peer-assessment under the Zoom conference system was effective. Second, before students conduct peer assessments, they must know what the teacher clearly expects. Finally, more effective rating scales should be utilized because Japanese students probably do not want to assign lower scores to their peers.
First-Year Junior High School Students’ Attitudes Towards Studying English: A Self-Worth Perspective
Leis, Adrian (Miyagi U. of Education)

English language students in Japan have developed a reputation as being relatively unwilling to take risks in their second language (L2) learning (e.g., freely communicating or volunteering to answer questions in class). This has been discussed from various thoughts of motivation research, such as the Self-Determination Theory, Willingness to Communicate, L2 Motivational Selves, and Demotivation. Despite the extensive literature related to motivation, and lack thereof, seen in the Japanese EFL classroom, very few studies have considered the reasons for Japanese students’ apparent lack of enthusiasm from the perspective of the Self-Worth Theory. In this study, I aim to help fill this gap, by investigating the reasons why Japanese students of English react the way they do when faced with challenging situations. In this study, I investigated the attitudes of 159 first-year Japanese junior high school students towards studying English from the perspective of the Self-Worth Theory. Students were required to write three essays about how they would react under hypothetical circumstances in which their feelings of self-worth might be threatened. The contents of the students’ essays were analyzed and matched with quadrants of Covington’s (1992) Quadrupolar Model of Achievement Motivation. I believe that the principles behind the Self-Worth Theory, and what can be gained from researching it, may provide valuable hints for language researchers and instructors alike. Like the expectations of Covington (2009) through the Self-Worth Theory, I hope that the results and implications from this study will “not only draw students to their best effort academically, but also increase their willingness to learn and profit from their learning” (p. 141).

Effective English Literacy Instruction for Elementary and Junior-High School Students
Allen-Tamai, Mitsue (Aoyama Gakuin U.)

The coordination of foreign language education between primary schools and middle schools is one of the most discussed issues regarding conducting effective English education in EFL contexts, along with the problem of the shortage of able teachers. Since English became an academic subject for upper graders of public elementary school children in 2020, this coordination has become more important. In this presentation, the presenters will report on the results of a project which aimed to provide systematic literacy instruction to the 5th, 6th and 7th graders. This program aimed at developing bottom-up skills of English reading, namely English phonological awareness and alphabetical principles (the relationship between a letter and its sound). The first study examined how 248 elementary school students developed their bottom-up skills of reading for two years. The second study involved 298 7th graders from three schools for one year. They were all administered tests measuring their phonological awareness, letter knowledge, vocabulary knowledge, and reading ability. They were instructed in the similar way, using the same reading materials that the presenter had developed. The results of the repeated t-test and ANOVA suggest the participants in each group acquired phonological awareness and vocabularies significantly. The structural equation modeling also suggests that their English reading ability was greatly affected by phonological awareness, print awareness, and vocabulary. The study shows that the instruction and materials that the presenter developed were effective to develop the reading ability of Japanese EFL learners at early stages. Besides, the questionnaire administered to the 7th graders and their teachers shows that they appreciated the explicit and systematic instruction. This study suggests the importance of providing explicit phonics instruction to EFL learners at early stages.
Tonicity in Japanese Learners of English: With a Special Focus on the Characteristics of Sentence Stress and Rhythm Patterns

Hattori, Takuya (Osaka U.)

The present study aims to explore how it is desirable to provide instruction in English education in Japan regarding tonicity (nuclear stress and its placement), which is an indispensable speech item for intelligible pronunciation among the various elements of English intonation. This study investigated the teachability and learnability of tonicity for Japanese learners of English and their actual pronunciation from various angles using an English learner's speech corpus. As a result, it was confirmed that most learners were able to pronounce intelligibly for native speakers of English, and that tonicity was sufficiently teachable and learnable. In addition, the rate of nucleus misplacement was fairly low at all levels of learners. On the other hand, the group that observed the most prominent pitch range at the nucleus received a very low evaluation from native speakers. This fact revealed that it is not a good idea to instruct learners to pronounce sentences with overly exaggerated intonation so as not to speak monotonously.

Critical Factors for the Design and Organization of the Teaching Presence and Forum Structure in Online Learning Communities for EFL Teachers

Kourkouli, Katerina (National and Kapodistrian U. of Athens)
Karavas, Evdokia (National and Kapodistrian U. of Athens)

The presentation reports on the design and implementation of four (4) online Learning Communities for the professional development of forty-nine (49) EFL Teachers in Greece using an online platform named 2gather. Based on the theoretical perspectives of Situated Learning, Collaborativism and Connectivism in collaborative networks, asynchronous online teacher communities constitute a model for sustainable, coherent and effective professional development. The research is structured as collective case studies using forum transcript cross-case analysis, focus group interviews, and questionnaires. The findings complement current cognition on identifying design and organization principles for effective group forum teacher training. They provide evidence of the effectiveness of the design framework and identify critical success factors: strong instructional design and organization indicators along with the specification of the forum structure, rhythm, netiquette, and integrated synchronous meetings which are associated with Communities exhibiting liveliness and reporting higher on perceived learning and effectiveness for teachers’ teaching practice. The platform environment as well as the forum structure and material are also analytically presented.

Keywords: online learning communities, design framework, teacher professional development, adult training, effective implementation, critical success factors.
A Case Study of PE CLIL Utilizing Three Types of Ball Games

3種類の球技を活用した体育 CLIL の実践報告

Nigo, Yoshihiro (Japan Coast Guard Academy)

学習者の英語学習に対する興味・関心を高め、オーセンティックな英語使用の場面を提供し、内容への思考活動や協同での学びを取り入れながら英語力の向上を目指すには、CLIL の活用が効果的であろう。最近、CLIL に関する授業実践報告が増えたが、実技教科と英語の教科横断的指導に関する研究はまだ少ない。体育と英語を組み合わせた指導を行うことは、単に英語の指示に合わせて動かすレベルにはとどまらず、試合データの分析、戦術の話し合い、チームの結団や円滑な試合進行のためのコミュニケーション面においてもう、幅広く英語使用が図れると思われる。そこで、本発表の目的は体育の教科内容をコアとしながら、CLIL の 4C からの分析により、3 種類の球技（サッカー、バレーボール、バスケットボール）の内容を英語で学ぶことが、内容への動機づけ、コミュニケーション能力育成、思考や協同学習の視点でいかなる効果があるかを探ることである。本実践は、中国地方の国立工業高等専門学校 1 年生 105 名（サッカー）、122 名（バレーボール）、145 名（バスケットボール）を対象とした。授業目標は、CLIL の 4 つの軸に基づく教材を作成することにより、体育技能の向上を目指しながら、その中で必要な英語表現を習得し、思考力を高め、チームの結団力を図ることである。毎回の 90 分授業には、挨拶など→グループワーク（Warm-up と 2 種類のドリル）→作戦タイム→メインゲーム→振り返りの流れで指導した。授業後には、選択式（4 件法）と自由記述式を併用したアンケート調査を実施した。研究結果、3 種目に共通する利点として、内容への高い興味・関心、特に「話す」「聞く」の面での英語学習効果、作戦タイム等での思考力の高まり、団結力の深まりなどが見られる一方で、グループワークでの英語使用の質の向上といった共通の課題もあった。また、ゲーム展開の速さのような種目特性の違いから、どの種目が CLIL との適合性があるかも明らかにされた。

A Study of Teaching English for Children in University English Education: Focusing on Practical Lessons for Classroom English

大学英語教育における児童英語指導法の一考察 —Classroom English 指導にフォーカスして—

Tsuchiya, Kagari (Tokyo Seitoku U.)

小学校外国語教育の本格的な導入に伴い、児童英語を指導できる教員のニーズが高まっており、大学英語教育でも児童英語指導法を習得できる科目が設置されている。児童英語教育とは、一概に小学校第 6 学年までを対象とする教員免許取得に向けた学びに対応している。児童英語教育を指す。科目は、外国語活動・外国語科の指導者養成の意義を持つだけではなしに、授業の場が学校教育に限らず、民間英語教室等にも広がっており、卒業後の進路で希望する学生も少なくない。このような状況に鑑みると、児童英語指導法は、多様化する指導の場でフレキシブルに対応できる科目であり、大学英語教育者にとっても、その必要性はますます高まると考えられる。発表者は、私立大学英語関係学科において、2019 年 4 月より、児童英語指導法の科目を担当している。講義トピックは児童英語教育をめぐる理論および指導法（歌・チャント、絵本・物語の活動等）と多岐にわたりますが、注目したいのは Classroom English（以下、CE）である。大学英語教育では、CE に特化した科目は少ない。しかし、英語での授業運営は中学・高校英語で基本とされることから、適切な CE の運用力は現場で重視され、小学校でも「授業中の指示や質問にはできるだけ英語を使用するよう」推奨されている。そこで、本発表では、2019 年以降の児童英語指導法の授業実践（授業計画、内容、授業コメント等）を報告しながら、特に Classroom English に焦点をあて、考察する。コメントには、「英語で説明する場合も、何か違う表現を用意して、発言していくほうが、一度で聞き取れた場合や、一つの表現方法では理解できなかった生徒がいた場合に効果があると考える」とような、実際に指導する側として体験しなければ得られないであろう客観的な実践の振り返りもあり、模擬授業の意義を感じられた。
Quadrant Representation of L2 Motivation and School Belonging Over the First Year of University Students
Fukuda, Tetsuya (International Christian U.)

In this study, the tendencies and the trajectories of first-year university students’ L2 motivation (MOT) and school belonging (SB) were investigated. Four types of perception of L2 motivation and school belonging were conceptualized: high MOT and high SB; low MOT and low SB; high MOT and low SB; and low MOT and high SB. The survey data were collected from 540 students in four universities (Universities A, B, C, and D) three times during one academic year (Time 1, Time 2, and Time 3) and analyzed using the quadrant. The students generally lost motivation to study English and affiliation to school over the year, and it was consistent with previous studies. However, the four universities showed different patterns of changes. In University A, students had a high level of MOT and a high level of SB at Time 1 and Time 2 but both the levels went down at Time 3, while at University B the timing at which the levels went down was Time 2. At University C, both levels were low from Time 1 but remained at the same level throughout the year. In addition to the survey, interviews with 11 students from three universities were conducted to examine the factors at the individual level. As a result of the analysis of the interview data, it was found that despite the general tendencies of their universities, individual differences were noticeable. Although the students in University A generally lost their MOT and SB over the year, two interview participants from the university maintained their motivation and affiliation to school. The results indicate that administrators of a language program and instructors there could keep in mind that every school has different cultures in terms of language learning motivation and school affiliation and that individual differences are large in each school.

Online Theatre—A Learning Tool for EAP
Walker, Michael (Asia U.)

With the spate of theatre currently being streamed online, a unique opportunity has arisen to incorporate professionally filmed plays into academic teaching. As opposed to film, which constructs its stories through image manipulation, theatre relies on unedited human emotion to convey meaning and its immediacy can provide an ideal platform for exploring topics in an academic syllabus. By adopting recorded productions into an EAP classroom, coursebook topics such as Socialisation, Political Science, Business Ethics and Art History are dramatically contextualised, subsequently promoting an integrated learning approach that encourages both intellectual and emotional engagement from the students. Additionally, the supplementation of textbook work with theatre clips allows students to develop personalised associations with the issues being explored, thereby fostering greater authenticity in both class activities and assignments. Ultimately, this provides a platform for heightened levels of critical thinking, the fostering of which is one of the core objectives of any EAP curriculum. This case study based presentation will look at how the National Theatre’s production of ‘Frankenstein’ was used in a freshman academic class to supplement a textbook reading chapter on ‘Socialisation’ and conclude with a list of online resources that offer access to filmed theatre productions.
Podcasting With Children: Towards Society 5.0

Parsons, Martin (Hannan U.)
Oe, Hitomi (ECCJr Amamigaoka Classroom)

More and more citizens are now expected to be able to learn and use so called 21st century skills than ever before. And while Japan makes moves towards realising a new social paradigm known as Society 5.0, the reality in schools is that Japan lags behind other OECD countries in ICT use. MEXT also suggests achieving Society 5.0 will necessitate a transformation in the way learning will need to be done. This includes a move from “one-size fits-all” classes based on age or year level and situated in traditional classrooms, to situations in which individuals learn according to their own pace, ability and interests, in collaborative, mixed-age groups utilising various educational institutions and other facilities.

This presentation will describe the development of events which provide opportunities for young children to use technological resources to develop English language skills through podcast production. In these events, primary school pupils and university students worked together in a mentor-learner paradigm to develop English language podcasts on topics of personal interest. Together, they practiced oral English skills and learnt the techniques required to record, edit and produce a final product which could be released on the internet. Survey results indicate that the pupils had a high level of satisfaction and demonstrated an openness and willingness to engage with the linguistic and technological resources which they will need in the future.

Creating a New Hawaii-Japan Connection: The Implementation and Development of Overseas Project-Based Learning Programs, PBLs

Berman, Shari Joy (Hirosaki U.)
Tada, Megumi (Hirosaki U.)

This paper will report and analyze a series of project-based learning (PBL) programs initiated and devised by Berman, connecting two local towns in Japan and Hawaii. Promoted by Hirosaki University since 2014, the PBL program has been mostly a collaboration with local companies sponsoring so-called “Glocal” projects, which were conceptualized to reflect the “local” university’s educational initiative, stressing “Think global, act local.” This type of PBL was meant to cultivate student investment in local development through experiences abroad. This PBL program sent students on short-term overseas training trips where they experienced various opportunities such as job shadowing, visiting relevant research facilities interacting with the community through homestays, and performing their own local research at home and abroad leading to their giving professional presentations, on multiple occasions, both to domestic and international audiences. This paper describes the planning, operation, and implementation of each cohort, along with subsequent improvements from the first PBL program in 2017 to the fourth in 2020 (22 students). Two of the programs were planned as an extension of a two-credit liberal arts education class and were designed to foster more independent and deeper learning by having students conduct surveys and make warm-up presentations during the one-semester course, prior to departure. At first glance, tropical Kona and snowy Hirosaki seem to have little in common, but both places are remote. Hence, both face similar issues based on the fact that government policies in both countries favor large city centers over small towns. Students tackled multiple tasks with a strong sense of ownership of their research, both pre- and post-departure, sharing and presenting results publicly in each country. The purpose of sharing this research is here is to offer a template for other universities to create similar PBLs, which are highly academic, strongly experiential, and, sometimes, even life-changing.
How Do Intercollegiate Zoom Conferences Impact Student Learning?
Fujimura, Keiji (Kobe Gakuin U.)
Ikuta, Yuko (Bunkyo U.)

The purpose of this presentation is to give a preliminary report on intercollegiate student Zoom conference activities and the results of a post-conference survey. Studies show that students involved in active learning gain more knowledge and communication skills than those who learn in a teacher-centered class or traditional lecture setting. One effective method of active learning is to have students learn from their interactions with peers. However, the recent global pandemic has made it impossible for teachers to offer active learning due to the inability of students to meet with one another in person. Zoom has an enormous potential to impact second-language acquisition; it provides teachers with a valuable method for instructional evaluation, offers an opportunity for students to interact in small groups, and expands their autonomous learning beyond traditional classroom instruction. Such advantages enable teachers to create a peer learning environment different from a traditional classroom setting. In addition, teachers can create a learning environment that allows students to learn together with students from various backgrounds, including those who live in remote areas.

The objectives of this conference are to (1) provide students with chances to interact formally with their peers beyond physical distance in an intercollegiate setting, (2) have students actively lead a conference themselves in English using Zoom, and (3) have students evaluate the development of their own speaking skills using a variety of online tools. While remote learning via Zoom opens new learning opportunities, the impact of this new form of learning must be closely be investigated. To begin the investigation, three faculty members closely monitored their conference activities and took an online questionnaire evaluating their learning. In this presentation, we would like to explain the detailed procedure of the conference activities and discuss the findings from the post-conference survey.

Linking a Computer Based Test of Speaking to the CEFR-J: Looking for Evidence of Can-Dos
Motteram, Johanna (British Council Global Assessments)
Zhou, Yujia (Tokyo U. of Foreign Studies)
Negishi, Masashi (Tokyo U. of Foreign Studies)

This is an exploratory study which investigates the potential for links between candidate performance on British Council Tokyo University of Foreign Studies-Speaking Test for Japanese Universities (BCT-S), a computer delivered test of speaking proficiency used for admission purposes at Tokyo University of Foreign Studies, candidate perceptions of own English language speaking proficiency with reference to the CEFR-J descriptors for speaking, and candidate results.

BCT-S is based on the speaking component of Aptis, the British Council’s CEFR based test of English proficiency. Test items are written in Japan with reference to Japanese high school students’ life and English language learning experience, but within the international item specifications of the Aptis test. Aptis items and scoring criteria are directly linked to the CEFR descriptors. As such, it is anticipated that there will be connections between candidate performances in response to BCT-S tasks and the CEFR-J descriptors, through the designed-in alignment of the test and the CEFR.

For this research, following successful completion of BCT-S, candidates (n=30) were invited to complete a self-assessment of their spoken language proficiency based on the CEFR-J can-do descriptors. The CEFR-J can-do descriptors also form the basis of the text-analytical frame which was used when analysing the candidate performances in response to the BCT-S task prompts. A final analytical stage of construct-mapping of BCT-S items and responses to the CEFR-J descriptors was also undertaken. The triangulated findings from this study provide additional evidence to support the use of BCT-S as a university admissions test in Japan, as candidate results and performances, candidates’ self-assessments, and construct-mapping outcomes clearly reflect the CEFR-J can-do descriptors.
Developmental Processes of Comprehension Depth and Learner English as Revealed Through Grounded Reading Activities

Collins, Peter J. (Tokai U.)
Suzuki, Hiroko (Tokai U.)
Fujieda, Miho (Osaka Medical and Pharmaceutical U.)

