THE 27th TEMPLE UNIVERSITY, JAPAN CAMPUS APPLIED LINGUISTICS COLLOQUIUM

TEMPLE UNIVERSITY, JAPAN CAMPUS
TOKYO, JAPAN

Sunday, February 8, 2026

THE 27th TEMPLE UNIVERSITY, JAPAN CAMPUS APPLIED LINGUISTICS COLLOQUIUM
SUNDAY, FEBRUARY 8, 2026

Time	Room 402 (Online)	Room 403	Room 405	Room 408
11:30-12:00	**Registration**			
12:00-12:25	Mani Ram Sharma *On Becoming a Computer-Assisted Language Learning (CALL) Teacher-Professional Growth After Faculty Capacity Enhancement Training: Teachers' Narratives*	Ayako Yokogawa *Exploring Self-Perceived Factors of Oral Disfluency in L1 and L2*	Duran Rivera *Learning Grounds—Designing Interactive TESOL Modules Using Storytelling and Game Mechanics*	Kevin M Smith Jr *Effect of Structured Input and Structured Output on Fossilization Using Rasch Analysis*
12:30-12:55	Thitima Maeoka *Read–Review–Publish: Authentic ER-Linked Writing in Grade 4*	Yuri Miyata *Investigating the Difficulties in Adapting from Japanese to English Rhetorical Conventions*	Taguchi, Olson, & Wickremanayake *Beyond Literal Meaning: Material Design for Developing Competence in Pragmatics and Polysemy*	Kyle Kreider *Examining Discourse Patterns in Live-Streaming: Is There Potential for EFL Learning?*
1:00-1:25	Honeycutt, & Tang *Investigating Digital Multimodal Composing and Generative Artificial Intelligence: Languaging, Literacies, and Tasks*	Robert Gardner *Hidden Learning Differences in the EFL Classroom: Practical Inclusive Strategies*	Yukiko Green *Nihonjinron: The Identity of Japanese Adults Today in Relation to Intercultural Experience*	Colin Iain Cameron *Measuring Motivation Over Time: English Learning Attitudes Among Japanese Medical Students*
1:30-1:55	Reidak, Poehlman, & Ishigami *Team Teaching in Japanese ESL Classrooms: How to Improve Your Lessons*	Shannon Feil *Preparing Japanese Students for Studying Abroad in Western Environments*	Owen Kozlowski *Under the Write Conditions: Comparative Longitudinal Effects and Perceptions of Different Timed Writing Conditions*	Leonildo Alexandre Morgado *Beyond Correction: Building Grammatical Fluency Through Performance-Based Learning*
2:00-2:55	**Keynote Presentation** Dr. Dennis Koyama, Sophia University *What Do Journal Editors Look for in Manuscripts?*			
				Schedule continues on the next page.

Time	Room 402 (Online)	Room 403	Room 405	Room 408
3:00-3:25	Brandon Escamilla *FFI and Shadowing: Tense-Lax Vowel Production in Japanese Learners of NAE*	Kristopher Andrew Valle-Martinez *Pop Culture Pedagogy: Enhancing EFL Listening and Lexical Skills via Music Scaffolding*	Jean-Pierre J. Richard *Fragmented and Unreliable: The State of Reported TOEIC Gain in Japan*	Nathan Kitamura *Scaffolded AI Use and its Effects on Unaided L2 Writing Performance*
3:30-3:55	Kojo, Reidak, Windsor, Eve, & Hatakeyama *How to Create a Peer-Feedback Oriented Writing Workshop for High School Students*	Kunieda, Sakai, & Ring *Hamlet at Home: Post-Study Abroad Case Study Results of the Brief Hope Intervention*	Emi Nagai & Shujiro Hamaguchi *Rethinking Extensive Reading Activity in Japanese EFL Context*	Roy Wells *Implementing a Hard-CLIL Approach in an EMI-based Setting: A Classroom-Based Study*
4:00-4:25	Masato Ise *Instrument Validation Project on EIKEN 2nd Grade Listening Test*	Imogen M. Custance *Post-Tasks and the Development of Comprehensibility in Spoken Output*	Owen Kozlowski *Doubling Down: L1, Reduplication, and Perceptions of Pseudoword Adjectives Background*	Steven Lim *Shared Perspectives on Learning Japanese: Exploring the Motivational Profiles of L1-English Speakers*
4:30-4:55	—	G. Clint Denison *Paced Reading Activities to Develop Reading Fluency and Bottom-up Listening Skills*	Alex Toyoda & Hitomi Ametani *Developing an L2 GRIT Scale: Pilot Testing and Preliminary Findings*	Ami Yamauchi *A Preliminary Study of Phoneme Identification Test for High-Variability Phoneme Training*
5:00-5:25	—	Tomomi Seki & Seina Kikuchi *Vocabulary Acquisition through Reading Functional, Theme-Based Texts*	Julia Kimura *Building Your Teaching Career Through Professional Organizations*	Yoshiki Kinjo *Investigating Short-Term Development in AI-Mediated L2 Speaking Performance*
5:30-5:55	—	Catherine Sudo *Digital Notetaking Practices and L2 Learner Support in Undergraduate General Education Courses*	Owen Kozlowski *Used Very Well: Perceptions, Uses, and Experiences of the English Language Section of a Japanese Public Library*	Ryoko Hatomoto *Japanese Students' Knowledge of Derivational Suffixes*

