



Japan Association of College English Teachers

JACET

# The 50th SUMMER SEMINAR

SEMINAR THEME

**Revisiting Our Teaching Practices  
through Reflection and Action Research**

**Day 1: Sat. 26 August 2023 10.00-16.00**

**Day 2: Sun. 27 August 2023 10.00-16.50**

**Venue: Meiji University, Surugadai Campus, Academy Common  
1-1 Kanda-Surugadai, Chiyoda-ku, Tokyo 101-8301**

In-person Seminar

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## JACET 50th Summer Seminar President's Greetings

Masaki Oda, Ph.D.  
President  
JACET

For the first time since 2019, our seminar is back to the face-to-face format this year. It is also our 50th summer seminar. As the seminar will be held at Meiji University prior to our International Convention, our committee has been working hard to take advantage of the distinctive characteristics of the seminar our predecessors have established, and came up with the theme: *Revisiting our teaching practices through reflection and action research.*

We are pleased to have three distinguished invited speakers; Prof. Anne Burns, Assoc. Prof. Supong Tangkiengsirisin, and Prof. Ken Tamai, who will give plenary lectures and workshops. In addition, poster sessions and supporting members' exhibitions are planned.

While we recognize advantages of on-line format from our experience in the past three years, we hope the face-to-face format will give you active dialogues among the participants.

I would like to take this opportunity to thank to Meiji University to let us use the wonderful venue in central Tokyo, supporting members for their patience during the pandemic in order to bring us back to the face to face format, and of course our hard working committee members, supporting members for their time and dedication to organize this special seminar.



## **JACET 50th Summer Seminar**

August 26th (Saturday) & 27th (Sunday), 2023

Meiji University, Tokyo

### **Revisiting our Teaching Practices through Reflection and Action Research**

In the process of reviewing half a century of English language teaching trends, we see drastic changes in the roles and positions of teachers and learners, as well as in teaching materials. Approaches to teaching have shifted to accommodate the original purpose of language use, that is, communication with others. We have observed the emergence of the Internet as a teaching tool and how it has gathered special momentum during the spread of COVID-19. Interest in teaching now places learners in central focus. Autonomy and identity of learners have become heightened concerns. Teachers' roles and positions have changed from following the transmission style to being more facilitative of the students' learning process. In keeping abreast of such remarkable changes in English language teaching, JACET seminars have focused on a variety of themes, including classroom teaching and material development which are most recent.

In the seminar that marks this 50th anniversary, we would like to revisit our teaching practice. The global pandemic necessitated changing our venue of teaching into something that for many of us was novel, the online classroom. What has been learned from that experience so far in terms of advantages and disadvantages? What new perspectives have we gained about face-to-face teaching? In this era where we teachers are now presented the option of conducting classes face-to-face or online, we would like to reassess the manner in which we inspire and instruct as language teachers. Our seminar therefore seeks to address the following questions: What does it mean to improve teaching? What does good teaching practice mean? We hope this seminar will offer a variety of new angles from which to view how teachers teach and learners learn in these challenging times.

## JACET 50th Summer Seminar

### First Division (International Convention & Seminars) Committee

**Directors** Takehiro Sato Norifumi Ueda Atsuko Watanabe Toshiyuki Kanamaru  
Masanori Oya

### First Division Committee (Seminars)

**Chair** Hiromi Murakami

**Vice-Chair** Wakako Kobayashi

Yutaka Fujieda	Yukiharu Nakazumi	Tazu Togo
Hirofumi Hosokawa	Tadahiko Nambu	Masaichi Uchida
Mitsuko Imai	Takahiro Noborimichi	Masahiro Yoshimura
Akiko Kochiyama	Tomohiko Oda	
Hitoshi Muranoi	Etsuko Sasai	

**Registration period:** Thurs. 15 June to Fri. 18 August, 2023

### Participation fees:

Members	5,000 yen
Student Members	3,000 yen
Non-members	10,000 yen

### Registration procedure:

JACET 50th Summer Seminar website: <https://jacet.org/ees/>

Go to Registration / 参加申込 tag and click the registration link on the site.

### Contact:

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## The 50th Summer Seminar at a glance

Day 1: Sat. 26 August 2023

Time	Events
10:00-	Opening ceremony
10:15-11:15	Lecture 1: Prof. Anne Burns
11:15-11:25	Break
11:25-12:25	Lecture 2: Prof. Supong Tangkiengsirisin
12:25-13:30	Lunch Break
13:30-14:30	Poster sessions & Supporting members' exhibitions
14:30-15:30	Lecture 3: Prof. Ken Tamai
15:30-15:40	Break
15:40-16:00	Reflection time

Day 2: Sun. 27 August 2023

Time	Events
10:00-10:05	Greetings
10:05-11:35	Workshop 1: Prof. Anne Burns
11:35-13:00	Lunch Break
13:00-14:30	Workshop 2: Prof. Supong Tangkiengsirisin
14:30-14:40	Break
14:40-16:10	Workshop 3: Prof. Ken Tamai
16:10-16:30	Wrap up
16:30-16:50	Closing ceremony

