



The 35th JACET Kyushu-Okinawa Chapter Conference
大学英語教育学会 九州・沖縄支部
第35回支部研究大会

大会テーマ：今求められる英語指導法：本質を求めて

Rethinking English Language Instruction for Contemporary Needs: Seeking the Essence

日 時：2025年10月18日（土）
会 場：福岡工業大学 A棟 1階 （〒811-0295 福岡県福岡市東区和白東3-30-1）
主 催：大学英語教育学会 (JACET) 九州・沖縄支部

Time	Programme	Venue
9:00-	Registration（受付）	1F Hall
9:30-9:50	Opening Ceremony（開会式）	A12
10:00-10:30	Paper Presentation 1（研究発表 1）	A11 & A12
10:35-11:05	Paper Presentation 2（研究発表 2）	A11 & A12
11:10-11:40	Paper Presentation 3（研究発表 3）	A11 & A12
11:45-12:15	Paper Presentation 4（研究発表 4）	A11 & A12
12:15-13:25	Lunch & Exhibition of Corporate Sponsors（昼食・企業展示） Please visit supporting companies' exhibits in the hall.	1F Hall
13:25-13:55	Business Meeting（支部総会）	A12
14:00-15:00	Keynote Lecture（基調講演）（日本語講演）	A12
15:15-16:45	Symposium（シンポジウム）（英語）	A12
16:45-17:00	Closing Ceremony（閉会式）	A12
18:00-20:00	Networking Reception（情報交換会）	Bldg. B OASIS

〈備考〉 企業展示は 9:40～16:00

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Acknowledgements

The Organizing Committee gratefully acknowledges the generosity of Fukuoka Institute of Technology 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 President Riichi Murayama.

謝辞

この度は、福岡工業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、村山理一学長に感謝申し上げます。

JACET九州・沖縄支部 支部長
細川博文

Greetings & Conference Theme

Rethinking English Language Instruction for Contemporary Needs: Seeking the Essence

It is my great pleasure to welcome all participants to the 35th JACET Kyushu-Okinawa Chapter Conference.

English education rests on the foundation of stable, global interaction. Yet, amid worldwide turmoil, young people's focus appears to be turning inward, and their passion for learning English seems to be waning. Ideally, English learning and teaching should be revitalized from the perspective of how to live in a fragile world. However, reality rarely unfolds as we hope. Many approaches have been attempted over the years—CLT, TBLT, CLIL—and more recently, there has been growing anticipation surrounding generative AI. Still, these have not necessarily led to the kinds of breakthroughs that transform the current situation.

*This year, we have chosen the conference theme: **“Rethinking English Language Instruction for Contemporary Needs: Seeking the Essence.”** This reflects our desire to avoid being swayed by short-lived trends, to face reality squarely, and to explore the essence of language pedagogy in order to improve our current practices.*

I sincerely hope that you will enjoy this conference and take away insights that can enrich your classroom teaching.

JACET Kyushu-Okinawa Chapter
Hirofumi Hosokawa, President

大学英語教育学会、九州・沖縄支部 第35回支部研究大会へご参加の皆様にご挨拶申し上げます。

英語教育は、安定したグローバルな交流が基盤となります。世界的な混乱を受け、若者の目が内向きになり、英語学習への情熱が低下しているように感じます。本来は、脆弱な世界をいかに生き抜くかという視点から英語学習・教育が活性化しなければなりません。しかし、理想通りに動かないのが現実であります。指導法につきましても、これまで様々な試みがなされてきました。CLT、TBLT、CLIL、そして最近では生成AIへの期待も高まっています。しかし、それが現状を変えるほどの成果には繋がっていないように思えます。

今回、支部研究大会のテーマを「今求められる英語指導法：本質を求めて」（Rethinking English Language Instruction for Contemporary Needs: Seeking the Essence）といたしました。これは流行に乗った一過性のものに踊らされることなく、しっかりと現実を見つめ、そして、現状を改善するために、「指導法の本質を探りたい」という願いからうまれました。

本研究大会を通して、皆様の英語教育および研究がさらに深まることを心から期待しています。

The 35th JACET Kyushu-Okinawa Chapter

Organizing Committee

President	HOSOKAWA, Hirofumi (Fukuoka Jo Gakuin University)
Vice President	TSUCHIYA, Maiko (Fukuoka Institute of Technology)
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Vice Chair of the Organizing Committee

OZONO, Shuichi (Kyushu Sangyo University)

9:00 —

Registration (受付)

Registration Desk: Open 9:00 am at the entrance hall in Bldg. A. Floor 1.