12:00-12:25 PRESENTATIONS

Room 402 (Online): Mani Ram Sharma, *On Becoming a Computer-Assisted Language Learning (CALL) Teacher-Professional Growth After Faculty Capacity Enhancement Training: Teachers' Narratives*
Zoom Link: https://temple.zoom.us/j/94945946311
English as a second or foreign language settings have been investigated to enhance professional development for teachers, but competence-based approaches still lack application in the classroom. In this study, a narrative inquiry as a qualitative research method based on the conceptions of narrative modes of thought (content) and sequence of events (form)has been employed. Focusing on developing in-service female teachers' experiences about being a CALL teacher before and after attending Faculty Capacity Enhancement Training for professional development in Nepalese EFL settings. In-service EFL teachers teaching at the graduate level: Gita (female, 46) and Nita (female, 45), representing constituent campuses of Bagmati province in Nepal, were the participants of the study. The participants' narratives indicated that Gita and Nita's struggles, stories, and beliefs about Learning English through traditional pedagogy to CALL-oriented teaching practices across primary to tertiary education. Their barriers related to education policy, restrictions, technological access, and awareness were significant for both CALL and teaching. Ultimately, after warships during their intricate CALL identify voyages, the "narrative form" of the results of typological, metaphorical, linguistic, and rhetorical viewpoints was a victory.

Room 403: Ayako Yokogawa, *Exploring Self-Perceived Factors of Oral Disfluency in L1 and L2*
Zoom Link: https://temple.zoom.us/j/98462365960
The purpose of the present research is to examine how speakers perceive factors that hinder oral fluency in their first (L1) and second (L2) languages. While L2 utterance fluency has been investigated primarily through analyses of speech performance, limited attention has been given to how speakers conceptualize sources of their disfluency. Drawing on 336 questionnaire responses analyzed with the Rasch rating scale model (Andrich, 1978), the findings reveal distinct self-perception patterns in L1 and L2 oral disfluency. In L1 contexts, participants reported low awareness of disfluency factors, reflecting high automaticity in speech processing. In contrast, L2 responses showed broader distributions, highlighting planning, lexical access, and self-monitoring as major perceived constraints on utterance fluency. Self-monitoring of pronunciation, grammar, and vocabulary emerged as consciously salient only in L2 speech. These findings provide empirical evidence for theoretical perspectives on L2 speech production and offer pedagogical insights for fluency-focused instruction.

Room 405: Duran Rivera, *Learning Grounds—Designing Interactive TESOL Modules Using Storytelling and Game Mechanics*
Zoom Link: https://temple.zoom.us/j/96715526619
Learning Grounds explores the intersection of game-based learning, digital storytelling, and second-language pedagogy. Drawing on frameworks from task-based learning and self-determination theory, this initiative by Duran Rivera and Ronny Bernstein (M.A., Instructional Technology and Media, Columbia University Teachers College) reimagines TESOL instruction as an interactive narrative environment in which learners become active participants in story-driven missions. Utilizing prototypes created with Articulate 360 and Rive, *Learning Grounds* incorporates branching dialogue, embedded challenges, and animated storytelling sequences to foster engagement and autonomy. The presentation will discuss design principles, theoretical foundations, and pilot testing outcomes from classroom applications in Japan. By merging creative media and applied linguistics, this work demonstrates how narrative structures and gamified learning design can enhance learner agency, enjoyment, and sustained language practice.

Room 408: Kevin M Smith Jr., *Effect of Structured Input and Structured Output on Fossilization Using Rasch Analysis*
Zoom Link: https://temple.zoom.us/j/95309538119
This presentation will introduce the design and implementation of a pilot investigation examining how Structured Input (SI) and Structured Output (SO) affect the processing and development of fossilized English passive voice among university-level Japanese EFL learners. Approximately 75 participants are divided into one control group using traditional Presentation-Practice-Production (PPP) methods and two experimental groups using SI/SO tasks designed to strengthen form-meaning mappings. A Rasch modeling approach is used to analyze item difficulty and participant proficiency simultaneously, providing a more precise measure of instructional effects. This study aims to explore the dual efficacy of SI/SO in addressing fossilized language and Rasch modeling as a robust analytic framework within SLA research.

12:30-12:55 PRESENTATIONS

Room 402 (Online): Thitima Maeoka, *Read–Review–Publish: Authentic ER-Linked Writing in Grade 4*
Zoom Link: https://temple.zoom.us/j/94945946311
This study presents a classroom-based exploration of the Read–Review–Publish (RRP) approach, a sequence aligned with Communicative Language Teaching, Task-Based Language Teaching, and Project-Based Learning. This approach connects Extensive Reading with genre-based book reviews intended for real audiences. The study involves 72 Grade-4 learners (CEFR A1–A2) at La-orutis Demonstration School, Lampang. Over 8–10 weeks, with one 50-minute lesson per week, learners will choose graded readers, discuss the texts, draft and revise reviews using sentence frames, and publish them on the library shelf and the school's Facebook page using QR codes. A single-group repeated-measures design will be employed, with data collected at three time points: Pre (T0), Mid-Post (T1), and Final Post (T2). The study will assess (a) reading comprehension using parallel A/B/C tests, (b) book-review writing quality using an analytic rubric (Task Fulfilment, Organization, Language Use, Voice), and (c) attitudes and Social-Emotional Learning (enjoyment, self-efficacy, collaboration, purpose). The analysis will include repeated-measures ANOVA (or mixed models), planned contrasts (T0→T1, T1→T2, T0→T2), effect sizes, and reliability measures (α; ICC). The researchers anticipate improvements driven by motivation and the presence of a real audience, and they will provide open-classroom tools to facilitate replication of the study.