Required reading/writing classes at Japanese universities have traditionally drawn on little more than students’ linguistic knowledge to tackle academic content in English. On a pre-learning survey conducted by the authors, a majority of the student participants, who had entered university on the strength of their entrance exam scores, reported having joined EFL learning activities at secondary school meeting the requirements of only the “remembering” level of the Revised Bloom’s Taxonomy. The authors have designed a reading/writing course to bridge the gaps between students’ EFL backgrounds and their potential as EAP learners and users. A key component of the course design was the scaffolding necessary for the students to also engage at the Taxonomy’s “reconstructing,” “analyzing,” and “applying” levels. This presentation first shares the educational framework, syllabus, and selected learning materials. Results of both protocol analysis of the students’ written output and post-learning survey responses are shared, demonstrating that the course’s grounded activities supported them in effectively contextualizing and reconstructing what they had read. Early student summaries simply listed important sentences or phrases without showing evidence of interpretation or reconstruction of meaning. However, later summaries featured complex sentence structures, a greater number content verbs, and more appropriate use of verb forms, specifically voice, tense, and aspect. These outcomes point to a deeper grasp of the readings’ content and message. Lingering problems included discourse markers such as the use of pronouns and articles, noun forms, and connecting markers. The results indicate that, although language form deficiencies occasionally undermined student efforts to coherently express complex meanings (Suzuki, 2016), the scaffolding provided by the course’s top-down reading activities empowered students to achieve deeper levels of comprehension than they had been able to in purely language-oriented bottom-up approaches.

Emotional Factors for the Ultimate Attainment of Higher English Proficiency

Inada, Takako (Japan U. of Health Sciences)

When we think about what kind of English education to be aimed for to overcome the changes of the times, it would be important for students to acquire not only reading and writing skills, but also listening and speaking skills. At present, English education in Japan to develop students’ English communication skills is still in a developing stage. Communication skills in English will be vital for young people as future global citizens because they are lack of it. To accomplish this, teachers should create a student-centered classroom where students can participate in activities on their own with positive emotions to develop their communicative English skills. The purpose of this research was to identify what emotional factor(s) could be associated with the attainment of higher English proficiency in lessons to develop communication skills. Therefore, the present study posed the following research question: “What emotional factor(s) could affect students’ achievements (higher TOEIC IP scores) in student-centered, communicative English classrooms at a Japanese university?” Regarding the methodology, 108 freshmen from four classes (about 27 freshmen in each class) at a Japanese university participated in this research. The pedagogical design was a student-centered, English lessons including pair/group work and active learning that focused on the development of the students’ communicative skills, reading, and writing. A questionnaire survey including background information investigated the relationships among students’ English proficiency (judged by TOEIC IP after the course), foreign language enjoyment (FLE), foreign language classroom anxiety (FLCA), motivation, and self-confidence. A multiple linear regression analysis was calculated, and the results of the questionnaire exhibited that the students who had strong motivation, greater self-confidence, and more enjoyment could expect to receive higher TOEIC IP scores. Based on the result, teachers would do well to use teaching methods that promote students’ emotions such as motivation, self-confidence, and enjoyment.
Language Ideologies Around "English Education to Stop Students From Hating English": From the Perspective of an English Teacher at a Part-Time Night High School

「英語嫌いを増やさない英語教育」に関する言語イデオロギーの考察—夜間定時制高校英語教師の視点から

Moriya, Shoko (The U. of Tokyo)

本研究の主目的は、言語イデオロギー（Irvine, 1998）の理論枠組みを用いて夜間定時制高校に通う生徒を取り巻く英語教育の視点を中心に議論する。近代日本の公教育は主に２つの方向性を持つ（浅野、1998）：（A）資本主義社会の発展に貢献しうる国民の育成と統合、（B）社会を生きる人々の側からの要求の実現や個人の人格形成確立。さらに方向性（A）は学校教育における競争主義や管理主義を促進させる。このような教育環境下で不登校、外国籍、貧困など様々な理由で未進から「こぼれ落ちる」生徒は境界線の学校（木村、2020）に集まる傾向にあり、夜間定時制高校もその一つである。本研究のデータは都内の夜間定時制高校での約２年のエスノグラフィック調査（参与観察、インタビュー、資料収集）から得られたものである。本発表の為に、調査校に長年勤務する日本人英語教師とのインタビューデータに注目した。

Blommaert（2010）のディスコース分析の方法を援用して分析・考察をした結果、次の5つの傾向が浮かび上がった：（1）経済格差や歴史学的認識に基づく高卒資格獲得の重視、（2）英語文化資本の認識に基づく「英語嫌い」の問題視、（3）日本語単一言語主義に基づく日本語能力の重視、（4）人権尊重主義に基づく自己表現の重視、（5）社会性育成を目指すコミュニケーションの重視。これらの傾向は互いに矛盾や葛藤を帯び、（4）（5）は方向性（B）を帯びるものと理解できる。これらの傾向は互いに矛盾を含むが、これに葛藤を伴う。また、境界線の学校においても方向性（A）が（B）に優先される現象もある。人々の多様化が進む現代日本で、すべての人学ぶ権利が保障され、生きる力の育成につながる英語教育のあり方を問う必要がある。

Teaching ESL for Face-to-Face Intercultural Communication: Online Class Case Study for Japanese College Students

対人異文化コミュニケーションのESL教授法—日本人大学生対象のオンライン授業での実践報告

Omi, Jun (Tokyo Keizai U.)

対象は2020年度の社会科学系専攻１年生の通年必修２クラスで、週２回を14週。履修人数は17人と18人で、コロナ禍のオンライン授業の為ZOOMを使い教室での顔合わせは1度も無い。授業目標は「英会話力」と「異文化適応力」の養成で、その場で対応出来る対人コミュニケーションの醸成力付けることにある。しかし対人対応力養成とオンライン授業はそもそも二律背反で、オンラインで異文化適応能力は身に付くか、また直接の顔合わせ無しで授業の成功の鍵となる対人生活感覚が醸成出来るかが疑問であった。授業は主に英語圏の文化規範についての異文化理解の講義と、それに基づいたペアワークでの会話練習（規定会話と自由会話）で構成される。また授業としてスピーチ（自己紹介と社会問題に対する意見表明）と、即応力養成の為の様々な課題にも取り組んだ。課題は街角やバイト先を想定した「駅でのトラブル対処」「店舗での客対応」「イベント会場での案内」や、単語の知識に頼らずに事実や概念を伝える「4字熟語」「連想ゲーム」「出来事描写」等を行った。尚授業の教材は全てオリジナルである。指導手法としては、①授業、クラスメート、英語発話に慣れる期間、②異文化理解と異文化適応で行動変容する期間、③自力で伝達力を向上する期間の3段階で教員コミュニケーション力を養った。授業前後、期間終了時、後期終了時、3回の測定データで学生の意識変遷を追、授業終了時の紙面アンケート並びに有志対象のインタビューで質的データの収集も行った。数値データは英語学習に対する数値上昇を示し、質的データは授業活動や英語習得についての学生の視点や、英語発話時の心理的葛藤とその要因や解決方法を示唆している。例年の授業と比較してオンラインでの制約は多く残るが、その影響は予想よりも低く抑えられている。発表では欧米文化を持つ日本人向けの英語教授法の在り方や有効性を論じたい。
An Attempt to Develop and Validate an Online Test “CNN GLENTS” Aiming to Measure English Proficiency for Current Issues
時事英語力の測定を目指したオンラインテスト「CNN GLENTS」の開発と妥当性検証の試み
Sasao, Yosuke (Kyoto U.)
Ogawa, Yoichiro (Asahi Press)

本発表の目的は、「時事英語力」を測定し即時診断フィードバックを提供するオンラインテスト CNN GLENTS（CNN Global English Testing System）の開発および妥当性の予備的検証を行うことにある。CNN GLENTS は、リスニング（30問）とリーディング（20問）から成り、ディクテーションを除くすべての問題は三肢選択式である。素材となる英文は、特定の分野に偏らないように政治・経済・文化など様々なトピックから選定されており、通常ニュース、ショートニュースおよびインタビューが含まれる。さらに、実際に CNN で使用された生の素材（ナチュラル音声版：NT版、約160～180wpm）に対して、聞き取りやすいように再度スタジオで録音し直した素材（ナレーター音声版：NR版、約120～140wpm）を設けた。こうして開発された CNN GLENTS に対して、(1) ラッシュモデルに基づく項目分析、(2)自己申告された TOEIC Test との関係の調査、(3)NT版とNR版とのスコア調整を行った。(1)と(2)について、2020年3月～5月にオンライン上で994名にNT版を受験してもらいデータ分析を行った。その結果、得られたスコアが高い信頼性があり (Rasch person reliability = .87, Rasch item reliability = .99)、適合度分析において特に問題となる項目は検出されなかった。また、TOEIC Test得点との相関率は、Pearson's r = .671 と中程度の相関があった。(3)の調査を行うために、上記と異なるテスト項目を作成し、2020年7月～10月にオンライン上で合計3,345名（NT版1,377名、NR版1,968名）を対象に検討を重ねた。その際、リーディングの20問は、共通項目（アンカー項目）として扱って分析を行った。項目難度の推定値を見ると、NR版の項目がNT版の項目よりも有意に易しくなることが示された（t(29) = 2.423, p = .022）。この項目難度の差を補正できるよう、NT版とNR版の得点の換算式を考案した。現在いわゆる「生の英語」の理解度を測定できるテストが乏しい状況で、CNN GLENTS が高校生・大学生から社会人まで幅広く時事英語力を測定し今後の学習をサポートできる可能性について検討する。

Applying Case Method to EFL Reading Classes: A Preliminary Attempt
ケースメソッドのEFLリーディング授業への応用：予備的試行
Kanazawa, Yu (Kwansei Gakuin U.)

プロジェクト活動などの手法を取り入れやすいコミュニケーション授業と比べると、リーディング指導は座学中心の受動的な形となってしまっている。深い思考力や創造性・共同性といった21世紀型スキルを涵養するためには、大学英語の枢要たるリーディングにおいても、「学びの共同体」の理念や学習者を中心としたアクティブラーニングを取り入れる必要がある。本発表は、この目的を達成する上で、ハーバード・ビジネス・スクールで開発され世界中のビジネススクールで行われているケースメソッド教授法（Ellet, 2018）の理念や実践を学際的に取り入れることができる有望であることを提起し、その試行的実践を報告するものである。一・二年生の大学生（クラスサイズはいずれも17名程度）の必修英語科目のリーディングの授業の最終週を活用し、ケースメソッドを活用した授業を試験的に行行った。発表者が2020年にHarvard Business Publishing Educationの集中講座を受講した際の模擬授業実践を参考に、外部試験を受験する大学生についての仮想的なケースを独自執筆した。学生は授業に先立ってケースを受け取り、ケースを読んで指定の発問の設問の答えを考えることで予習を行った。授業ではまず、日本型ケースメソッド（高木・竹内、2006）に倣って、ウォーミングアップを兼ねてグループ単位の議論の時間を設けた。それに続き、クラス全体で分析を進めた。最後に、普段行っている教科書を中心とした従来型授業との比較を含んだ振り返りアンケートを実施した。アンケートの結果、ケースメソッドを使用した授業は学生の満足度が総じて高く、従来型授業よりケースリーディングを好む傾向が見られた。一方で、クラスによって発言数や発言者の偏りに若干ばらつきが見られるといった課題も見つかり、それらへの対応策などについても建設的意見が得られた。
刻々と変貌する現代社会に必要不可欠な生涯学習では、学習者自律、特にメタ認知力が要であり、指導においては、学習の省察を通じて学習者が学習者自律の意識を高めるために、協働的活動を実施している。2020年コロナ禍で急遽教育はオンライン化され、制約は多かったもののいくつかの新たな可能性も見出された。その例として、Zoomのブレイクアウト機能でのグループの作りやすさやグループ内での集中のし易さといった点があげられる。これを活かして学習者の省察をグループで共有し、メタ認知等の学習者自律の育成を図っているが、本研究は特に「省察のシェアを通しての学習者自律の変容はシェアグループの特徴によりどう違うのか」に注目する。各グループを「スコアの高さ」「学習動機の高さ」および「スコアの高さと学習動機の高さ」で特徴づけ、その特徴ごとに分析を行っていく。手順は、まず学期当初に標準テスト及び自律的学習要因測定の質問紙を実施。次にメタ認知の概念についての導入的解説の後、毎授業後に省察シートの提出を課し、翌週その省察をグループシェアして議論を重ねて意識を深めていく。学期最後に再び質問紙とテストを行った。ここで省察活動は、学習動機が高揚するような授業があって初めてその意義も深まるので、授業本体の工夫には特に注力した。映像・音声を最大限に活用したリアルな習得、授業で誘発された関心に基づく自発的なリサーチ、その頻繁な発表機会も提供した。分析データは、スコア、質問紙、省察文、議論の観察、教師とのインタビューの内容で、分析手法は主として、KJ法を基にしたうえの式的分析法である。その結果、省察活動のインパクトの大きさは明白である一方、グループの特徴別の分析では、「高い動機」群と「低い動機」群での違いにさらに同質群と異質群での違いについても、一律には記述できない多様な特徴が見て取れた。詳細は発表で述べる。

---

AUG.29 / 10:00-10:25 / Room 1

Autoethnography as a Reflective Tool to Explore Integrative Approaches

Oda-Sheehan, Sanae (Ochanomizu U.)

Although pragmatics constitutes a dynamic portion in developing communicative competence, it is less likely to be addressed in the EFL classroom. There seem to be several problematic gaps hindering learning effectiveness in the Japanese EFL context, including the gap between theory and practice in L2 pragmatics, the gap between what is taught in school and what is required for practical communication in society, and the gap between grammar teaching and communicative language teaching (CLT) in the classroom. The purpose of this study is to explore possible approaches to bridge those gaps based on the Pedagogical Trinity framework, which I have developed to integrate L2 pragmatics and grammar pedagogy with the aim of promoting the implementation of CLT. Toward such end, I investigated multidimensional elements of the scheme, such as learner-teacher dynamics, community requirements, and sociocultural challenges through an autoethnographic approach. Autoethnography is a burgeoning method in qualitative research, which utilizes data about self to deepen sociocultural understanding of complex issues. In autoethnography, both the researcher and readers (audience) can experience self-reflections, self-discoveries, and transformations through the connectivity between the researcher and others within the same context. As a result of conducting and analyzing 12 in-depth interviews as well as teaching/research journal entries for nine months, I obtained interpretive insights that show how critical it is for teachers to have awareness of their multiple identities and perspectives, long-term vision, and readiness for necessary transformation. Through the connectivity in autoethnographic research, a platform of open dialogue with readers and audience can be created to collaboratively explore approaches to bridge the problematic gaps. The findings stress the significance of connecting the notion of language teaching to lived experiences, suggesting a new research direction of language education in an interdisciplinary approach.

---

111
CLIL Approach in Online General English Reading and Writing Courses: A Retrospective Qualitative Analysis of Students’ Learning Experiences

Záborská, Dorota (Heian Jogakuin (St. Agnes’) U.)

The aim of this study was to evaluate the efficacy of a CLIL (content and language integrated learning) approach in two, one-year long synchronous online general English courses at a public university in Japan. The researcher also reflected on the impact of positive communication consciously practiced throughout the course to enhance students’ wellbeing. Two qualitative datasets were obtained and analyzed from the second semester. Data Set 1 included answers to an open-ended, end-of-term survey (N=62). Students articulated how they perceived their progress, content-wise and language-wise. Data Set 2 came from weekly entries into reflective portfolios summarizing each class, and reflections on personal learning experiences. Data Set 1 resulted in 10,000 Japanese characters, and Data Set 2 produced 55,158 words of English text. The two research questions in this study were “How will students respond to having a popular book on Ageing as their core textbook?” and “How can positive psychology interventions enhance students’ wellbeing in an online learning setting?” Other sub-questions dealt with the students’ motivation, and their perceived content and linguistic gains. To address the researcher’s conscious efforts to create a positive atmosphere within the COVID-19 context, students’ overall impressions were analyzed through the lens of positive psychology, making use of the concepts of positive communication in particular. Several themes emerged from a thematic content analysis, revealing challenges students faced, ways of overcoming such challenges, as well as the positive learning curve they noticed, and the relevance they felt for their future lives. The design of the course, selected teaching materials, and instructor’s carefully planned ways of facilitating collaboration proved efficient in developing positive classroom dynamics, which lead to enhancing overall students’ wellbeing and perceived improvements in language skills. The overall findings validate the tailored CLIL approach and the practice of positive communication.

Effects of Moving From In-Person to Online: STEM Majors and Poster Presentations

Kawano, Madoka (Meiji U.)
Elwood, James A. (Meiji U.)
Shibasaki, Reijirou (Meiji U.)

Poster session skills are indispensable skills for university students, especially for third-year science students who will soon enter the academic communities in their specified fields. As novice scholars, they often accompany their seminar professors to international conventions where they attend poster sessions and occasionally present posters. The presenters have developed poster presentation courses for STEM students and implemented them for the last few years at a private university in Tokyo. In 2020 when the course went entirely online due to the Covid-19, instructors and students had to embark on an entirely new dimension of online poster sessions. After considering several software options, the breakout room function of Zoom was chosen; in addition, Google Docs and Padlet were adopted to realize the virtual presentations. The steps undertaken in this process will be discussed, as will the logistics of the poster session. The presentation will include the results of surveys on learner experiences with and perceptions of the poster session, group work, and self-determination. The results of t tests were generally similar to those of previous years, but enjoyment of making posters and awareness of the usefulness of posters in their future showed statistically significant improvement. On the other hand, students indicated a significant drop in perception that they gained skills in organizing posters, which likely reflected the new (online) format. The final segment of this presentation will feature a comparison of face-to-face and online formats. Traditional, face-to-face preparation allows for considerable interaction, but an online format permits less direct interaction. Online courses and the online poster session did, however, seem to facilitate better focus and attendance. According to the qualitative analysis of open-ended responses, students seemed to feel less pressure when they presented online. Participants in this presentation will acquire an enhanced understanding of the process of developing, conducting, and evaluating online poster presentation courses for science majors.
Student Engagement in Reflection and Exploration Throughout Oral Presentation Activities

Minematsu, Kazuko (Atomi U.)

The purpose of this qualitative study is to investigate how university students engage in reflection and exploration throughout oral presentation activities (OPAs). The OPAs include two types of activities: (a) a pair work activity in which students exchange advice and feedback with three different partners to make their presentations better, and (b) an oral presentation activity in which students not only make their oral presentations in front of peers but also observe and evaluate peers’ presentations. Participants were three university students and their partners selected from a larger scale study. Data collection was carried out in three phases: during pair work activity, after pair work activity, and after making oral presentations in front of peers. The text data from response, reflection and comment were qualitatively analyzed using the concept of cognitive apprenticeship (Collins, 2006; Dennen & Burner, 2008). The findings of this study are as follows: During pair work activity, the partners’ comment and suggestions have made him/her aware of the new strategy to cope with the problem. After pair work activity, the students compared their own presentation with others’ (reflection) and explicitly stated reasoning to problem solving processes. Then they were guided to a mode of problem solving on their own (exploration), which led them to set sub-goals. After making oral presentations, they could build a conceptual model of the processes that are required to accomplish the tasks. Through the OPAs, the students experienced reflection on their process, comparison of their own performance to that of others, and comparison of their performance to a set of criteria for evaluating performances by way of cognitive and metacognitive processes. These aspects are important for learning because they could help students to determine what factors lead to success and to formulate an explicit model of a good performance.