Please register before attending sessions.

9:30 — 9:50

Opening Ceremony (開会式)

Overall 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 MURAYAMA, Riichi / Fukuoka Institute of Technology, President

総合司会：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・沖縄支部副支部長

会場校挨拶：村山理一学長（福岡工業大学）

Morning Sessions（午前のプログラム） Room: A12

Session Chair: YAMAMOTO, Satomi（Seinan Gakuin University）

Presentation language: Japanese

10:00 — 10:30

AI時代の英語教育における教師の役割

上土井 宏太（熊本大学）

2023年にChatGPTが登場して以来、英語教育へのAI導入に関する研究が活発に行われ、ライティングやスピーキング指導においてChatGPTが有効であることが示されてきた。特にライティング教育においては、正確性や即時性の観点から、これまで課題とされてきたクラスサイズの問題などを解決できる可能性が指摘されている。一方で、AIを導入したとしても教師の役割は依然として重要であり、AIと教師がいかに共存していくかが大きな課題となっている。本研究発表では、実際に行った授業をケーススタディとして取り上げ、AI時代における教師の役割について考察し、議論を深めたい。具体的には、ライティングにおけるAI使用を題材として、文法等の正確性においてはAIを活用することが望まれる一方で、内容のオリジナリティや偏りに関してAI使用における留意点を説明する。最後に、AI時代の今後の大学の英語教育のあり方について、発表者が考える「ベストミックス」を提示したい。

Keywords: AI、英語教育、ライティング、教師の役割

Morning Sessions（午前のプログラム） Room: A12

Session Chair: YAMAMOTO, Satomi（Seinan Gakuin University）

Presentation language: Japanese

10:35 — 11:05

現行指導要領の下での日本人中学生におけるスピーキング能力の考察

上田 倫史（駒沢大学）・ 柏木 哲也（北九州大学）

『平成29・30・31年改訂学習指導要領』では中学校における英語教育においては、コミュニケーション能力の基礎を養うことが強調されている。2021年より開始された英語教育、特に中学校における英語教育の結果、どのような変化が生じているのかについて検証を行うことは重要なことであると思われる。本研究では（1）2021年より開始した、改訂学習指導要領のもとで指導を受けている中学生の英語コミュニケーション能力を測る、（2）現行の学習指導要領での英語指導年数の変化とともに、中学生の英語コミュニケーション能力にどのような変化がみられるかを確認することを目的とする。研究では、中学校3年生約30人よりペアで英語によるコミュニケーションを行う音声データ収集を2023年度と2024年度の2年間で行った。会話の内容を、会話長、TS-Unit、フレーズ数、総単語数、使用されているFormulaic expressionの数などを分析し、流暢さ（単語数/TS-Unit、フレーズ数、Formulaic Expression数）、正確さ（エラーフリーTS-Unit/TS-Unit）、複雑さ（総節数/総TS-Unit）の観点に分けて、年度ごとにどのような違いがあるかを分析した。比較の結果、それぞれの年度の実験参加者の流暢さ、正確さ、複雑さにおける統計的差異は見られなかった。発表では分析結果のより細かい内容を共有するとともに、教科書の分析等の別のデータを示しつつ中学生のコミュニケーション能力について議論を行いたい。

出典：文部科学省『平成29・30・31年改訂学習指導要領』

(https://www.mext.go.jp/a_menu/shotou/new-cs/1384661.htm)

Keywords: コミュニケーション能力、学習指導要領、中学校英語

Morning Sessions (午前のプログラム) Room: A12

Session Chair: YAMAMOTO, Satomi (Seinan Gakuin University)

Presentation language: English

11:10 — 10:40

Beyond Face Value: Unmasking the Challenges Brought about by English Medium Instruction Directives

Brian G. Rubrecht (Meiji University)