Room 403: Yuri Miyata, *Investigating the Difficulties in Adapting from Japanese to English Rhetorical Conventions*
Zoom Link: https://temple.zoom.us/j/98462365960
This presentation provides an interim report on an investigation into the challenges L2 learners face in transitioning from L1 to L2 rhetorical conventions in writing. Previous research has demonstrated that rhetorical norms are not universal but vary across cultures. These rhetorical differences were first systematically identified by Kaplan (1966). Since then, numerous studies have compared writing patterns and styles between English and various other languages; however, research on effective methods for teaching rhetoric remains limited (Connor, 1996). Many prior studies have merely proposed pedagogical implications based on their findings. Consequently, many L2 learners struggle to adapt from their L1 to L2 rhetorical conventions. This presentation reports on ongoing work analyzing learners' errors as evidence of the transitional process between L1 and L2 rhetorical systems and explores the factors that contribute to the difficulty of this transition.

Room 405: Ayako Taguchi, Mark Douglas Olson, & Daham Chamindra De Silva Wickremanayake, *Beyond Literal Meaning: Material Design for Developing Competence in Pragmatics and Polysemy*
Zoom Link: https://temple.zoom.us/j/96715526619
Polysemy and pragmatic expressions are among the many difficulties students encounter in broadening their vocabulary. This study focuses on the development of English teaching materials designed for university students to enhance their real-world communication skills. The materials aim to bridge the gap between classroom learning and practical language use in society. Emphasizing authenticity, the content integrates topics and situations that students are likely to encounter in academic, professional, and social contexts. The materials comprehensively address the four major language skills: listening, reading, writing, and speaking. Listening and reading tasks expose learners to natural language input, while writing and speaking activities encourage meaningful output and collaboration. By incorporating real-life communication scenarios, such as job interviews, presentations, and discussions, the materials foster learners' confidence and autonomy. This approach ultimately supports students in developing the linguistic and pragmatic competence necessary to use English effectively and appropriately beyond the university setting.

Room 408: Kyle Kreider, *Examining Discourse Patterns in Live-Streaming: Is There Potential for EFL Learning?*
Zoom Link: https://temple.zoom.us/j/95309538119
This study explores the role of Twitch.tv as a digital discourse environment that supports second language (L2) English learning through multimodal interaction. Through passive, participatory observation of live streams, which included noting interaction habits between viewers and content creators and conducting interviews with both a streamer and a viewer, the research identifies three key motivators of interaction on the platform: content, streamer identity, and community atmosphere. The study classifies engagement into three patterns—parallel conversation, intersecting dialogue, and reaction—and examines their impact on learners' potential for language development. Findings suggest that small to mid-sized Twitch communities offer meaningful opportunities for English learners to access L2 input and interaction, making them viable resources for L2 learning, provided users are mindful of platform limitations and community norms.

1:00-1:25 PRESENTATIONS

Room 402 (Online): David B. Honeycutt & Alexander F. Tang, *Investigating Digital Multimodal Composing and Generative Artificial Intelligence: Languaging, Literacies, and Tasks*
Zoom Link: https://temple.zoom.us/j/94945946311
Digital multimodal composing (DMC) has expanded with the integration of technology in second language (L2) classrooms. While much research adopts sociocultural perspectives, emerging studies have applied cognitive interactionist approaches to examine how DMC fosters noticing and peer interaction. Yet, few investigations have implemented technology-mediated task-based language teaching as both a methodological and pedagogical approach. Responding to calls to connect DMC with multiliteracies, this study qualitatively explores the role of multimodal generative artificial intelligence (GenAI) in supporting DMC and task engagement. Guided by a multiliteracies framework, ten upper-beginning ESL learners used GenAI to generate visuals for authentic collaborative tasks, designing artifacts to help future students navigate life in the Pacific. Task-based interactions were recorded and coded for languaging episodes—language-related episodes and prompt-altering episodes—which frequently co-occurred with translanguaging. Findings highlight how GenAI can help multilingual learners bridge linguistic and cultural gaps, foster critical engagement, and enhance agency in DMC.

Room 403: Robert Gardner, *Hidden Learning Differences in the EFL Classroom: Practical Inclusive Strategies*
Zoom Link: https://temple.zoom.us/j/98462365960
Mild or undiagnosed dyslexia and other specific learning differences can influence students' success and self-perception in English as a Foreign Language classrooms. While modern textbooks often incorporate inclusive features, some learners still face challenges that are not directly related to language aptitude. These difficulties may be overlooked or misattributed to motivation or effort. Drawing on current research and classroom observation, the session discusses how educators can identify subtle indicators of learning differences and apply targeted strategies to support affected students. Emphasis is placed on accessible classroom technologies and adaptable instruction methods that reduce frustration without diminishing meaningful challenge. By recognizing difficulties as informative cues rather than signs of inability, teachers can adjust strategies to meet individual learners' needs, supporting engagement, confidence, and a positive learning experience. This approach encourages responsive teaching that accommodates diverse learning profiles while maintaining constructive challenges.