Is Earlier Better for English Education?

Shimazu, Shigeko (Komazawa U.)

Early English education is the biggest education reform in history of the world. In Japan, English study in elementary school and university entrance examination are two biggest educational reforms in recent years. Concomitantly, the governments in nonnative English countries have taken initiative to adapt English education in elementary school. The ministry of Education, Culture, Sports, science and Technology (hereafter MEXT) invited native English-speaking teachers (hereafter NETs) and adapted English education in elementary school. However, governments and researchers consider that the investment in English does not bring good returns. In addition, it is often said that many elementary school teachers lack speaking and writing skills, knowledge of pronunciation, as well as vocabulary and pedagogical knowledge. Squarely, elementary school teachers work hard to teach English on top of regular subjects without adequate training nor pay increase. This study draws attentions to the following educational issues: Firstly, there is no consensus if early English education is better to develop English skill: Secondly, there is no clear goal to study English stated except digital globalization and economic globalization: Thirdly, 63 percent of non-native English teachers (hereafter NNETs) who lack listening skills consider that the arrival of NETs is a threat: Fourthly, more than half of high school students do not enjoy English study which is often attributed to English teaching in elementary school. This study is attempted to discuss early English education in elementary school and the values it cooperates. This study approaches to defining advantages and disadvantages of early English education, which is followed by illustrating an example from its recent practice. The discussion ends with a future direction that teacher education programs would be a priority to improve English education which is a globally common concern. This would be surely a benefit for young learners.
Writing Conferences for Actual Writing: An Advanced L2 Learner’s Case

Imai, Junko (Juntendo U.)

L2 writing literature reports L2 writing conferences (WrCs) full of difficulties such as L2 learners’ unpreparedness and their over-emphasis on grammar (e.g., Cumming & So, 1996). Many WrC studies have been conducted with intermediate learners, but little has been known about WrCs with advanced-level learners. As part of a large research project, I observed WrCs with an advanced learner of English and his graduate-student tutor over a semester in a college-level EAP program in the U.S. The learner was an undergraduate exchange student from Japan. His tutor had experience teaching writing and volunteered as a tutor for this study. Both speakers were male and majored in the same discipline. I video-recorded each WrC session, collected text drafts and revisions, and conducted playback sessions with each participant. I explored their focus during their WrCs, text changes, the structure of their conversations, and their performances through the content and discourse analysis. Their WrCs proceeded smoothly and were student-centered. The learner was on tasks right from the beginning and decided what they focus and negotiated problems with his tutor. Whenever parts requiring revisions came up, he revised the texts on the spot. The pair spent much time discussing how to develop the texts further and often engaged in collaborative writing and languaging (Swain, 2006). His tutor accepted the learner’s initiative and contributed ideas when necessary, sitting back, giving options, and relinquishing his initial feedback. They also filled in the outline collaboratively as a revision plan. Their focus was not on grammar itself, but it was treated along with discussing the content. The pair exchanged a variety of non-linguistic cues to achieve their learning or instructional goals. Pedagogically, this study addresses skills and knowledge needed for L2 learners to make use of WrC opportunities beyond grammar editing and simple revisions and effective tutor support.

Academic Writing Support for International Students: Challenges and Triumphs

Matikainen, Tiina (Tamagawa U.)

As international students and English-medium Instruction (EMI) programs increase in Japan, universities need to adapt their programs. However, changes to meet the needs of these students are not always easily achieved. One often overlooked area is academic writing. Even when faculty are able to teach their content in English, they may not be able to support students with academic writing necessary to complete their research in English, and such support may not be available for students as part of the curriculum. This presentation discusses a study examining the challenges of providing academic writing support for English-speaking students at one large private university in Tokyo. The participants of the study were English-speaking students enrolled in an Academic Writing course where they are meant to complete a fully developed research paper in preparation for writing their theses in English. The students’ prior academic writing experience varied greatly, with some having no experience in it. The study attempted to examine what aspects of academic writing are these students most confident and most insecure about, and what aspects of such writing courses do the students feel are most useful for them in preparing them for further academic writing. The data comes from a multiple choice and open answer questionnaire. The study found that students struggle the most with crucial aspects of research writing including using and finding appropriate sources and avoiding plagiarism, and macro-level writing skills such as coherence and appropriate academic vocabulary. On the other hand, they are most confident about their micro-level writing skills, such as grammar and spelling. Finally, the students expressed how the course was pivotal in helping them with fundamental and crucial aspects of academic writing, such as using academic voice and vocabulary, and learning how to use and cite sources appropriately.
芸術にことばは不要」という前提により「芸術は国境を越える」としばしば言われる。それゆえ、芸術分野における言語コミュニケーションに関する研究は国際的にみても遅れている。国境を超えて活動している芸術家達がいるのに関わらず、芸術実技分野における ESP（English for Specific Purposes）の先行研究は無いに等しい。本発表では日本の芸術家の事例を通して芸術分野における英語ニーズおよびジャンルの特徴を示す。はじめに、計39名の国内外を拠点とする日本の芸術家（美術、ダンス、音楽）と芸術関連の専門職に従事している人々との半構造インタビューに基づき日本の芸術家たちの英語ニーズを考察する。芸術家達の英語ニーズは専門分野や拠点とする国により異なり、英語は必ずしも共通言語とは限らないがグローバル化の進展を背景に英語ニーズは高まりつつあること、そして国内を拠点としながらも国境を超えて活動している・活動しようとする芸術家が英語で使用する主なジャンルや英語コミュニケーションを実践する主な場面を示し、団体所属の一員かフリーランスかの差異を指摘する。次に、芸術団体のホームページおよび美術館や画廊などが発信している資料の観察と分析を通して確認された芸術分野を横断して使用されているジャンルの特徴を理工系分野において使用されるジャンルとの比較を通じて検討する。その際、アーティストのポートフォリオサイト、アーティストステートメントの3つのジャンルに焦点を当て、芸術家としての自己を構築し、自らの創作活動への興味と理解を示すという目的と緩やかながらもジャンルとしての言語の特徴をもつことを示す。むすびでは、国内を拠点にする日本の芸術家たちが必要とする英語のうち優先度の高い使用場面とジャンルを提示し、学内外での学びの機会の必要性を論じる。

日本人英語学習者のコードスイッチング—英語母語話者を交えた小集団会話の質的分析—
Yamamoto, Aya (Showa Women's U.)

日本語を母語とし英語を学ぶ人（以下「日本人英語学習者」）が英語の会話に参加しているとき、途中で日本語を使用することがある。日本人英語学習者による英語←→日本語の切り替え、すなわちコードスイッチング（以下「CS」）をめぐっては、これまでのところ、主に語彙・構文レベルの特徴やCSの機能に焦点をあてた調査が進められてきたが、日本人同士が英語で行った会話を資料として確認された芸術分野を横断して使用されているジャンルの特徴を理工系分野において使用されるジャンルとの比較を通じて検討する。その際、アーティストのポートフォリオサイト、プロフィールとアーティストステートメントの3つのジャンルに焦点を当て、芸術家としての自己を構築し、自らの創作活動への興味と理解を示すという目的と緩やかながらもジャンルとしての言語の特徴をもつことを示す。むすびでは、国内を拠点にする日本の芸術家たちが必要とする英語のうち優先度の高い使用場面とジャンルを提示し、学内外での学びの機会の必要性を論じる。
本発表では、教員養成系大学で中等英語科指導法を履修している大学生と大学院生が、「プロジェクト学習（PBL）」に基づく教材とその指導法の開発を通して、「思考力・判断力・表現力」を身に付け、主体的・協働的な学習者をなることを目指した実践を報告する。英語学習者の資質・能力を育成するための指導を行うためには、自ら「主体的・対話的で深い学び」を体験し、このような学びを実現する授業設計ができる能力を養う必要があるからである。プロジェクト学習の遂行においては、まず、詳細な「プロジェクト企画書」（①プロジェクト名、②プロジェクトの最終ゴール、③課題を解決するために調べたり、実行すること、④プロジェクトの価値、⑤情報源、⑥活動計画、⑦身につけたい力を含む）を作成し、その後、実際に教材開発を行った。教材は、パワーポイントを用いて全て英語での解説や生徒間のディスカッションを含むものであった。作成された教材のテーマは「食品ロス」「海洋ごみ」「世界の通学路」など教科書やSDGsに基づくテーマがほとんどであり質的には高いものであった。毎回の授業および最終的な振り返りの質的分析を通じて、学生たちは指導案の書き方やルーブリック評価表の作成方法および英語表現のみならず、課題（問い）設定やその解決に向けた調査（外部への取材などを含む）を通じて多くのことを学び、チームでの協働性を発揮し、主体的に行動できるように行ったことが明らかになった。しかしながら、今回はコロナウィルス感染症対策のため、開発した教材と指導法を用いて実際に中学校で実践することが出来なかったことが課題として残った。
An Introduction to the British and American Novels Through Active-Learning
アクティブ・ラーニングを通して学ぶ「英米小説講読」

Ito, Mari (Tokyo Kasei U.)

英米小説を英語で読んだ経験がない学生が、アクティブ・ラーニングを通して、英米文学の初歩（入門）を学ぶ「英米小説講読」授業を紹介する。対象は人文学部英語コミュニケーション学科２年生（TOEIC300-875）23名・年間必修科目。目標はThe Lion, the Witch and the Wardrobeを原書で読み、英語の基礎を復習しながら、日本語らしい日本語に訳すこと、一定量の英文を日本語に置き換えることなく、英語のまま理解できるようになる。文章に秘められた内容、深層心理、聖書やシンボルを探り、英米文学作品を英語で鑑賞することができる。テキスト１課を２回の授業で読む。英米短編小説（A3両面1枚）や外国の文化・習慣や食について書かれた文章（A4）も読む。プレゼンは年２回、発表時間10分、質疑応答10-40分。後期はNarnia全7冊を「食」をテーマに発表。文献や配布資料の作成、プレゼン方法を指導した後、グループごとに7週間で準備する。作品を決定し、原著を読む。配布資料（あらすじ、「食」とシンボル、時代背景、映画との違い、参考文献一覧）、PPTとTF（プレゼンに関する問題を英語で5問）作成、（作品のイメージに合う）楽曲を探す。配布資料とTFは事前に提出。定期試験の半分は配布資料の持込可で、学生が作成したTF問題の一部が採用される為、発表する側と聞く側の受講態度が高まる。アンケート調査によると、「原書を読むこと」。感想は「面白かった」「英米小説に興味が持てた」「またやりたい」「英文を読む力が上がった」と前向きな意見が多く、プレゼンを通してのモチベーションは「変化なし」52％、「少し高まった」35％、「高まった」13％。授業に「満足している」「大変満足している」が66％であった。

Exploring the Role of a Model Text on Korean Learners’ Attention Areas and English Article Revisions: Using a Picture Based Narrative Writing Task

Park, Sujung (Hanyang Cyber U.)

One of the feedback techniques often employed in English as a foreign language composition classes is the provision of model texts for their practical application as well as for improving learners' discourse and linguistic competences. Thus, previous research in EFL contexts has investigated models, examining what learners notice and revise when they compare their initial texts against models. However, this strand of research used learners' self reports as the cut off measure for their data analysis, which may result in incomplete data collection. Thus, this study directly looked into learners' actual changes made in their revised texts for what they had noticed from the model text. In addition, this body of research has not yet targeted a specific grammatical feature to see whether models can have a role in improving learners' grammatical accuracy. Thus, by employing a narrative writing task, this study examined English articles, exploring in what environments, learners correctly revise articles, leave them uncorrected, or rather incorrectly revise them. With seventeen Korean learners from an online university composition class as the participants, the results indicated that the learners attended to lexis most, then content, followed by grammar and organization, which is, in fact, in line with the results of previous studies. In terms of article revisions, the model text had limited effects by the learners' leaving a majority of their incorrect articles uncorrected in the revised texts. The main factors involved in the learners' correct revisions, no corrections, or incorrect revisions include their prior article knowledge, individual differences, mismatches in locations between the comparable noun phrases used in the learners' initial texts and the model text, and L1 influence. Based on these results, future research directions and pedagogical implications will be presented.

AUG.29 / 10:00-10:25 / Room 13

AUG.29 / 10:40-11:05 / Room 1
Collaborating With Disciplinary Specialists in Developing Pedagogical Tools for Japanese Graduate Students of Engineering

Shi, Jie (U. of Electro-Communications)

Scientific research is heavily dependent on collaborations among researchers in the same or related domains. However, the collaboration of researchers or disciplinary specialists from different domains at the tertiary level is infrequent. In English education field, the area of English for Specific Purposes (ESP) that focuses on providing the English education that meets the learning needs of learners calls for extended collaborations with the teachers of students’ disciplines, or the disciplinary specialists at universities, for better relevancy and validity of course content, language skills as well as pedagogical approaches. Though such a collaboration is considered by ESP practitioners to be important and crucial, smooth and effective collaborations are not easy to achieve for various reasons such as differences in disciplines and understanding of education. This presentation reports a case study of a positive experience of the collaboration between English and engineering language faculty members in a graduate school course of research English for the graduate school students at a Japanese university of science and engineering. The course, called Graduate school Technical English, is a university-wide and compulsory course for graduate school students and co-taught by English (full-time and part-time) and disciplinary faculty members. The main goals of this course include research article reading, academic writing and conference presentation. First, the course history, goals, syllabus, teaching methods, materials and teaching faculty are reported. Then, the specific strategies of teaching academic writing and the co-development of teaching materials including instructional and evaluation checklists by English and disciplinary faculty members are described. Some successful pedagogical practices, such as checklists for research article abstract, introduction, methods, results, discussion and conclusion, developed as a joint effort of English and engineering faculty members, are detailed. In addition, suggestions for successful communication and working with disciplinary specialists are offered.

The Impact of Synchronous Online Foreign Language Teaching on Student Satisfaction and Motivation

Toda, Hiroyuki (The U. of Tokyo)

The outbreak of COVID-19 in early 2020 forced educational institutions around the world to stop providing lectures in their classrooms and shift their educational method to online teaching. Undergraduate foreign language courses in Japanese universities, which are generally required for graduation, were not exceptions. While the crisis imposed an stifling experience on students, teachers had to overcome their own challenges as well because they had little prior experience of teaching online. (JACET Kanto, 2020) Although some studies conducted before the crisis suggest that shifting of face-to-face classroom teaching to partial or complete online teaching does not negatively impact academic performance or substantially compromise student motivation or satisfaction (Francescucci & Foster, 2013; Francescucci & Rohani, 2018; Islam, 2019; Motycka, Onge, & Williams 2013, and Skylar, 2009), these classes were taught with sufficient preparation and in the absence of any immediate threat of a pandemic and were for subjects other than foreign language education . The purpose of this research was to explore the impact of synchronous online teaching on student satisfaction and motivation when traditional face-to-face classroom teaching is not available. The magnitude of the impact was measured quantitatively and qualitatively by analyzing the responses both numerical and transcriptive to a questionnaire to students participating in the classes the author provided. The findings reveal that the students were fairly satisfied with synchronous online teaching while still considering face-to-face classroom teaching to offer the best learning environment for them while regarding synchronous online teaching as the best alternative to face-to-face classroom teaching for foreign language courses because of the synchronicity and interactivity it provides. The result of this study also showed that synchronous online teaching can significantly increase student motivation, and that students may become less vulnerable to the external environment and more driven by their own internal aspirations.
The Effectiveness of Multiple Supports of the ICT-Self Learning System to Improve English Pronunciation of Intonation

Nishio, Yuri (Meijo U.)
Joto, Akiyo (Prefectural U. of Hiroshima)
Rogers, James (Meijo U.)
Tatsumi, Toru (Gifu U.)

L1 Japanese learners of English tend to pronounce the chunking of utterances into short phrases or putting the stress on the wrong places, which might cause a hindrance of accurate intonation. When it comes to the training of pronunciation, technology development impacts the drastic changes of English learning ways to train pronunciation. We developed an ICT self-learning system to study English pronunciation with numerous supports: native videos and sounds, indications for stress, using a circle mark and for an intonation pattern, using an arrow, learner’s real-time videos, learner’s voice, and texts to transcribe the voice of the learner simultaneously. Our paper aimed to investigate how useful these supports were from the results of the experiment. Fifty-seven Japanese students participated in this experiment. There were four sessions: a pre-test, training, a post-test, and a questionnaire for the ICT system. For the pre and post-tests, the participants recorded pronouncing target sentences or phrases shown on the screen. After recording, they pressed the “Submission” button, and automatically their videos were uploaded to the server. In the training sessions, the participants clicked a sentence on the screen and showed or listened to all the supports: the native movie, the indication of the stress and the intonation, the self-video and voice, and transcribed texts. The researchers analyzed the participants’ pronunciation by hearing and by using Praat measuring the pitch conquer for stress or intonation. The improvement of their pronunciation between the pre and post-tests was significantly shown. From the questionnaire of the participants, the supports, especially native speaker’s videos, the indication of the stress and the intonation, the self-video, and transcribed texts were most effective in training pronunciation. They noted that they were satisfied with using the self-learning system, realizing that their pronunciation improved.

Cultural Identity and Its Influence on EFL Students' Language Proficiency at a Public University in China

Zhang, Yushan (Hebei U. of Science and Technology)
Ng, Soo Boon (SEGi U.)

