

**THE 26th TEMPLE UNIVERSITY  
APPLIED LINGUISTICS COLLOQUIUM**

**TEMPLE UNIVERSITY JAPAN CAMPUS  
TOKYO, JAPAN**

**Sunday, February 9, 2025**

**THE 26th TEMPLE UNIVERSITY APPLIED LINGUISTICS COLLOQUIUM**  
**SUNDAY, FEBRUARY 9, 2025**

TIME	ROOM 402	ROOM 403	ROOM 405	ROOM 408
11:30-12:00	<b>Registration</b>			
12:00-12:25	<i>AI Ethics in Education</i> Yukiko Yoshihara	<i>Learning Without Walls: A Fresh Look at Outdoor Settings in Second Language Acquisition</i> David Gann	—	<i>WTC in Japanese-Brazilian Communities: Case Study of a Japanese-Brazilian School</i> Cláudia Maria Borba Gambaro
12:30-12:55	<i>Exploring Students' Perceptions of the Impact of AI on English Education</i> Suwako Uehara	<i>Cooperative Learning and the SDGs: A Natural Combination</i> Jesse Reidak, Steven Lim, & George M. Jacobs	<i>English Intonation Instruction Using Task-Based Language Teaching</i> Ietta Veeder	<i>How to Overcome Challenges Commonly Experienced by International Students in Japan</i> Shannon Feil
1:00-1:25	<i>The Influence of ChatGPT on Students' Motivation in EFL Writing Classes</i> Tomoya Ishikawa	<i>Exploring the Role of Syntactic Complexity in L1-L2 Utterance Fluency Links</i> Ayako Yokogawa	—	<i>Teachers' Willingness to Implement Autobiography of Intercultural Encounters Among English Majors</i> Bellarina-Dung Nguyen
1:30-1:55	<i>Analyzing the Validity of an Assessment Instrument for a TOEIC Preparation Class</i> Ayako Taguchi	<i>Who's Next? Conversational Analysis and Teaching Self-Selection Techniques</i> Kyle Kreider	—	<i>Identity and Language Learning Motivation among Multiracial and Multiethnic Japanese</i> Nathan Kitamura
2:00-2:55	—	—	<b>Keynote Presentation by Dr. Rod Ellis</b> <i>Interaction, Engagement, and Language Acquisition: The Case for Task-Based Language Teaching</i>	—
3:00-3:25	<i>Exploring Authentic Texts for Teaching Critical Thinking Skills</i> Sota Kanaya	<i>Exploring ASR-Based Interactive Videos: Where We Are and What's Next</i> Ryan Spring & Sachiko Nakamura	—	<i>A Cross-Cultural Analysis of Attitudes and Perceptions of Foreign Language Learning</i> Sasha Sakić, Eugene Lee, & Nathan Dover
3:30-3:55	<i>Enhancing English Proficiency in Cantonese Speakers: Focus on Pronunciation and Tense Acquisition</i> Duran J. Rivera	<i>A Rasch-based Validation of the Vocabulary Level Test</i> Emi Nagai	<i>Evaluating HVPT's Influence on L2 Learners' Phoneme Adaptation Across Varieties</i> Ami Yamauchi	<i>"Time is Out of Joint": Avoidance Behaviors and a Hope Theory-Based Intervention for Hamlet's Homecoming</i> Joseph Ring, Sumiko Sakai, & Yoshimi Kunieda
4:00-4:25	<i>The Effects of Socratic Questioning in Raising Grammar Consciousness with Beginners</i> Rachel Chee	<i>Relationships Between NGSL Levels, Grades, and TOEIC Scores for Lower-Performing Students</i> Jean-Pierre J. Richard	<i>The Impact of Explicit Pronunciation Instruction for Japanese EFL Learners</i> Kristopher Andrew Valle-Martinez	<i>Ten Principles of Successful Extensive Reading Programs</i> Paul Goldberg
4:30-4:55	<i>Learn by Teaching: A Project-Based Course in Teaching English to Kindergarteners</i> Abram Elijah Leon	<i>Examining the Effectiveness of Home Learning Videos for Vocabulary Acquisition</i> Yukari Takahashi	<i>How to Teach Assertiveness and Boundary-Setting in a Study Abroad Preparation Course</i> Sachiko Nakagome	<i>Eye-Tracking in Second Language Acquisition Research: Challenges and Opportunities in a Study of Task-Based Second Language Reading</i> Justin Harris & Paul Leeming
5:00-5:25	<i>Exploring Evolving Discourses and Challenges in Primary School EFL Implementation</i> Peter Ferguson	<i>Effects of Generation on L2 Vocabulary Learning</i> John Duplice	<i>Analyzing News and Current Affairs in a Media Literacy Class</i> Sachiko Nakagome	—
5:30-5:55	<i>Developing Valid Open-Ended Questions for Meaningful Data</i> Akemi Winn	<i>Teaching Affixes in Management EAP and Pharmaceutical Sciences ESP Contexts</i> Julia Kimura & Elisabeth Fernandes	—	—