Room 405: Yukiko Green, *Nihonjinron: The Identity of Japanese Adults Today in Relation to Intercultural Experience*
Zoom Link: https://temple.zoom.us/j/96715526619
The study examined national identity and its connection to language among Japanese nationals from the *Nihonjinron* perspective. *Nihonjinron* (theories about the Japanese people) identifies homogeneity, collectivism, and uniqueness as the major characteristics of the Japanese people. By surveying two groups—five informants with significant intercultural experiences and 11 without—this research explored whether *Nihonjinron* concepts still exist among Japanese adults today, how they perceive the relationship between Japanese identity and English, and how the two groups differ in these aspects. The survey revealed distinct differences between the two groups and indicated that *Nihonjinron* traits remain in most informants without significant intercultural experiences. They stated that English language learning is not linked to identity, with a few viewing it merely as a tool. Conversely, informants with substantial intercultural experiences see English as a lingua franca and are more critical of English as a global language and its connection with their identity.

Room 408: Colin Iain Cameron, *Measuring Motivation Over Time: English Learning Attitudes Among Japanese Medical Students*
Zoom Link: https://temple.zoom.us/j/95309538119
This longitudinal study will investigate changes in English learning motivation among first-year medical students at a Japanese university over the course of one academic year. Using a 20-item questionnaire based on a six-point Likert scale, data will be collected three times to capture shifts in students' intrinsic interest, instrumental goals, self-efficacy, and anxiety related to English learning. The study aims to explore how motivation evolves (or not) as students adjust to university life, and how these changes reflect their developing attitudes toward English as a tool for professional communication. By tracking motivation at multiple points, the research will attempt to provide insights into when and why fluctuations occur, and offer practical recommendations for medical English educators seeking to foster sustained, meaningful engagement with English in Japan's medical education context.

1:30-1:55 PRESENTATIONS

Room 402 (Online): Jesse Reidak, Randy Poehlman, & Mayumi Ishigami, *Team Teaching in Japanese ESL Classrooms: How to Improve Your Lessons*
Zoom Link: https://temple.zoom.us/j/94945946311
Team Teaching dyads in Japanese ESL classrooms were generally comprised of one native English-speaking teacher (NT) and one Japanese teacher (JT). Having two teachers in the same classroom can improve overall instructional impact if the NT-JT dyads have successfully combined their teaching expertise. The current presentation will be focused on how team teachers in Japanese ESL classrooms can integrate their individual expertise into a cohesive pedagogical approach. The presentation will be delivered in a tripartite structure. First, team teaching guidelines will be discussed. Then, relevant details will be provided about how to maximize the potential of two teachers in one classroom. Finally, practical advice regarding team teaching will be supplied. A special emphasis will be placed on the importance of colloquium participants conducting action research in their own teaching contexts. The central themes of the presentation can be woven together to create more effective team-taught lessons in Japanese ESL classrooms.

Room 403: Shannon Feil, *Preparing Japanese Students for Studying Abroad in Western Environments*
Zoom Link: https://temple.zoom.us/j/98462365960
The presentation will identify best practices for creating and improving study abroad preparation programs for Japanese students. Although university students generally participate in an orientation program before traveling abroad, the content, quality, and duration can vary significantly across programs. Students' experiences abroad are shaped by their prior preparation and goals, and orientation programs can positively influence these experiences. Insufficient programmatic preparation can detrimentally affect study abroad experiences, including mental well-being and academic performance. Despite the recognized necessity for comprehensive study abroad programs, many existing programs' effectiveness is curtailed by a lack of evidence-based approaches that encompass critical preparation skills in emotional preparedness, interpersonal communication, and cultural awareness. Therefore, this dissertation work-in-progress report seeks to address these deficiencies by identifying the most effective pedagogical strategies, support structures, and essential program content for preparing Japanese college students linguistically, culturally, and interpersonally for short-term study abroad experiences in Western environments.

Room 405: Owen Kozlowski, *Under the Write Conditions: Comparative Longitudinal Effects and Perceptions of Different Timed Writing Conditions*
Zoom Link: https://temple.zoom.us/j/96715526619
Timed writing is a popular classroom method for improving writing fluency, yet empirical findings across studies remain inconsistent. This proposal outlines a longitudinal comparative study examining two timed writing formats to determine their effects on learners' fluency, output volume, and affective perceptions. Employing a mixed-methods design, the study will combine quantitative data from writing output with qualitative reflections from participants. Conducted over two semesters with approximately 300 to 400 participants, the project aims to identify whether particular timed writing conditions yield stronger fluency gains or more positive learner experiences. Anticipated findings aim to clarify whether specific TW conditions yield superior fluency gains or more positive learner perceptions. Ultimately, the project aspires to refine TW pedagogy, provide generalizable, replicable results applicable to a range of contexts, and inform future fluency-focused research in second language writing instruction.

Room 408: Leonildo Alexandre Morgado, *Beyond Correction: Building Grammatical Fluency Through Performance-Based Learning*
Zoom Link: https://temple.zoom.us/j/95309538119
This is an ongoing longitudinal classroom-based research study examining how grammar fluency develops in Japanese junior and senior high school EFL learners through performance-based instruction. Building upon a previous five-week intervention in error correction and structured grammar exercises, this extended study combines scene co-creation, dramatization, and performance iteration. Learners co-construct scripts from a narrative short film (*La Boîte*), employing guided negotiation, scaffolding, and soft Socratic questioning so as to internalize the grammatical forms under consideration: tense, articles, and prepositions. Data collection consists of diagnostic and post-tests, learner journals, and teacher observations. While the final analyses are ongoing, it is hypothesized that performance grammar practice will develop measurable improvements in accuracy, cohesion, and confidence, thus bridging the divide
between controlled and communicative competence. This research advances the field of applied linguistics by providing a window into how creative, embodied tasks may transform declarative grammar knowledge into proceduralized fluency within actual classroom settings.