Globalization enhance intercultural communication which is crucial in forming people-centric society in-line with the concept of Society 5.0. Being the future constructor of this borderless globalized world, university students play an important role. English language being the lingua-franca used by many segments of the global society is taught to many university students. They are either native speakers of English or non-native speaker. English language proficiency of non-native speaker students has been advocated as a mean to enhance globalization. English as a Foreign Language (EFL) learners' language learning is influenced by many factors, including their cultural identity. In the field of foreign language learning, cultural identity has been taken as non-linguistic learning outcomes that are affected by the language learning process. However, in the actual learning process, the "cause" and "effect" have mutual influence on each other. In China, many studies have been conducted to explore cultural identity through EFL, for example, Gao (2011) proposed the use of Lambert's social psychological theory to study the cultural identity types and its' influence on EFL learners' language proficiency. This study explores students' cultural identity and their English language proficiency in a university in Hebei, China. Questionnaire was administered to measure students’ cultural identity types. This is then co-related to the EFL course score. In-depth interviews were then conducted to explore how cultural identity influence students’ EFL acquisition. Questions asked including if EFL has positively or negatively influenced their own Chinese cultural identity and how this identity has in turn influenced their learning of English. It is hoped that a good way of improving EFL learners' language performance will be found and applied to English language teaching in the target University.

119
Foreign Language Education Reform Through Action Research: Putting CEFR Educational Principles into Practice

Schmidt, Maria Gabriela (Nihon U.)
Birch, Gregory (Seisen Jogakuin C.)
Bower, Jack (Tezukayama U.)

This research presentation reports on a Japan Society for the Promotion of Science (JSPS) sponsored project on the CEFR and Action Research (AR). The project aims to facilitate numerous small-scale action research projects related to foreign language teaching in Japan. Practitioners who were invited to participate in the project are reflecting on and finding ways to improve their teaching practice using the CEFR as a reference and conceptual tool, and are being provided with support and guidance to ensure that their research is conducted systematically in relation to the AR literature and reflective of CEFR principles. The project proposes a CEFR-focused AR model (CARM) based on a critical review of AR literature. The presentation will cover the following areas: first it will describe why action research is the perfect vehicle for teachers to systematically research putting CEFR educational principles into practice, secondly a critical outline of the CEFR will be given, based on the outcome of another KAKEN research project. Third an overview of action research will be provided, including an introduction to various AR models, ranging from the traditional to the more recent. Finally, a model for AR that defines the research focus in relation to the CEFR will be proposed. The presentation will conclude with a discussion of how the viability of this model will be examined over the final two years of the Kaken research project.

Cognitive Linguistics for EFL Writers: A Study of Plurilingual Online Team Teaching Sessions

Saito, Aiko (Setsunan U.)
Markve, Stephen (Freelance)

The class in question was a group of 11 English major 3rd years after 6-month study abroad program. They aimed to master effective presentation skills in 15×90min online sessions in 2020. It was the 9th and 10th weeks that we had plurilingual team-teaching Zoom sessions to introduce cognitive linguistics notions to see their tool, words. By then, students were over all confident in casual English conversation, yet tended to either staying within their comfort zone to write grammatically correct sentences in limited patterns, or trying to raise readability scores by merely switching everyday vocabularies with archaic ones. In order to liberate their mindset, the two teachers decided to introduce cognitive linguistics to students. In the first session, students were asked to observe a painting, and write a short story based on it. Then, we focused on verbs they used. Some verbs are lighter in information volume than others. Some are richer, and have larger potential information to follow. Their assignment for the next session was to collect as many ways to translate the verb “escape,” one of the “rich” vocabularies they discussed in class. Exploring translation options and bilingual discussion on the topic helped widening recognition of the target English vocabularies. In the second session, students discussed other examples of “rich” vocabularies to invite readers’ profound imaginations, in contrast with simpler lighter ones that can speed up the story. Finally, each participant presented their new creative story verbally, challenging the next speaker to try out other possibilities to entertain audience, just like the competition of narratives among the travelling company in Cantuerbury Tales. Students’ word choice became fearless, and the course of plot was pretty creative. A student commented “I’d never seen words in such a way.” The presentation will include a brief demonstration.
The Impact of COVID-19 on Student Emotions and Resilience

Kato, Ayami (Ohka Gakuen U.)
Landsberry, Lauren (Ohka Gakuen U.)
Clark, Gretchen (Kyoto Notre Dame U.)

Emotions drive us; our studies, careers and relationships. They influence our decisions, who we are, how we think about things and how we live. The COVID-19 pandemic has increased stress, disruption and confusion for everyone, including our students. In 2020, many plans for study abroad were cancelled or postponed indefinitely, English classes and other subjects were moved online and job-hunting for many became almost impossible. This presentation explores the emotional responses Japanese university students have toward the disruption caused by COVID-19. A questionnaire using closed and open-ended questions was administered using Google Forms. The participants were students in central Japan who were in varying stages of their degrees at public universities, private universities, and colleges. The questionnaire investigated how the students felt about different aspects of their current university life and how their emotions influenced their plans for their future. By understanding how our students feel about their current and future lives, we can be more empathetic and attuned to their needs. We can also provide emotional support, help them build self-esteem and promote autonomy both inside and outside the classroom. Also, we can help them deal with stressors that they may be facing, help them to build resilience and give them the best opportunity to reach their full potential.


Kakimoto, Etsuko (Kyushu Sangyo U.)

本発表では、高等教育に欠かすことのできない「グローバル人材育成」の在り方を2つの観点、ジェネリック・スキル養成、およびグローバル・シティズンシップ教育、から吟味し、パンデミックを経て今後文明転換点として銘記される2020年以降において、高等教育が目指すべきグローバル人材育成の在り方を考えることを目的とする。従来、グローバル人材を語る際、国際経済競争に有利に立ち回る企業人を想定し、その育成が大学に求められてきた。しかしこれからの世界において経済活動のみならず人類共通のグローバルな課題は待ち受けに日々我々に迫っている。2015年国連が制定した持続可能な開発目標SDGsが注目される所以である。その中で真に求められるグローバルな視点とは何かを再確認しつつ、国際社会の最前線で活躍する学生の育成を目的として本学にて開始された「Global Leadership Program」について紹介する。プログラム全体像としては、1年次基礎科目履修を経て、2年次後期から3年次後期までがコースの中核を成し、4年次に成果発表を行うものである。履修生は現2年次生11名、学部横断的に選考された意欲の高い学生集団である。100分14回の授業の内、6回を国連ハビタット福岡本部ならびに国連世界観光機関駐日事務所からの講師の講演（英語講演含む）、2回が企業講師4人による講演で日本企業の海外事業展開について、また1回はオーストラリアUniversity of New South Walesから学生3名が参加したOnlineディスカッション、および中間・最終グループ・プレゼンテーション各1回等が行われた。本発表では1学期間の実践について、グローバルな視点、キャリアデザインとグローバル企業への関心、コミュニケーション技能等の領域において、事前・事後調査から読み取れる学生の意識についても報告する。
AUG.29 / 10:40-11:05 / Room 10

Comparison of Strategic Competence Between Japanese and International Students’ Group Work and New Online Teaching Styles
グループ活動における交流国ごとの方略的能力の比較分析と今後の授業形態の展望
Kato, Kazumi (Tokai U.)

本発表者は、コロナ前からインターネットを繋げてシンガポールの大学とオンラインで共同授業を行ってきた。教室でネットを繋げ、日本人学生2名、シンガポールの学生2名と計4名1組グループを作り、それぞれのグループがiPad上でスカイプを利用して英語でコミュニケーションを取りながらタスクを完成させるグループ活動を行った。さらに、その様子を録画し、その録画データをみながら学生自身で異文化間のコミュニケーションと同文化間のコミュニケーションの違いを比較分析する一連のグループ活動の授業を行ってきた。しかし、コロナ禍では状況が異なり、授業形態も利用する電子機器も変わったため、異なる方法で授業を行うことになった。学生それぞれが自宅からパソコンやスマートフォンを使ってzoomを利用してグループ活動を行い、フィードバックもオンライン上で行うようになった。本発表では、まず教室内で行った際のシンガポールの学生と日本人の学生とのグループ活動の様子を紹介し、英語レベルにおける日本人の方略的能力とシンガポールの学生の方略的能力の違いの分析結果を報告する。また、同じくタイの学生とのグループ活動の様子を紹介し、交流相手国によるコミュニケーションの違いを比較分析し報告する。最後に、コロナ前に行った教室内のオンライン共同授業と、コロナ禍でのオンライン共同授業の形態を比較し、コロナ後にはどのような授業形態、電子機器を利用して海外の学生と共同授業を行うことが適しているかを紹介し、これからの新しい授業のあり方をディスカッションする。

AUG.29 / 10:40-11:05 / Room 13

Pandemic’s Influence on University Students as Seen in English Learning
英語学習に見られるパンデックが大学生に与えた影響
Sonda, Nozomu (Yamaguchi U.)

COVID-19のパンデミックは2020年の晩冬から日本でも広がり始め、その結果、この年の大学は、遠隔授業あるいは少人数やマスク着用などの制限付きでの対面授業が強要された。特に1年生は入学式もなく、新しいクラスメートと会うこともできず、クラブ活動やアルバイトもできなくな、大学生活が始まった。本研究は、パンデミックが大学生の英語学習にどのような影響を与えたかを調査するものである。参加者は、西日本の国立大学1年生で、英語会話（リスニング・スピーキング）及び英語（リーディング・ライティング）の履修生600名で、英語による口頭プレゼンテーションやエッセイ課題で学生が取り上げたテーマを分析することで、学生が特に関心のあること、考えている事柄の傾向を分析した。英語会話の授業では、(1)“What is happiness to you?”、(2)“What kind of world do you want to live in?”、(3)“What is the purpose of life to you?”、(4)“The future of X”（Xは自分で決める）という題目をベースに、学生は具体的なトピックを自分で設定し、1分間のプレゼンテーションをクラスの前で披露した。ライティングの授業では、“What improvement does your university or Japan or the world need?”（my universityとJapanとthe worldから一つ選ぶ）の問いに対する答えを3-5段落の英文エッセイに書いて提出した。取り上げられたトピックの傾向として、パンデミックのものを取り上げたものの、健康や保健衛生に関するものが目立った。また、パンデミックにより強要された遠隔授業に関する批判や改善案なども見られた。さらに、旅行やパーティーなどができず、一人になったり、本を読んだり、考えたりする時間が増えた分、より内向的・内省的になったというコメントも多かった。このように、パンデミックは、大学生が社会問題や深い内容の事柄について考えることをたくさん与えることになったようである。意味を重視する学習活動という意味で、COVID-19は不幸中の幸いとして、英語学習者に貴重な経験をもたらしたと言える。

122
The Role of Language to Achieve the Sustainable Development Goal 4 (SDG 4) in Malaysia and Japan
binti Azman Firdaus, Aliyyah Nuha Faiqah (Hiroshima U.)

Language is an essential part of human interaction. People use it as a means to communicate, convey meaning and share experiences. In 2015, the United Nations introduced the Transforming Our World: The 2030 Agenda for Sustainable Development with the 17 Sustainable Development Goals or SDGs at its core to address the concerns of poverty, inequality, food security, climate change, protection of ecosystems and so on. The SDGs were meant to succeed their predecessor – the Millennium Development Goals (MDGs), which consisted of 8 goals, with a new set of goals, targets and indicators to be achieved in 15 years. Language plays a crucial role in facilitating the social action needed to implement SDGs, especially the local languages or mother tongue (Mariotti, 2017). It can therefore be seen as a development tool to aid in the successful implementation of the SDGs. I argue that a language based approach to implementation of SDGs is essential to ensure the success of the goals, as a two-way communication is needed between the SDG implementers and the people. The proposed study will explore the role of language within the SDG 4 (Quality Education) context of Malaysia and Japan from a critical discourse perspective. As both countries have pledged to achieve the SDGs by 2030, it would be interesting to see how SDG 4 (Quality Education) is realised in a comparison of a developing country (namely Malaysia), on the one hand, and a developed country (namely Japan), on the other. For comparison purposes, I will also look at how language policies shape and reflect the two different cultural settings (multiculturalism for Malaysia and monoculturalism for Japan). It is becoming important to understand non-Western thinking about the SDGs to highlight the integration of Asian values shared by Japan and Malaysia.

An Oral Storytelling Workshop: Glocalizing Language Education
Tada, Megumi (Hirosaki U.)
Solomon, Joshua Lee (Hirosaki U.)

This practical report discusses an exploratory workshop utilizing local folklore, Japanese dialect literature, and performative English-language training. The workshop was conceptualized in part to reflect the so-called “local” university’s glocal educational initiative, which stresses cultivating citizens invested in local development through the appropriation of global technologies and techniques. The workshop combined English language education and regional studies using CLIL (content and language integrated learning) methods. Students first worked with Japanese storytellers (kataribe) trained in local vernacular tales to learn oral performance. The students received performance instruction primarily in Japanese, then applied those techniques to scripts translated to English. The second day of the workshop was then streamed for students and the local citizenry and included group recitations by students and trained storytellers both. The pedagogical motivation for this format was in part the recursive reinforcement afforded by mirror texts (parallel texts) and scaffolding provided by the culturally-familiar material. The use of mirror texts was unique in that neither the local dialect nor English were the students’ L1. Through the process, links were forged between the university and local community and between Japanese and foreign students, and students engaged in intentional, performative English in addition to local dialect, culture, and history.

Clarke, Stephen (Nagoya C.)
Morrish, Jaime (Sugiyama Jogakuen U.)

WordEngine is a software platform that provides learners with a digital, gamified version of bilingual flashcards. After taking a placement test, users are purportedly led to acquire English words that are just above their level of competence. This study examined the extent to which learners developed the ability to produce the target L2 words they had supposedly learned through the software. The subjects in this study accessed the software on their smartphones, and every week they were required to get 350 correct responses to quiz questions. The quiz element involved subjects being shown words in Japanese (L1), and then given a choice of three possible English meanings. The software developers claim that through repeated meetings with level-appropriate vocabulary items at spaced intervals through these quizzes, learners are able to acquire a gradually increasing number of L2 words over the long-term. Specifically, they claim that words can be acquired over the long-term after five, correct, review meetings. Tests that involved translating Japanese words into English were administered to college English majors 5 and 8 months after they had finished reviewing each word five times on WordEngine. Results showed that the subjects could provide L2 translations for only around one-third of the target words, though the number would be less if correct translations that were not studied via WordEngine were excluded. After discontinuing the use of WordEngine, average TOEIC and VELC scores in the same department as the test subjects were not negatively affected. Together, these results call into question the efficacy of WordEngine as a vocabulary learning tool that transfers L2 words from learners’ short-term memory to their long-term memory in this context.

Factors Predicting EFL Learners’ Perceived Success of Web-Based Distance Learning

Matsumura, Yuko (Kindai U.)
Nakagawa, Hiroyo (Osaka Jogakuin C.)

The relationship between self-regulated learning (SRL) strategies and academic achievement has been a well-documented research agenda in educational psychology and second language acquisition. As the COVID-19 pandemic forced transition to largescale web-based distance instruction, it is of crucial research interest to investigate how socially-isolated EFL university students, deprived of access to in-person classroom interaction, have coped with the new challenges of self-managing and self-regulating their learning by utilizing the school-provided LMS (Learning Management System) platform. In this regard, the purpose of the present study is to identify factors contributing to the learners’ perceived success of web-based learning. To this end, a six-point Likert-scale questionnaire was administered to 144 basic to intermediate level (mostly CEFR A1-B1) coed university students with hard and soft science majors, inquiring about the degree to which they used SRL-related metacognitive strategies in their completion of coursework assignments. First, the responses were submitted to data-reduction factor analysis, with the six SRL-related factors extracted and labeled as “planning and scheduling, learning environment structuring, self-reliance in coursework completion, time management, consciousness of the coursework deadline, and self-encouragement.” Then, these factors were used in a multiple regression formula as predictor variables to examine which factors significantly contributed to the learners’ perception of successful web-based learning. The results identified planning and scheduling as the most significant predictor of their perceived learning success, followed by environment structuring, self-reliance, time management, and deadline-consciousness. These metacognitive factors pertaining to self-organizing and self-management of their learning were closely aligned with the distinctive attributes of self-regulated learners described in the bulk of the SRL studies. Therefore, the degree to which learners employed and adapted metacognitive SRL strategies was confirmed to greatly influence their perception of web-based learning achievement. The research findings could offer profound insights into the development of learning strategies with important pedagogical implications.
Accountability in Program Evaluation: A Theoretical Survey to Explore Practical Implications to Innovation and Curriculum Articulation

Naranjo-Escobar, Francisco (Lakeland U. Japan)

Accountability is critical to quality assurance and to ensuring innovations get effectively implemented. However, there has been a paucity of research on its utilization, conceptualization, and how evidence conducive to accountability performance is collected. This, in turn, has prompted scholars to call for a reconsideration of both strategies and methods conducive to observed accountability and a revision of accountability as a concept. This idea has gained more momentum given the rapid migration from traditional to virtual classrooms, mostly when policies may overlook contextual variables affecting CALL or virtual environments.

This paper sought to theoretically address the methodological and conceptual gaps identified in the literature while suggesting potential courses of action that may rationally justify decision-making and, ultimately, accountability findings from a social standpoint. To achieve this aim, this study first built on the available literature to survey the nature of accountability and the socially reactive and dialectical processes that produce evidence. Then, an argument was built to assess the strength of the rationales in the literature and suggest courses of action that consider social and contextual constraints when implementing technology-related initiatives, such as CALL, in the classroom.

The construction of the argument revealed that accountability comprises a social product derived from evaluand participants' reactive and reflective engagement regarding contextual values and benchmarks. On this basis, it is recommended that educators and administrators alike observe environmental factors when implementing initiatives and assessing success rates in evaluands. Further research is needed to identify further factors that may influence the understanding of accountability and what produces observable evidence conducive to it.

The Development and Validation of the Audience Awareness Scale

Imai, Mari (Tokyo U. of Foreign Studies)

The purpose of this study is to develop a scale to measure the audience awareness and to examine how to promote Japanese English learners to write English composition that is easier to understand.

While communication via the Internet has become active because of the development of information and communication technology, miscommunication has become more likely to occur. Particularly in the Japanese English learner in EFL environments, it is necessary to reduce such miscommunication in written language.

To this end, writing studies have focused on the “audience awareness”, which is defined as being aware of readers who will read the writing and adjust the way of writing the composition so that readers can understand easier (MuCuchen, 2006).

Based on the above, this study conducted scale development and questionnaire survey. In study 1, a new scale that measures the degree of audience awareness was developed using the examples of the intervention practice in the previous studies which focused on enhancing the audience awareness of the learners. After creating 45 scale items, questionnaire survey was conducted on 144 university and graduate students. Exploratory factor analysis extracted five factors: "reader awareness", "opinion statement", "domain coordination", "rebuttal", and "revision." Their reliability and validity were also confirmed. This scale was named as “the audience awareness scale.”