## Program

Day 1: Sat. 26 August 2023

Time	Events	Rooms
10:00-	Opening ceremony	309B
10:15-11:15	Lecture 1: <i>Revitalise your classroom with action research</i> Prof. Anne Burns (University of New South Wales / Curtin University, Australia)	309B
11:25-12:25	Lecture 2: <i>Reflective practices: Process, effectiveness, and challenges</i> Prof. Supong Tangkiengsirisin (Thammasat University, Thailand)	309B
12:25-13:30	Lunch Break	
13:30-14:30	Poster sessions	309J
	Supporting members' exhibitions	309H
14:30-15:30	Lecture 3: <i>Evolving concept of reflection: Reflective practice with versatile perspectives on experience</i> Prof. Ken Tamai (Kochi Professional University of Rehabilitation, Japan)	309B
15:40-16:00	Reflection on the first day	309B

Day 2: Sun. 27 August 2023

Time	Events	Place
10:00-	Greetings	309B
10:05-11:35	Workshop 1: <i>Getting started with action research in your classroom</i> Prof. Anne Burns (University of New South Wales / Curtin University, Australia)	309B
11:35-13:00	Lunch Break	
13:00-14:30	Workshop 2: <i>Reflective models in language education: Practice and evaluation</i> Prof. Supong Tangkiengsirisin (Thammasat University, Thailand)	309B
14:40-16:10	Workshop 3: <i>What is it to reflect?: Making meaning of experience, revising understanding, and examining one's beliefs</i> Prof. Ken Tamai (Kochi Professional University of Rehabilitation, Japan)	309B
16:10-16:30	Wrap up	309B
16:30-16:50	Closing ceremony	309B



## The Invited Speakers and Symposiums

(Listed in the order of the lectures)



**Prof. Anne Burns (University of New South Wales / Curtin University, Australia)**

### Lecture: **Revitalise your classroom with action research**

Action research has been growing in popularity in language classrooms over the last two decades. It is a form of teacher professional development which is ‘bottom-up’ rather than ‘top-down’. In other words, it focuses on topics and issues that are of immediate interest to teachers in their own teaching contexts. It encourages deeper exploration and understanding of what concerns teachers and their students. Through research and reflection teachers are able to analyse what is happening in their classroom practice and to discover what changes might be made to improve teaching and learning.

In this talk, I will provide a brief overview of action research: what it is and how it is different from other types of research. I will illustrate my talk with examples from teachers who have carried out action research in various countries, and will explain what issues they identified, how they carried out their action research, and what they learned from this experience. The talk will be an introduction to the workshop I will present on the next day of the seminar for those who would like to follow up in more detail by preparing an action research plan they could use in the future.

### Workshop: **Getting started with action research in your classroom**

For some time professional development for English language teachers has been moving away from a transmissive approach to a transformative approach, where teachers are encouraged to take an active role in understanding and investigating their own classrooms and their teaching practices. One way for teachers to adopt such an approach is to conduct action research. Action research involves identifying an issue, puzzle or dilemma of interest to you in your own classroom, and exploring and recording how changes can be made for improvement and understanding.

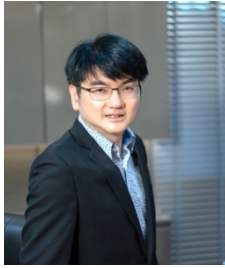
In this workshop, I will provide an introduction to action research. We will look at what action research is and how to carry it out. As participants, you will be invited to discuss issues in your own classroom or school that you would like to explore more deeply. We will share ideas about identifying topics, creating questions to research, and collecting evidence to show what kind of impact the changes are making. By the end of the talk, you should be able to go away with some initial plans about what you could investigate and how you can apply action research in your classroom.

## Biodata

Professor Anne Burns is a part-time Professor at Curtin University, Australia. She was Professor of TESOL, and now hold an Honorary Professorship, in the School of Education at the University of New South Wales, Sydney. She is also a Professor Emerita at Aston University, UK and Honorary Professor at the University of Sydney and The Education University, Hong Kong.

She has published extensively on language teacher education and the teaching of speaking, and is particularly well known for her work on action research. Her most recent book is *Sustaining action research: A practical guide for institutional engagement* (with Emily Edwards and Neville Ellis, published by Routledge, 2022). She is also a Series Editor for the *Research and Resources Series* published by Routledge. In 2017, she was recognised by TESOL International as one of the '50@50' who have made an outstanding contribution to ELT. In 2019, she was listed on Wikipedia:

([https://en.wikipedia.org/wiki/Anne\\_Burns\\_\(linguist\)](https://en.wikipedia.org/wiki/Anne_Burns_(linguist)))



**Prof. Supong Tangkiengsirisin (Thammasat University, Thailand)**

**Lecture: Reflective practices: Process, effectiveness, and challenges**

It has long been recognized in the field of language education that teachers should continually contemplate on and reshape their knowledge of teaching and learning (Farrell, 2007). Reflective practice, which was initially developed in teacher education programs, has become part of teachers' educational practice throughout their teaching profession (Farrell, 2015). Reflective practice has played an important role in teacher education as a mark of professional competence (Suphasri & Chinokul, 2021). Despite its significance, there has been controversy on how "reflective practice" should be undertaken in teacher education programs. This session will present what "reflective practice" involves, what process it should follow, how its process has changed over time, and what challenges face teachers conducting such practice. There will also be discussion on how technology can facilitate and enhance teachers' reflective practice.

