



The 36th JACET Kyushu-Okinawa Chapter Conference

大学英語教育学会 九州・沖縄支部 第36回支部研究大会

大会テーマ：学修者本位の英語教育を目指して：異なる声、異なる視点

**Toward Learner-Centered English Education:
Different Voices, Different Perspectives**

日	時：2026年10月3日（土）
会	場：長崎大学 文教キャンパス 総合教育研究棟 1・2・3階（長崎県長崎市文教町1-14）
主	催：大学英語教育学会（JACET）九州・沖縄支部
後	援：在福岡米国領事館（The U.S. Consulate Fukuoka）



Nagasaki University, Bunkyo Campus

General Education & Research Bldg.

Sat. 3 October, 2026

1-14 Bunkyo-machi Nagasaki City, Nagasaki

Supported by the U.S. Consulate Fukuoka

The 36th JACET Kyushu-Okinawa Chapter

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Registration (受付) 8:30 -

Registration Desk: Open 8:30 am at the entrance hall in General Education & Research Bldg.
Please register before attending sessions.

Opening Ceremony (開会式) 9:00 – 9:20

Moderator: TSUCHIYA, Maiko / JACET Kyushu-Okinawa Chapter, Vice President

Welcome Address: HOSOKAWA, Hirofumi / JACET Kyushu-Okinawa Chapter, President

Welcome Address from the Host Institution: Dr NOGAMI, Takenori / Nagasaki University, School of Global Humanities and Social Sciences, Dean

開会司会：土屋麻衣子（福岡工業大学）JACET九州・沖縄支部 副支部長

開会挨拶：細川博文（福岡女学院大学）JACET九州・沖縄支部 支部長

会場校挨拶：野上建紀 学部長（長崎大学 多文化社会学部）

Acknowledgements

The Organizing Committee gratefully acknowledges the generosity of Nagasaki University in providing the venue for this conference. With its excellent accessibility and outstanding facilities, the university offers an ideal environment for our conference. On behalf of the Chapter, I wish to extend our heartfelt thanks to Dr Takenori Nogami, Dean of the School of Global Humanities and Social Sciences.

謝辞

この度は、長崎大学のご厚意で会場を使用させて頂くことができました。交通の便、施設とも研究大会には理想的な環境が整っています。支部を代表して、野上建紀学部長に感謝申し上げます。

JACET九州・沖縄支部 支部長 細川博文

Conference Schedule at a glance

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18:30-20:30	Networking Reception （情報交換会）	イタリアンバル チーノ

9:40～16:00：協賛企業展示（1階・3階）

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	Trilateral Teacher Training（TTT）参加者による研究発表（3件）	
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	How far can first-year university students progress through four-months of extensive reading? A comparison with long-term extensive readers (Naoko Kawakita, Miyazaki Prefectural Nursing University)	32
	第二言語習得研究における有生性（animacy）の概念と役割（村松まや, 西南学院大学大学院）	33
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	Bridging from High School to College with an Extensive Reading Program (Maiko Berger, Ritsumeikan Asia Pacific University)	32
	英語学習者の英語力に対する自己認識とAffective Filter: L2 Motivational Self Systemの観点から（若芝青, 西南学院大学大学院）	33
	From Assignment to Meaning-Making: A Learner-Centered Framework for Meaningful Communication in First-year University EFL (Michele Ruhl, Nagasaki University)	21

Afternoon Presentations

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	西川美香子（長崎大学）、長崎大学大学院生の研究発表、グループ・ディスカッション	31

基調講演、および、PKETA招待講演の概要は次のページをご覧ください。

For abstracts of the keynote and PKETA invited lectures, please refer to page 6 and page 7.

研究発表は、8ページ以降をご覧ください。

For the research presentations, please refer to page 8 and onwards.

Time: 15:00 – 16:00 (60 min.)

Venue: 31

基調講演

「学修者本位の英語教育に向き合う教師・教師教育者：語りが拓く省察と実践」

高木亜希子（青山学院大学教授）

近年の英語教育においては、学修者（学習者）の経験や語りに着目しながら教育実践を捉える試みや、それを支える教師・教師教育者のあり方を問い直す実践・研究が広がつつある。本講演では、機械翻訳を活用した英語ライティング指導に関する事例研究や、アカデミックライティング授業における学修者の認知と感情に着目したナラティブ探究などの質的研究をもとに、学修者および教師の語りを通して教育実践を捉える意義を検討する。また、Korthagen のコア・リフレクションに関する実践とセルフスタディ研究を踏まえ、語りが教師・教師教育者の省察と実践をどのように拓くのかについて考察する。

略歴：

青山学院大学教育人間科学部教授、青山学院英語教育研究センター長。専門分野は、言語教師教育。近年関心のある研究テーマは、実践研究、メンタリング、リフレクション、質的研究方法論。

エクセター大学大学院教育学研究科博士課程修了（教育学博士）。早稲田大学語学教育研究所助手、獨協大学外国語学部英語学科特任講師、大阪教育大学教育学部教員養成課程准教授等を経て現職。ネブラスカ大学リンカーン校客員研究員（2020年度）。

主な著書：

- 『英語科教育の基礎と実践ーリフレクティブな教師を目指してー』（JACET教育問題研究会（編）編集統括、三修社、2025年）
- 『外国語教育用語事典』（編著、三省堂書店／創英社、2025年）
- 『「教師の自己評価」で英語授業は変わる：J-POSTLを活用した授業実践』（編著、大修館書店、2020年）
- 『英語教師のための「実践研究」ガイドブック』（編著、大修館書店、2019年）
- 『はじめての英語教育研究：押さえておきたいコトとポイント』（共著、研究社、2016年）

Time: 14:25 – 14:55 (30 min.)

Venue: 31

PKETA Invited Lecture

Learner Agency in EFL Writing With and Without AI Access

Lee, Gayoung (Soongsil University, South Korea)

Generative artificial intelligence (AI) is now part of everyday English writing for many university students in EFL settings. Its growing presence is changing not only how students write but also how teachers approach writing instruction and assessment. Unlike conventional digital reference tools that primarily provide information, generative AI can support multiple stages of writing, including idea generation, language use, feedback, and revision. Students may draw on this support while completing assignments at home, yet the same students are often expected to write without AI during in-class tasks. Moving between these settings has made the relationship between a student's writing ability and technological support increasingly complex. It also raises a fundamental question: What does writing competence mean when AI has become part of the educational environment? This study explores that question by examining writing produced under two conditions in a Korean university EFL context. In the tool-accessible condition, students completed their writing at home with access to AI tools. In the tool-restricted condition, they wrote in class under test-like conditions. Approximately 90 Korean EFL university students enrolled in general English courses produced texts in both conditions, allowing each student's writing to be compared across the two settings. The dataset also includes a post-task survey and interview in which students described their AI use and reflected on their experiences in both writing conditions. The analysis will compare writing performance and selected textual features while also examining students' accounts of AI's role in their writing and learning. This study examines how the same students write and experience writing when their access to AI changes. The texts show how students' writing differs between the two conditions, while their survey and interview responses explain how they used AI and what role they believed it played in their writing. Reading students' texts alongside their own accounts may clarify how writing competence, learner agency, and AI literacy are reflected in the two conditions. The findings may help university EFL teachers reconsider how writing is taught and assessed when students have access to AI.