In study 2, the questionnaire survey was conducted to examine the process of English writing. Structural equation modeling revealed that "reader awareness" had an significant effect on "opinion statement", "domain coordination", "rebuttal". Also, "opinion statement" and "domain coordination" had an significant effect on “revision”, while "rebuttal" had no significant effect on “revision.” This result indicates that to improve writers’ English composition, it is important to intervene in "reader awareness."
During 2020 and 2021, the COVID-19 pandemic had detrimental impacts on various fields worldwide. People experienced unprecedented economic decline and high death tolls. Key competencies require individuals to acquire abilities to meet the challenge of this complex world and have set the tone for each country’s educational policies. The Program for International Student Assessment (PISA) is regarded as a tool for governments worldwide to promote education reform and as source of ideas or methodologies for such reforms. In this paper, we analyze the question types in the 2018 PISA and in the approved English textbooks as a resource for Japanese educational reforms. This paper aims to determine what types of reading comprehension questions in what proportions appear on PISA exams in order to see how that compares the proportion of question types present in current English approved textbooks. We examined the reading comprehension questions included in the 2018 PISA (PQs) and the reading comprehension questions in English textbooks published in 2017 authorized for use in Japanese high schools (JQs). The findings reveal that JQs have much fewer questions, with question types of multiple texts, evaluation, and reflection on content with students’ knowledge and experience, and these questions were problematic for Japanese students, who typically did not achieve adequate scores on these types of questions in the PISA in 2018. The results indicate that Japanese authorized high school textbooks should especially include questions with multiple texts, evaluation, and reflection on content with students’ knowledge and experience, which are helpful to enhance students’ higher-order thinking skills. Although the results had similarities with previous research, this paper is among the first studies that have shown that JQs do not value questions with multiple texts and reflection on content with students’ knowledge and experience, which PQs value the most.
賛助会員ライトニングトーク（8月28日）

### Room 1

<table>
<thead>
<tr>
<th>時程</th>
<th>賛助会員名</th>
<th>内容</th>
</tr>
</thead>
<tbody>
<tr>
<td>14:15–14:20</td>
<td>株式会社 EdulinX</td>
<td>後期からや入学前教育での導入も可能！Reallyenglish『Practical English』シリーズ大幅アップデートのご案内</td>
</tr>
<tr>
<td>14:55–15:00</td>
<td>一般社団法人Global英語コミュニケーションテストOPIcのCOIL型教育効果評価としての適用</td>
<td></td>
</tr>
</tbody>
</table>

### Room 2

<table>
<thead>
<tr>
<th>時程</th>
<th>賛助会員名</th>
<th>内容</th>
</tr>
</thead>
<tbody>
<tr>
<td>10:30–10:35</td>
<td>ターンイットイン・ジャパン合同会社</td>
<td>Turnitinのレポート類似性チェック・ライティング指導ツール等の最新活用事例をご紹介</td>
</tr>
<tr>
<td>14:15–14:20</td>
<td>株式会社成美堂</td>
<td>テキストオンライン資料のご案内</td>
</tr>
<tr>
<td>14:55–15:00</td>
<td>株式会社プロゴス</td>
<td>「英語を話せる」を可視化する、国際基準CEFRに準拠した英語スピーキングテスト「PROGOS」とは？</td>
</tr>
</tbody>
</table>

### Room 3

<table>
<thead>
<tr>
<th>時程</th>
<th>賛助会員名</th>
<th>内容</th>
</tr>
</thead>
<tbody>
<tr>
<td>10:30–10:35</td>
<td>株式会社三修社</td>
<td>新刊紹介</td>
</tr>
<tr>
<td>11:10–11:15</td>
<td>englishbooks.jp</td>
<td>englishbooks.jp大学向け教材のご紹介</td>
</tr>
<tr>
<td>14:15–14:20</td>
<td>株式会社桐原書店</td>
<td>オンライン型英語力判定テストEnglishLevelTestのご紹介 (9-1)</td>
</tr>
<tr>
<td>14:55–15:00</td>
<td>株式会社mpi 松香フォニックス</td>
<td>自己探求ライティング教材TAGAKIシリーズ1</td>
</tr>
</tbody>
</table>

### Room 4

<table>
<thead>
<tr>
<th>時程</th>
<th>賛助会員名</th>
<th>内容</th>
</tr>
</thead>
<tbody>
<tr>
<td>10:30–10:35</td>
<td>コスモビア株式会社</td>
<td>英語の「多聴・多読」がオンラインでき る、LMS付き電子図書館「eステーション」のご案内</td>
</tr>
<tr>
<td>11:10–11:15</td>
<td>公益財団法人日本英語検定協会</td>
<td>2021年度英検、TEAP、IELTSのテスト概要についてのご案内</td>
</tr>
<tr>
<td>14:15–14:20</td>
<td>株式会社教育測定研究所</td>
<td>初〜中級者向けスピーキングテスト「CASEC SPEAKING」</td>
</tr>
<tr>
<td>14:55–15:00</td>
<td>センゲージラーニング㈱</td>
<td>和書新刊タイトルのご案内</td>
</tr>
</tbody>
</table>
### Room 5

<table>
<thead>
<tr>
<th>時程</th>
<th>賛助会員名</th>
<th>内容</th>
</tr>
</thead>
<tbody>
<tr>
<td>10:30–10:35</td>
<td>株式会社プロゴス</td>
<td>「英語を話せる」を可視化する、国際基準 CEFR に準拠した英語スピーキングテスト「PROGOS」とは？</td>
</tr>
<tr>
<td>11:10–11:15</td>
<td>センゲージラーニング㈱</td>
<td>新刊『World Link(第4版)』: 新刊 6 レベル アカデミックシリーズ『Reflect (Reading &amp; Writing, Listening &amp; Speaking)』のご案内</td>
</tr>
<tr>
<td>14:15–14:20</td>
<td>コスモビア株式会社</td>
<td>英語の「多聴・多読」がオンラインでできる、LMS 付き電子図書館「eステーション」のご案内</td>
</tr>
<tr>
<td>14:55–15:00</td>
<td>一般社団法人国際ビジネスコミュニケーション協会</td>
<td>目的や場面に合わせて選べる TOEIC Listening &amp; Reading 公式 e ラーニング・公式教材のご紹介</td>
</tr>
</tbody>
</table>

### Room 6

<table>
<thead>
<tr>
<th>時程</th>
<th>賛助会員名</th>
<th>内容</th>
</tr>
</thead>
<tbody>
<tr>
<td>10:30–10:35</td>
<td>株式会社 EdulinX</td>
<td>教員養成課程の学生にもおすすめ！『英語の授業力アップ！スピーキング講座』のご紹介</td>
</tr>
<tr>
<td>11:10–11:15</td>
<td>株式会社教育測定研究所</td>
<td>個人適応型英語コミュニケーション能力測定テスト「CASEC」</td>
</tr>
<tr>
<td>14:15–14:20</td>
<td>株式会社朝日出版社</td>
<td>あなたのグローバル英語力を測定 新時代のオンラインテスト CNN GLENTS</td>
</tr>
<tr>
<td>14:55–15:00</td>
<td>チェル株式会社</td>
<td>オンライン授業に対応したクラウド型 MALL システム『CaLabo MX』のご紹介</td>
</tr>
</tbody>
</table>

### Room 7

<table>
<thead>
<tr>
<th>時程</th>
<th>賛助会員名</th>
<th>内容</th>
</tr>
</thead>
<tbody>
<tr>
<td>10:30–10:35</td>
<td>クリエイド・ラーニング株式会社</td>
<td>英語電子教科書の可能性</td>
</tr>
<tr>
<td>11:10–11:15</td>
<td>株式会社 mpi 松香フォニックス</td>
<td>改訂版『小学校英語はじめる教科書』</td>
</tr>
<tr>
<td>14:15–14:20</td>
<td>クリエイド・ラーニング株式会社</td>
<td>英語電子教科書の可能性</td>
</tr>
<tr>
<td>14:55–15:00</td>
<td>ターンイットイン・ジャパン合同会社</td>
<td>Turnitin のレポート類似性チェック・ライティング指導ツール等の最新活用事例をご紹介</td>
</tr>
<tr>
<td>時程</td>
<td>賛助会員名</td>
<td>内容</td>
</tr>
<tr>
<td>---------</td>
<td>-------------------</td>
<td>----------------------------------------------------------------------</td>
</tr>
<tr>
<td>10:30–10:35</td>
<td>株式会社朝日出版社</td>
<td>あなたのグローバル英語力を測定 新時代のオンラインテスト CNN GLENTS</td>
</tr>
<tr>
<td>11:10–11:15</td>
<td>一般社団法人国際ビジネスコミュニケーション協会</td>
<td>目的や場面に合わせて選べる TOEIC Listening &amp; Reading 公式 e ラーニング・公式教材のご紹介</td>
</tr>
<tr>
<td>14:15–14:20</td>
<td>株式会社金星堂</td>
<td>金星堂の取り組み 2021 その 2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>時程</th>
<th>賛助会員名</th>
<th>内容</th>
</tr>
</thead>
<tbody>
<tr>
<td>10:30–10:35</td>
<td>ひつじ書房</td>
<td>ひつじ書房の新刊</td>
</tr>
<tr>
<td>11:10–11:15</td>
<td>チェル株式会社</td>
<td>オンライン授業に対応したクラウド型MALL システム『CaLabo MX』のご紹介</td>
</tr>
<tr>
<td>14:15–14:20</td>
<td>ひつじ書房</td>
<td>ひつじ書房の新刊</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>時程</th>
<th>賛助会員名</th>
<th>内容</th>
</tr>
</thead>
<tbody>
<tr>
<td>10:30–10:35</td>
<td>倖成並堂</td>
<td>テキストオンライン資料のご案内</td>
</tr>
<tr>
<td>14:15–14:20</td>
<td>株式会社三修社</td>
<td>新刊紹介</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>時程</th>
<th>賛助会員名</th>
<th>内容</th>
</tr>
</thead>
<tbody>
<tr>
<td>10:30–10:35</td>
<td>株式会社金星堂</td>
<td>金星堂の取り組み 2021 その 1</td>
</tr>
<tr>
<td>14:15–14:20</td>
<td>公益財団法人日本英語検定協会</td>
<td>2021年度 英検、TEAP、IELTSのテスト概要についてのご案内</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>時程</th>
<th>賛助会員名</th>
<th>内容</th>
</tr>
</thead>
<tbody>
<tr>
<td>10:30–10:35</td>
<td>一般社団法人Global英語コミュニケーションテスト OPIc</td>
<td>英語コミュニケーションテスト OPIc の COIL 型教育効果評価としての適用</td>
</tr>
<tr>
<td>14:15–14:20</td>
<td>ターンイットイン・ジャパン合同会社</td>
<td>Turnitin のレポート類似性チェック・ライティング指導ツール等の最新活用事例をご紹介</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>時程</th>
<th>賛助会員名</th>
<th>内容</th>
</tr>
</thead>
<tbody>
<tr>
<td>10:30–10:35</td>
<td>株式会社桐原書店</td>
<td>オンライン型英語力判定テスト English Level Test のご紹介</td>
</tr>
<tr>
<td>14:15–14:20</td>
<td>englishbooks.jp</td>
<td>englishbooks.jp 大学向け教材のご紹介</td>
</tr>
</tbody>
</table>
賛助会員ライトニングトーク（8月29日）

### Room 1

<table>
<thead>
<tr>
<th>時程</th>
<th>賛助会員名</th>
<th>内容</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:50–9:55</td>
<td>englishbooks.jp</td>
<td>englishbooks.jp 大学向け教材のご紹介</td>
</tr>
<tr>
<td>10:30-10:35</td>
<td>株式会社 mpi 松香フォニックス</td>
<td>自己探求ライティング教材 TAGAKI シリーズ2</td>
</tr>
</tbody>
</table>

### Room 2

<table>
<thead>
<tr>
<th>時程</th>
<th>賛助会員名</th>
<th>内容</th>
</tr>
</thead>
<tbody>
<tr>
<td>10:30–10:35</td>
<td>コスモピア株式会社</td>
<td>英語の「多聴・多読」がオンラインでき る、LMS 付き電子図書館 「eステーショ ン」のご案内</td>
</tr>
</tbody>
</table>

### Room 3

<table>
<thead>
<tr>
<th>時程</th>
<th>賛助会員名</th>
<th>内容</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:50–9:55</td>
<td>センゲージラーニング㈱</td>
<td>プレゼンのベストセラー『Speaking of Speech』が Premium Edition として登場。著者によるプレゼンをご覧ください</td>
</tr>
<tr>
<td>10:30–10:35</td>
<td>株式会社教育測定研究所</td>
<td>法人向け試験監視英語 CBT 「CASEC プロ タリング」</td>
</tr>
</tbody>
</table>

### Room 4

<table>
<thead>
<tr>
<th>時程</th>
<th>賛助会員名</th>
<th>内容</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:50–9:55</td>
<td>ひつじ書房</td>
<td>ひつじ書房の新刊</td>
</tr>
<tr>
<td>10:30–10:35</td>
<td>一般社団法人Global 8</td>
<td>英語コミュニケーションテスト OPIc の COIL 型教育効果評価としての適用</td>
</tr>
</tbody>
</table>

### Room 5

<table>
<thead>
<tr>
<th>時程</th>
<th>賛助会員名</th>
<th>内容</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:50–9:55</td>
<td>株式会社三修社</td>
<td>新刊紹介</td>
</tr>
<tr>
<td>10:30–10:35</td>
<td>一般社団法人国際ビジネスコミュニケーション協会</td>
<td>目的や場面に合わせて選べる TOEIC® Listening &amp; Reading 公式 e ラーニング・公式教材のご紹介</td>
</tr>
</tbody>
</table>

### Room 6

<table>
<thead>
<tr>
<th>時程</th>
<th>賛助会員名</th>
<th>内容</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:50–9:55</td>
<td>株式会社金星堂</td>
<td>金星堂の取組み 2021 その３</td>
</tr>
<tr>
<td>10:30–10:35</td>
<td>チェル株式会社</td>
<td>オンライン授業に対応したクラウド型 MALL システム『CaLabo MX』のご紹介</td>
</tr>
</tbody>
</table>

130
Room 7

<table>
<thead>
<tr>
<th>時程</th>
<th>賛助会員名</th>
<th>内容</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:50–9:55</td>
<td>株式会社 EdulnX</td>
<td>学期期間中でも留学体験が可能！ Reallyenglish オンライン留学プログラム、留学準備コースのご紹介</td>
</tr>
</tbody>
</table>

Room 8

<table>
<thead>
<tr>
<th>時程</th>
<th>賛助会員名</th>
<th>内容</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:50–9:55</td>
<td>株式会社朝日出版社</td>
<td>あなたのグローバル英語力を測定 新時代のオンラインテスト CNN GLENTS</td>
</tr>
</tbody>
</table>

Room 9

<table>
<thead>
<tr>
<th>時程</th>
<th>賛助会員名</th>
<th>内容</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:50–9:55</td>
<td>株式会社プロゴス</td>
<td>「英語を話せる」を可視化する、国際基準 CEFR に準拠した英語スピーキングテスト「PROGOS」とは？</td>
</tr>
</tbody>
</table>

Room 10

<table>
<thead>
<tr>
<th>時程</th>
<th>賛助会員名</th>
<th>内容</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:50–9:55</td>
<td>株式会社桐原書店</td>
<td>オンライン型英語力判定テスト English Level Test のご紹介</td>
</tr>
</tbody>
</table>

Room 11

<table>
<thead>
<tr>
<th>時程</th>
<th>賛助会員名</th>
<th>内容</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:50–9:55</td>
<td>クリエイド・ラーニング株式会社</td>
<td>英語電子教科書の可能性</td>
</tr>
</tbody>
</table>

Room 12

<table>
<thead>
<tr>
<th>時程</th>
<th>賛助会員名</th>
<th>内容</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:50–9:55</td>
<td>㈱成美堂</td>
<td>テキストオンライン資料のご案内</td>
</tr>
</tbody>
</table>

Room 13

<table>
<thead>
<tr>
<th>時程</th>
<th>賛助会員名</th>
<th>内容</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:50–9:55</td>
<td>公益財団法人日本英語検定協会</td>
<td>2021年度 英検、TEAP、IELTSのテスト概要についてのご案内</td>
</tr>
</tbody>
</table>

131
**Special Symposia**

1. **Affiliate Symposium**
   New Forms of International Academic Collaboration: Prospects and Possibilities for ELT in Asia
   
   Coordinator: Ishikawa, Tomokazu (Tamagawa University)
   Panelists: Ahn, Kyungja (Seoul National University of Education, ALAK)
   Sun, Youzhong (Beijing Foreign Studies University, CELEA)
   Chen, Yulin (Yuan Ze University, ETA-ROC)
   Aikawa, Masao (Kyoto University of Foreign Studies, JACET)
   Lucovich, Dawn (The University of Nagano, JALT)
   Hwang, Jongbai (Konkuk University, KATE)
   Nair, Ramesh (Universiti Teknologi MARA, MELTA)
   Leong, Susan (SEAMEO RELC, RELC)
   Nomnian, Singhanat (Mahidol University, Thailand TESOL)

2. **JAAL in JACET Symposium**
   A New Applied Linguistics that Transcends the Boundaries of Language and Discipline: Toward the Future of Applied Linguistics Research in Japan
   
   JAAL in JACET シンポジウム
   言語と分野の垣根を越える新たな応用言語学—日本における応用言語学研究の将来に向けて—
   
   コーディネーター：金丸敏幸（京都大学）
   パネリスト：小田眞幸（玉川大学）
   境一三（慶應義塾大学）
   若林茂則（中央大学）

3. **AILA East Asia Symposium**
   The Role of Languages in the Internationalization of Higher Education
   
   Coordinator: Asaoka, Chitose (Dokkyo University)
   Panelists: Hashim, Azirah (University of Malaya, AILA)
   Shim, Eunsook (Sangji University, ALAK)
   Zhang, Xin (Guangdong University of Foreign Studies, CELEA)
   Ozeki, Naoko (Meiji University, JAAL in JACET)

4. **JACET Symposium (I)**
   Past: Lessons from JACET History
   
   JACET シンポジウム（Ⅰ）過去：JACET 温故知新
   
   コーディネーター：寺内一（高千穂大学、JACET 特別顧問）
   パネリスト：小池生夫（慶應義塾大学名誉教授・明海大学名誉教授、JACET 名誉会長）
   野口ジュディー津多江（神戸学院大学名誉教授、元 JACET 副会長）
   卯城祐司（筑波大学、元全国英語教育学会会長）
5. JACET Symposium (II)
Present: Points of Collaboration for Industry, Government and Schools
JACETシンポジウム（II）現在：産官学連携の核心

コーディネーター：内藤永（北海学園大学）
パネリスト：木村松雄（青山学院大学）
瀧沢佳宏（東京都教育庁）
平慶彦（公益財団法人 日本英語検定協会）

6. JACET Symposium (III)
Future: Prospects of Technology for English Education
JACETシンポジウム（III）未来：テクノロジーから見た英語教育の展望

コーディネーター：下山幸成（東洋学園大学）
パネリスト：山中司（立命館大学）
中原正徳（シスコシステムズ合同会社）
岩崎千晶（関西大学）

Sponsored Symposia

● Symposium sponsored by Eiken Foundation of Japan
Has Japan’s English Education Gone out of the Fish Bowl to the Open Seas?