This session will also discuss the salient issues emerging from research studies on reflective practice. First, through collaborative action research and reflection itself, reflective practice can be a time-consuming, labor-intensive process as teachers need to learn to work with their colleagues and construct new knowledge and gain insights regarding their teaching contexts, related theories, and the practical reality through individual and collective knowledge. In addition, whether collaborative action research will become successful mainly depends on how effectively the researchers and participants interact, to what extent the practice is compatible with the participants' needs and beliefs, and to what degree they involve themselves in the process. Finally, the participants' disposition, flexibility, and openness to collegiality are essential reflective practitioners' qualities that facilitate collaborative reflective practice through professional dialogues, classroom observations, and collaboration with other ELT researchers and professionals. As a final conclusion, this session would suggest that opportunities should be provided for both younger and more experienced teachers to work together and address common problems, share experiences, and develop their individual and collective repertoires to tackle shared difficulties through both collaborative action research and reflective processes. There might also be new ways of approaching reflective practice to foster continuous professional development that meets

individual teaching needs.

### **Workshop: Reflective models in language education: Practice and evaluation**

Reflective practice (RP) plays a vital role in teacher learning and professional development as it gives teachers the opportunity to self-assess their teaching knowledge and practice, as well as share thinking and practices in informal groups or well-established communities of practice (Curtis, Lebo, Cividanes, & Carter, 2013). RP, however, has been operationalized in different ways, including learning through and from experience, evidence-based observations and examination of critical incidents (Farrell, 2013). Despite its different approaches, RP can be defined as a thinking procedure involving classroom events, experiences or critical incidents, before, during and after their occurrence, with profound introspection and logical evaluation. In reflective practice, practitioners usually engage in a continuous cycle of self-observation and self-evaluation in order to understand their own actions and the reactions they prompt in themselves and in learners. Obviously, RP can mainly help experienced teachers and young practitioners observe and refine their practice in general on an ongoing basis.

This workshop consists of two main parts. The first part provides an overview of the numerous perspectives and models of reflection in education and English language teaching. In the second part, the participants will carry out reflective practice based on provided assignment using some reflective models. In the final part, the participants will evaluate the models they used during the teaching processes so that they can make some adjustment that would be suitable for their own needs.

### **Biodata**

Associate Professor Dr. Supong Tangkiengsirisin is the Director of the Language Institute of Thammasat University and Past President of Thailand TESOL Organization. He specializes in teaching academic writing, business communication, English for Specific Purposes, Research Methodologies in ELT, and career-related English skills. His research interests involve second language writing, written discourse analysis, EAP, ESP, and Global Englishes.



**Prof. Ken Tamai (Kochi Professional University of Rehabilitation, Japan)**

**Lecture: Evolving concept of reflection: Reflective practice with versatile perspectives on experience**

Reflective practice is one of the ways for practitioners to know their practice and themselves through examining the meaning of daily events. It has been accepted as such not only in the area of education but in nursing, sports, social welfare and others. The definition of reflection as a means of practice, however, is contingent on researchers or the field of practices, and this ambiguous state (Rodgers, 2002) seems inhibiting researchers and practitioners from finding a common platform for discussion.

Here are three things I am planning to do. 1) To put a light on the background of the stigmatic ambiguity and try establishing a common platform by sorting out tangled concepts of reflection. 2) While reflection is an act directed to our experience, little attention has been paid to the concept of experience itself. With that in mind I would like to explore multi-faceted aspects of experience seeking theoretical hints from such fields as social studies, critical theory, anthropology and modern philosophy. 3) While experiential learning theory (Kolb, 1984) has confirmed the value of experience as the source of learning, methodological frames to capture the learner's lived world has not been developed except some abstract notion as mindfulness or learner-centeredness. I would like to propose the reflective practice with phenomenological perspective as a useful means to approach learners' lived world. Existential and ontological understanding of learners will be discussed borrowing ideas from modern philosophy.

When a new understanding of a teaching event is achieved, nothing looks the same as before and the possible next action is already in the hands of practitioners. The goal of reflective practice does not remain in finding a solution of problems, rather in pursuit of richer understanding of the real of learner experiences.

## Workshop: What is it to reflect?: Making meaning of experiences, revising understanding, and examining one's beliefs

Spread of COVID-19 kept students away from the classroom and robbed them of a space which they share with bodily existence. Now that they are back in the classroom, nothing seems more important than experiencing close interaction feeling the same air in between. This workshop will introduce three different types of reflection with which to try listening to unvoiced voices inside ourselves. The first is a reflective work in pairs. Participants will go through a process of reflection and learn what it is to reflect by revisiting a personal experience in the past. The process begins with self-inquiry, then moves on to description, analysis and synthesis for an understanding. The second is a type of reflection in groups called Inquiry Cycle which enhances understanding of an issue from different angles leading participants to the next action. The third is the Way of Council: A group work in circle developed by native Americans. Participants share individual voices for the enhancement of one's understanding. Through these process participants will be able to experience the depth reflection could lead to.