Bio data:

Dr. Gayoung Lee is a lecturer at Soongsil University, South Korea, specializing in ESP/EAP and English writing instruction. Her recent research explores how AI tools intersect with learner agency and digital literacy in the EFL classroom. Her teaching centers on reading and writing, business English, and ESP.

Context Matters: How Virtual Reality Supports Language Memory in EFL Learning (Venue: 31)

Koyo Ogawa (Nagasaki International University)

Keywords: virtual reality, language memory, context-dependent memory, mental context reinstatement, EFL learning

Virtual reality (VR) has attracted growing attention in EFL education because of its potential to provide authentic learning environments. Although VR has often been discussed in terms of immersion and learner engagement, less attention has been paid to how its contextual characteristics contribute to language memory. This presentation synthesizes findings from a series of VR studies conducted during the author's doctoral research, focusing on a recent study examining the role of contextual information in long-term language memory. The research program began with a fundamental question: Can VR support task-based language learning and the acquisition of target discourse? Earlier studies showed that VR-supported task-based language teaching facilitated the transfer of target discourse to real-world communication. However, comparisons with conventional learning environments revealed comparable learning outcomes, raising questions about the unique contribution of VR. The latest study compared the long-term retention of target discourse between VR and non-VR learning environments. The findings suggest that VR may promote more durable language memory. This presentation argues that these benefits extend beyond learner engagement, proposing that the rich contextual information embedded in VR environments may strengthen long-term retention by providing meaningful retrieval cues. Together, these studies offer a theoretical account of how contextual information in VR supports durable language learning. The findings are discussed in relation to context-dependent memory and mental context reinstatement, with implications for the design of VR-based EFL instruction and future research.

Looking for Deeper Understanding: Tracking Vocabulary Size vs. Depth Among University Students Studying English (Venue: 32)

Rosalind Shiraishi (Nagasaki University)

Keywords: vocabulary comprehension, vocabulary tests, vocabulary size

Vocabulary size tests are often used as a way to benchmark learner proficiency levels, but the bird's eye view that these tests give is not always specific enough to give actionable feedback to learners. This study seeks to trial a test that analyses both the size and depth of learners' vocabulary understanding concurrently, with the aim of generating more nuanced feedback to help both teachers and learners track vocabulary growth over the mid- to long-term. In a first step toward this goal, a group of 1st year university students were asked at the beginning and end of a semester to take two existing vocabulary size tests, followed by a third test where the same test items were used in sentences with contextual clues for learners to mark as 'yes' or 'no', depending on whether the item was used correctly or not. The results were analysed to 1) ascertain how well initial meaning recognition predicted accurate comprehension of the items in context, 2) investigate the group's depth of vocabulary knowledge at different frequency bands, and 3) investigate if the test could measure vocabulary growth in individuals over the course of this time period. Results from initial tests suggest knowledge gaps between meaning recognition and comprehension in context sentences, and vocabulary frequency bands that could be targeted for improved depth of understanding. Results from this trial will be used to further refine test items and item sets, and develop a standardized feedback rubric to guide individual learners' future vocabulary study.

長崎の被爆体験の英語伝承と国際平和教育の実践 ―被爆者と世界を繋ぐオンライン・対面型『Peace Talk』の試み― (Venue: 33)

吉牟田 聡美（活水女子大学）

Keywords: peace education, global citizenship, English classroom, PBL

本研究は、英語による被爆証言活動「Peace Talk」プロジェクトを活用した長年にわたる英語教育の実践、その教育的意義および国際的な展開について考察するものである。実践内容は、大学の英語の授業において被爆者の英語による証言を聞いた学生が平和について批判的な視点を養い、国際市民としての判断力を育成することを目指した。また教育手法はPBLなど状況に応じて適宜変更した。実践の対象は日本の大学生が主であるが、2021年以降、海外の教育機関とZoomを活用したPeace Talk(英語被爆講話) 配信を継続的に実施し、ウェビナーによる広範なオンライン開催に加え、2025～2026年にはマニラやバンコク等での現地開催を実現し、デジタルと対面を融合させたグローバルな展開を行っている。これらの実践において国内外の若者から寄せられた反応やコメントを分析したところ、各国の若者のコメントには共通した傾向が見られた。言語の壁を越えた共感の醸成と、国際的な文脈における証言の英語化および英語発信が持つ平和教育への有効性について議論する。

First-Year Students' Reflections on Descriptive, Summary, and Review Writing at a Japanese University (Venue: 21)

Krishan Kumar (Nagasaki University)

Keywords: L2 writing, student perceptions, writing instructions

This study examines first-year university students' reflections on learning descriptive, summary, and review writing in a Comprehensive English course at a Japanese university. Although these writing types involve different purposes and processes, comparatively little is known about how students evaluate their experiences of learning them within the same course. The study, therefore, focuses on students' perceived difficulty, enjoyment, confidence, learning value, and future usefulness in relation to the three writing types. Participants are first-year students who receive instruction and complete writing tasks in all three areas. Data are gathered through a brief anonymous questionnaire containing five-point rating items, multiple-choice questions, and short written responses. The quantitative analysis compares students' evaluations of the three writing types and identifies the writing processes and task requirements they perceive as challenging. The written responses are analysed thematically to examine the reasons underlying students' evaluations and the skills they believe they developed. By comparing students' reflections across the three writing types, the study provides a learner-informed perspective on introductory English writing instruction. The discussion considers how students' perceived difficulties and priorities can inform the sequencing, scaffolding, and design of future writing activities.