## 12:00-12:25 PRESENTATIONS

**Room 402:** *AI Ethics in Education*, Yukiko Yoshihara

Zoom link: <https://temple.zoom.us/j/99328218454>

AI has been developing quickly since the 1940s when the first computers were invented. AI became a useful tool in daily life. In 2020, OpenAI launched GPT-3. It was made available to the public and learned a great deal from the large amount of data from the users. This increasingly convenient AI is used everywhere, so also in educational institutions. This paper will provide a general view of the current situation, ethical issues, and some approaches toward the constructive use of AI in school as preparation for lifelong use. The paper will examine existing rules for the ethical use of AI and several authors' recommendations for the use of AI in the classroom. The researcher suggests that ethics concerning AI is an essential part of education and that this is the best time to define rules and teach them for the students' future lives.

**Room 403:** *Learning Without Walls: A Fresh Look at Outdoor Settings in Second Language Acquisition*, David Gann [Online presentation]

Zoom link: <https://temple.zoom.us/j/94591929823>

While language educators have long recognized that successful acquisition requires more than textbooks and classroom drills, the potential of outdoor settings remains largely unexplored in SLA research. This systematic review investigates how outdoor learning environments might transform our approach to language teaching and learning, particularly in the context of task-based instruction and authentic language use. The review examines several compelling aspects of outdoor language education: (a) How natural settings influence learner output and interaction, (b) The relationship between environment and language anxiety, (c) Ways outdoor contexts shape motivation and engagement, (d) Distinctive features of outdoor vs. classroom discourse, and (e) Challenges and opportunities for curriculum integration. By synthesizing research on outdoor language learning, this work aims to spark discussion about expanding the boundaries of where and how we teach languages. The presentation will share initial findings while inviting dialogue about the implications for both theory and practice.

**Room 408:** *WTC in Japanese-Brazilian Communities: Case Study of a Japanese-Brazilian School*, Cláudia Maria Borba Gambaro

Zoom link: <https://temple.zoom.us/s/94802297047>

This report investigates Willingness to Communicate (WTC) in English among elementary and high school students from a Japanese-Brazilian school in Japan, where both the Brazilian curriculum and Japanese cultural environment impact learners' motivation and linguistic identity. Using a Likert-scale questionnaire adapted to fit cultural and educational backgrounds, the study assesses WTC across seven key factors, including second-language approach, motivation, anxiety, and interest in foreign affairs. The results indicated that WTC tends to decrease as students advance to higher grades, likely due to cultural identity challenges and differences in language accessibility within Japanese society. High school students, while acknowledging the importance of English, often perceive Japanese language skills as more relevant to their daily lives. The findings underscore the need to address both cultural integration and linguistic motivation in language education for Japanese-Brazilian students to strengthen their WTC in multilingual environments.

## 12:30-12:55 PRESENTATIONS

**Room 402:** *Exploring Students' Perceptions of the Impact of AI on English Education*, Suwako Uehara

Zoom link: <https://temple.zoom.us/j/99328218454>

Since the emergence of generative AI, there has been a notable increase in the use of AI tools for language learning. As part of a doctoral study, the presenter plans to conduct an in-depth investigation to examine how students engage with AI tools—such as generative AI, translation software and writing enhancement platforms—in the context of university L2-English writing classes. To triangulate results, methods will be an analysis of screen recordings and think-alouds for writing tasks, interviews, analyses of writing samples from three groups (trained in AI use, informed about AI use, neither trained nor informed about AI use), report on a summary of written prompts related to AI use for language learning and an AI survey. In this work-in-progress, I will report on responses to a prompt on how learners perceive how AI impacts English education and use this to develop AI survey items for the doctoral study.

**Room 403:** *Cooperative Learning and the SDGs: A Natural Combination*, Jesse Reidak, Steven Lim, and George M. Jacobs [Online presentation]

Zoom link: <https://temple.zoom.us/j/94591929823>

Cooperative learning is a versatile teaching approach that can enhance classroom dynamics, dynamism, and inclusivity. The Sustainable Development Goals (SDGs) are 17 global initiatives created by the United Nations to promote world harmony, sustainability, and prosperity. Increasingly, many education ministries are requesting that teachers incorporate SDG content into lessons. The presenters discuss ideas from a free online book—<https://payhip.com/b/obOwr>—that they and others wrote on cooperative learning and the SDGs. This book was featured in a three-part series in JALT's *The Language Teacher*, and it is a finalist for a 2024 ELTons Award by the British Council. The presenters describe (a) cooperative learning, (b) challenges in teaching the SDGs and solutions to those challenges, and (c) two learning activities that combine cooperative learning and the SDGs. A special emphasis will be placed on how to generate freely available teaching resources for the global teaching community.