2:00-2:55 KEYNOTE PRESENTATION

Dr. Dennis Koyama, *What Do Journal Editors Look for in Manuscripts?*
Zoom Link: https://temple.zoom.us/j/96715526619
What happens to a manuscript between "Submitted" and "Accepted"? In this talk, I pull back the curtain on the editorial process and share my experience on what consistently helps papers move forward and what reliably stops them cold. I draw on two decades of work across a range of editorial roles and as a reviewer for more than 15 academic journals. First, I will address the initial stage of submission from a journal editor's perspective. I will talk about quick signals of fit (e.g., clear research questions, method–claim alignment, ethical transparency) that tell the study's story and value to the field and the indicators that trigger desk rejection. I will also discuss some practices that can help reduce desk rejections. Second, I present how peer review is a facilitation rather than a verdict by discussing: 1) What do reviewers reliably notice; and 2) How do you turn those points into revisions? I will then walk through response-to-review strategies, including how to address potential conflicting feedback from reviewers. Third, I will talk about what characteristics accepted papers have, such as being readable and useful, by discussing effective introductions, the importance of replicability of methods, and having a discussion section that state limitations plainly while explaining value.

3:00-3:25 PRESENTATIONS

Room 402 (Online): Brandon Escamilla, *FFI and Shadowing: Tense-Lax Vowel Production in Japanese Learners of NAE*
Zoom Link: https://temple.zoom.us/j/94945946311
The current ongoing study investigates the effectiveness of Form-Focused Instruction (FFI) when combined with a shadowing-based approach in facilitating accurate tense and lax vowel production in Japanese learners of NAE. Japanese, lacking tense-lax vowel distinctions, presents challenges in the perception and production of NAE vowel sets. Learner top-down vowel approximations in production are based on a restrictive schema that comprises vowel space defined by only five distinct features. The research utilizes a form of FFI modified to increase awareness and enhance accurate language production of the target features. This method blends explicit instruction, corrective feedback, and auditory support via speech analysis software. The participant will perform structured input activities followed by shadowing exercises, tailored and contextualized around texts that aim to further their personal and professional motivations.
Evaluations will consider the impact of this approach on controlled tasks and spontaneous production. The primary aim is to establish an effective pedagogy for segmental forms characterized by less distinctive articulatory descriptors.

Room 403: Kristopher Andrew Valle-Martinez, *Pop Culture Pedagogy: Enhancing EFL Listening and Lexical Skills via Music Scaffolding*
Zoom Link: https://temple.zoom.us/j/98462365960
This presentation will detail the design and execution of a 45-minute EFL lesson tailored for a large class of 40 students of mixed-level 2nd-year Japanese high school students. The activity, "Lyric Gap Fill & Meaning Match," will utilize popular contemporary English music to transform a traditional listening task into a motivating, fun experience. The lesson employs strategic scaffolding across three phases: developing gist listening comprehension through initial exposure, requiring specific detail recognition via a collaborative gap-fill exercise, and expanding vocabulary through a targeted vocabulary matching task with Japanese equivalents. Students will work collaboratively in pairs, mitigating the challenge of mixed proficiency levels and encouraging peer teaching. The presentation will discuss the preparation of the materials, the explicit timing strategy required for a short class period, qualitative observations regarding student motivation and success rates. The primary focus of the paper will be on how using popular English music will affect the motivation and engagement of mixed-level 2nd-year Japanese high school EFL students compared to traditional listening materials, while the secondary focus will be on if the "Lyric Gap Fill & Meaning Match" activity is equitable in supporting learning for both high-proficiency and low-proficiency students.

Room 405: Jean-Pierre J. Richard, *Fragmented and Unreliable: The State of Reported TOEIC Gain in Japan*
Zoom Link: https://temple.zoom.us/j/96715526619
Research on TOEIC score development in Japanese universities remains fragmented across both institutional reports and academic publications (faculty kiyo, journals, conference proceedings). Administrators and faculty need reliable benchmarks to interpret student progress, yet current reference points are limited to general ETS claims (e.g., ~20 points per skill per year), which contrast sharply with the much larger gains reported in some programs. This work-in-progress surveys and evaluates studies reporting TOEIC gains in Japan, drawing on institutional documents as well as academic outlets. Preliminary analysis highlights serious challenges: many reports lack baseline data and present only exit scores; others rely on mid-program measures, mock tests, or non-equivalent forms. Faculty-specific studies occasionally describe dramatic short-term gains, but these results are rarely replicated at scale or published in higher-quality venues. By synthesizing these diverse sources, the project aims to clarify realistic expectations for TOEIC growth and expose gaps in the existing evidence base.

Room 408: Nathan Kitamura, *Scaffolded AI Use and its Effects on Unaided L2 Writing Performance*
Zoom Link: https://temple.zoom.us/j/95309538119
This six-week mixed-methods study explores the relationship between AI engagement and English writing development among beginner-level Japanese nursing students. Participants will complete a series of scaffolded classroom writing tasks incorporating AI assistance. Screen recordings will capture students' real-time writing and AI use. Writing performance will be measured through unaided pre- and post-tests rated using a standardized rubric, while semi-structured interviews will provide qualitative insight into learner perceptions of AI's usefulness. Quantitative analysis will assess whether higher AI engagement predicts greater improvement in writing quality. Thematic analysis will examine how students perceive AI's role in their writing process. This study aims to clarify how beginner-level L2 writers integrate AI into authentic writing contexts and whether such engagement supports measurable development in academic writing ability.