Student Perspectives on AI Use and Collaborative Policymaking in Japanese EFL Classrooms (Venue: 31)

Kenneth Brown (University of Teacher Education Fukuoka)

Keywords: generative artificial intelligence (GenAI), EFL writing, student perspectives, collaborative policymaking, learner-centered education

The increasing presence of generative artificial intelligence (AI) in higher education has raised important questions for English as a Foreign Language (EFL) instruction, particularly regarding appropriate use and classroom management. At the same time, learner-centered approaches highlight the importance of incorporating students' own perspectives into classroom practice and decision-making. This presentation reports findings from two classroom-based investigations conducted at a Japanese university of education. The first study examined students' views on appropriate and inappropriate uses of AI in EFL writing through open-response survey data. Results indicate that students generally support the use of AI for revision-related tasks such as grammar checking and vocabulary support while strongly rejecting its use for generating entire compositions. Participants also expressed a clear desire for explicit guidance and instruction regarding appropriate use. The second study explored students' perceptions of a collaborative classroom activity in which they developed course-specific AI guidelines. Findings suggest that the activity promoted reflection and exposure to diverse perspectives while also highlighting the need for light scaffolding to support participation. Together, these studies provide classroom-based insights into learner perspectives on AI use and learner-centered classroom practices in Japanese EFL contexts.

Developing a Lemma-based Vocabulary Levels Test for Incidental Learning (Venue: 32)

Sean A. Sullivan (Nagasaki University)

Keywords: vocabulary acquisition, vocabulary levels test, JACET8000, incidental learning

A reliable measure of vocabulary knowledge is essential for investigating vocabulary acquisition interventions such as glossing. The vocabulary levels test, with its ease of implementation and straightforward interpretation, is an invaluable instrument for assessing knowledge of frequency-based word lists (Nation, 2022). Early versions of the vocabulary levels test adopted the word family unit to assess vocabulary knowledge (Webb et al., 2017) and used a matching format that has been argued as lacking the item independence required for accurate statistical analysis (Kamimoto, 2024). As part of a larger study that investigates the optimal use of glossing in promoting incidental vocabulary learning through reading, this presentation showcases the development stage of a lemma-based vocabulary levels test, based on the JACET8000 list of basic words (JACET Basic Word List Revision Committee, 2016), that will be employed to assess prior vocabulary knowledge and vocabulary gain during glossed reading tasks. Adapting the multiple-choice item format proposed by McLean & Kramer (2015), a 160-item form-meaning levels test covering the 5000 most frequent lemmas was created by randomly sampling from 500-word bands while maintaining part-of-speech proportionality. Native English-speaking EFL instructors were recruited in a pilot study of the context sentences to ensure that L2 contextual inferencing would not contribute to overestimation of vocabulary knowledge. Preliminary findings from the pilot study will be presented, along with directions for further refinement of the test, which will be used to create appropriately leveled reading passages and identify suitable target words for glossing based on participants' existing vocabulary knowledge.

英語教育におけるオンデマンド明示的指導の設計— 文法知識の特性に応じた指導効果の差異 — (Venue: 33)

隈上 麻衣 (長崎大学)

Keywords: オンデマンド型言語学習、明示的文法指導、メタ言語的支援、授業設計

近年の英語教育では、コミュニケーション重視の中で意味中心活動の重要性が高まる一方、限られた授業時間を補う方法としてオンデマンド型学習の活用が進んでいる。しかし、どの文法知識をオンデマンド環境で扱い、どのような学習支援を組み合わせることが効果的かについては十分に検討されていない。本研究では、文法知識の特性に応じた学習支援を組み込んだオンデマンド型明示的指導を実施し、その授業設計の在り方を検討した。大学生54名（実験群28名、対照群26名、CEFR A2～B1程度）を対象に、両群に英語動詞に関するオンデマンド型明示的指導を実施し、実験群には母語を活用したメタ言語的支援を付加した。文法性判断課題を用いて学習効果を分析した結果、実験群では他動詞・非対格動詞で比較的大きな改善がみられた。この結果は、オンデマンド指導を一律に適用するのではなく、文法知識の特性に応じて学習支援や指導モードを設計する必要性を示唆している。本発表では、オンデマンド教材の効果的活用について、文法知識の特性、学習支援（母語を活用したメタ言語的説明など）、指導モード（オンデマンド・対面・ブレンド型など）の観点から考察する。

Attuning to Practice: Affective and Relational Dimensions of the Japanese EFL Classroom (Venue: 21)

Luis G. Colón-Torres (Nagasaki University)

Keywords: practitioner research, classroom practices, qualitative research, teacher education, affective literacy

Research in EFL is heavily focused on the individual and cognitive dimensions of language learning rather than its affective, spatial, and relational dimensions (Pennycook, 2018; Pennycook & Otsuji, 2014; Richards, 2020). In this qualitative practitioner research study, I explored language learning through a post-humanist stance by attending to the tensions of language with bodies, objects, and spaces as they emerged within my teaching practice (Ehret, 2019; Zapata et al., 2018) as an EFL teacher in Japan. Drawing on data from students' introspective comments, alongside my teacher journal and fieldnotes across three semesters of language test preparation, I analyzed our meaning-making practices and the ways in which these practices converged in spatial repertoires (Pennycook, 2018). To do this, I employed a methodology called glimmers, described as "ephemeral, visceral sensations" that illuminate affective experiences both inside and outside of the classroom (Garcia et al., 2020, p. 338). I will present my findings through vignettes to showcase thick descriptions of how these glimmers can reveal examples of the situated and partial dimensions of meaning-making in the Japanese EFL classroom, including moments of silence and moments where student discourse is supported by pedagogical tools. I will conclude by extending an invitation to both teachers and students to attune to their meaning-making practices, reconsider what counts as discussion, and design caring classrooms in which all participants feel safe and welcome.

POSTER PRESENTATIONS

1. Developing Content-based Classroom Materials for SGHSS Students using a Task-based Language Teaching Framework

Sean A. Sullivan (Nagasaki University), Cutrone Pino (Nagasaki University)

Keywords: Task-based Language Teaching (TBLT); Content-based Language Teaching (CBLT); Materials Design/Development

The School of Global Humanities and Social Sciences (SGHSS) at Nagasaki University is a highly interdisciplinary faculty where undergraduate students are challenged to combine and critically synthesize knowledge from a wide range of fields, such as law, economics, politics, sociology, history, and linguistics. At the same time, SGHSS aims to develop students' ability to effectively communicate their knowledge on the global stage through a specialized EFL curriculum known as the KEY Program, which combines skill-focused and EAP courses. The need to address these concurrent objectives, as well as enhance the relevance and effectiveness of the KEY Program for students, has led to the development of tailored learning materials. This presentation describes the process of developing new EFL textbook materials for SGHSS students that draw on Task-based Language Teaching (TBLT) to foster communicative confidence and willingness to communicate, and Content-based Language Teaching (CBLT) to enhance student motivation and engagement. Rather than reducing language learning to a set of language forms to be mastered, the new textbooks encourage students to engage in authentic academic discourse about real-world topics connected to their academic disciplines and future lives. The presentation highlights the rationale behind this approach and illustrates how authentic tasks, meaningful content, and carefully sequenced scaffolding, as well as responsible use of AI, are woven into the materials. By connecting instruction to what students care about and need to communicate, the textbooks aim to build lasting academic literacy and English proficiency rather than surface-level compliance.