**Room 405:** *English Intonation Instruction Using Task-Based Language Teaching*, Ietta Veeder

Zoom link: <https://temple.zoom.us/j/93410526487>

English intonation consists of the rise and fall of the voice which requires varying of pitch in one's speech (Nolan, 2020). This case study examined the use of task-based language teaching to acquire intonation. The participant was a female graduate from an American university and had a Japanese L1 with an advanced proficiency in English. She participated in a pretest, three sessions, and a posttest and reflection interview over the course of 5 weeks. Each 30-minute session consisted of pitch training followed by four tasks: listening discrimination, interpretation, expansion, and passage reading. The participant's posttest scores were not significantly higher than the pretest scores. However, the participant expressed a greater sense of control regarding intonation and pitch in the reflection interview. Learners of high speaking proficiency may benefit from task-based language teaching that is tailored to their needs.

**Room 408:** *How to Overcome Challenges Commonly Experienced by International Students in Japan*, Shannon Feil

Zoom link: <https://temple.zoom.us/s/94802297047>

International students face distinct challenges while studying in Japan. Several researchers have gone on to specifically categorize these types of issues (Anderson et al., 2009; Li & Kaye, 1998; Tseng & Newton, 2002; Yi et al, 2003). Wenhua and Zhe discovered five overarching categories. Academic problems include differing educational practices, struggles accessing academic services, or a lack of awareness regarding effective study habits. Language proficiency barriers involve learning the target language of Japanese as an adult and communicating with native speakers. Personal psychological stressors are related to feelings of anxiety, homesickness, loneliness, and a loss of status or identity. General living concerns included difficulties finding accommodations, dietary restrictions, and financial stress. Social-cultural issues included cultural shock and fatigue, stereotyping, discrimination, and adjusting to new social/cultural norms (Wenhua and Zhe, 2013). This presentation will discuss how to overcome these challenges by highlighting general resources and those uniquely available at TUJ.

## 1:00-1:25 PRESENTATIONS

**Room 402:** *The Influence of ChatGPT on Students' Motivation in EFL Writing Classes*, Tomoya Ishikawa

Zoom link: <https://temple.zoom.us/j/99328218454>

This study explores the impacts of ChatGPT on Japanese EFL students in the secondary school. After the advent of ChatGPT, many studies revealed that the use of it can have positive impacts on EFL learners writing skills and motivation on learning English. ChatGPT can contribute to improving the quality of writing, grammar, vocabulary, and autonomy or motivation for writing. However, some show concerns that the misuse of it and it will lead to plagiarism and decline in critical thinking skills or creativity. Teachers need to support learners appropriately and guide them use ChatGPT. Many studies have been conducted in university students and small-size classes, so we do not have enough research on teen EFL learners. This study focus on the relationship between the use of ChatGPT and students' motivation and writing skills. I am planning to use ChatGPT-based writing instruction protocol and “Transable” in English classes, and from both qualitative and quantitative data, I will examine the impact of ChatGPT on learners.

**Room 403:** *Exploring the Role of Syntactic Complexity in L1–L2 Utterance Fluency Links*, Ayako Yokogawa

Zoom link: <https://temple.zoom.us/j/94591929823>

This in-person presentation introduces an ongoing study exploring the influence of syntactic complexity on L1–L2 utterance fluency links among Japanese learners of English. While previous research highlights cross-linguistic fluency associations (e.g., De Jong et al., 2015; Derwing et al., 2009), the moderating role of syntactic complexity remains underexplored, especially in L1 Japanese and L2 English contexts. Currently in the piloting phase, the study employs quantitative analyses to assess how syntactic complexity affects utterance fluency measures, such as speech rate and pause frequency, across L1 and L2 speech samples. Drawing on data provided by four Japanese university students, the research offers an in-depth perspective on how syntactic complexity moderates the relationship between L1 and L2 utterance fluency. Preliminary findings are expected to guide future data collection and provide insight for refining teaching strategies to support Japanese learners' development of utterance fluency in English.

**Room 408:** *Teachers' Willingness to Implement Autobiography of Intercultural Encounters Among English Majors*, Bellarina-Dung Nguyen

Zoom link: <https://temple.zoom.us/s/94802297047>

Autobiography of Intercultural Encounter (AIE), developed by the Council of Europe, is a reflective tool designed to enhance intercultural understanding. While previous research has examined its application in various educational settings, there is a gap regarding how EFL teachers perceive and are willing to incorporate this tool into their practices. This study aims to investigate the factors influencing teachers' willingness to implement AIE among English majors, focusing on perceptions of relevance, usability, and effectiveness. Additionally, it will identify potential barriers to adoption. Employing a mixed-methods approach, the research will use a survey combining Likert scale and open-ended questions to gather both quantitative and qualitative data. The conceptual framework of the study is based on Rogers's Diffusion of Innovation Theory (Rogers et al., 2003). The findings will inform the teaching practices to facilitate the integration of intercultural education in English language classrooms.