### Biodata

Ken Tamai taught reflective practice for more than 20 years in the TESOL graduate program of Kobe City University of Foreign Studies. For the last 10 years in particular, he has introduced a phenomenological perspective to his teaching of reflective practice and been working to develop it into a theoretical basis as a qualitative research method. He wrote articles and edited books on reflective practice.

## Poster Session #1 (Room: 309J)

Display: August 26th (Sat) 10:15 - 27th (Sun) 16:10

Presentation: August 26th (Sat) 13:30-14:30

### Title

The impact of speech-to-text feedback with shadowing on speaking fluency

### Presenters

Robert Cvitkovic (Teikyo University)

### Abstract

The author will discuss the results of an experiment that employed speech-to-text (STT) technology for gamified shadowing activities. The pre-post speaking characteristics of Japanese EFL learners were analyzed. The experiment consisted of short to moderate-duration in-app shadowing treatments and non-digital control groups of similar time periods. The treatment was carried out on mobile phones in a customized English learning app. Data was collected on the number of pauses, number of syllables, utterance time, phonation time, and speech rate which allowed the calculation of the speed fluency, and breakdown fluency for participants. The STT technology gave learners customized feedback on each attempt promoting error correction and repetition. Immediate, granular, and global tracking was employed so that users could monitor and compare their progress with their previous scores. We approached our research question in two parts. Part one quantified the breakdown-fluency and speed fluency in low and intermediate-level speakers and characterized their speech patterns. Part two measured the effect of STT technology on speed-fluency and breakdown-fluency at 5 & 20 hours of treatment time against 2 control groups of the same time. This research can help further our understanding of the effects of advanced mobile features such as speech-to-text and voice recognition embedded in interactive English learning activities by quantifying their effectiveness on speaking fluency in EFL learners.

## Poster Session #2 (Room: 309J)

Display: August 26th (Sat) 10:15 - 27th (Sun) 16:10

Presentation: August 26th (Sat) 13:30-14:30

### Title

A self-worth perspective of boosting Japanese students' English speaking motivation through flipped learning

### Presenters

Adrian Leis (Tohoku Gakuin University)

### Abstract

Japanese students studying English have gained a reputation for being hesitant to take risks when it comes to speaking. This includes feeling uncomfortable communicating freely without worrying about grammatical errors, and being unwilling to volunteer to answer questions in class. Researchers have investigated this issue from different motivational perspectives such as self-determination theory, willingness to communicate, and demotivation. Overall, these researchers agree that finding effective teaching methods to increase student motivation to learn and speak English is crucial. One approach that has been suggested to potentially boost Japanese students' confidence and motivation is the flipped learning model. However, there is little scientific proof of its effectiveness yet. This study aims to address this gap and examine the potential benefits of the flipped learning model for Japanese students learning English.

Recent studies (Leis, 2021a; Leis et al., 2021) suggest that Japanese adolescents exhibit characteristics of low defensive pessimism, high self-handicapping, and high helplessness, which puts them in a position somewhere between being Self-protectors and Failure Acceptors (Covington, 1992). To address this issue, the flipped learning model has been proposed as a potential solution to improve the confidence of Japanese students in content-based language classes (Leis, 2021b).

The poster presentation begins by examining Japanese students' motivation to actively participate in English classes using the self-worth theory and past research on second-language motivation viewed through this theory. The author then discusses the suitability of the flipped learning model to enhance Japanese students' motivation to speak English without fear of making errors and other related issues. Finally, the presenter proposes a research study to evaluate the effectiveness of the flipped learning model in improving students' motivation, fluency, and grammatical accuracy in spoken English. The presenter hopes that attendees will offer input and suggestions to aid in preparing for the study.



## Poster Session #3 (Room: 309J)

Display: August 26th (Sat) 10:15 - 27th (Sun) 16:10

Presentation: August 26th (Sat) 13:30-14:30

### Title

English proficiency for engaging with global issues

### Presenters

Warner Ian William (Kibi International University)

### Abstract

Even if 'successfully' arrested and mitigated, major changes in the world's temperature, caused by man-made (i.e. anthropocentric) global heating, have had, are having, and have increasingly profound impacts in all national (yet highly interdependent) societies and economies. In my English language Speaking / Oral Communication (OC) lessons, I have therefore used a greater number of news report URLs that focus on global temperature rise and various directly and indirectly related topics.

Enrolled students have been shown news reports that may further increase their awareness of the developing climate crisis and potential technical, politico-economic and social responses to it.

In my pronunciation lessons, students have been required used such reports solely for pronunciation practice purposes, but in my OC lessons, I have stipulated that students to read, comprehend, consider, comment on and, if possible, discuss the information contained in such reports, and suggested that they regularly answer, some climate-emergency related questions.