2. Exploring the Visual Attention of EFL learners in Integrated Listen-to-Summarise Tasks

Olena Luhovyk (Nagasaki University Graduate School)

Keywords: eye-tracking, L2 listening, integrated tasks

Despite its importance, listening remains one of the least researched language skills, largely because listening comprehension involves cognitive processes that are difficult to observe directly. Eye-tracking technology can offer valuable insights into listening and test-taking processes, since eye-tracking measures, such as fixation duration or fixation count, are often interpreted as indicators of processing effort or directed attention to stimuli (Godfroid, 2020). This study extends previous research examining the role of note-taking in performance on integrated listen-to-summarise tasks (Author, 2025). Although some existing studies have compared the impact of modality (audio and video input) on listening performance (Kwon, 2024; Suvorov, 2009, 2014), only a few have investigated it in the context of integrated listening tasks. This study examines the eye movement patterns of participants while completing two integrated listen-to-summarise tasks, which randomised the audio and video format. A total of 35 students with English proficiency from A2 to C1 CEFR at a Japanese national university took part in the study. The tasks were developed using a Japanese textbook designed for the target audience. Participants' eye movements were recorded using the Tobii Pro 3 Glasses. Thirteen areas of interest (AOIs), including the keyboard and screen, were defined to capture the participants' visual attention to key task components during

the listening and response phases. The findings are expected to provide information on the distribution of visual attention during audio-only and video-based listening tasks, contributing to a better understanding of cognitive processing in L2 integrated listening tasks.

3. Behind Classroom Silence: Examining Types of Silence and Their Underlying Factors

Hitomi Imamura (Nagasaki University Graduate School)

Keywords: silence, motivation, educational strategy, EFL

Previous research has found that classroom silence is multifaceted (e.g., King, 2013) as it is attributed not only to lack of motivation but also to cultural reasons (Harumi, 2011; Kobayashi, 2018). While there are some suspected reasons for silence, the effects of different types of silence on Japanese L2 learners are still not well understood. Therefore, this study focuses on the types of classroom silence to help students engage in class participation, such as which speaking activities Japanese EFL university students tend to remain silent on the most, and which reasons are most strongly correlated with students' tendency to remain silent during classroom speaking activities. Questionnaires (n = 65) and classroom observations in Listening and Speaking I and Reading and Writing I were conducted among the 1st year university students. The questionnaire consisted of 36 items on classroom silence during different activities and two open-ended questions. The preliminary results suggest that one of the common types of silence among students was sharing opinions as a class. Although some stayed silent mostly out of their fear of getting attention from the whole class and making grammatical mistakes, more capable students also remained silent even when they believed their words were worth sharing in a whole class setting. These findings suggest that students often remain silent not because they are unmotivated. These results have important implications for addressing classroom silence and highlighting the need to develop effective strategies to encourage students to speak up more in class without feeling pressured.

4. Reading Processes in Integrated Language Assessment: An Eye-Tracking Study of the English Exam in the Common Test for University Admissions—Preliminary Findings

Natsumi Hoshino (Nagasaki University Graduate School)

Keywords: Common Test for University Admissions, eye-tracking, infographics, integrated reading, language assessment

The English exam of the Common Test for University Admissions (CT) is designed to assess students' ability to integrate information from multiple texts and materials to make reasoned judgments (MEXT, 2017). Although considerable research has examined the processes involved in reading texts and interpreting infographics (e.g., charts, diagrams, and graphs) separately, relatively few studies have investigated how test-takers process tasks that require integrating textual and graphical information in language tests. As part of the larger study, the present study examined whether reading behavior differed by English proficiency by comparing Japanese students at the B1–B2 CEFR levels with those of international students at the C1 CEFR level at university. This study employed an eye-tracking method to measure test-takers' eye movements (i.e., fixation count, total fixation duration, and total visit count) while they completed two tasks (i.e., Task A: Section 3, Task B: Section 4) of the supplementary CT in 2024. No significant differences were found in the Areas of Interest (AOIs) containing infographics for both tasks. This suggests that visual attention to infographics did not differ according to English proficiency. However, Japanese students showed significantly higher Mean Ranks on the eye-tracking measures than international students for the text AOI in Task A, which was relevant to selecting the correct graphical response option. The results highlight how learners with different proficiency levels allocate visual attention during the integration of textual and graphical information. This study contributes to a better understanding of the reading processes involved in integrated

language assessment.

5. Multilingual Voices: Exploring Code-Switching, Code-Mixing, and Cultural Identity

Hakurin Ou (Nagasaki University)

Keywords: code-switching, code-mixing, multilingualism, language choice, cultural identity

To date, previous studies have shown that code-switching, code-mixing, and language borrowing are common in multilingual communication. Most of the research mainly focused on grammar and structure, often in schools or other formal settings. It is widely known that language choice carry social meaning, however there is still a lack of research on how multilingual speakers use different languages in family and social conversations in daily lives. This study aims to examine patterns of code-switching, code-mixing, and language borrowing in natural conversations in multilingual situations. Furthermore, it explores how emotion, audience, and social context influence language choice that can be closely related to cultural identity. The study recruited multilingual speakers who use English, Mandarin Chinese, Japanese, and Hokkien in their daily interaction across different family and social settings. Convenience sampling was used to select participants, and all semi-structured interviews and observation data were fully transcribed and analyzed using a grounded approach to identify recurring patterns related to emotion, context, and identity. The preliminary results show that code-mixing occurred more often than code-switching or language borrowing especially when participants express emotions or interact with close family members. Furthermore, the choice of base language sometimes shifted depending on who they were talking to and the topic of the conversation. These findings suggest that multilingual speakers flexibly draw on their full linguistic resources, and that everyday multilingual language use is closely connected to emotion, cultural identity, and social relationships.