## 1:30-1:55 PRESENTATIONS

**Room 402:** *Analyzing the Validity of an Assessment Instrument for a TOEIC Preparation Class*, Ayako Taguchi

Zoom link: <https://temple.zoom.us/j/99328218454>

School exams mean a lot to both students and teachers. For students, these tests provide an opportunity to know how well they could understand the contents covered in class. The scores from these exams contribute to their grades, which can affect their selection for scholarships and study abroad programs. For teachers, exam results can be used to check students' learning progress, helping to decide whether the teachers should increase or decrease the pace of instruction. Given the importance of these assessments, it is essential that exam questions are well-created. This study aims to analyze the validity of exam questions for a TOEIC preparation class in a university. The presentation will begin with a review of previous research, followed by an assessment result of the exam questions. Then, I will discuss how the findings can be applied to improve future test development.

**Room 403:** *Who's Next? Conversational Analysis and Teaching Self-Selection Techniques*, Kyle Kreider

Zoom link: <https://temple.zoom.us/j/94591929823>

Conversational analysis, forming from the study of Sacks et al. (1974) on how communication can be formatted and categorized, highlighted how the process of taking turns is an essential aspect of dialogue. Specifically, in group settings, turn-taking can become more difficult for EFL learners without knowledge of pragmatic connectives and often have to rely on self-selection techniques to volunteer themselves (Van Dijk, 1979). Combining the pragmatics of self-selection with a task-based learning approach in the EFL classroom, this study details a lesson plan where self-selection high-frequency vocabulary and strategies are introduced, practiced, and produced with the support of authentic materials. The overall objective of the lesson is to help the learners recognize different self-selection techniques, and upon being more aware of them, develop the willingness to communicate using these techniques in more natural scenarios.

**Room 408:** *Identity and Language Learning Motivation among Multiracial and Multiethnic Japanese*, Nathan Kitamura

Zoom link: <https://temple.zoom.us/s/94802297047>

I aim to explore the relationship between identity and language learning motivation among multiethnic and multiracial Japanese living in Japan. Specifically, I am interested in exploring self-identity and ascribed identity (i.e., how we are identified by others), and how this identity formation interacts with the desire to learn additional languages. As a multiracial Japanese who has only recently come to Japan, I am regularly mistaken for a Japanese national. With this ascribed identity comes the expectation that I can speak the language. My desire to meet these expectations and, in doing so, fit in with the people around me, remains one of my biggest motivators for learning Japanese. For this reason, in addition to those of other multiracial and multiethnic Japanese, I would also like to share my experiences in my presentation.

## 2:00-2:55 PRESENTATION

### Keynote Presentation by Dr. Rod Ellis

**Room 405:** *Interaction, Engagement, and Language Acquisition: The Case for Task-Based Language Teaching*

Zoom link: <https://temple.zoom.us/j/93410526487>

Task-based language teaching views tasks as devices for instigating the kinds of input and interaction that facilitate language acquisition. Researchers have approached tasks from this perspective in three ways. I will explain each way and illustrate each with one of my own studies.

Early research consisted of “task-based learner performance studies” (Plonsky & Kim, 2016, p. 74). These are studies that manipulated various dimensions of task design and implementation conditions in order to investigate what effect they have on interaction and were informed by the Interaction Hypothesis (Long, 1983; 1996) and the importance of the negotiation of meaning. This research was successful in identifying a number of task design and implementation features most likely to result in negotiation sequences (e.g., two-way tasks that required information and tasks that had a closed outcome).

Later research involved tasks-as-treatment studies, where tasks were viewed as the means for intervening in the process of L2 acquisition. Researchers addressed three key questions: (1) What do learners pay attention to (i.e., notice) when they perform a task?, (2) What is the relationship between noticing and learning?, and (3) What learning occurs when interactive tasks are performed? Central to this line of research was ‘focus-on-form’ (i.e., how what happens in interaction attracts attention to form) and how corrective feedback facilitates acquisition.

In the third approach, researchers have investigated tasks in terms of learner engagement. In particular, they have started to examine learners’ affective engagement on the grounds that unless learners are motivated to perform a task no learning will take place.

I will conclude with comments about the importance of task-based language teaching and the need for further research.