3:30-3:55 PRESENTATIONS

Room 402 (Online): Masahiro Kojo, Jesse Reidak, Adam Windsor, Daniel Eve, & Aoi Hatakeyama, *How to Create a Peer-Feedback Oriented Writing Workshop for High School Students*
Zoom Link: https://temple.zoom.us/j/94945946311
The current "how to" presentation is centered on helping interested parties to conceive of, design, and implement a writing workshop. Although the content from this presentation will provide information regarding high school students writing personal statements (i.e., application letters) for universities, presentation attendees should be able to repurpose the proposed step-by-step procedure. First, the background, goals, and motivation of ICAP (i.e., International College Application Program) will be discussed. How to locate a classroom, build a suitable team, and recruit students will also be discussed. Then, the program structure and features of ICAP will be provided. Special emphasis will be placed on how to create writing workshops that foster peer-to-peer feedback among students. Although the first annum of ICAP has not yet concluded, the ICAP teachers have observed a marked improvement in the students' university application letters, and their ability to provide and receive peer feedback.

Room 403: Yoshimi Kunieda, Sumiko Sakai, Joseph Ring, *Hamlet at Home: Post-Study Abroad Case Study Results of the Brief Hope Intervention*
Zoom Link: https://temple.zoom.us/j/98462365960
In this continuation of our research (Ring et al., 2023, Kunieda et al., 2024), we communicate the case study interview results of an intervention using principles of positive psychology. We are currently focused on procrastination and academic self-handicapping and their relations with learning English as a foreign language and preparations for study abroad, as well as study abroad itself. We continue our previous research with a report of results for the second cohort to undergo our motivation intervention treatment using the Brief Hope Intervention (BHI). The BHI applies the components of hope theory (Snyder et al., 1991; Snyder, 2000). Our 2025 BHI includes a new component which we believe will help the study abroad predeparture cohort identify challenges and barriers to their language learning and study abroad goals through in-class discussion, independent research, and a presentation of their results. A second new component of our 2025 BHI intervention includes an effort to help the returnee cohort identify areas of language growth during a post return interview. We help them to identify successes in overcoming challenges and barriers to their language learning and study abroad experience through the technique known as "hope reminding" (Snyder, 2000, p. 143).

Room 405: Emi Nagai & Shujiro Hamaguchi, *Rethinking Extensive Reading Activity in Japanese EFL Context*
Zoom Link: https://temple.zoom.us/j/96715526619
Extensive reading (ER) is widely regarded as an effective means of promoting language development and fostering learner autonomy and positive affect in second language acquisition. However, the sustainability of ER practices often depends on learners' motivational orientations—particularly the balance between extrinsic and intrinsic factors. This presentation reports findings from a survey of 215 Japanese university students assigned to an ER program as part of their coursework. The results showed that approximately half of the students reported perceiving improvements in their English proficiency through ER. However, the majority indicated low motivation to continue reading after the course ended. According to those results, we will reflect on several pedagogical considerations for implementing ER as a tool for sustained language development. We will also introduce our future research project, which will investigate how varying degrees of learner autonomy, feedback mechanisms, and social interaction within ER programs may influence EFL learners' motivation.

Room 408: Roy Wells, *Implementing a Hard-CLIL Approach in an EMI-based Setting: A Classroom-Based Study*
Zoom Link: https://temple.zoom.us/j/95309538119
This study examines the integration of a Hard-CLIL approach within an EMI-based Saturday School program designed for elementary-aged Japanese returnee students. Over the past decade, student demographics at the program have shifted to include a growing number of domestic EFL learners without experience living abroad. Drawing on the 4Cs framework and CLIL planning principles, instructional units were refashioned to include explicit language objectives, content-obligatory vocabulary, and scaffolded academic interaction. Though analysis of classroom artifacts, learner output, and formative assessments, results indicate that a structured Hard-CLIL approach improved students' use of academic language, engagement with cognitively demanding tasks, and clarity of content understanding. The study highlights common implementation issues and practical implications for EMI programs seeking to shift towards a more research-informed CLIL pedagogy in EFL classroom environments.

4:00-4:25 PRESENTATIONS

Room 402 (Online): Masato Ise, *Instrument Validation Project on EIKEN 2nd Grade Listening Test*
Zoom Link: https://temple.zoom.us/j/94945946311
In this paper, I report on the psychometric quality and construct validity of the EIKEN 2nd grade listening test in relation to CEFR B1 listening proficiency. Drawing on Rasch analysis of test results from 43 Japanese Grade 9 students, the study found that most items fit the Rasch model, but several items showed misfit or redundancy. The test is well-targeted to average learners but lacks item coverage for high- and low-ability students. While reliability indices for items and persons are adequate, the variance explained by the model is moderate, indicating minor multidimensionality. Content analysis further suggests the test emphasizes basic, explicit comprehension, uses simple language, and does not expose learners to varied accents or authentic input typical of international B1 measures. These findings raise concerns about its validity as a B1-level assessment and lead to practical recommendations for improving listening assessment practices and instruction in Japan.

Room 403: Imogen M. Custance, *Post-Tasks and the Development of Comprehensibility in Spoken Output*
Zoom Link: https://temple.zoom.us/j/98462365960
A speaker's comprehensibility impacts how effectively they are able to communicate. Providing learners with opportunities to reflect on which aspects of their production might impact comprehensibility could help them become better communicators. One way to provide these opportunities is transcription, which has been suggested as a way to enhance language learning (Hsu, 2019; Lynch, 2001; Qian, 2014). However, how transcription might impact the development of comprehensibility has not received attention. In the current study, 102 participants completed a total of seven biweekly monologic impromptu speeches, each followed by either a short reflection on their speech, transcription and correction of their speech, or transcription and correction of a classmate's speech. The same topic was used for the first and last speech in a pre-/post-test design. Fifteen raters were recruited to evaluate the performances. Many-Facet Rasch Measurement (Linacre, 1989) was used to analyze the ratings. Results will be discussed.