6. The Effects of Topic Familiarity and Task Order on EFL Learners' Speaking Performance

Yuna Miyazaki (Nagasaki University)

Keywords: topic familiarity, task order, fluency, speaking assessment, EFL

Previous studies have shown that topic familiarity influences second language performance, both in receptive and productive activities. (e.g., Li & Yu, 2022; Horiba et al., 2015) Familiar topics have been found to facilitate idea generation, improve writing fluency, and enhance listening comprehension. However, relatively little is known about how topic familiarity affects spoken performance, particularly regarding fluency-related measures such as speech rate, pauses, and repairs. Furthermore, limited research has examined how task order interacts with topic familiarity during speaking tasks. This study investigates the effects of topic familiarity and task order on EFL learners' speaking fluency and explores the strategies EFL learners employ when discussing familiar and unfamiliar topics. This study employed a mixed-methods approach, combining questionnaires, speaking experiments, and follow-up interviews. A topic familiarity questionnaire was administered to identify familiar and unfamiliar topics. Speaking data were collected from 10 Japanese university students (CEFR B1–B2) through four online speaking tasks based on Eiken Grade 1 mock test. Participants completed the tasks in two counterbalanced orders, and the recordings were transcribed and analyzed using fluency measures. Interview data were thematically coded to explore learners' perceptions and speaking strategies. The findings revealed that topic familiarity influenced both the amount and characteristics of spoken production. Less familiar topics elicited more pauses and repairs, while task order also affected learners' fluency. These findings suggest that topic familiarity and task order should be carefully considered in the design of speaking tasks and assessments to better reflect learners' speaking ability.

7. Improving Essay Writing Accuracy Through Exposure to Three Types of Corrective Feedback and Reflection

Hinano Yamada (Nagasaki University, Graduate School)

Keywords: Japanese EFL learners, corrective feedback, self-reflection, writing accuracy, learners' perception

In second language (L2) writing instruction, corrective feedback (CF) plays a crucial role in developing students' linguistic accuracy. Although some studies have conflicting views on CF, more recent studies have shown that CF results in improved accuracy (e.g., Bitchener et al., 2005; Chandler, 2003; Ferris, 2010). Furthermore, some studies argue that CF alone may not guarantee learning gains unless learners actively reflect on and process the feedback (Sachs & Polio, 2007; Suzuki, 2012). While these studies underscore the impact of noticing on L2 writing, there is little empirical evidence on the combined effects of CF and noticing (reflection). This study aims to improve students' essay-writing accuracy through three types of feedback on their writing by adopting the self-reflection method used in Karim and Nassaji's (2020) study (i.e., languaging their thoughts on feedback), as used by Suzuki (2012). The data was collected in an Academic Writing class over the semester at a national university in Japan. This study employed a mixed-methods approach, using questionnaires and focus group interviews to deepen understanding of their perceptions of three types of CFs. Quantitative data on the rate of essay corrections ($n = 93$) were triangulated with qualitative data from participants' written reflections ($N = 31$). Significant findings include participants' preference for direct CF over underlined CF. The metalinguistic explanation had mixed results. This study can contribute to providing insights that can help improve the quality of writing instruction and feedback practices in Japanese EFL classrooms in the future.

TRILATERAL TEACHER TRAINING (TTT) PRESENTATIONS

1. Our Experience with Trilateral Teacher Training and How It Impacted Our Teaching Careers

Hayato Goto (Oita Minami High School)

Karen Hayashi (Kiku Junior High School)

Keywords: Student-centered learning, collaborate, poster, student engagement

Compared to passive lecturing, student-centered learning, which tailors each lesson to students' interests and pace, empowers them to collaborate and achieve lesson goals. This presentation reflects on the transformative journey of participating in Trilateral Teacher Training and its profound influence on the presenters' careers as English teachers. Exposure to the diverse pedagogical frameworks introduced during the program challenged traditional teaching paradigms, shifting the presenters' focus toward student-centered learning. Specifically, it highlighted the value of poster sessions and gallery walks to maximize student engagement. Furthermore, interacting with young Korean and Japanese university students aspiring to be future teachers allowed us not only to build lasting connections, but widened our perspectives of student-centered learning through conducting demo lessons, then discussing key take-aways as a group. To conclude, our experience with Trilateral Teacher Training provided a fresh perspective on English language pedagogy, driving classroom reforms that encourage students to take active ownership of their learning goals.

2. Shaping the Future (TTT and the next generation of English education)

Karen Hayashi (Kiku Junior High School)

Hayato Goto (Oita Minami High School)

Keywords: Trilateral Teacher Training, English Education, CLT

This session will feature three alumni of the Japan–U.S.–Korea English Teacher Training Program, funded by the U.S. Department of State, who will share what they learned through the program with fellow Japanese and Korean participants. As program alumni, the three of us will discuss the communicative language teaching (CLT) skills we acquired and how this training experience has influenced our teaching styles and career paths as English teachers in Japan. Building on this theme, I will also reflect on my current career and discuss the approaches I take in my daily practice to help students improve their English proficiency. Starting with the Trilateral Teacher Training Program, which served as the foundation of our professional journeys, each of the three alumni will share our individual career paths. We will also discuss our passion for English language education and our aspirations for the future.

Using ICT-Based Brain Breaks to Reduce Cognitive Load in Japanese University EFL Classes (Venue: 31)

Jeffery MacPherson (Nagasaki University)

Keywords: brain breaks; University EFL classes; student well-being

Maintaining engagement and motivation among freshmen in Japanese university English-as-a-foreign-language (EFL) classrooms is often challenging due to prolonged class lengths and intense cognitive demands. To mitigate mental fatigue and attention drift, Sweller's (2011) Cognitive Load Theory suggests that structured instructional pauses can reset vital working memory bandwidth. This study investigates the pedagogical impact of integrating ICT-mediated micro-interventions—specifically digital brain breaks using online tools, such as Kahoot, Wayground, and other interactive puzzles and media—within first-year English Communication courses in Nagasaki University's KEY Program. Implemented regularly across multiple classes of 35 students each, these digital activities were deployed during visible periods of cognitive fatigue, or as transitional segues between lesson stages. Grounded in neuro-educational research by Immordino-Yang et al. (2012), these structured breaks facilitate essential cognitive restoration by activating the brain's Default Mode Network during brief periods of non-targeted mental rest. Beyond providing cognitive recovery, these interactive sessions act as informal formative assessment (IFA) tools, and offer vital, yet low-stakes opportunities for learners to display alternative, multi-disciplinary mastery beyond the core curriculum (McDonald, 2019). Furthermore, drawing upon mobile-assisted language learning frameworks, the findings indicate that these intervals address humanistic principles of student well-being, while reducing smartphone separation anxiety by purposefully legitimizing student device usage for collaborative academic play. This presentation concludes by giving a practical overview of classroom observations, student feedback trends, and actionable recommendations for tertiary instructors looking to design principled, multi-disciplinary micro-breaks that balance student wellbeing with communicative university language objectives.