### 3:00-3:25 PRESENTATIONS

**Room 402:** *Exploring Authentic Texts for Teaching Critical Thinking Skills*, Sota Kanaya

Zoom link: <https://temple.zoom.us/j/99328218454>

This presentation focuses on materials development for teaching critical thinking skills in English language teaching. Previous studies have discussed the teaching of critical thinking skills and often have addressed this question by using literary texts as teaching materials. However, there is much room for exploration of authentic materials that target fostering critical thinking skills. This presentation aims to show concrete ways to employ authentic texts for the teaching of critical thinking skills, referring to the practice of literary criticism. One example is the analysis of narrative by Roland Barthes, and another one is the analysis of poetry by Jakobson and Lévi-Strauss. Both are prestigious and unique in the field of literary theory. Relying on these examples is helpful to enrich critical thinking in that they provide multiple points of view for reading texts and serve as very detailed analyses of literary works. The presentation ends by discussing how to scaffold the use of the works of literary criticism.

**Room 403:** *Exploring ASR-Based Interactive Videos: Where We Are and What's Next*, Ryan Spring & Sachiko Nakamura

Zoom link: <https://temple.zoom.us/j/94591929823>

This presentation introduces an approach to speaking practice using Automatic Speech Recognition (ASR) technology, enabling interactive speaking activities. English learners in Japan often lack opportunities for speaking practice in English typical of EFL (English as a Foreign Language) settings, although it is essential in improving speaking skills, nurturing confidence, and lowering anxiety in speaking English. While ASR has been widely used in English education, it has primarily been studied for pronunciation improvement so far (e.g., Bozorgian & Shamsi, 2020; Guskarska, 2020; Mroz, 2018; Spring & Tabuchi, 2021). We have repurposed ASR to simulate interactive practice, providing students with more engaging speaking experiences outside the classroom. This presentation will review our previous research on ASR-based interactive video activities, outline iterative improvements to the tool—particularly in feedback methods—and discuss further development possibilities for the future.

**Room 408:** *A Cross-Cultural Analysis of Attitudes and Perceptions of Foreign Language Learning*, Sasha Sakić, Eugene Lee, & Nathan Dover

Zoom link: <https://temple.zoom.us/s/94802297047>

This study analyzed Dutch and Japanese university students from various academic disciplines and compared their attitudes and perceptions towards learning a foreign language, especially English. The research aimed to understand students' viewpoints and feelings towards English, as well as the perceived value of using the language in their daily lives. The findings revealed a distinct contrast between the two groups: whilst Dutch students displayed a more open and pragmatic approach toward foreign languages, and considered English an essential daily tool, Japanese students exhibited more apprehension toward foreign languages and expressed differing views on the relevance and value of English in their daily lives. The researchers concluded that broader cultural attitudes towards language learning and usage not only affects how second language speakers of different linguistic backgrounds communicate, but also plays a significant role in the perceived daily relevance of English and ultimately, affecting the second language identity of the participants.

### 3:30-3:55 PRESENTATIONS

**Room 402:** *Enhancing English Proficiency in Cantonese Speakers: Focus on Pronunciation and Tense Acquisition*, Duran J. Rivera

Zoom link: <https://temple.zoom.us/j/99328218454>

Cantonese-speaking learners face unique challenges when acquiring English, especially in terms of pronunciation and tense usage. These challenges arise from fundamental differences between English, a stress-timed language, and Cantonese, a syllable-timed language. This presentation discusses an ongoing study utilizing Processing Instruction (PI), a pedagogical approach focusing on structured input, aimed at enhancing learners' understanding of tense and pronunciation. Preliminary findings indicate that targeted PI-based activities, including phonetic drills and explicit instruction on tense usage, show promise in helping learners overcome these language barriers. My study highlights both successes and areas needing further refinement, making it open to suggestions and ongoing development. This presentation will provide insights into effective strategies for tackling these common issues in English language classrooms, aiming to foster deeper understanding and conversation among educators.

**Room 403:** *A Rasch-based Validation of the Vocabulary Level Test*, Emi Nagai

Zoom link: <https://temple.zoom.us/j/94591929823>

Vocabulary assessment is crucial in evaluating students' English proficiency. Also, when instructors join a new class as instructors, the level of vocabulary that their students have is an indicator of the way they approach the class and the way they approach their future learning. This presentation presents validity evidence of a 90-item vocabulary level (referring to Webb et al., 2017) test from the first three 1000-word bands. This test was conducted to measure students' proficiency levels, where the instructor was not informed of their English proficiency. The participants were 175 university students, and their vocabulary comprehension knowledge was determined by illustrating a written-receptive meaning recall. The results of the Rasch model showed reliability and separation for students 4.01 and 0.94, respectively, and for items 8.75 and 0.99, respectively. Future research directions are discussed, including the details of the tests developed during this investigation.