Yoshida, Kensaku (Honorary President, Eiken Foundation of Japan)

グローバル人材育成に向けた産・学における英語教育最前線

コーディネーター：城田賢吾（一般財団法人 国際ビジネスコミュニケーション協会（IIBC）マーケティング企画ユニット）
パネリスト：石川咲季（株式会社三井住友銀行 人事部 グローバル人事室）
鈴木瑛子（東京海洋大学 グローバル教育研究推進機構）
Affiliate Symposium

New Forms of International Academic Collaboration: Prospects and Possibilities for ELT in Asia

Coordinator: Ishikawa, Tomokazu (Tamagawa University)
Panelists: Ahn, Kyungja (Seoul National University of Education, ALAK)
Sun, Youzhong (Beijing Foreign Studies University, CELEA)
Chen, Yulin (Yuan Ze University, ETA-ROC)
Aikawa, Masao (Kyoto University of Foreign Studies, JACET)
Lucovich, Dawn (The University of Nagano, JALT)
Hwang, Jongbai (Konkuk University, KATE)
Nair, Ramesh (Universiti Teknologi MARA, MELTA)
Leong, Susan (SEAMEO RELC, RELC)
Nomnian, Singhanat (Mahidol University, Thailand TESOL)

What forms of international academic collaboration are possible for JACET affiliates to develop across borders? We have been discussing this issue for a long time annually at the business meeting among JACET affiliates. As one of the events at the 60th commemorative convention, we would like to make this opportunity open to the public for the first time. JACET is affiliated with seven overseas associations, ALAK, KATE, CELEA, ETA-ROC, MELTA, RELC, Thailand TESOL and one domestic association, JALT. Every year, we exchange a delegate presenter and give an individual paper-presentation, which doesn’t involve regular members actively and deeply. Some collaboration has been implemented for the last couple of years. For example, we have exchanged a journal reviewer between MELTA & RELC and JACET. What else could we do to connect our regular members to our affiliates’ members? At this symposium, the presidents from each JACET affiliate will give us a brief introduction of each association and present some proposals for possible collaboration among us. Due to COVID-19 pandemic, we have realized that we are able to have a meeting without flying overseas. Possible ideas might be something we could do via online synchronous tools like Zoom and Microsoft Teams such as having an online SIG (Special Interest Groups) meeting, which could lead to publishing SIG journals. Creative proposals for new forms of international academic collaboration will be encouraged at the symposium.

Ahn, Kyungja is a professor in English Education Department at Seoul National University of Education in South Korea. She received her Ph.D. in Applied Linguistics from Pennsylvania State University. Her research interests include second language teacher education, second language learning and teaching, second language writing, and language planning and educational policy.
Professor Sun, Youzhong is Vice President of Beijing Foreign Studies University, and serves as the President of China English Language Education Association, President of the China Association for Intercultural Communication, Director of the MOE Steering Committee for Undergraduate Programs in Foreign Languages and Literatures, Editor-in-Chief of Global Forum, Editor-in-Chief of Intercultural Studies Forum, respectively. His research interests span foreign language education, intercultural communication, media studies, American studies and Australian studies. He is the chief editor of Think English, a textbook series for college English majors.

Chen, Yulin is an Assistant Professor at the Department of Foreign Languages and Applied Linguistics of Yuan Ze University, Taiwan. Her research interests include Educational Technology and Second Language Acquisition.

Aikawa, Masao is currently a Professor at Kyoto University of Foreign Studies. He obtained his Ph.D. at Kobe University, Japan. His research interests include TESOL, foreign language education policy in Asia, and teacher training. He has been in charge of international and domestic affiliations with JACET since 2004.

Lucovich, Dawn is President of The Japan Association for Language Teaching (JALT) and an Assistant Professor at The University of Nagano. Her research interests include assessment, discourse communities, linguistic landscapes, and leadership skill formation.

Hwang, Jongbai is a professor in the Department of English Education at Konkuk University, Seoul, Korea. He received his Ph.D. in applied linguistics from the University of Oregon. His main area of research is second language acquisition, especially, the role of awareness in the L2 acquisition of English grammar structures. Recently, he has been also interested in morphological and syntactic processing of L2 learners. He has served as editor-in-chief of the journal English Teaching (2010-2012) and Korean Journal of English Language and Linguistics (2018-present), and as the managing editor of the Journal of Asia TEFL (2017-present).

Nair, Ramesh taught English in Malaysian public schools before joining the Academy of Language Studies, Universiti Teknologi MARA where he is an associate professor. His participation in the Malaysian English Language Teaching Association over many years and his current role as the association’s president keeps him interested in ELT matters, particularly language policy and teacher identity.
Leong, Susan holds a Master’s Degree in Educational Administration from Harvard University and has worked in various positions in the area of education, including 18 years as a school principal in 4 different schools and as Deputy Director, Planning, in the Education Policy and International Relations Branch, in the Ministry of Education, Singapore.

Dr Nomnian, Singhanat is Associate Professor of English and teaches in the MA program in Language and Intercultural Communication (Language Teaching Major) at Research Institute for Languages and Cultures of Asia, Mahidol University, Thailand. He is also the President of Thailand TESOL and editor-in-chief of *THAITESOL Journal*. His research interests include English language learning and teaching with regard to language, culture, and society. He can be reached at snomnian@hotmail.com.

Ishikawa, Tomokazu is an Assistant Professor at Tamagawa University’s Center for English as a Lingua Franca, Tokyo, Japan and a postdoctoral member at the University of Southampton’s Centre for Global Englishes, UK. He is a co-author of the forthcoming book *Transcultural communication through Global Englishes* (with Will Baker, Routledge).
JAAL in JACET Symposium

A New Applied Linguistics that Transcends the Boundaries of Language and Discipline:
Toward the Future of Applied Linguistics Research in Japan

言語と分野の垣根を越える新たな応用言語学
—日本における応用言語学研究の将来に向けて—

コーディネーター：金丸敏幸（京都大学）
パネリスト：小田真幸（玉川大学）
境一三（慶應義塾大学）
若林茂則（中央大学）

JACETは小池生夫名誉会長の尽力によって、1984年8月からAILA（Association Internationale de Linguistique Appliquée、英語名International Association of Applied Linguistics）における日本の提携学会（Affiliate Association）となっている。2018年12月1日に約30年ぶりとなる「JAAL-in-JACET学術交流集会」が復活し、これを嚆矢としてこれまでJACETでは英語教育学と応用言語学についての様々な企画を行ってきた。2019年に開催された大学英語教育学会（JACET）第58回国際大会（名古屋、2019）の全体シンポジウムでは、これからの応用言語学のあり方について議論が行われ、応用言語学会「英語」、「教育」から脱却する必要があるという指摘がなされた。これは裏を返せば、応用言語学の対象となる言語が英語に集中していたということ、また言語学の知識が活かされることが言語教育に限られてきたことを意味する。すなわち、「応用言語学＝英語教育」という認識の根拠はまだ強固なものである。今回、第60回記念国際大会（オンライン、2021）での「JAAL in JACETシンポジウム」では、これまでの日本における応用言語学の経緯と現状を踏まえ、新しい応用言語学のあり方について議論する。応用言語学会、「英語教育」から「言語教育」へ、さらに「言語教育」を越えて「言語の理解を通じた人間社会への貢献」を果たすためには何が必要かを考えていく場とした。そのために鍵となる概念が、言語や分野の垣根を越えた視点をもたらすTranslingual（言語横断）とTransdisciplinary（分野横断）である。本シンポジウムでは、JACETから小田真幸氏（玉川大学）が参加し、英語以外の言語を対象とした言語教育研究の立場から境一三氏（慶應義塾大学）を、教育とは異なる第二言語習得研究の立場から若林茂則氏（中央大学）をそれぞれお招きし、これまでの応用言語学の問題点と新しい応用言語学が必要とされる視点について検討する。さらに、応用言語学の解決すべき問題を「言語とコミュニケーション」と捉え直し、言語学のみに囚われない新たな応用言語学の可能性について広く意見を交わし、新たな研究連携の可能性や研究領域の創造に向けた提言を目指す。

Masaki Oda is JACET’s 9th President. He is Professor of Applied Linguistics and the Dean of College and Graduate School of Humanities at Tamagawa University. His academic interests include socio-political aspects of language teaching and the relationship between language teaching and media discourse. He has a Ph.D. from Georgetown University.
Kazumi Sakai is a professor of German as a foreign language at Keio University. He studied German language and literature, philosophy and history of arts in Tokyo, Münster and Berlin. His research interests include plurilingualism, language policy and educational technology. He has been working as a German teacher trainer for more than 20 years.

Shigenori Wakabayashi is a professor of applied linguistics at Chuo University. He holds a Ph.D. in English and Applied Linguistics from University of Cambridge. His academic interest lies in modelling learner grammars, their acquisition and use. He is also active in promoting educational projects based on collaboration among teachers and schools in Asia.

Toshiyuki Kanamaru is an associate professor in the International Academic Research and Resource Center for Language Education at Kyoto University. He holds a Ph.D. in Human and Environmental Studies, from Kyoto University. His research interests include teaching English for Academic Purposes with information communication technology and natural language processing.
The outbreak of COVID-19 has posed a major challenge to higher education institutions across the globe, ranging from the cancelation of in-person classes and the shift to remote education to the decrease in international mobility of students, academics and scholars. Despite differences in the degree and scale of its impact across regions, it is certainly likely that the pandemic will change the role of language teaching and learning as well as the future of internationalization of higher education institutions. Therefore, in this symposium, panelists will first reflect on the latest changes and challenges regarding the impacts of COVID-19 on universities in each region and explore future directions of language teaching and learning considering the role of languages. Then they will discuss how local affiliates of AILA in East Asia, ALAK, CELEA and JAAL in JACET, can collaborate addressing both the immediate and long-term challenges associated with the outbreak and what they can do to turn these unprecedented challenges into opportunities to develop the higher education in East Asia. Keeping up to date with key changes and trends in higher education and predictions about what the future holds will help us create more successful strategies that will make the role of languages in higher education become more relevant in the post COVID-19 world.

Hashim, Azirah is Professor in the English Language Department, Faculty of Languages and Linguistics, University of Malaya. Her research interests include Language contact in Southeast Asia, English in ASEAN, and Higher Education in ASEAN. Some of her publications include English in Southeast Asia and ASEAN: Transformation of Language Habitats, Routledge co-authored with Gerhard Leitner (2020); Communicating with Asia: the Future of English as a Global Language, Cambridge University Press co-edited with Gerhard Leitner and Hans-Georg Wolf (2016) and articles in English Today, Higher Education Quarterly, Discourse Studies and Multilingua. Azirah is Vice-President of the International Association of Applied Linguistics (AILA).

Shim, Eunsook is a professor in the department of English at Sangji University, Korea. Her research interests include genre-based L2 writing instruction, genre analysis, and intercultural rhetoric in English for Academic Purposes (EAP) education.
Zhang, Xin, professor of English, is Dean of Faculty of English Language and Culture, Guangdong University of Foreign Studies, Guangzhou, China. She is also one of the vice presidents of China English Language Education Association. Her research interests include comparative drama studies, ethical literary criticism, comparative culture studies and education of English language and cultures.

Dr. Ozeki, Naoko is a professor and a member of the board of trustees of Meiji University. Her areas of interest are ELT, speaking production, learners’ autonomy, and CEFR. She makes an effort in order to foster would-be researchers and educators at the graduate school of Meiji University.

Asaoka, Chitose is a professor in the Faculty of Foreign Languages at Dokkyo University. She holds a Ph.D. in education from Institute of Education, University College London. Her research interests include teacher education and teacher autonomy.
1962年11月、JACET（Japan Association of College English Teachers）は120人の大学英語教員の有志が集まって誕生した。その志は「本学会は英語教育および関連分野の理論と実践に関する研究を行い、大学における英語教育の改善と進歩、発展に寄与することを目的とする」である。その後、JACETは、会員数が1998年には3,003人を超え、活動も本部（東京）だけでなく、7支部（1972年関西、1981年東北、1983年中部、1984年中国四国、九州・沖縄、1986年北海道、2006年関東）を持つ全国組織となった。海外への活動に目を向けると、1984年にJACETはAILA（国際応用言語学会）の日本における下部組織として承認されたことを契機にして応用言語学の研究活動を推進し、1999年に国際応用言語学会世界大会を早稲田大学で開催した。そして、海外の言語教育学会との提携をさらに進め、2021年現在の提携学会は以下の通りである（AILA, ALAK, CELEA, ETA-ROC, KATE, MELTA, PKETA, RELC, and Thailand TESOL, JALT(国内)）。また、先述の世界大会を契機に学会としての大きな柱となる研究会活動が始まったのである。今では48の研究会が活動を行っている。設立以来60周年を迎えるにあたり、小池生夫名誉会長（慶應義塾大学・明海大学名誉教授）がその設立から国内外の発展していくJACETの状況を、野口ジュディー元副会長・関西支部長（神戸学院大学名誉教授）は支部活動と研究会活動を、卯城祐司元全国英語教育学会会長（筑波大学教授）には同じ英語教育系の学術団体の長として、JACETの60年に外部のご意見をいただく。その後、JACETの次の60年に向けて行うべきミッションをひとりずついただき、将来に向けての提言を行うこととする。

Dr. Ikuo Koike, professor emeritus of Keio University and Meikai University, was the fourth president of JACET, vice president of AILA, chair of the 1999 AILA World Congress, vice president of Asia TEFL, former chairman of the board of directors of ELEC and others. He is an honorary president of JACET, an honorary member of AILA and a lifetime honorary adviser of Asia TEFL. He holds a Ph.D. in linguistics from Georgetown University.

Dr. Judy Noguchi, Professor Emerita of Kobe Gakuin University, has been involved in English for specific purposes (ESP), a genre-based approach to language study, from the start of her teaching career. B.S. and B.A. (Chemistry), University of Hawaii; M.Ed. (TESL), Temple University (US); Ph.D. (Applied Linguistics), University of Birmingham (UK).
Dr. Yuji Ushiro is a professor of the University of Tsukuba. He is a former President of the Japan Society of English Language Education (JASELE), the Japan Association of English Teaching in Elementary Schools (JES), and the Kantokoshinetsu Association of Teachers of English (KATE). B.A. (Hokkaido University of Education in Asahikawa), M.A. and Ph.D. (University of Tsukuba)

Dr. Hajime Terauchi, Professor of English language Education and President of Takachiho University in Tokyo, and Special Adviser to the JACET. He has a B. A. in Civil Law from Keio University and a M. A. and Ph.D. in English Language Teaching from the University of Warwick (UK).
日本の英語教育における教授方法や教授内容については、時代の要請に応じて変遷を遂げてきている。海外の文献を読むことに主眼を置いた「文法・読読式教授法」からスタートした英語教育は、高度経済成長により国際化が加速する中で、実用英語のニーズが高まった。英語スキルの評価・測定が求められるようになり、多種多様な教材や教授法が開発され、英語検定試験も広く普及した。2000年前後に起きたIT革命以降は、インターネット上で英語を使用する機会が飛躍的に伸び、中小企業もアジアを中心に海外進出するようになった。これらを背景として、2003年には「英語が使える日本人」の育成のための行動計画が策定されるなど産官学を巻き込んだ動きが始まった。グローバル化はアニメ、ゲーム、音楽などエンターテイメントにも及び、AIの発達によって機械翻訳技術にブレイクスルーが起きた現在、英語教育はもはや一つの分野で解決できるほど単純ではない。入試での英語検定試験活用が行われる2020年度からは小学校に教科としての英語が導入されるなど、産官学が連携して時代の要請に応えなければいけない現状がある。本シンポジウムでは、産、官、学のそれぞれの立場からパネリストを招聘し、英語教育の施策、連携の事例、具体的な事業内容を取り上げ、産官学が一体となった取り組みの核心が何であるかを議論する。その中で、本学会が果たす役割についても議論し、このシンポジウムを契機として産官学連携の英語教育の取り組みを一層推進したい。

Matsuo Kimura is a Professor of English and ELT, Undergraduate Department Graduate School of English, Aoyama Gakuin University. He is also the Director of the Aoyama Gakuin Research Center for English Language Teaching. His research interests include teaching methodology of English and language policy.

Takizawa Yoshihiro is a Senior Director of Guidance Promotion Division, Tokyo Metropolitan Board of Education. He is also an Adjunct Researcher of Comprehensive Research Organization, Waseda University. His research interests include English education and public administration.
Yoshihiko Taira is an assistant Division Manager, at Customer Service Division, Eiken Foundation of Japan, with responsibility for marketing mainly EIKEN, Eiken Jr., TEAP, and IELTS in order to contribute to the acquisition and popularization of practical English necessary for daily life.