How far can first-year university students progress through four-months of extensive reading? A comparison with long-term extensive readers (Venue: 32)

Naoko Kawakita (Miyazaki Prefectural Nursing University)

Keywords: extensive reading, university students, long-term extensive readers, reading progress

Extensive reading (ER) is widely recognized as a learner-centered approach to language learning that allows learners to choose materials appropriate to their proficiency, interests, and pace. While many studies in Japan have reported the outcomes of short-term ER programs for university students, less attention has been paid to how their development compares with that of long-term ER learners. This study examined the outcomes and limitations of a four-month introductory ER program for first-year university students by investigating the extent of their reading-level development and comparing it with that of learners who had engaged in ER continuously throughout elementary, junior high, and senior high school. Progress was operationalized as the highest graded reader level that students could read comfortably. Reading records from first-year university students were compared with those of 10 long-term ER learners. The results showed that many ER-beginner university students initially struggled to read longer texts and establish reading habits. However, once accustomed to reading, their reading levels increased more rapidly than those of the long-term ER learners. Despite this rapid growth, only a few university students reached the reading levels attained by the long-term ER learners by the end of

junior high school. Individual differences were observed in both groups regarding the time required to become comfortable with extended reading and the rate of reading-level development. These findings suggest that learner-centered ER programs can facilitate growth among university learners, while sustained engagement beginning at an earlier stage may be necessary to achieve higher levels of reading proficiency.

第二言語習得研究における有生性（animacy）の概念と役割 (Venue: 33)

村松 まや（西南学院大学大学院）

Keywords: 有生性、第二言語習得、言語処理

近年の英語学習を対象とした第二言語習得および言語処理に関する研究において、有生性（animacy）は主語の選択や過剰受動化に関わる重要な要因の一つとして捉えられてきた。しかし、名詞句における有生／無生の区別の仕方や、実験変数としての有生性の位置づけは、研究者間で統一されているとは言い難い。言語理論の一つとして広く受け入れられている有生性階層が示すように、名詞句の有生性は「有生か、無生か」という二値的な区別ではなく、段階的な性質として捉えることができる。こうした観点から、名詞句の特性を考慮し、より精密かつ段階的に有生性を捉えた上で実験計画を設定する必要があるのではないだろうか。本研究では、第二言語習得研究を中心に、有生性概念を用いた先行研究のレビューを行う。有生性概念がどのように定義され、言語理論の中でどのような役割を担ってきたのかを明らかにすることを目的とする。また、概念の変遷を整理するとともに、今後の第二言語習得研究において有生性概念を用いる際の課題と可能性を提示したい。

Developing Information Literacy and Critical Thinking Skills in a Japanese University Discussion Course (Venue: 21)

William Collins (Nagasaki University)

Keywords: Information literacy, critical thinking, presentation skills, discussion skills, reflective learning

This presentation will demonstrate the results of a two-year pilot-project on improving Japanese University EFL students' critical-thinking and information literacy in a class focused on discussion and presentation skills. The course is designed to help students research complex and controversial issues like gender-equality, global warming, mass-migration and demographic changes, overpopulation, and competition versus cooperation. Classroom tasks require students to gather data from websites such as Our World in Data and World Values Survey, learn how to interpret and describe data shown in graphs and survey results and use it to bolster or qualify their opinions. Given the intercultural component of the course, students incorporate data and survey results from different regions of the world to make cross-cultural comparisons. The presentation will demonstrate how the two websites are used, the criteria students are given to prepare the content of their presentations and will showcase samples of student presentations.

Analyzing Changes in L2 Writing Performance in ChatGPT-Supported Paragraph Writing: A Many-Facet Rasch Measurement Study (Venue: 31)

Sumie Matsuno (Aichi Sangyo University)

Keywords: ChatGPT-supported writing, paragraph writing, Many-Facet Rasch Measurement; AI feedback

This study examined changes in students' writing performance during a series of ChatGPT-supported paragraph-writing assignments. Students completed ten assignments using the same prompt format. For each assignment, they wrote an English paragraph and received feedback from ChatGPT. Since they also received classroom instruction and repeated writing practice, the study did not aim to claim that ChatGPT feedback alone caused improvement. Instead, it focused on describing how students' writing performance changed over time in a learning context that incorporated ChatGPT feedback. Assignment 4 and Assignment 10 were selected for analysis. Assignment 4 was used as the earlier comparison point because students were considered to have become familiar with the writing procedure by that stage, while Assignment 10 represented the final assignment. The paragraphs from these two assignments were evaluated by both ChatGPT and a human teacher using the same analytic rubric. The human ratings provided a benchmark for interpreting the ChatGPT-based ratings. The rating data were analyzed using Many-Facet Rasch Measurement, with students, assignments, raters, rating criteria treated as relevant facets. This approach allowed the study to examine changes in students' writing performance while considering possible differences in rating severity between ChatGPT and the human teacher. The study contributes to understanding how students' writing performance changes through repeated paragraph-writing practice in a ChatGPT-supported instructional context.

Bridging from High School to College with an Extensive Reading Program (Venue: 32)

Maiko Berger (Ritsumeikan Asia Pacific University)

Keywords: extensive reading, pre-enrollment program, reading in an electronic age

This is a result of mixed-methods action research exploring the freshman students' evaluation of pre-enrollment English assignments at a university. Between 2021 and 2025, English extensive reading assignments were given as part of pre-entrance tasks, following ten principles of extensive reading (Day & Bamford, 2002). Each year, around 400 high school students admitted to the university were assigned to read 60,000 words worth of graded readers while they are still not enrolled. After joining the university, a student feedback survey and follow-up interviews were conducted in 2025 and 2026. About a hundred students responded to the survey each time, and five of them were interviewed. Results showed generally favorable attitudes toward the assignments and periodical feedback they received, which helped confirm the direction of future pre-enrollment assignments. In addition, some critical and useful feedback was gained to make changes to the following year's program. The study shows the pre-enrollment extensive reading assignment enables teachers to gauge the incoming students' English levels, and they also prepare students for their college level reading, vocabulary and mindset. The presenter shares the result together with ideas on how to successfully prepare incoming students for college level English study.