Room 405: Owen Kozlowski, *Doubling Down: L1, Reduplication, and Perceptions of Pseudoword Adjectives Background*
Link: Zoom Link: https://temple.zoom.us/j/96715526619
This experimental study examined how native Japanese and English speakers process novel pseudoword adjectives intensified through reduplication or adverbial modification. Three pseudoword adjectives were created and paired with two intensifiers to form experimental stimuli. Participants' reaction times and accuracy were recorded using PsychoPy and analyzed with mixed-effects regression models in R. Findings suggest that Japanese speakers respond more efficiently to reduplicated forms, whereas English speakers favor adverb-based intensifiers, indicating cross-linguistic differences in processing morphological and syntactic intensification. Although preliminary results were limited due to small sample size, the study provides insight into language-specific perception of pseudoword adjectives. Results suggest cross-linguistic differences in processing morphological and syntactic intensification. Ongoing research looks to expand participant groups, refine statistical modeling, and include additional pseudoword types and training phases.

Room 408: Steven Lim, *Shared Perspectives on Learning Japanese: Exploring the Motivational Profiles of L1-English Speakers*
Zoom Link: https://temple.zoom.us/j/95309538119
In 1989 the Jet Programme launched, heralding a steady migration of L1-English speakers to Japan to work in English conversation schools, and in primary, secondary, and tertiary education. Despite being seen as temporary visitors, some decided to stay long term. Many of these migrants are now approaching retirement in a country in which they are not L1 speakers of the language. This study explores the complex ways in which environment, experiences, and beliefs influence Japanese as a second language (JSL) motivation. A survey with seven open-ended questions regarding JSL motivation was answered by 80 L1-English speaking long-term residents. These responses were used to form a concourse of 488 statements from which a Q set of 50 cards was constructed. Participants completed a Q sort and participated in semi-structured interviews to establish motivational profiles of JSL learners. Preliminary results and potential implications will be discussed.

4:30-4:55 PRESENTATIONS

Room 402 (Online): No Presentation

Room 403: G. Clint Denison, *Paced Reading Activities to Develop Reading Fluency and Bottom-up Listening Skills*
Zoom Link: https://temple.zoom.us/j/98462365960
Many L2 English learners struggle to develop bottom-up listening skills in EFL contexts where access to English input is limited. Such learners might also struggle to develop reading fluency due to orthographic mapping limitations stemming from insufficient listening practice. Paced reading, a specific type of reading-while-listening activity, might be an effective way to overcome these issues. In paced reading, bottom-up listening skills can be targeted in learning contexts where more intensive activities (e.g., dictation) might be overwhelming. Learners listen while simultaneously reading a transcript that includes subtle changes. These changes direct learners to engage their bottom-up listening and orthographic skills to identify discrepancies between what they have heard and read. In this "how to" presentation, I discuss the theoretical underpinnings of paced reading and the rationale for its use in EFL instruction. I also demonstrate the activity and suggest ways to adapt it for learners of differing proficiency levels.

Room 405: Alex Toyoda & Hitomi Ametani, *Developing an L2 GRIT Scale: Pilot Testing and Preliminary Findings*
Zoom Link: https://temple.zoom.us/j/96715526619
The aim of this study is to develop a valid and reliable instrument to measure L2 GRIT among Japanese university students. Drawing on Duckworth's (2007) original framework, the instrument comprises two subconstructs: *Perseverance of Interest* (PI) and *Consistency of Effort* (CE). PI includes persistence through adversity, sustained task engagement, and effortful control. CE encompasses meaning, purpose, integrativeness, and instrumentality. An initial 21-item questionnaire was piloted with 269 first-year Japanese university students. Both exploratory and confirmatory factor analyses were conducted. Preliminary findings supported the two-factor model while suggesting the need for item refinement. The next stages include revising items, performing a second pilot test, and collecting qualitative data to assess item clarity. The ultimate goal is to develop a concise, valid instrument that captures the unique dimensions of L2 GRIT in the Japanese university context.

Room 408: Ami Yamauchi, *A Preliminary Study of Phoneme Identification Test for High-Variability Phoneme Training*
Zoom Link: https://temple.zoom.us/j/95309538119
Although High-Variability Phoneme Training (HVPT) has been regarded as an effective method, Uchihara and colleagues (2025) noted that many previous studies have shown methodological issues, particularly in test design, such as test reliability. In this presentation, I will introduce the test design of an ongoing study that examines the effects of HVPT with three different input types (native English speakers, non-native English speakers, and a combination of both). I will also report the reliability of the pretest and posttest used in the phoneme identification task for Japanese learners of English (n = 20–30). Based on preliminary findings from Rasch analysis, I will discuss future directions for this ongoing study to enhance test reliability and consider implications for future data collection.