The envisaged A0 size (portrait format) poster will consequently display detailed (yet quickly and easily comprehensible) information that informs the viewer about my recent design, use, evaluation / assessment and subsequent improvement of climate crisis centred undergraduate level OC (and pronouncing) lesson plans (in Japan). The said knowledge and confidence-building plans have been devised and employed in order to (1) increase basic student awareness and understanding regarding i) ongoing anthropocentric global temperature and related climate changes - and ii) the negative resultant primary economic, social and political impacts that they seem most likely to exercise - so as, to (2) improve student ability, confidence and willingness to utter at once more informed and lengthier personal comments about the basic nature of this unprecedented historic emergency situation, and the seemingly more possible and probable ('rational' and 'irrational') of human response scenarios.

## Poster Session #4 (Room: 309J)

Display: August 26th (Sat) 10:15 - 27th (Sun) 16:10

Presentation: August 26th (Sat) 13:30-14:30

### Title

Transition from online classroom to flipped classroom.

### Presenters

Saori Tada (Kwansei Gakuin University)

### Abstract

The moment of COVID-19 pandemic forced us language teachers to explore the possibility of adopting online services into our class design. When we execute online classes, the traditional teaching style where teachers lecture/instruct and students solve questions under the supervision of a teacher did not work well since it became difficult for teachers to observe and support several students at once. Therefore, we had to seek new ways to communicate with different online tools and applications. Also, the on-demand learning option progressed the use of instruction videos and online-based tasks. Those experiences have grown both teachers' and students' digital literacy. Although teaching and learning during the quarantine period was challenging, it was also a time to learn how to incorporate distance learning successfully. After these learning experiences, adopting flipped classroom instruction naturally occurred when getting back to a face-to-face setting to incorporate the best part of in-class and out-of-class learning. In flipped classroom settings, students study the tasks in their textbooks at home before coming to class. In the classroom, the time used for executing the tasks is used for closely looking at the problems that the majority of students had difficulty with and tasks that are better performed in a face-to-face setting. In this poster session, the author aims to inform how the flipped classroom setting gave some advantages to students' learning in the introductory English program at a private university in Kansai region. Also, the medium used to control different online tasks will be introduced. 1) the textbook preparation assignments using google form, and 2) paragraph writing assignment with UD Talk and presentation reflection through Flip will be focused.

## Poster Session #5 (Room: 309J)

Display: August 26th (Sat) 10:15 - 27th (Sun) 16:10

Presentation: August 26th (Sat) 13:30-14:30

### Title

Analysis of speaking test items for junior high school students in Tokyo

### Presenters

Keiko Nakamura (Sophia University)

### Abstract

This poster presentation examines the speaking test items for third-year junior high school students in Tokyo, which were first administered by the Tokyo Metropolitan Government Education together with Benesse Corporation in November 2022. Since the test results were used to determine whether students pass or fail the metropolitan high school entrance examination in the following year, the aims of the speaking test items should meet the latest Courses of Study issued by the Ministry of Education, Culture, Sports, Science and Technology (MEXT, 2017). There have been several studies carried out to verify whether various kinds of speaking tests meet the MEXT's educational guidelines. For instance, Fujita et al. (2016) analysed whether the test items of the Grade 2 STEP EIKEN speaking test were in line with the objectives of the educational guidelines, that is to assess learners ability to state their own opinions, and revealed that they were. In this study, their study methodology was adopted and compared the targets of all eight questions of the new speaking test with those of the Courses of Study. The results of the study revealed that the new speaking test items were generally in line with the objectives of the Courses of Study. For instance, the aim of Part C of the speaking test is designed to assess learners ability to explain about the situations of everyday events (Education Bureau of the Tokyo Metropolitan Government, 2021), and this is consistent with one of the goals of the educational guidelines. It is hoped that this information will be helpful for those teachers who wish to practice lessons to encourage students' speaking skills in their classrooms.

## Poster Session #6 (Room: 309J)

Display: August 26th (Sat) 10:15 - 27th (Sun) 16:10

Presentation: August 26th (Sat) 13:30-14:30

### Title

Reflecting on teaching and learning practices together: An exploratory practice approach

### Presenters

Yoshitaka Kato (Chubu University)

### Abstract

Teaching practices are closely intertwined with learning practices, making it essential to incorporate learners' voices in the reflective process. For sustainability, it is ideal for this process to take place within the classroom. Exploratory Practice (EP), a form of practitioner research, provides a framework to integrate practice and reflection. Although EP has faced criticism due to its lack of a specific methodology, its "intentional flexibility" allows practitioners to adapt it to their unique teaching and learning contexts. Nevertheless, sharing case studies of EP is essential for the development of the approach.

This presentation aims to share the author's own five-year experience of employing EP in the context of Japanese higher education. As a practitioner-researcher, the author has utilized an educational design research approach to refine EP and enhance its effectiveness. In the current practice, students in a one-year course on English for academic purposes first formulate their puzzles, or questions about language learning/teaching (e.g., "Why did we hate English in high school?" and "Why do we like English even though we are not good at it?"). Subsequently, students investigate these puzzles individually or in groups, and share their findings through posters and essays written in English. Analysis of learner-generated materials and questionnaires supported the positive impact of EP on their learning practices as well as on the author's teaching practice. However, the follow-up interviews revealed that it is important to consider the dynamics within the classroom, such as the relationships among students, to facilitate deeper reflection and improve English performance.