英語学習者の英語力に対する自己認識とAffective Filter：L2 Motivational Self Systemの観点から (Venue: 33)

若芝 青（西南学院大学大学院）

Keywords: 第二言語習得、Affective Filter, L2 Motivational Self System, Recognition Gap

従来の英語教育における英語学習者の情意要因に関する研究では、Krashen (1982) のAffective Filter Hypothesisを中心に、不安や動機づけ、自己効力感などが第二言語習得に与える影響が論じられてきた。一方、Dörnyei (2005), Dörnyei and Ushioda (2009) などのL2 Motivational Self Systemは、将来の理想的な自己像 (Ideal L2 Self) が学習動機を形成することを示している。しかし、学習者が現在の自分の英語力をどのように認識しているのか、また、その自己認識が情意的要因に及ぼす影響については、十分に検討されていない。本研究では、学習者が実際に英語でできることと、学習者自身が認識する英語力との乖離を“L2 Self-Recognition Gap”と捉え、この乖離が言語習得の過程においてAffective Filterに及ぼす影響を検討する。具体的には、CEFR A1レベルの大学生100名を対象にした記述式の質問紙調査を実施し、その回答を基に、自己認識のずれが学習意欲や英語使用への積極性に与える影響を、先行研究の諸概念を参考にしながら整理・分析する。以上により、本研究では理論的な精緻化だけでなく、英語教育における情意的支援への新たな視点を提示することを目指す。

From Assignment to Meaning-Making: A Learner-Centered Framework for Meaningful Communication in First-Year University EFL (Venue: 21)

Michele Ruhl (Nagasaki University)

Keywords: learner-centered EFL, meaningful communication, learner autonomy, perspective expansion, communication courage

Many first-year EFL students enter required communication classes with the belief that speaking and writing are tasks to complete rather than opportunities for meaning-making. This practice-based presentation explores how learner choice can help shift communication from performance toward personal interpretation, reflection, and discovery. In first-year English Communication classes, students choose a film or graded reader, such as *The Wild Robot*, *Mulan*, or *The Picture of Dorian Gray*, and use the Three Bells Framework and Five Meaningful Communication lenses to construct and communicate meaning. The framework invites learners to move across facts, contemporary issues, elephants in the room, big-picture connections, and personal opinions or experiences. Classroom activities include A3 mind maps, recordings, writing, reflection, and discussion. Rather than completing one standardized assignment, students follow a cycle of choosing, communicating, reflecting, and noticing patterns in their own learning. This presentation will share examples of how different students notice different symbols, value different characters, connect stories to East-West perspectives, and express meaning through multimodal forms. Early observations suggest that self-selected communication can support tolerance of uncertainty, more original language use, and a stronger sense of learner autonomy, even when fluency gains vary across students. The presentation argues that learner-centered EFL education does not require removing structure; rather, it requires frameworks that help students use structure to find their own voices. By connecting story, reflection, and communication courage, this approach helps students move beyond task completion and personal opinion toward more empathetic meaning-making across different voices, stories, and perspectives.

KJEC (Korea Japan English Camp)- How one exchange program has grown into a Tri-Lateral Educational Non-Profit Organization (Venue: 32)

Gustvo Yamazaki (KJEC)

Keywords: Tri-Lateral, Experiential, Leadership, Connections, Non-Profit, relationship-centered, experiential learning

This presentation explores the development and impact of the KJEC (Korea Japan English Camp) exchange programs over the past nine years. Since its establishment, KJEC has successfully organized nine face-to-face exchange programs for more than 250 participants, bringing together students and educators from Japan, South Korea, and the United States. This presentation draws on a mixed-method research approach of the nine KJEC exchange programs conducted between 2017 and 2026. The analysis incorporates program documentation, participant feedback, facilitator reflections, and post-program evaluations. The evaluation results are comprised of three key programs: our high school exchange, university exchange, and the pre-service teacher training. Despite these programs having different populations, there was a common goal of increasing participants' English language abilities and promoting future global leaders through the use of cross-cultural understanding and experiential learning. Results from these evaluations highlighted improvements in participants' English conversation skills, greater understanding of other cultures, increased interest in future international travel and intercultural learning, enhanced leadership skills and positive perceptions of the meaningful relationships developed throughout the programs. The retrospective analysis also identified key lessons learned through nearly a decade of program implementation, including the importance of adapting curriculum to participant needs, cultivating long-term institutional partnerships, and placing meaningful interpersonal relationships at the center of international exchange. Together, these findings suggest that sustainable, relationship-centered exchange programs can provide an effective model for preparing globally minded educators while strengthening international collaboration and professional growth.

教えるものと教わるものの目から見た英語言語媒体科目(EMI) (Venue: 33)

増山 みどり (福岡女子大学)

Keywords: EMI、英語学習、教育言語

英語言語媒体科目(EMI)を取り入れる高等教育機関は、日本国内でも増加している。しかしながら、その取り入れ方は様々である。この研究は日本の一大学におけるEMIの現状を取りあげ、記述するために行われた研究の一部であり、特に担当教員と履修学生のEMIの捉え方に焦点を置きまとめている。従ってこの研究の目的は、履修学生と担当教員のEMIの捉え方の違いと合致点を見つけ、EMIの取り入れ方に対し提言を行うことである。2025年度に行われた英語で行われる授業の履修者に19問のアンケートを、授業担当者に12問のアンケートを行いその回答をGoogle Formで回収した。残念ながら有効回答数が少なく（学生63~65、教員11）、分析には割合を用い、自由記述の部分を使用した。分析対象とした項目は、授業の目的の理解、使用言語、英語の難易度、講義内容の理解度、内容理解に影響した要素、学生のみ意見になるが英語力の伸び、苦手分野、伸びた分野である。学生はクラスメイトや担当教員などクラスの構成員に重きを置いているが、教員は授業の構成や講義内容などに注目している。学生のニーズに答えることに加え、授業の内容や構成だけでなく、担当教員個人も授業の重要な要素として扱う必要がある。

PKETA Invited Lecture: Learner Agency in EFL Writing With and Without AI Access (Venue: 31)

Lee, Gayoung (Soongsil University, South Korea)

See page 5.

Developing and Implementing a Self-Directed Grammar Study System (Venue: 32)

Michael Lohr, John Owatari-Dorgan and Hiromi Tanaka (Nagasaki International University)

Keywords: self-directed learning, grammar, writing, digital materials development, dynamic written corrective feedback

The presenters will discuss the methodology and implementation of a weekly self-directed grammar study system, managed by a class instructor in an intensive English program at a private university. Students complete a weekly freewriting exercise and receive automated feedback regarding their grammar. Using this feedback, students select units from one of Cambridge's Grammar in Use textbooks and complete form-focused exercises, with development monitored through individualized weekly quizzes. According to Ferris et al. (2017), self-directed learning is received well when combined with instructor guidance. The system proposed is a variation of Dynamic Written Corrective Feedback (Kurzer, 2018) that automates the feedback stage. The presenters will explore the specific steps taken to develop a comprehensive grammar quiz database and examine the methods used by instructors to oversee the self-directed study system. For example, participants will learn about adapting and expanding textbook questions for use in a similar system in their own classrooms, as well as administering the quiz and evaluation components. Furthermore, the presenters will discuss the overall progress of the project, concluding with practical observations, patterns in student error rates and quiz performance, as well as future plans and improvements.