**Room 405:** *Evaluating HVPT's Influence on L2 Learners' Phoneme Adaptation Across Varieties*, Ami Yamauchi

Zoom link: <https://temple.zoom.us/j/93410526487>

This presentation is about a work in progress for a doctoral dissertation. The study is a quasi-experimental investigation into the effectiveness of high variability perceptual training (HVPT). Mixed findings on the advantages of HVPT over low variability perceptual training have suggested the need for further exploration of variability types. This study aims to assess whether HVPT enhances phoneme identification and perceptual adaptation to a novice voice and a novice voice from an untrained English variety. To examine variability more closely, four variability conditions will be developed based on differences in stimulus similarity, incorporating both a native variety and a non-native variety. Japanese adult L2 learners ( $N = 150$ ) will receive a training and complete an aptitude test, a pretest and a posttest consisting of a two-alternative forced-choice identification task with both a trained and a novel voice. The results will be analyzed using Linear Mixed-Effects Modeling.

**Room 408:** *"Time is Out of Joint": Avoidance Behaviors and a Hope Theory-Based Intervention for Hamlet's Homecoming*, Joseph Ring, Sumiko Sakai, & Yoshimi Kunieda

Zoom link: <https://temple.zoom.us/s/94802297047>

Academic self-handicapping and postponement of academic tasks are pervasive and problematic behaviors. According to Steel (2007, p. 65), upwards of 80% to 95% of university students delay tasks. We briefly review our academic support program based on the principles of positive psychology. We discuss new 2023–2024 research results from our multi-year research grant. The main aim of our program is to foster hopeful motivation and time management skills in our general student and study abroad population (SA) students. In this follow-up to our 2022 research, we report the results of case study interviews with our study abroad students (past and current) and the structure, details, and preliminary results of our positive psychology pilot program. This academic intervention consists of a brief one-time hope theory based (Snyder, et al., 2002), intervention for study abroad students conducted in a single class period based on Feldman & Dreher's (2012) 90-minute hope intervention.

## 4:00-4:25 PRESENTATIONS

**Room 402:** *The Effects of Socratic Questioning in Raising Grammar Consciousness with Beginners*, Rachel Chee

Zoom link: <https://temple.zoom.us/j/99328218454>

Grammar is a set of rules that helps learners communicate effectively. In a typical classroom, it is often taught deductively, which can lead to a lack of grammar awareness and an inability to adapt language to different situations. It is often difficult to instill grammar awareness in second language learners (SLL). Therefore, grammar consciousness raising should be prioritized. One potential solution is Koshi (1996), who investigated the impacts of the Socratic questioning method on the recognition and production of grammatical items in advanced, academically bound SLLs, which includes participants' responses to inductive feedback. However, as language is accessible to all, a more inclusive replication is needed. Previous studies focused on academically bound monolingual participants. The current replication extends this method to two multilingual Malaysian participants (aged; 22 and 45) who have struggled with language studies. The targets of learning were the past simple, continuous and participle forms of English. A pretest was conducted prior to treatment and a posttest was administered 5 weeks after three treatment sessions. Both participants showed improvement in producing and recognizing the target tenses. Though significant improvement in the younger participant was observed. Although, participants found Socratic Questioning interesting, they noted that it was frustrating in the beginning. To improve this method, suggestions are made.

**Room 403:** *Relationships Between NGSL Levels, Grades, and TOEIC Scores for Lower-Performing Students*, Jean-Pierre J. Richard

Zoom link: <https://temple.zoom.us/j/94591929823>

At a public university in central Japan, TOEIC is used as a KPI to evaluate the English program (*i.e.*, students are expected to reach  $\geq 600$ ). New General Service List (NGSL, Browne et al., 2013) mastery is an additional English-language goal. Beginning in 2022, a levels test was used based on in-house NGSL levels. Advancing a level requires students to pass (*i.e.*, score  $\geq 80\%$ ) an end-of-quarter NGSL test. Approximately 15% of students remain at or below NGSL Level 3 (1900 words) by the end of Year 1, which is approximately equivalent to MEXT vocabulary for high school students in Japan. An important question relates to why these students remain at these levels. As a first step in understanding why, this work in progress will report on the relationships between NGSL levels for these lower-NGSL-performing students and their GPA, English grade, English course evaluations, and TOEIC scores.

**Room 405:** *The Impact of Explicit Pronunciation Instruction for Japanese EFL Learners*, Kristopher Andrew Valle-Martinez

Zoom link: <https://temple.zoom.us/j/93410526487>

This study aims to investigate the effectiveness of explicit pronunciation instruction in enhancing Japanese EFL learners' ability to discriminate between commonly misheard English minimal pairs. Participants will be six classes of about forty 2nd-year high school students and they will be assigned to two groups: an experimental group that receives explicit instruction on minimal pairs before a listening discrimination assignment and a control group that will receive the instruction after the assignment. The amount of time for the instruction and assignment for each class will be twenty minutes. The experimental group will receive targeted instruction on the phonetic features that distinguish minimal pairs, mostly focusing on /l/ and /r/ English sounds. The targeted instruction will include articulation drills, place of articulation images, and shadowing. The results of this study will allow me to analyze the impact, if any, of explicit instruction on learners' accuracy in discriminating between minimal pairs commonly misheard by Japanese EFL learners and provide insights into the optimal approach for teaching pronunciation.