Hisashi Naito is a professor at the Faculty of Business Administration, Hokkai-Gakuen University. He is a board member of the JACET and the president of the ESP Hokkaido chapter. His research interests include business communication, genre analysis and computer assisted language learning. He has publications in the area of ESP and EMP.
2020年度はコロナ禍の影響もあり、高等教育の現場に本格的な遠隔授業の導入が始まった年となった。2020年12月5日に開催された第3回JAAL in JACET（日本応用言語学会）学術交流集会・研究促進企画シンポジウムでは「遠隔元年—『繋ぐ』」と題したシンポジウムを行い、ネットワークと教育工学・授業デザインの専門家を招き、産学の広い観点からこの遠隔教育を振り返り、その課題について議論した。その議論を受けて、2021年1月からはマンスリー研究会「繋ぐ」を開催し、新たな視点で英語教育のあり方について幅広い議論を行っている。現状では、英語教育に携わる教員は多様化しており、専門教員との連携、アウトソーシングとどのように向き合うか、教室内のデジタル化が加速する中で学習者の動機付けをどのように図るか、自律した学習者をどのように育成するか、その言語活動やタスクをどのように定めていくか、などのように課題は多岐に渡る。また、グローバル化が進む中で、多様な背景を持つ人たちとどのように議論し、協働していくのか、言語そのもののスキル以上のメタ知識が不可欠な状況である。本シンポジウムでは、そのマンスリー研究会での成果を発表するとともに、テクノロジーの発達によりデジタル化が加速する中、大学英語教員のアイデンティティを問いつつ、その置かれている立場や状況を俯瞰し、クラスルームのあり方、言語活動の意義、また、根源的な問いとして言語教育とは何かの議論を行う。そして、JAAL in JACETで登壇いただいたネットワークと教育工学・授業デザインの専門家に再び登壇いただき、コメントをいただく中で未来の英語教育を展望する。

Dr. Tsukasa Yamanaka is a Professor in the College of Life Sciences, Ritsumeikan University. Since 2008, he has been with the College, where he has been in charge of the college’s English education program. His current interests include learner autonomy, pragmatism in language philosophy, and language education policy in Japan.

Masanori Nakahara is a Lead Technical Engineer at Cisco Systems G.K. who studied in BS Computer Science in Japan and MBA in California State University in Hayward. He is a certified Stanford PM, PMP, CSM, National Government Licensed Guide Interpreter, and also one of the "Business Cats" co-authors.
Chiaki Iwasaki is an associate professor of Division for Promotion of Educational Development, Kansai University. Her research interests include educational technology, designing learning environment, e-learning, curriculum design, peer and tutor instruction in higher education. She has publications in the area of active learning and learning design in higher education.

Yukinari Shimoyama is Professor of English Education at Toyo Gakuen University. His research interests include flipped learning with various kinds of ICTs, language learning, and learner development and autonomy. He has conducted classes in tertiary education focusing on learner-centered collaborative and active learning and peer evaluation for over 10 years.
As an EFL country, English in Japan had not been taught as a communicative tool for almost 75 years—until quite recently. Being a language used only in the classroom (fish bowl), there was very little need for English to be taught as a means of communication in the ‘real world’ (open seas). Although small cracks began to appear in the fish bowl with the influx of foreign people at the time of the 1964 Tokyo Olympics and the 1970 Osaka World Exposition, they were not strong enough to make the Japanese join the international society. This was reflected in English education where the emphasis was forever placed on the importance of ‘grammatical knowledge’ and ‘translation’ as a means to checking to see how well the grammar had been learned. However, with the arrival of the 21st century, things began to change. The government’s education policy took a step towards incorporating the so-called 21st Century Skills, and this is seen in the most recent Course of Study in which the emphasis is no longer on simply accumulating knowledge and individual skills, but on acquiring the ability to use the knowledge and skills to think, to make decisions and to develop the ability to express oneself in a logical and critical manner in the real world. In this presentation, I will discuss how much has really changed—have we really made that final push to crack open the fish bowl so that the Japanese are now swimming with everyone in the open seas.

Kensaku Yoshida is Honorary President of the Eiken Foundation of Japan and Professor Emeritus of Sophia University. While at Sophia University, he was Director of the Center for Language Education and Research, Dean of the Faculty of Foreign Studies and Director of the Sophia Linguistics Institute for International Communication. He is currently President of the Airline Pilots’ English Proficiency Assessment Committee (Ministry of Land and Transportation). He has also been on many committees for MEXT and the National Center for University Entrance Examinations, where he was involved in the revision of the Course of Study and the Common University Entrance Examinations. Internationally he was a Trustee of The International Research Foundation for English Language Education (TIRF) and a member of the Asia TEFL Executive Committee. He is also the recipient of the Transportation Culture Award (Ministry of Land and Transportation), and the Best of JALT Award.
全体主旨:
コロナ禍においてもグローバル人材育成の必要性は変わらない。一方、コミュニケーション手段の多様化などにより求められる英語力は高度化している。本招待講演では、企業や大学を取り巻く環境の急激な変化の中で、企業におけるグローバルビジネスと社内英語教育の実態、大学における英語教育の工夫とその成果を、各団体の事例から紹介する。

発表1（石川咲季）
SMBCにおける語学力向上施策について
Framework of Global Talent Development in SMBC

スミス、銀行を取り巻くマーケット環境は大きく変化し続けている。少子高齢化による国内マーケットの縮小などを背景に、日系企業のグローバル化の流れは加速の一途をたどり、弊行の海外ビジネスも拡大を続けている。斯かる環境下、従業員の語学力を含むグローバルビジネス対応力の向上は重要施策の一つとなっている。本講演にて、弊行におけるグローバルビジネスの概要と、従業員の語学力向上施策についての取組を紹介する。

発表2（鈴木瑛子）
東京海洋大学「TOEIC® L&R 600点4年次進級要件」コロナ禍での取り組み
Challenges Faced by an English Education Program Based on Testing and Assessment During the COVID-19 Outbreak

東京海洋大学海洋科学部（現 海洋生命科学部・海洋資源環境科学部）では、グローバル人材育成を目指して、平成26年度入学者よりTOEIC® Listening & Reading Test 600点以上のスコア取得を4年次への進級要件として課し、学生の英語基礎力の養成に取り組んできた。当「TOEIC進級要件」の導入以来4年間連続して、約96～98%の学生が、3年次末までに基準点以上を取得しており、英語学習を支援する体制を維持している。続く2020年度も例年と変わらない達
成績、すなわち対象学部3年生の98%が進級要件を達成した。

2020年度開始当初は、感染症拡大による学習環境や支援体制への影響が危惧された。前学期の授業は、開始時期が延期された後、原則として遠隔方式で実施された。構内の語学学習専用スペースは一時閉鎖され、予定されていたTOEIC® L&R IPも複数回に渡り中止となった。このような状況を踏まえ、授業では学生へ複数回アンケートを行い、遠隔授業の受講環境や理解度の把握とその反映に努めた。また、それまで対面で実施していた英語学習アドバイザーによるカウンセリングをオンラインに切り替えたほか、英語学習アプリでアクセスできるコンテンツを拡充させるなど、学外での学習機会提供に取り組んだ。最初の緊急事態宣言が明けて以降、大学では徹底した感染症対策を講じたうえでペーパー版TOEIC® L&R IPを実施している。従来の教育支援体制の持続が困難になるなかで、一定基準への到達度を重要視する英語教育の取り組みとその方法を探る。
Networking Events

During the Commemoration Week, our first-ever entirely online international convention-cum-seminar, we will be offering a range of networking opportunities that will allow you to connect, from the comfort of your own home or office, with scholars, researchers and practitioners from around the globe with diverse interests and expertise. We hope you take advantage of these virtual opportunities to help build valuable personal and professional relationships that will hopefully extend beyond the realms of cyberspace.

(1) Reflection & Networking in Seminar
What: After spending a day of intellectually demanding seminar activities, participants will be able to relax and get together to enjoy casual conversations with each other, interact more personally among themselves, and/or share some new ideas inspired by the day’s sessions, all in the “Reflection & Networking in Seminar” segment that comes at the very end of each day’s schedule. Breakout rooms will be created on an as-needed basis with technical assistance from JACET staff.
When: Wednesday, Aug. 25th, 17:05-18:00 JST (immediately following the seminar)
Thursday, Aug. 26th, 16:20-17:20 JST (immediately following the seminar)
How: Zoom (the same URL as that of the seminar)

(2) Reflection & Networking in Conference
What: For those of you giving and/or attending individual research presentations, we will be offering an opportunity for you to interact directly with each other through the “Remo” online event platform, which allows participants to “virtually sit at” small tables of up to six people to talk to each other, delve further into aspects relevant to the presentations, and even hop from table to table to gain new insights.
When: Saturday, Aug. 28th, 9:45-18:00 (open throughout the duration of individual research presentations) on the “Networking Floor” (4th Floor) of the Remo event site
Sunday, Aug. 29th, 9:45-12:30 (open throughout the duration of individual research presentations) on the “Networking Floor” (4th Floor) of the Remo event site
How: Remo “Networking Floor”: After logging into your own Remo account, please enter the “JACET 60th Anniversary Commemoration Week” event site on Remo through the link provided in the conference program/timetable and go up to the “Networking Floor” (4th Floor), where presenters and attendees will be sitting together at virtual “tables” to exchange post-talk reactions and share research ideas. Please make sure that you join the table with the same number as the Zoom room number for the presentation that you attended so that you can meet with people who were in the same presentation (and with the presenter(s), if available). For example, if you wish to talk about a particular presentation given in Zoom Room No. 3 between 10:00 and 10:25, please join Table No. 3 on the Networking Floor (4th Floor) of the Remo event site within 30 minutes from the end of the presentation (10:25-10:55-ish).

NOTE 1: We cordially ask you to create your own free Remo account in advance to join the JACET 60th Anniversary Commemoration Week event site on Remo.

NOTE 2: Please make sure that you either turn off the video and audio on Zoom or log out of the Zoom meeting to free up the camera and microphone on your PC before entering the Remo event site.

NOTE 3: If you need help navigating or have questions about Remo, please visit the Help Desk on the 1st floor for assistance after you enter the event site on Remo.

NOTE 4: Presenters are not required to participate in the idea-sharing and networking sessions on Remo after their presentations, so you may not be able to talk to the presenters themselves. You will still be able to talk to people who attended the same presentations and/or visit the exhibits by corporate members on the 1st and 2nd floors.
(3) Newcomers Networking
What: This is a great “ice-breaking” opportunity for younger researchers, graduate students and all ages of newcomers to JACET conventions, including members of affiliate associations, to get a glimpse of what it is like to be part of JACET while pursuing research interests and developing career paths. In an informal, laid-back, and yet educational “gabfest”, we will be inviting two former JACET Award winners, Dr. Sayako Maswana of Tokyo University of Science and Dr. Yoshitaka Kato of Chubu University, to share what they consider to be important in cultivating research ideas, what have helped to get them where they are, and some of the “unknown benefits” of being JACET members. All participants are welcome to jump in with their thoughts and questions to make this event more interactive and engaging.
When: Friday, Aug. 27th, 17:30-18:00 JST
How: “Newcomers Networking” on Zoom

(4) SIG Rooms
What: Did you know that JACET has more than 40 special interest groups (SIGs) devoted to specific areas of research? Of these wide-ranging SIGs, 10 groups will be opening their own breakout rooms within the “SIG Rooms” space on Zoom to introduce their activities, invite attendees to comment on and ask questions about their JACET Hours presentations, and provide other networking opportunities of their own. This should offer a great point of entry into communities of scholars and researchers with a close affinity with your academic and professional interests. The 10 SIGs are: “SLA”, “English Dictionaries”, “Bilingualism”, “ESP (JACET Kanto Chapter)”, “Classroom-Centered Research (JACET Kanto Chapter)”, “Classroom-Centered Research (JACET Chubu Chapter)”, “Material Development”, “Foreign Language Education Overseas”, “Writing Instruction”, and “Academic Literacy”.
When: Friday, Aug. 27th, 17:30-18:00 JST
Saturday, Aug. 28th, 17:30-18:00 JST
NOTE: Some SIGs will be participating only on one of these two dates.
How: “SIG Rooms” on Zoom

(5) Congratulatory Video Messages from Distinguished Scholars to Mark JACET’s 60th Anniversary
What: Congratulatory video messages sent from an impressive array of distinguished scholars in and outside of Japan with close ties with JACET to mark the association’s 60th anniversary will be made available for public viewing during the Commemoration Week. These scholars include former JACET presidents and executives, as well as domestic and overseas honorary members and presidents of affiliate associations. Their video messages represent a diverse range of scholarship in the broad field of second and foreign language education and offer a treasure trove of inspiration, insight, and instruction for all those committed to supporting language learners. All convention and seminar attendees are also welcome to leave comments to continue the dialogue with those scholars as well as among ourselves.
When: These messages, to be premiered at the Opening Ceremony on Day 1 of the Convention (Friday, Aug. 27th, 12:45-13:15), will be viewable throughout the duration of the Commemoration Week.
How: All of the messages will be just a click away from the dedicated link at the Commemoration Week portal site. Everyone is welcome to leave comments to share in the festive spirit.

The Japanese version is available on the following pages
交流イベント情報

初のオンライン開催となる60周年記念ウィークでは、様々な形で発表者および参加者間の交流を可能にするスペースを用意しています。研究室や自宅にいながらにして全国・全世界の研究者とつながる貴重な機会となりますので、多数の皆さまのご参加を心よりお待ちしています。

(1) Reflection & Networking in Seminar
主旨: セミナーでの充実した講義やディスカッションの後に、リラックスした雰囲気で参加者同士の交流ができる場として、各日程終了後に自由に使っていたるようZoomルームを開放いたします。必要に応じて交流イベント担当者がブレイクアウトルームへの割当て等もお手伝いいたします。
日時: 8月25日(水) 17:05-18:00
8月26日(木) 16:20-17:20
方法: Zoom（セミナー用URLにて引き続き実施）

(2) Reflection & Networking in Conference
主旨: 一般発表での発表後の質疑応答時間（5分）では十分に議論できなかった点について、発表者と参加者との間で場所を変えてさらなる個別の質疑応答や交流を可能にするバーチャル空間（Remo「交流フロア」）を用意しました。研究テーマや興味を共有する研究者と直につながることのできるネットな空間となりますので、積極的なご利用をお待ちしています。
日時: 8月28日(土) 一般発表関連（Remo「交流フロア（4階）」）9:45-18:00（各発表後随時）
8月29日(日) 一般発表関連（Remo「交流フロア（4階）」）9:45-12:30（各発表後随時）
方法: Remo「交流フロア」: 大会プログラム・タイムテーブルに記載されているリンクをクリックして記念ウィークにご自身のRemoアカウントにてイベント参加後、「交流フロア」(4階)へ移動すると小さなテーブルが並んだ会場のレイアウトが画面に現れますので、一般発表のZoom部屋番号と同じ番号のテーブルにお入りください。（例: Zoomの「Room 3」での発表後の交流は Remo 交流フロア（4階）の「Table 3」にてお願いいたします。）各発表後30分間を目安としてご利用可能です。（例: 10:00-10:25に行われた発表に関する交流・意見交換は 10:25-10:55 の時間帯でお願いいたします。)

(注1) 参加にはRemoへの簡単な登録・アカウント作成作業が予め必要となります。
(注2) パソコンのカメラとマイクを Remoで使える状態にするため、Remoイベント会場に入る前にZoomの視覚音声をオフにするか、Zoomミーティングから一度ログアウトしてください。
(注3) Remoのバーチャル会場1階には「ヘルプデスク」が常駐する予定ですので、困りごとやご質問等の際にはご利用ください。
(注4) 発表者の方々の参加は任意となりますので、意見交換を希望する発表者がテーブルにいない可能性もあります。予めご了承ください。（その場合でも同じ発表の参加者と意見交換をしたり、1・2階にある贊助会員展示スペースをご覧になることができます。）
(3) Newcomers Networking
主旨：主に初めてJACET国際大会に参加された方や提携学会員、若手研究者、大学院生、その他JACETのことをより知りたいと希望される方を対象として、JACET賞の受賞経験をお持ちのマスワナ紗矢子先生（東京理科大学）と加藤由崇先生（中部大学）をお招きしてのインフォーマルなトーク・質疑応答を開催します。研究のコツやキャリア形成のヒント、そしてJACETでの学会活動の「美味しいところ」などをざっくばらんに伺いながら、並行してフロアからの質問も受け付ける双方向の交流を予定しています。
日時：8月27日(金) 17:30-18:00頃
方法：Zoom「Newcomers Networking」

(4) SIG Rooms
主旨：JACET内の40を超える各種研究会(SIGs: Special Interest Groups)から10の研究会が参加し、活動内容の紹介やJACET Hoursでの発表についての意見交換、その他各SIGの企画による交流機会を提供します。研究領域の重なる研究者コミュニティをつなげる絶好のチャンスですので、多くの方が参加をお待ちしています。（参加予定の研究会：「SLA」、「英語辞書」、「バイリンガリズム」、「ESP（関東）」、「授業学（関東）」、「授業学（中部）」、「教材開発」、「海外の外国語教育」、「ライティング指導」、「アカデミックリテラシー」）
日時：8月27日(金) 17:30-18:00頃
8月28日(土) 17:30-18:00頃
※上記のうち一日のみの参加となるSIGもございますので、予めご了承ください。
方法：Zoom「SIG Rooms」(入室後、希望するSIGのブレイクアウトルームに移動)

(5) JACET60周年お祝いビデオメッセージ
主旨：JACETにこれまで多大なご貢献をされてきた役職経験の方々や国内外の名だたる名誉会員の方々、および海外提携学会の皆さまからいただいた「お祝いビデオメッセージ」を特別公開いたします。それぞれのメッセージは今後の言語教育における研究の方向性や新たな可能性に関する示唆に富んでおり、JACETのみならず言語教育に携わる全ての研究者・教育者へのエールとして必見の中内容となっています。同時に、国際大会・サマーセミナー参加者の皆さまからのコメントを通じた交流の場となることも期待しています。
日時：記念ウィーク開催期間中（常時公開）および8/27(金)12:45～13:15 開会式にてお披露目
方法：記念ウィーク・ポータルサイトに表示されるJACET60周年お祝いビデオメッセージのリンクをクリックしてご視聴ください。（皆さまからのコメントもお待ちしております。）
Call for Papers: *JACET International Convention Selected Papers, Vol. 8*

*JACET International Convention Selected Papers, Volume 8* (a refereed, open-access electronic journal) calls for papers in the following three categories:

- Research Articles on pedagogy and topics of significance to teachers of English
- Symposium Papers on relevant issues to teachers of English (one per symposium)
- Practitioner Reports to share findings and insights

The submission period is from *September 17, 2021 through November 1, 2021. (The deadline is 11:59 PM Japan Standard Time.)*

*Special Note: The submission period is earlier compared to last year. This year’s volume (SP Vol.8) is to be published by the end of the Japanese academic year.*

Submitted manuscripts must be based on a presentation (oral or regular poster presentation) given at the JACET 60th Commemorative International Convention (Online, 2021). The first contributor must be a member of JACET. All other contributors must have also presented the work at the convention.