Over a decade ago the Japanese Ministry of Education, Culture, Sports, Science and Technology (MEXT) outlined an English-only instructional reform plan with the aim of enhancing English education in Japan. The English Education Reform Plan Corresponding to Globalization (MEXT, 2014) called for gradually increasing English medium instruction (EMI) from pre-tertiary levels. Exhibiting strong face value, the plan was ostensibly meant to promote Japanese students' English abilities, but its greater purpose was the promotion of globalization and the attracting of international students (Bradford, 2018; Chapple, 2015). In time MEXT's EMI push revealed a misalignment between the plan's stated goals and classroom realities in Japan (Aizawa & McKinley, 2020; Qiu, Zheng, & Liu, 2023). A rigid English-only approach hinders both students and instructors, not only because prohibiting the first language (L1) impedes aspects of language learning, but also because it pressures instructors to follow an inflexible model that overlooks pedagogical efficacy and classroom context (Glasgow & Paller, 2016). This tension was highlighted during the COVID-19 pandemic, as emergency remote teaching magnified student disengagement (Aguilera-Hermida, 2020; Agustina, 2023), making EMI implementation even less feasible. Drawing on perspectives from translanguaging and bilingual pedagogy (Cook, 2013; Turnbull & Dailey-O'Cain, 2009), this presentation argues for a critical re-evaluation of EMI approaches, particularly those expounded by MEXT, and challenges the foundational assumption that L1 exclusion is a superior pedagogical method. Cases from Japanese higher education, including that of a Tokyo-based university that recently introduced a new "interactive" English curriculum directly tied to MEXT's English-only directives, will be presented to illustrate both the practical difficulties encountered by students and instructors and the benefits of limited yet strategic L1 inclusion. Such practices foster more effective and equitable learning that better supports learners' contemporary communication needs.

Keywords: Japanese students, English Medium Instruction, L1, MEXT

Morning Sessions (午前のプログラム) Room: A12

Session Chair: YAMAMOTO, Satomi (Seinan Gakuin University)

Presentation language: English

11:45 — 12:15

〈PKETA Presenter〉

Vocabulary Enhancement in University English Classes through Gamification: Affective Experience Comparison

Oh Mi Suk (Gyeongbuk National University)

This study examines the effects and students' perceptions of using the QuizN game app for gamification in EFL college English courses. Four classes were divided into experimental and control groups at beginner and intermediate levels to compare vocabulary improvement and affective domains, including emotional response and course satisfaction. Results showed that, except for the intermediate control group, all other groups improved their post-test vocabulary scores. Both beginner groups showed similar improvements in vocabulary scores, though the control group performed slightly better than the gamified group. In contrast, the control group in the intermediate level had lower post-test scores, likely due to decreased participation towards the end of the semester. However, the intermediate experimental group still showed significant improvement over the control group. Additionally, survey results of affective domain indicated that both experimental groups had more positive perceptions than the control groups. Plus, open-ended responses from two experimental groups suggested that gamification enhanced engagement and motivation for vocabulary learning. This study highlights the potential of gamification to improve vocabulary acquisition and affective outcomes in EFL courses.

Keywords: Gamification, Vocabulary Acquisition, Affective Domain, EFL, Student Engagement

Oh Mi Suk is a lecturer at the Language Center of Gyeongbuk National University, where she teaches English as a general subject as well as for English major students. Her current research interests include teaching methods, educational technology (Edu-tech), and second language acquisition (SLA).

PKETA : Pan-Korea English Teachers Association

Morning Sessions (午前のプログラム) Room: A11

Session Chair: Brown, Kathleen (Kurume University)

Presentation language: English

10:00 — 10:30

Debate Instruction in the Introductory Stage Towards the Development of Learner Autonomy

Takuji Akiyama (Saga Prefectural Miyaki Senior High School) ·

Mikako Nishikawa (Nagasaki University)

To develop skills for a sustainable global society, it is essential to promote English as a communication tool across all school levels (MEXT, 2023). However, recent surveys have revealed a concerning decline in students' motivation to learn English, from 81.7 % in grade 9 to 63.0 % in grade 12 (Benesse, 2022). To close this gap, this action research aims to gain insights into the change of learner autonomy (LA) in debate activity, which promotes learners to take responsibility for their own learning (Benson 2006; Little 2007). This pre-and post-design study involved 77 Grade 11 students divided into control (n = 39) and treatment groups (n = 38). The students in the treatment group formed a self-selected group and selected debate topics rather than teacher-led instruction. All participants completed pre- and post-LA questionnaires, and semi-structured interviews were conducted with three students from each group. The Mann–Whitney U test between the control and treatment groups showed more significant variables at the pre-survey stage than at the post-survey stage, suggesting that the groups closed the gap through debate activities. The findings revealed that students with lower LA benefited from autonomy in forming groups and selecting topics, whereas students with moderate to high LA preferred teacher-led grouping and randomly assigned topics. The interview results indicated that those with moderate to high LA valued the challenges of encountering unexpected topics and opinions that differed from themselves and their friends. These findings imply that teachers should consider students' LA levels when designing classroom activities.