This poster presentation discusses the potential of EP in Japanese higher education and its relationship to other forms of practitioner research such as Action Research and Reflective Practice. By sharing the author's own EP experience, this presentation emphasizes the significance of collaborative reflection for both teachers and learners.

## Poster Session #7 (Room: 309J)

Display: August 26th (Sat) 10:15 - 27th (Sun) 16:10

Presentation: August 26th (Sat) 13:30-14:30

### Title

Enhancing English oral communication: A case study of an ESP program for university staff

### Presenters

Ekaterina Arshavskaia (University of Shizuoka)

Chizuko Aiba (University of Shizuoka)

### Abstract

This poster presentation introduces a case study of an ESP staff development program for oral English communication at the University of Shizuoka, focusing on addressing the needs of university staff. The program was established in response to the increasing number of foreign students, aiming to enhance communication between staff and these students. A needs survey was conducted among university staff to reveal the situations when they struggle with communication in English. The needs survey revealed that university staff mainly struggles with vocabulary on specific topics, such as enrollment procedure, visa application and other formalities, class schedule and class registration. Based on the needs analysis, two series of English conversation workshops were conducted. The first series (March 2022) consisted of two 30-minute classes and the second consisted of four 20-minute classes (December 2022). The workshops concentrated on expanding vocabulary and followed the same structure: topic introduction, sample conversation, repetition and shadowing practice, and pair work. As a result, the attendance rates grew by 127% (11 participants from 4 university institutions to 14 participants of 7 institutions) from the first to the second series. Post-questionnaires indicated high satisfaction of participants (100%). 80% of respondents mentioned that they found vocabulary practice especially useful, which indicates that the workshop design matched their needs. The questionnaire responses also highlighted the need to expand the program's topics to include communication with foreign lecturers and people from outside of the university (such as universities abroad with which the university conducts exchange programs), as well as include other types of communication, including oral communication by phone. Further development of the program should address these needs, as well as expand the needs analysis to encompass students' needs.

## Poster Session #8 (Room: 309J)

Display: August 26th (Sat) 10:15 - 27th (Sun) 16:10

Presentation: August 26th (Sat) 13:30-14:30

### Title

Teaching contents and communication skills in an ESP course for university STEM majors

### Presenters

Madoka Kawano (Meiji University)

Yuya Koga (Meiji University)

Yayoi Anzai (Aoyama Gakuin University)

Hiroko Suzuki (Meiji University)

### Abstract

In ESP programs, learners aim to acquire communication skills in specialized fields and teachers prepare them for future use of English (Anthony, 2000) of the genre. In Japan, there have been curricula and materials for university students in areas such as medicine, life sciences, and nursing. However, in the STEM (Science, Technology, Engineering and Mathematics) discipline, educators and researchers are still exploring pedagogy and praxis (Falout et al., 2022). In fact, nourishing the ability to obtain information and express ideas in English is of mounting importance in academic and professional communities. This poster presentation reports on an ESP program for STEM majors which was designed and implemented at a private university in Tokyo. The program, taught by the authors, is a required course for the third-year students majoring in mathematical sciences. The objectives of the course are twofold: to learn specialized knowledge through reading materials in the field and to develop oral presentation skills in English. To achieve the former objective, the book *Applied Mathematics* (Goriely, 2018) is assigned for students who learn the content and the language at the same time. For the second objective, students investigate literature in their fields, plan and conduct simple research, create PPT slides, and present them. Based upon the syllabus, instructors facilitate learning with different approaches, which will be reported along with reflections from students and instructors as well. The attendees will take away some tips to use authentic materials in the discipline and to facilitate students to make presentations in English. It is hoped that this presentation will serve as a case where students study academic contents along with language in an ESP program in Japan.

## Poster Session #9 (Room: 309J)

Display: August 26th (Sat) 10:15 - 27th (Sun) 16:10

Presentation: August 26th (Sat) 13:30-14:30

### Title

Lessons learned from implementing an extensive reading program online

### Presenters

Andrew Thompson (Fukuoka Women's University)

Dragana Lazic (Fukuoka Women's University)

### Abstract

The Internet is one of our generation's most significant technological advancements and is rapidly reshaping workplaces and educational institutions. Schools, colleges, and universities across the globe have increasingly incorporated online education into their educational mix. As a result, educational institutions across the globe are progressively moving from traditional print to digital materials. Due to this shift, virtual libraries (VL) are growing in popularity and becoming an essential educational resource, providing students with a wide range of digital materials they can read anywhere, anytime.

Such technological advances in education have allowed educators to implement more flexible, blended extensive reading (ER) programs. Numerous studies have confirmed that adopting an ER approach can bring many advantages for language learners (Nation & Waring, 2020). ER programs are designed to provide learners access to large volumes of reading materials, ranging from fiction to non-fiction, which can significantly enhance student vocabulary, grammar, and reading comprehension skills. Implementing an online ER component to a language program can provide students with more content than a traditional on-campus library with the added convenience of being accessible regardless of time and location.