多文化COIL環境における合意形成プロセスの記述:CCA指標の開発と予備分析 (Venue: 33)

デイヴィス 恵美（大阪成蹊大学）、藤村 敬次（愛知工業大学）

Keywords: Collaborative Communicative Agency (CCA) , COIL, consensus-building, interaction analysis

グローバル化に伴い、多文化背景を持つ人々との協働能力は高等教育の課題である。従来のWTCは発話量や意欲の把握にとどまり、多国籍グループの協働プロセスの記述には限界がある。本研究は、多文化協働における合意形成過程を記述する分析指標としてCCA(Collaborative Communicative Agency)を開発し、その有用性を予備的に検討することを目的とした。OISC(オンライン国際学生会議)の多国籍COILミーティングを対象に、CCAの4要素(Discourse Integration(DI)・Shared Leadership(SL)・Epistemic Stance(ES)・Interactional Resources(IR))を用いて2名がコーディングし、Cohen's $\kappa=0.64$ を得た。分析からは、ファシリテーター機能不十分時に他メンバーがSLを補い合意形成を導く過程、および発話量の多いローコンテキスト的参加者と要所で貢献するハイコンテキスト的参加者の対比からESが合意形成に関与していることが示された。これらはWTCでは捉えにくい役割調整と文化的スタンスの相互作用を、CCAが記述している可能性を示すものである。今後はコーディングの信頼性向上とサンプル拡大を通じ、CCAを多文化協働能力を記述する指標として精緻化することが課題である。

16:00 — 17:30

SYMPOSIUM

Information to be announced

Moderator	MASUYAMA, Midori (Fukuoka Women's University)
Panellists	NISHIKAWA, Mikako (Nagasaki University)
	TBA
Discussant	LEE, Gayoung (PKETA, Soongsil University, South Korea)
Designated Commentator	TAKAGI, Akiko (Aoyama Gakuin University)

Notice to Participants（お知らせ・お願い）

- **Registration:** General Education and Research Bldg. 1st floor
 - **Participation Fee:** Free (JACET members, sponsors, students) / Non-members: ¥1,000
 - **Corporate Sponsors' Exhibition:** 1st & 3rd floors
 - **Luggage:** No cloakroom—please keep your belongings with you
 - **Convenience Store:** LAWSON near the front gate
 - **Lunch:** Bento available (advance order via Google Forms. See page 27.)
 - **Inquiries:** Ask staff at Registration Desk
 - **Parking:** Please use public transport
1. 受付：総合教育研究棟 1階
 2. 参加費：JACET 会員、協賛企業関係者は無料です。非会員の方は、受付で参加費として1,000円を申し受けます。ただし、大学院生・学生は無料です。
 3. 協賛企業展示会場：1階・3階
 4. 荷物預かり：荷物預かりサービス等はありません。各自で管理をお願いします。
 5. コンビニエンスストア：大学正門横に「ローソン」があります。
 6. 昼食：Google Forms にてお弁当の事前申込ができます。27ページをご覧ください。
 7. お問い合わせ：大会当日のお問い合わせは、受付コーナーのスタッフにお尋ねください。
 8. 駐車場（有料）：駐車スペースの関係から公共交通機関をご利用下さい。

Notice to Presenters（発表者の方へ）

- **Presentation Time:** 30 minutes (20 min presentation + 10 min Q&A). No extensions or changes in order.
 - **Equipment Check:** Please check in your presentation room.
 - Morning: after registration until sessions begin.
 - Afternoon: during lunch break until the general meeting.
 - **Handouts:** No copy service available. Please bring materials prepared in advance.
 - ✓ **Please note that moderators will be present for the PKETA invited presentation and the graduate student research presentations, but no moderators will be provided for any other presentations.**
1. 発表時間：30分（発表20分＋質疑応答10分）です。時間の延長、発表順序の変更はできません。
 2. 機器動作確認：各発表教室にて発表者ご自身で行って下さい。午前中は受付後から研究発表開始前までの時間帯、午後は昼食休憩から総会までの時間帯をお願いします。
 3. 当日コピーサービスは利用できません。配付資料等はあらかじめご準備ください。

※PKETA招聘発表、及び、大学院生の研究発表には司会者がつきます。それ以外の発表には、司会者はいませんので注意してください。

Corporate Sponsors（協賛企業）

展示会場：（後日発表）

展示時間：9:40 – 16:00

（順不同）

- 株式会社 朝日出版社
- 株式会社 アルク
- ケンブリッジ大学出版 株式会社
- 株式会社 エル・インターフェース
- 株式会社 EdulinX
- ETS Japan 合同会社
- 株式会社 桐原書店
- 一般財団法人 国際ビジネスコミュニケーション協会
- 株式会社 金星堂
- 正興ITソリューション 株式会社
- オックスフォード大学出版局 株式会社
- 株式会社 成美堂
- 株式会社 三修社
- チエル 株式会社

上記の企業14社様より、本大会への展示による協賛をいただきました。

ありがとうございました。

ACCESS to Nagasaki University 会場アクセス

文教キャンパスへのアクセス

所在地：〒852-8521 長崎市文教町1-14

JR長崎駅から

路面電車：

「長崎駅前」電停から、「赤迫」行きの1番・3番系統の路面電車で「長崎大学」下車、徒歩すぐ

長崎バス：

「長崎駅前」バス停から「時津」「滑石上床」「長与」など1番系統の長崎バスで「長崎大学前」下車、徒歩すぐ

長崎空港から

県営バス：

「長崎空港 4 番のりば」→（昭和町・浦上経由長崎方面行き）→「長大東門前」下車、徒歩すぐ

お車でお越しの皆様へ

原則として300円の入構料金が必要となります。正門より入構し、守衛室にて所定の手続きを行ってください。なお、タクシーで来学された方は入構料が免除となりますので、そのまま入構できます。

※本学での用務等が無い場合は、原則として自動車での入構はできません。



Nagasaki University MAP 大学マップ

Conference Venue (研究大会会場)

General Education & Research Bldg. Blue No.14 総合教育研究棟 (キャンパスマップ青色⑭)



Networking Reception Venue (情報交換会)

Venue: 「イタリアンバル チーノ」, Admission: 5,000 yen

長崎市花丘町1-24 プライムステージ (大学から徒歩10分) Phone: 095-801-5996

https://map.yahoo.co.jp/v3/place/_kKwgmwidJc

Conference Registration, Lunch box & Network reception (参加申し込み・弁当・懇親会)

<https://jacet.fit.ac.jp/custom7.html>

Inquiry (お問い合わせ)

ITO, Akihiro: JACET Kyushu-Okinawa Chapter, Executive Officer

伊藤彰浩 大学英語教育学会 九州・沖縄支部事務局

Email: ito@seinan-gakuin.jp