Keywords: Learner Autonomy, Debate, Questionnaire, Semi-structured Interview

Morning Sessions (午前のプログラム) Room: A11

Session Chair: Brown, Kathleen (Kurume University)

Presentation language: English

10:35 — 11:05

Eye-Tracking Study: The Impact of Infographics on Reading Tasks in the English Common Test for University Admission

Natsumi Hoshino (Nagasaki University Graduate School) ·

Mikako Nishikawa (Nagasaki University)

In 2021, the English Common Test (ECT) replaced the National Center for University Admissions in Japan. The new format of the ECT includes infographics (e.g., charts, tables, and figures) in reading tests, which are intended to test students' fundamental academic English skills that emphasize their abilities to think, judge, and express themselves (MEXT, 2021). Critics argue that the current format, which uses multiple infographics, does not capture these competencies, as the complexity of integrated tasks poses significant cognitive challenges (Kondo & Miyao, 2023; Niimi, 2021). To deepen the understanding of how infographics influence Japanese EFL students' performance in reading comprehension tasks, this study aims to explore the cognitive challenges faced by test-takers, given the types of infographics in reading tasks, using an eye-tracking method. Participants from a Japanese national university (n = 20) with a humanities background took two sections of the ECT with one and multiple infographics to answer multiple-choice questions, followed by questionnaires that helped gain insight into the students' perceptions of the test and the types of strategies applied. The preliminary findings suggest that a section with multiple infographics had more item misfit, as reported in the Rasch analysis, confirmed by item discrimination. Eye-tracking data also indicate that certain areas of visual attention are predictive of students' cognitive challenges with certain types of infographics, which is also confirmed by the chi-square tests using the questionnaires and scores. This study has implications for improving certain question prompts that require greater visual attention and cognitive effort.

Keywords: Eye-tracking, English Common Test, University Admissions, Infographics, Reading

Morning Sessions (午前のプログラム) Room: A11

Session Chair: NISHIKAWA, Mikako (Nagasaki University)

Presentation language: English

11:10 — 10:40

Pilot Study: Working Memory in L2 Listening Across Two Integrated Listening Tasks

Olena Luhovyk (Nagasaki University)

Drawing on the initial phase of an ongoing doctoral project, this study presents preliminary results concerning working memory (WM), which can help investigate the differences in test takers' performance between audio- and video-based integrated listening tasks. WM capacity plays an essential role in L2 listening comprehension. Working memory, sometimes described as short-term memory, refers to the cognitive system that allows information to be temporarily stored and manipulated while individuals perform mentally demanding activities, including reasoning, comprehension and learning (Conway et al., 2007). Research shows that the WM capacity is closely related to language ability: second language (L2) learners with greater working memory resources tend to perform better than those with more limited capacity (Satori, 2012). However, the role of WM in L2 listening comprehension remains largely unexplored. This study employed the Listening Span Test (LTS) adapted from Daneman and Carpenter (1980). Using Psychopy® (Ver. 2025.2.1), an experiment was developed to automate the LTS procedures. Data were collected from Japanese EFL learners at university (n=12). Listeners were presented with 15 sets of audio input (sentences and letters after each sentence) of various sizes. The participants were tasked with judging whether the sentences made sense and recalling, in serial order, all the letters presented (3-7 sentences and letters in each set). WM capacity was measured based on the number of sets perfectly recalled. In this presentation, preliminary findings will be reported on the process of developing an automated LTS suited for the project, its initial findings, and the implications of this study.