**Room 408:** *Ten Principles of Successful Extensive Reading Programs*, Paul Goldberg

Zoom link: <https://temple.zoom.us/s/94802297047>

It has been twenty years since Richard Day and Julian Bamford first came out with their ten Principles of Extensive Reading. This seminal list, and the many papers and studies on the topic that came afterwards have greatly increased awareness of extensive reading. However, appreciating the benefits of extensive reading, and providing students with a large library of graded readers, whether physical books or digital, does not ensure they will actually read. Students need to be motivated to read, and that can be accomplished with a well-planned and implemented program. The presenter, who has advised dozens of extensive reading programs, has come up with ten strategies that will significantly increase the likelihood of your program's success, and your students doing considerably greater amounts of reading

## 4:30-4:55 PRESENTATIONS

**Room 402:** *Learn by Teaching: A Project-Based Course in Teaching English to Kindergarteners*, Abram Elijah Leon

Zoom link: <https://temple.zoom.us/j/99328218454>

It is often said that one of the best ways to learn something is by teaching it. In this presentation, I outline a project-based course I designed and taught in the fall of 2024, in which 3rd year university students planned and taught English lessons to children at an institutionally affiliated kindergarten. In designing the course, I leveraged my experience teaching young children and introduced students to age-appropriate activities such as Total Physical Response (Asher, 1977), and input-based tasks (Shintani, 2016). Students were also introduced to fundamental principles of language learning such as comprehensible input (Krashen, 1985), and encouraged to apply these while setting learning targets, designing and rehearsing activities, and reflecting on video recordings of their lessons. After outlining some of the challenges that arose while conducting this project-based course, I draw on student reflection reports and video recordings to evaluate learning outcomes and identify areas for future improvement.

**Room 403:** *Examining the Effectiveness of Home Learning Videos for Vocabulary Acquisition*, Yukari Takahashi

Zoom link: <https://temple.zoom.us/j/94591929823>

The purpose of this study is to evaluate the effectiveness of vocabulary learning videos for home study in supporting a smooth transition from elementary to junior high school English learning. Vocabulary expansion in junior high is noted as a factor contributing to students' difficulties with English. To address this, three-minute phonics-based videos were developed to support vocabulary acquisition, and their effectiveness was tested. Nineteen fourth-grade students at a private elementary school in Tokyo watched one video per week for three weeks as part of their home study. Feedback was positive, with many expressing a desire to continue learning through video. However, pre- and post-test results showed no statistically significant improvement, possibly due to the limited sample size. Continuing the research with more students is anticipated to yield more robust insights into video learning's effectiveness in supporting vocabulary acquisition and continuity.

**Room 405:** *How to Teach Assertiveness and Boundary-Setting in a Study Abroad Preparation Course*, Sachiko Nakagome

Zoom link: <https://temple.zoom.us/j/93410526487>

In my experience, one of the biggest struggles Japanese language students face when studying abroad is getting used to speaking their mind and asserting their needs in an individualistic society where the responsibility to be understood falls on the speaker. To equip Japanese students with the vocabulary, phrases, confidence and cultural awareness to be assertive, the presenter taught university students in her study-abroad preparation course how to set boundaries and communicate those boundaries through modeling dialogue and role plays using actual cases from the presenter's study abroad experience. After these exercises, students who were unable to express their needs became—in a safe classroom setting at least—able to express their needs and wants. The presentation will share the worksheets and dialogue used in class as well as report how the student responded to the tasks and what they felt they achieved.

**Room 408:** *Eye-Tracking in Second Language Acquisition Research: Challenges and Opportunities in a Study of Task-Based Second Language Reading*, Justin Harris & Paul Leeming

Zoom link: <https://temple.zoom.us/s/94802297047>

With the increasing availability of affordable technology that can accurately measure eye movements, eye-tracking studies have become increasingly common in SLA research. However, while the technology is now more readily available, there are a number of challenges that eye-tracking can present to SLA researchers. This presentation will use a recent eye-tracking study carried out with university students to highlight both the potential applications, and the potential problems, with the use of eye-tracking in SLA research. The study was designed to investigate the differential effect of pre-task type of learners' reading processes. In conducting the study, along with two pilot studies prior to main data collection, we were able to see how eye-tracking could measure our students' reading processes, but also became aware of several limitations to the approach. The presenters will discuss these issues in detail to provide guidance to researchers considering using eye-tracking in future studies.