In this poster presentation, attendees will discover the benefits of setting up an online ER program. The speakers will also discuss their experiences managing the program over a year within a Japanese academic institution. They will share valuable insights on the challenges and advantages of such online programs before, during, and after implementation. Additionally, the importance of ER in promoting language development among students will be highlighted. Attendees can expect an engaging and informative presentation that will deepen their understanding of the value of online ER programs.

## Poster Session #10 (Room: 309J)

Display: August 26th (Sat) 10:15 - 27th (Sun) 16:10

Presentation: August 26th (Sat) 13:30-14:30

### Title

Rethinking writing courses in the age of ChatGPT

### Presenters

Patrick Foss (Tokyo Medical and Dental University)

### Abstract

When ChatGPT was launched and made free to anyone with an email address and a phone toward the end of 2022, teachers around the world expressed immediate concern. Some were more than concerned; they seemed to see the new tool as an existential threat. Herman (2022), for example, wondered in *The Atlantic* if the AI chatbot might actually lead to the “end” of English classes in high school. In the pages of the *New York Times*, Huang (2023) introduced ways in which university professors were “redesigning their courses entirely” to deal with the perceived danger of ChatGPT, including putting handwritten assignments back into their syllabi. The presenter, who has been teaching introductory composition-focused courses at the university level in Japan for more than 15 years, will discuss how he has adapted his own classes in response to the sudden availability of advanced AI chatbots like ChatGPT and ask the audience to consider principles for teaching writing in this age of rapid technological change.





## Sponsor Members' Exhibitions at JACET 50th Summer Seminar

第 50 回 JACET サマーセミナー賛助会員出展

### Academy Common: Room 309H

展示時間： 2023 年 8 月 26 日（土） 10：00～16：00

2023 年 8 月 27 日（日） 10：00～16：00

Time & Dates: 10:00-16:00 Sat. 26 August 2023

10:00-16:00 Sun. 27 August 2023

(あいうえお順)

株式会社 EdulinX 様 (EdulinX Corporation)

株式会社 教育測定研究所様 (The Japan Institute  
for Educational Measurement, Inc.)

株式会社 金星堂様 (KINSEIDO Publishing CO., Ltd.)

チエル株式会社様 (CHieru Co.,Ltd.)

## Access to the venue

Meiji University, Surugadai Campus, Academy Common  
1-1 Kanda-Surugadai, Chiyoda-ku, Tokyo 101-8301

Directions to Surugadai Campus :

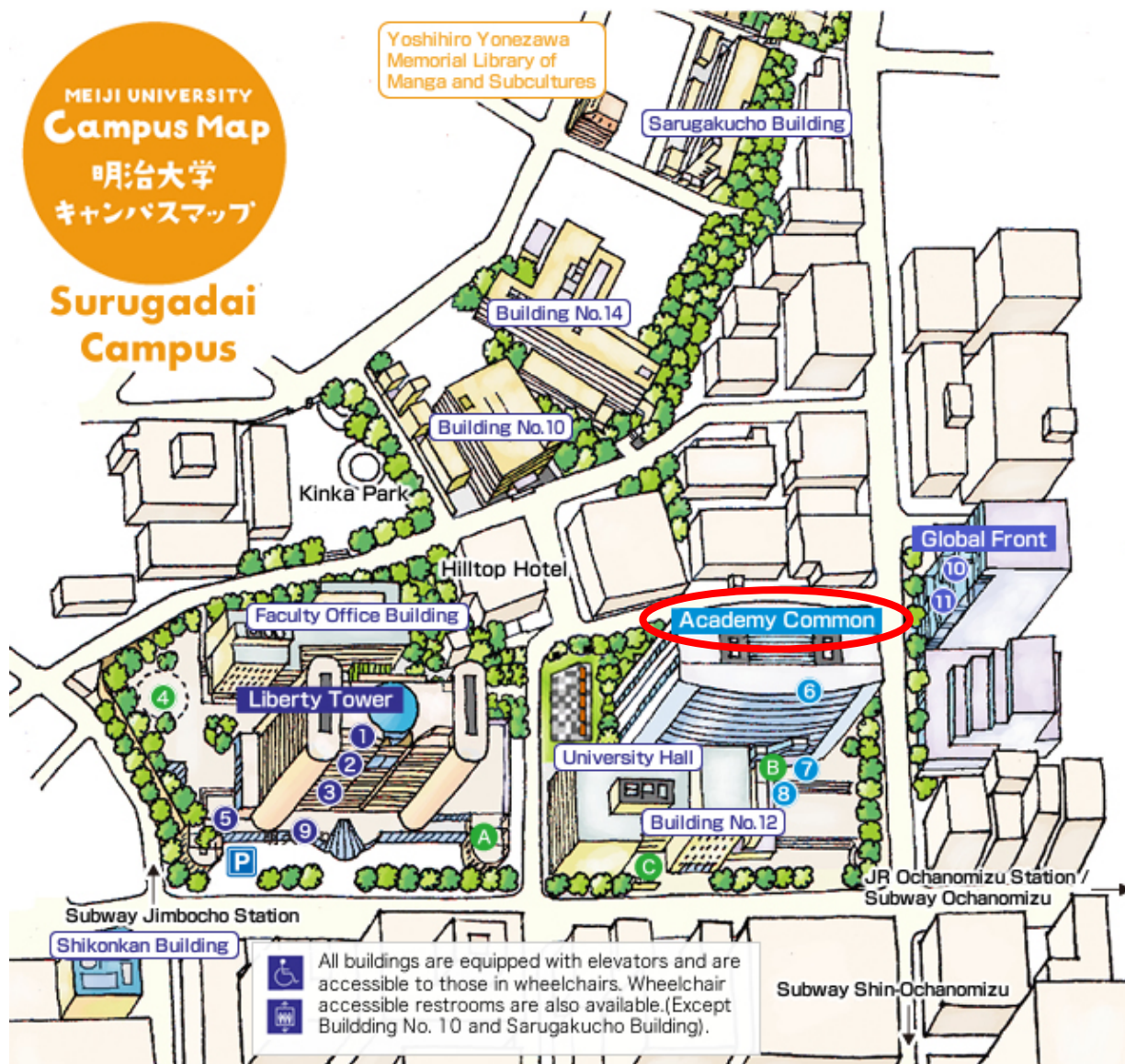
- 3 minutes on foot from JR Chuo/Sobu Line and Subway Marunouchi Line, Ochanomizu Station
- 5 minutes on foot from Subway Chiyoda Line, Shin-Ochanomizu Station
- 5 minutes on foot from Subway Mita, Shinjuku, and Hanzomon Lines, Jimbocho Station