Keywords: L2 learning, working memory, listening span test

Morning Sessions (午前のプログラム) Room: A11

Session Chair: NISHIKAWA, Mikako (Nagasaki University)

Presentation language: English

11:45 — 12:15

Exploring Students' Self-Reflecting Practice during TOEFL ITP

Test-Preparation Sessions

Luis Colón (Nagasaki University)

While research on EFL test preparation in Japan emphasizes strategy instruction and score gains, little attention has been paid to self-reflection and peer review (Fukuda, 2018; Kamikura, 2006; Kurihara, 2017; Mohamed Jamrus & Razali, 2019). Framed within self-regulated learning (SRL) as a social-cognitive perspective (Zimmerman & Schunk, 2004), this study examined how codes in students' reflective comments aligned with broader themes (affective, language knowledge, metacognitive, practice effects) and how these related to TOEFL ITP post-test performance in total and in the listening, grammar, and reading sections. Thirty-five Japanese university students completed a ten-week program that included strategy instruction, practice tests, and peer discussions. We analyzed 1,737 self-assessments and comments, coding themes such as strategy use, metacognitive monitoring, language knowledge, affective factors, and speed or stamina. Spearman correlations linked these measures to post-test outcomes. Skill-specific reflections showed positive associations with matching sections; notably, metacognitive reflections correlated with Grammar, $\rho(33) = .37$, $p = .031$. In-class metacognitive processes correlated with the post-test total for mock-test reflections, $\rho(33) = .34$, $p = .048$, and practice-effects reflections also correlated with the total, $\rho(33) = .36$, $p = .033$. Non-specific or language-knowledge-only notes showed weaker, inconsistent links. Note-taking and pacing were frequent student concerns. Findings suggest that brief reflection and peer discussion, used to support planning, monitoring, and adjustment, together with consistent completion of checkpoint assessments, can support stronger post-test performance. The study contributes to EFL assessment by showing that self-reflection is a measurable factor linked to test performance and learner autonomy.

Keywords: self-reflection, self-regulated learning, metacognitive monitoring, peer discussion, TOEFL ITP preparation

14:00 — 15:00

基調講演

「学修者本位の教育」の実現に向けて —生成AI時代に学生のエージェンシーを育むために—

講演者： 山田剛史 教授

近年、高等教育において「学修者本位の教育」の実現が強く求められている。ディプロマ・ポリシーに基づく教育課程の体系化や学修成果の可視化は進展している一方で、学生一人ひとりが自ら学びを方向づけ、周囲に働きかける「エージェンシー」を十分に発揮できているとは言い難い現状がある。さらに生成AIの急速な普及は、学習過程や評価の在り方を大きく変えつつあり、学生の主体性をいかに支え育むかが新たな課題となっている。本講演では、まず高等教育政策の動向を手がかりに学修者本位の教育の理念と方向性を概観する。次に、学生の学習実態に関するデータや実践事例を踏まえ、エージェンシー育成における要点や課題を検討する。そして、生成AI時代における教育の可能性として、青年期や現代大学生の特徴を踏まえた教育・学習環境のデザイン、AIを活用した教育実践と学習支援の展開、社会や地域とつながる実践の創出といった視点から展望を描く。参加者と共に、学生のエージェンシーを軸に据えた「学修者本位の教育」の本質を問い直す契機としたい。

■ 山田剛史 (やまだ つよし) 関西大学 教育推進部 副部長・教授 (略歴)

関西大学教育推進部副部長・教授。博士（学術／神戸大学，2005年）。島根大学教育開発センター専任講師・准教授・副センター長，愛媛大学教育・学生支援機構教育企画室准教授・副室長，京都大学高等教育研究開発推進センター・大学院教育学研究科准教授を経て，2020年10月より現職。現代社会と青年心理を踏まえた教育開発を専門とし，学修者本位の教育の推進に取り組んでいる。また，中等教育における探究学習や，アントレプレナーシップ教育，PBL，地域協働型教育の導入を通じ，学生が自らの学びを方向づけ，社会とつながる力を育むことを重視している。教育政策と教育現場，理論と実践を架橋し，未来志向の学校教育を構想・創造することをライフワークとしている。その他，詳細はHP (<http://yamatumyo.com>) にて。

Afternoon Sessions (午後のプログラム) Room: A12

Session Chair: BROWN, Kathleen (Kurume University)

Language: English

15:15 — 16:45

SYMPOSIUM

Rethinking English Language Instruction for Contemporary Needs: Seeking the Essence