## 5:00-5:25 PRESENTATIONS

**Room 402:** *Exploring Evolving Discourses and Challenges in Primary School EFL Implementation*, Peter Ferguson

Zoom link: <https://temple.zoom.us/j/99328218454>

This presentation provides insight into the often-overlooked aspects of EFL policy implementation in Japan's public elementary schools. It examines the political and socio-economic motivations for adding English to the national curriculum and explores various responses, including both progressive and conservative views on primary education. Using interviews with national-level policymakers the presenter will explain how certain domestic reactions have influenced policymaker decisions, especially concerning globalization and economic development objectives (e.g., improving TOEIC scores), which shaped why and how English was introduced at the elementary level. Additionally, the presentation includes excerpts from interviews with publishers, offering insights into textbook issues and the important role publishers play in policy implementation. Through these discussions, this presentation aims to highlight the complex factors impacting English language education in Japan and the challenges of aligning educational policy with broader societal goals.

**Room 403:** *Effects of Generation on L2 Vocabulary Learning*, John Duplice

Zoom link: <https://temple.zoom.us/j/94591929823>

This presentation describes a study investigating how using generation as a desirable difficulty (DD)—a strategy that improves long-term learning—influences L2 vocabulary retention and learner confidence in vocabulary knowledge over time. Previous research has established the effectiveness of DDs, such as spacing, retrieval, and interleaving, in L2 vocabulary acquisition. However, the impact of generation on long-term vocabulary outcomes in L2 learning remains unclear. To address this gap, this study examined the effectiveness of generation tasks for vocabulary recall over two intervals: three weeks and 15 weeks. As action research, this study involved 38 first-year Japanese university ELLs at the B1 to B1+ CEFR English proficiency level. It assessed the participants' perceived confidence and actual knowledge of the target vocabulary. While the study did not identify significant costs, the findings did not demonstrate a clear benefit for the additional effort required by generation tasks.

**Room 405:** *Analyzing News and Current Affairs in a Media Literacy Class*, Sachiko Nakagome

Zoom link: <https://temple.zoom.us/j/93410526487>

In a media literacy class at a university in Tokyo, the presenter incorporated world current affairs in various media analysis tasks. For example, Princess Catherine's video on her cancer treatment was analyzed to see what images were being shown and for what purpose. Two articles written about the same bombing in the Middle East were compared to identify biased phrasing, omitted information, limited sources and photo choice. Concerning the U.S. presidential election, students analyzed campaign speeches, web content, and interview content from both the Republican and Democratic parties to identify manipulative campaign strategies such as fear mongering. Analysis methods and worksheets from Newseum and BBC Learning will be shared. Students' weekly reflection assignments showed that they became more aware of the power of language and omitted information and bias in their day-to-day reading of news content and social media posts.

## 5:30-5:55 PRESENTATIONS

**Room 402:** *Developing Valid Open-Ended Questions for Meaningful Data*, Akemi Winn

Zoom link: <https://temple.zoom.us/j/99328218454>

This presentation will address how to create effective questionnaires that use valid and reliable open-ended questions. I will examine how questionnaire design should use appropriately tailored questions which reflect research objectives and demonstrate an understanding of participants' knowledge. I will focus on the use of precise, unambiguous language to avoid leading questions and limit response breadth. I will also discuss how to accommodate unexpected answers and examine how question order can influence participant opinions and attitudes. Finally, I will discuss the crucial role of pre-testing questionnaires to uncover potential weaknesses and biases. By using these methods, researchers can improve the quality of data collected, ensuring it accurately reflects participants' thoughts and opinions. This presentation will provide practical tips and examples to help in better questionnaire development.

**Room 403:** *Teaching Affixes in Management EAP and Pharmaceutical Sciences ESP Contexts*, Julia Kimura & Elisabeth Fernandes

Zoom link: <https://temple.zoom.us/j/94591929823>

Vocabulary knowledge is a strong predictor of reading proficiency, and morphological knowledge, including affixes, is critical in EAP contexts because a great deal of academic vocabulary has its origins in Greek and Latin. The same can be said of technical vocabulary in the pharmaceutical sciences. Furthermore, for Japanese students in EFL contexts, the lack of exposure to these European languages can be a hinderance to mastering terminology. Understanding affixes helps decipher the meaning of unknown words. Nevertheless, even proficient L2 users of English tend to learn words as a whole, without also studying morphemes—a more efficient way of decoding text. Despite the importance of word parts, research has shown that EFL learners often lack this knowledge, indicating a need for deliberate vocabulary instruction. In our presentation, we draw on our combined 20 years of experience in teaching affixes in a variety of manners in the Japanese university EFL context.