Manuscripts must be created using the template and submitted through the JACET website submission form. Make certain to read through the guidelines before you prepare your manuscript.

JACET Selected Papers Committee
SUBMISSION GUIDELINES

Manuscripts for the JACET International Convention Selected Papers (JACET Selected Papers) will only be accepted by online submission. Please read the following guidelines carefully.

Important Dates:
- Submission Form Open: September 17, 2021
- Submission Deadline: 11:59 PM Japan Standard Time, November 1, 2021

Submission Form:
- [http://www.jacet.org/selected-papers-submission2021/](http://www.jacet.org/selected-papers-submission2021/)

A. Requirements
1. A paper must be based on a presentation (oral or regular poster presentation) given at the JACET 60th Commemorative International Convention (Online, 2021) and the first contributor must be a member of JACET. All other contributors must have also presented the work at the JACET 60th Commemorative International Convention.
2. A paper based on a plenary lecture may be submitted as an Invited Paper (by invitation only).

B. Editorial Policy
1. JACET Selected Papers, a refereed, open-access electronic journal, encourages submission of the following:
   - Research Articles on pedagogy and topics of significance to teachers of English
   - Symposium Papers on relevant issues to teachers of English (one per symposium)
   - Practitioner Reports to share findings and insights
2. Manuscripts submitted to JACET Selected Papers must not have been previously published, nor should they be under consideration for publication elsewhere.
3. Manuscripts which do not conform to the guidelines will not be considered for review.
4. Only one paper can be submitted by each contributor.
5. The Editorial Board of JACET Selected Papers reserves the right to make editorial changes in any manuscript accepted for publication to enhance clarity or style. The corresponding author will be consulted if the changes are substantial.
6. Paper offprints will not be provided.

C. Guidelines
1. Manuscripts, including abstract, references, figures, tables, and appendix, should be formatted to A4 size and not exceed 30 pages for Research articles, 20 pages for Symposium Papers, and 15 pages for Practitioner Reports.
2. All manuscripts must be written in English.
3. All submissions to JACET Selected Papers must conform to the requirements of the Publication Manual of the American Psychological Association, 7th edition.
3.1 Prepare manuscripts using Microsoft Word (2003 or later).
3.2 Use 12-point Times New Roman font.
3.3 Leave margins of 2.5 cm on all sides of every page (A4 size, 210 mm × 297 mm or 8.27 in × 11.7 in). There are 26 lines to a page.
3.4 Do not justify right margins.
3.5 Do not use running heads.
3.6 For anonymity in the peer review process, submit papers without the author name(s).
3.7 Include the title, an abstract (no more than 200 words), and keywords (no more than five keywords; a multiple-word key phrase can be counted as one keyword).
3.8 Acknowledgements should not be included at the time of submission.
3.9 For pagination, use Arabic numerals placed in the upper right-hand corner of each page.
3.10 In order to guarantee anonymity in the review process, both the author name(s) and their publication information should be substituted with “*****” throughout the entire manuscript including references

D. Submission Procedure
1. All contributors must complete a submission form on the JACET website, which can be accessed from the Submission Guidelines.
2. Contributors must follow the instructions below.
   2.1 Convert the Word file manuscript into PDF format, saving it under the author’s full name as in the following examples: suzukikaoru or smithkerry. Submit the PDF file by clicking “choose file” on the submission form.
   2.2 If there are more than four authors, write all authors’ information on a separate file and send to the JACET office by e-mail: Author names, affiliation, membership number, postal code, address, telephone number, and e-mail address.
      (JACET e-mail address: jacet@zb3.so-net.ne.jp)
   2.3 Do not include a cover sheet.

E. Contributor’s Responsibility
1. Contributors are responsible for the content of their manuscripts.
2. Contributors are responsible for obtaining permission to reproduce any material such as figures and tables for which they do not own the copyright, and for ensuring that the appropriate acknowledgements are included in their manuscript.

F. Copyright
1. JACET holds the copyright of the articles published in JACET Selected Papers.
2. Anyone, including the author(s), who wishes to reproduce or republish an article, must obtain permission from JACET. Also, it should be clearly stated that JACET holds the copyright.
第4回
JAAL in JACET

学術交流集会

12/4 2021
SAT 10:00 ~ 17:10(予定)

オンライン

参加費 会員・非会員 5,000円

英語教育、応用言語学研究とその実践に携わる者の研究力を高め、会員や研究会、学会を超えた研究促進を目的とした「第4回 JAAL in JACET学術交流集会」を開催いたします。本学術交流集会で発表された研究の論文集『JAAL in JACET Proceedings, Vol. 4』(査読付き)を発行し、研究成果を国内外に発信します。

■ 今後の予定

8月下旬 プログラム内容・研究発表応募要領がウェブにアップされます。
9月1日 参加申込・研究発表申込開始
9月1日 ~ 9月30日 研究発表申込期間

お問い合わせ
E-mail : Jacet@zb3.so-net.ne.jp
一般社団法人 大学英語教育学会
T E L : 03-3268-9686

一般社団法人大学英語教育学会（JACET）
JACET 60th Anniversary Commemoration Week (2021, Online)

Headquarters Convention Organizing Committee

Headquarters Convention Organizing Committee, Directors
Oda, Masaki
Terauchi, Hajime*1
Asakawa, Kazuya
Sato, Takehiro
Naito, Hisashi*1

Headquarters Convention Organizing Committee, Chair
Sato, Takehiro

Headquarters Convention Organizing Committee, Vice-Chairs
Kanamaru, Toshiyuki
Ueda, Norifumi
Watanabe, Atsuko

Presentation Screening Committee

Aikawa, Masao  
Asaoka, Chitose  
Baba, Chiaki  
Baba, Tetsuo  
Gilner, Leah  
Hara, Takayuki  
Hayashi, Chiyo  
Hino, Nobuyuki  
Hosokawa, Hirofumi  
Ikeno, Osamu  
Imai, Mitsuko  
Ishii, Kazuhito  
Ishikawa, Shin’ichiro  
Ishikawa, Tomokazu  
Iso, Tatsuo  
Jimbo, Hisatake  
Kakimoto, Etsuko  
Kanamaru, Toshiyuki  
Kanaoka, Masao  
Kawai, Kazue

Kawai, Yasushi  
Kawanari, Mika  
Kawano, Madoka  
Kobayasi, Wakako  
Koizumi, Rie  
Komiya, Tomiko  
Kuroshima, Satomi  
Maswana, Sayako  
Matsuoka, Hironobu  
Miyahara, Masuko  
Morimoto, Shun  
Murakami, Hiromi  
Muranoi, Jin  
Murata, Kumiko  
Nakatsugawa, Masanobu  
Noguchi, Judy  
Oda, Masaki  
Oguri, Yuuko  
Okada, Nobuo  
Osada, Nobuko

Saida, Chisato  
Sano, Fujiko  
Sasajima, Shigeru  
Sasaki, Masako  
Sato, Takehiro  
Shimoyama, Yukinari  
Suzuki, Ayako  
Suzuki, Tatsuya  
Sasajima, Shigeru  
Sasaki, Masako  
Sato, Takehiro  
Shimoyama, Yukinari  
Suzuki, Ayako  
Suzuki, Tatsuya  
Taguchi, Etsuo  
Takahashi, Kiyoshi  
Takahashi, Toshiaki  
Tomita, Kaoru  
Uematsu, Shigeo  
Ueno, Yukie  
Ushiro, Yuuji  
Watanabe, Atsuko  
Yamanishi, Hiroyuki  
Yamashita, Junko  
Yuzawa, Nobuo  

Planning: Iijima, Yuka*2

Asakawa, Kazuya  
Takahashi, Hiroshi  
Yamakawa, Kenichi
Program: Owada, Kazuharu
   Araki, Tamao    Nakayama, Natsue    Yoshida, Satoshi

IT: Yoshihara, Manabu
   Kaneta, Taku    Terui, Masako    Waku, Kenji
   Nambu, Tadahiko Yamaguchi, Takane Yoshida, Satoshi

Systems: Shimoyama, Yukinari
         Yamada, Masaki

Relations: Aikawa, Masao
   Asaoka, Chitose    Kakimoto, Etsuko    Maswana, Sayako
   Gilner, Leah    Kawakami, Noriko    Suzuki, Ayako
   Horibe, Hideo    Kobayashi, Wakako

Overseas Relations: Ishikawa, Tomokazu
   Dimoski, Blagoja    Kawai, Kazue    Yujobo, Yuri Jody
   Hara, Takayuki    Nakatsugawa, Masanobu
   Imai, Mitsuko    Oya, Masanori

Presentation: Oya, Masanori
   Kato, Yoshitaka    Shiratori, Kingo

JACET Hours: Yamanaka, Tsukasa
   Hatakeyama, Ken    Matsuoka, Hironobu    Shiozawa, Tadashi
   Hiramoto, Tetsuji    Mori, Akitomo    Takahashi, Toshiaki
   Iwai, Chiaki    Obari, Takayuki    Yukimaru, Naomi
   Iwanaka, Takahiro    Shimizu, Toshihiro

Coordinating Associate Members: Morimoto, Shun
   Iwata, Akira    Kuroshima, Satomi    Chaikul, Rasami
   Ishikikawa, Yuka

Proceedings: Kato, Yoshitaka
   Hidaka, Yuka    Kawano, Madoka    Yamada, Hiroshi
   Hosogoshi, Kyoko    Phelan, Timothy    Yamanishi, Hiroyuki

Public Relations: Ishikawa, Nozomi
   Bouchard, Jeremie    Mitsugi, Makoto    Yamada, Masaki
**Moderator Planning:** Fujita, Reiko  
Kobayashi, Yoko  
Mikami, Hitoshi  
Nagasaki, Mutsuko  
Kojima, Satsuki

**Liaison:** Maswana, Sayako  
Hatakeyama, Yukako  
Kobayashi, Wakako  
Ueda, Marisa

**Registration:** Murakami, Hiromi  
Baba, Chiaki  
Kurata, Ayaka  
Sasai, Etsuko  
Davis, Emi  
Nakamura, Shinobu  
Fukunaga, Kengo  
Togo, Tazu

**Networking Events:** Takahashi, Hiroshi  
Hosokawa, Hirofumi  
Nakazumi, Yukiharu  
Yamakawa, Kenichi  
Ito, Kenichi  
Rodriguez-Yagi, Miki  
Yamamoto, Satomi  
Kasahara, Kiwamu  
Sano, Fujiko  
Yoneoka, Judy  
Kashiwagi, Tetsuya  
Toya, Mitsuyo  
Miura, Hiroko  
Tsutsui, Eiichiro

**Seminar Committee Members:**

**Directors:** Asakawa, Kazuya*1  
Hara, Takayuki  
Tajino, Akira*1  
Watanabe, Atsuko

**Chairs:** Katsurayama, Kohji*2  
Murakami, Hiromi

**Vice-Chairs:** Ishikawa, Tomokazu  
Sasao, Yosuke*2

**Members:**  
Chaikul, Rasami*2  
Hosokawa, Hirofumi  
Imai, Mitsuko  
Jimura, Miyuki  
Kato, Yoshitaka  
Kobayashi, Wakako  
Kobayashi, Yoko  
Kochiyama, Akiko  
Kojima, Satsuki  
Kuroshima, Tomomi*2  
McBride, Paul  
Nakaya, Akira  
Nakayama, Natsue  
Nambu, Tadahiko  
Obari, Hiroyuki  
Obermeier, Andrew*2  
Sasai, Etsuko  
Shiozawa, Tadashi*2  
Smithers, Ryan*2  
Tabuchi, Hirofumi  
Takahashi, Sachi*2  
Togo, Tazu  
Yamada, Hiroshi*2  
Yoshida, Aya*2  
Yujobo, Jody Yuri

*1: Post held until June 20, 2021  
*2: Post held until March 31, 2021
Special Sponsors for the JACET 60th Anniversary Commemoration Week
(Online, 2021)

Platinum Sponsorship:
The Institute for International Business Communication
（一般財団法人 国際ビジネスコミュニケーション協会）

Platinum Sponsorship:
Eiken Foundation of Japan（公益財団法人 日本英語検定協会）

Sponsorship:
Hituzi Syobo（ひつじ書房）

Exhibition (in alphabetical order):
Asahi Press Inc.（株式会社 朝日出版社）
Cengage Learning（センゲージラーニング㈱）
CHIeru Co., Ltd.（チエル株式会社）
CosmoPier Publishing Company（コスモピア株式会社）
CreAid Learning, Inc.（クリエイド・ラーニング株式会社）
EdulinX Corporation（株式会社 EdulinX）
Eiken Foundation of Japan（公益財団法人 日本英語検定協会）
englishbooks.jp（株式会社 ドリームブロッサム）
Global Eight Institute（一般社団法人 G l o b a 1 8）
Hituzi Syobo（ひつじ書房）
Kinseido Publishing Co., Ltd.（株式会社 金星堂）
KIRIHARA SHOTEN K.K.（株式会社 桐原書店）
mpi Matsuka Phonics inc.（株式会社 mpi 松香フォニックス）
Pearson Japan K.K.（ピアソン・ジャパン株式会社）
PROGOS Inc.（株式会社 プロゴス）
SANSHUSHA Publishing Co., Ltd.（株式会社 三修社）
SEIBIDO（㈱成美堂）
Shohakusha Publishing Co., Ltd.（株式会社 松柏社）
The Institute for International Business Communication（一般財団法人 国際ビジネスコミュニケーション協会）
The Japan Institute for Educational Measurement, Inc.（株式会社 教育測定研究所）
Turnitin Japan（ターンイットイン・ジャパン合同会社）
TOEIC® Program

「聞く・読む・話す・書く」を目的で、目標で、レベルで。

TOEIC® Tests
日常生活やグローバルビジネスにおける
活きた英語の力を測定する、世界共通のテスト

TOEIC® Listening & Reading Test

TOEIC® Speaking & Writing Tests

TOEIC Bridge® Tests
英語学習初級者から中級者を対象とした日常生活における
活きた英語の力を測定する、世界共通のテスト

TOEIC Bridge® Listening & Reading Tests

TOEIC Bridge® Speaking & Writing Tests

セミナー・イベントについてはこちら
https://www.ibc-global.org/toeic/corporate/seminar_event.html

学校での活用例はこちら
https://www.ibc-global.org/toeic/corporate/useschool.html

IIBC
一般財団法人 国際ビジネスコミュニケーション協会
The Institute for International Business Communication

校長：松本 正康
〒110-0014 東京都中央区日本橋1-4-1 日本貿易ビル

Tel. 03-5217-5012

IIBC公式サイト
https://www.ibc-global.org
英検

多くの大学の単位試験で英検の級・スコアが利用可能！
英検が大学入試にも役立ちます

実用英語技能検定 2021年度 試験日程

<table>
<thead>
<tr>
<th>2022年</th>
<th>第2回</th>
<th>第3回</th>
</tr>
</thead>
<tbody>
<tr>
<td>10月10日（月）</td>
<td>1月23日（月）</td>
<td></td>
</tr>
<tr>
<td>11月7日（月）</td>
<td>2月20日（月）</td>
<td></td>
</tr>
<tr>
<td>11月14日（月）</td>
<td>2月27日（月）</td>
<td></td>
</tr>
<tr>
<td>11月23日（月）</td>
<td>3月6日（月）</td>
<td></td>
</tr>
</tbody>
</table>

応援キャンペーン！

CD IELTS

ギフト券5,000円分をプレゼント

IELTS

Test of English for Academic Purposes

TEAP

受験できる

260を超える大学入試に
TEAPスコアが利用可能

高校1年生以上対象

複数回

受験できる

受験のチャンスは

(7月, 9月, 11月)

英検

公益財団法人
日本英語検定協会

IELTS is jointly owned by the British Council, IDP: IELTS Australia and Cambridge Assessment English.
明日の授業に活かす「意味順」
英語指導 理論的背景と授業実践
田地野彰 編 定価 3000 円 + 税

教育文法の最新理論「意味順」を活用した英語指導法の決定版、ついに登場。「意味順」を軸に英語指導の体系化をめざす。その理論的背景を、教育言語学、理論言語学、英語史、英語研究の観点から検証するとともに、豊かな指導経験に基づいた授業への導入例を紹介する。中高から大学までの英語授業の未来を切り開く教師や研究者にとって必須の書。執筆者は：田地野彰、金丸敏幸、川原宏司、高橋久志、細尾洋介、奥住藤、藤木克哉、山田浩、佐々木啓、村上裕美、加藤由崇、渡瀬佳、桂山康司

JACET 応用言語学研究シリーズ 第1巻
英語授業学の最前線
一般社団法人大学英語教育学会（JACET） 淺川和也・田地野彰・小田眞幸 編 定価 2000 円 + 税

自由研究 ようこそ！ことばの実験
室(コトラボ)へ
松浦年男著 定価 1400 円 + 税

「中納言」を活用したコーパス
日本語研究入門
中侯尚己著 定価 1800 円 + 税

ベーシックコーパス言語学 第2版
石川慎一郎著 定価 1700 円 + 税

統計で転ばぬ先の杖
島田めぐみ・野口裕之著 定価 1400 円 + 税

テキスト計量の最前線
データ時代の社会知を拓く
左古輝人編 定価 2800 円 + 税

実験認知言語学の深化
篠原和子・宇野良子編 定価 5400 円 + 税

「問う力」を育てる理論と実践
問い・質問・発問の活用の仕方を探る
小山義徳・道田泰司編 定価 2800 円 + 税

「中納言」を活用したコーパス
日本語研究入門
中侯尚己著 定価 1800 円 + 税

英語教育における自動採点
現状と課題
石井雄隆・近藤悠介編 定価 1700 円 + 税

言語学と科学革命
認知言語学への展開
山梨正明著 定価 3200 円 + 税

マンガ学からの言語研究
「視点」をめぐって
出原健一著 定価 3500 円 + 税
発行日  2021年8月19日
編集  大学英語教育学会
発行  一般社団法人大学英語教育学会
JACET創立60周年記念ウィーク特別委員会
代表者  小田 眞幸
〒162-0831 東京都新宿区横寺町55
電話 03-3268-9686  Fax 03-3268-9695
Special Sponsors for

JACET 60th Anniversary Commemoration Week (Online, 2021)

The 48th JACET Summer Seminar (Online, 2021)

The JACET 60th Commemorative International Convention (Online, 2021)

後援：文部科学省