<https://www.meiji.ac.jp/cip/english/about/campus/surugadai.html>



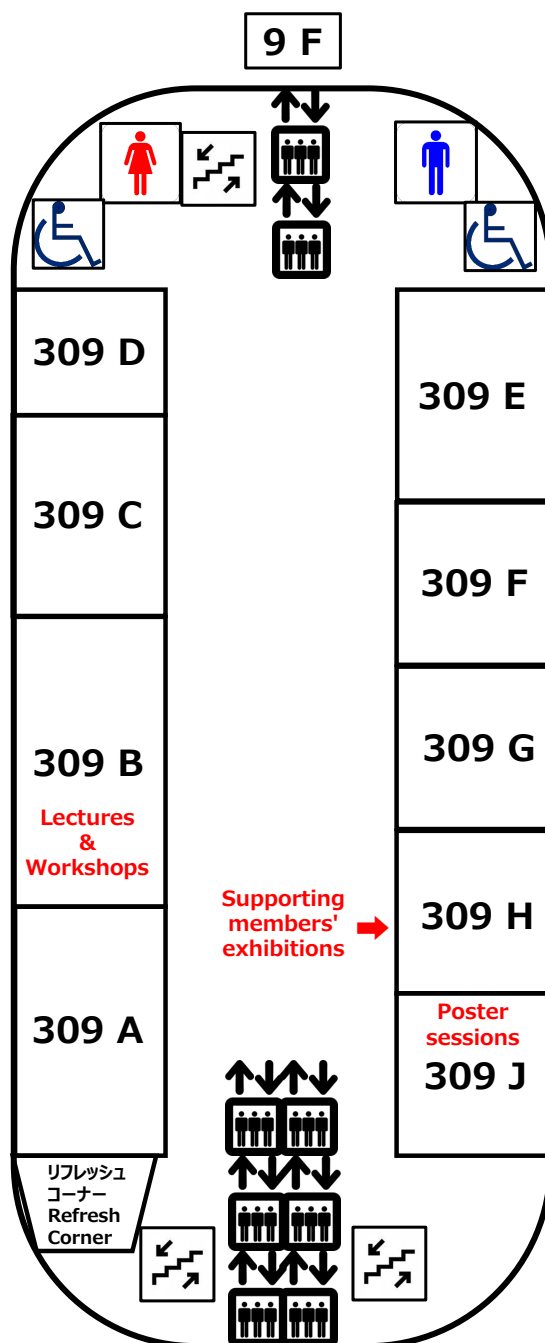
# Meiji University Campus Map

[https://www.meiji.ac.jp/cip/english/about/campus/su\\_campus.html](https://www.meiji.ac.jp/cip/english/about/campus/su_campus.html)



- |   |   |
|---|---|
| ① Kishimoto Tatsuo HALL [23F]                         | ⑧ Meiji University Museum / AKU YOU Memorial Museum [B1F] |
| ② Dining Hall (Sky Lounge Akatsuki) [17F]             | ⑨ Shikon Hall [1F]  |
| ③ Classroom   | ⑩ International Student Office [2F]                       |
| ④ Hidamari Plaza                                      | ⑪ International Lounge [2F]                               |
| ⑤ Central Library [1F—B3F]                            | Ⓐ Lounge Marronnier                                       |
| ⑥ Liberty Academy                                     | Ⓑ Café Pensée   |
| ⑦ Portrait relief of the founders of Meiji University | Ⓒ Meidai Mart   |

# Academy Common Registration & Floor Guide



Notes

A series of horizontal dashed lines spanning the width of the page, intended for writing notes.

A series of 25 horizontal dashed lines spanning the width of the page, providing a template for writing or drawing.