5:00-5:25 PRESENTATIONS

Room 402 (Online): No Presentation

Room 403: Tomomi Seki & Seina Kikuchi, *Vocabulary Acquisition Through Reading Functional, Theme-Based Texts*
Zoom Link: https://temple.zoom.us/j/98462365960
This study investigates how reading functional, theme-based texts supports vocabulary acquisition among adult EFL learners attending a culinary college. Seventy-two first-year students will participate in five class sessions using culinary-related texts of 150-200 words. The classes include two conditions: listening -while-reading and reading-only. In each session, students complete one or two comprehension quizzes, and pre- and post-vocabulary tests will be administered. In addition, learners will answer questionnaires regarding their language background and motivation for reading and learning English. Quantitative analyses estimate the casual relationship between treatment effects motivation, and vocabulary development, while qualitative data will complement the findings by exploring learners' processes and perceptions of text usefulness. The study aims to provide pedagogical implications for ESL education in vocational contexts and to discuss future directions for integrating functional, domain-specific readings into language courses.

Room 405: Julia Kimura, *Building Your Teaching Career Through Professional Organizations*
Zoom Link: https://temple.zoom.us/j/96715526619
Many language instructors view professional organization membership as optional, yet active participation significantly affects career trajectories. In this presentation, the speaker will demonstrate how organizations such as JALT (Japan Association for Language Teaching) and JACET (Japan Association of College English Teachers) provide opportunities for career development. Beyond basic membership benefits, including journal subscriptions, conference discounts, and monthly networking events, true career advancement comes from active engagement. Leadership roles in local chapters, Special Interest Groups (SIGs), and editorial positions build the service record that hiring committees value. The presenter shares personal experience tracing her progress from chapter Membership Chair to JALT's Director of Membership, illustrating how involvement creates professional visibility. Participants will learn about specific opportunities, including participation in conferences, journal subscriptions, and chapter events. This session is relevant for instructors of any language in any teaching context who seek career advancement through engagement in a community of practice.

Room 408: Yoshiki Kinjo, *Investigating Short-Term Development in AI-Mediated L2 Speaking Performance*
Zoom Link: https://temple.zoom.us/j/95309538119
This work-in-progress presentation reports on a study investigating short-term development in Japanese university EFL learners' oral performance during AI-mediated speaking tasks. Although AI chatbots are increasingly used to provide speaking practice, topic variation makes it difficult to evaluate learning effects. To address this challenge, students completed two three-minute conversations with an AI chatbot on the same topic to allow a controlled pre–post comparison. Video-recorded interactions were analyzed using fluency measures (e.g., words per minute), interactional features (e.g., clarification requests, self-repairs), and lexical indicators to examine changes in performance. Preliminary observations suggest that controlling for topic enables more accurate detection of oral development in AI-mediated speaking tasks. The presentation will outline the research design, coding and analysis procedures, early trends, and next steps. Audience feedback will be invited to refine analytic approaches and strengthen the study's contribution to CALL-based speaking pedagogy.

5:30-5:55 PRESENTATIONS

Room 402 (Online): No Presentation

Room 403: Catherine Sudo, *Digital Notetaking Practices and L2 Learner Support in Undergraduate General Education Courses*
Zoom Link: https://temple.zoom.us/j/98462365960
This completed qualitative study investigates notetaking practices in two undergraduate General Education courses at an international campus, focusing on how digital note use intersects with L2 learner needs. Drawing from classroom observations, instructor and student interviews, and collected artifacts, the study found that students often relied on instructor-provided digital materials and used their own notes primarily to record insights, prepare discussion points, and support larger assessments. Students adopted streamlined keyword-based digital notes shaped by prior academic experience, tool familiarity, and convenience. L2 learners in particular benefited from shared digital scaffolds, guided reading questions, and opportunities to revise or annotate texts before and after class. Although instructors incorporated visual supports and discourse cues, explicit instruction in digital notetaking strategies remained limited. Findings highlight the need for pedagogical attention to multimodal digital notes, metacognitive guidance, and instructional approaches that enhance comprehension, self-regulation, and equitable engagement for L2 learners.

Room 405: Owen Kozlowski, *Used Very Well: Perceptions, Uses, and Experiences of the English Language Section of a Japanese Public Library*
Zoom Link: https://temple.zoom.us/j/96715526619
This qualitative study explores how patrons engage with the English Language Section (ELS) of the Osaka Municipal Library (OML), Japan's largest municipal library. Using unobtrusive observation and dyadic interviews, the research investigates patrons' motivations, behaviors, and perceptions of the library as a social and linguistic resource. Framed within a constructivist and Bourdieusian perspective, the study identifies three thematic roles of the library—as an institution, a destination, and a fount of potential—reflecting its community, cultural, and educational functions. Findings reveal patrons employ the spaces for language learning, leisure, and intercultural exploration, and underscore libraries' potential as inclusive, intercultural civic spaces in contemporary Japan. The study highlights Japan's evolving demographics and libraries' evolving roles in expanding public services for diverse populations of non-Japanese residents.

Room 408: Ryoko Hatomoto, *Japanese Students' Knowledge of Derivational Suffixes*
Zoom Link: https://temple.zoom.us/j/95309538119
Investigating Japanese students' vocabulary knowledge is an important issue in the field of second language acquisition. A vocabulary size test and a knowledge of suffixes test will be administered to approximately 30 Japanese university students to investigate whether word difficulty involving suffixes differs according to students' vocabulary size, phonetic changes, morphological changes, and the combination of both types of changes. The result will show the relationship between Japanese university students' vocabulary size and the knowledge of suffixes (Bauer & Nation, 1993), the difficulty of affixed words, and provide educational implications for vocabulary study. Vocabulary is important in studying English, but Japanese students have difficulty acquiring adequate vocabulary to understand written and spoken English given that 8,000–9,000-word families are needed for comprehending authentic English reading passages (Nation, 2006).