Moderator & Panellist	HOSOKAWA, Hirofumi (Fukuoka Jo Gakuin University)
Panellists	KAWAKITA, Naoko (Miyazaki Prefectural Nursing University)
	TSUCHIYA, Maiko (Fukuoka Institute of Technology)
Discussant	OH, Mi Suk (PKETA, Gyeongbuk National University, Korea)
Designated Commentator	YAMADA, Tsuyoshi (Kansai University)

Introduction

The 35th JACET Kyushu-Okinawa Chapter Conference will take place under the theme “*Rethinking English Language Instruction for Contemporary Needs: Seeking the Essence.*”

In the past three decades, we have witnessed the rise of CLT, TBLT, CLIL, EMI, the spread of the internet, the expansion of online education during the pandemic, and the rapid emergence of generative AI such as ChatGPT. These developments have changed the world and inevitably shaped English education. Yet, despite such shifts, Japanese learners’ English proficiency has not dramatically improved, and doubts remain about whether AI truly contributes to human well-being.

This symposium therefore asks a fundamental question: *What kind of English instruction is truly needed today?* We argue that the key lies in restoring the “voice” or “will” of learners, which has too often been overshadowed by the emphasis on teaching methods and knowledge transmission. Learning can only take root when learners reclaim their own agency.

Teaching methods and AI are tools, not the essence of education. With this in mind, the symposium will provide time for dialogue with participants, aiming to open new perspectives for the future of university English education.

Panellist 1: Tsuchiya, Maiko

I would like to share my thoughts on what is now required in a student-centered class. I believe it is a class that encourages students to take action for learning. More precisely, it is a class that helps students have the will to change their way of learning.

Many students say they cannot get motivated and expect something external to raise their motivation. Teachers try to design classes that enhance motivation. However, there has been little significant change so far. This may be because students themselves have not taken the action necessary to move out of their unmotivated states. Naturally, nothing will happen unless one takes action.

In this presentation, I will introduce a case study in which formative feedback was implemented to initiate and promote students' self-regulated learning. As a result, most of them increased their self-efficacy and began to take specific actions to improve their learning.

Panellist 2: Kawakita, Naoko

Some students in non-English-major departments feel that English is required for graduation but unrelated to their professional areas, which tends to make them less proactive in learning English. Many nursing students seem to wonder why they still need to study English at university when only a few nurses will work overseas, read academic papers in English or present at international conferences. Therefore, I argue that a crucial first step in English education for nursing students is to make them convince themselves why "English" learning is necessary for all nursing students. I believe that for students aiming to become professionals, motivation for learning "English" starts with believing that "it" is necessary for their future as the ideal professionals they desire to be.

This presentation will introduce the English curriculum designed in accordance with the philosophy of nursing education at our university, specifically highlighting second-year courses aimed at developing attitudes toward cross-cultural understanding and communication for nursing students, as well as examples of international exchange programs.

Panellist 3: Hosokawa, Hirofumi

I argue that learners have lost their voices as they try to absorb the vast amount of knowledge presented in primary and secondary education. In English classes, students spend much of their time learning vocabulary and grammar, and interpreting teacher-provided passages. While these practices are valuable, something essential may have been lost in the process—their *voices*.

True communication begins when learners have something they want to express. When they possess thoughts, ideas, and opinions, they will try to communicate them—even if their English is imperfect. However, English education in Japan has often placed knowledge before voice, assuming that once students acquire knowledge, communication will naturally follow.

In this presentation, I will introduce two of my teaching activities: (1) a "one-minute talk" at the start of class, and (2) a two-year research project in my seminar courses. Through these activities, students gradually begin to express their ideas and research findings, thereby regaining their *voices*.

Contributors

TSUCHIYA, Maiko is Professor of English Education at the Center for Liberal Arts, Fukuoka Institute of Technology. She primarily teaches English as part of the general education curriculum. Her current research focuses on formative feedback that promotes self-regulated learning. She is the author of *Jikochosei Gakushu to Keiseiteki Feedback* (2023, Kinseido). She also serves as the lead planner for initiatives to foster feedback literacy and learner autonomy at her institution.

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KAWAKITA, Naoko is Professor of English as a foreign language (EFL) at Miyazaki Prefectural Nursing University, where she teaches English and cross-cultural understanding to nursing students, while involved in planning and managing international exchange programs for nursing students. As part of her community contribution project, she has also run 'Terakoya English', a weekend English program for elementary, junior and senior high school students, aiming to cultivate and sustain young learners' motivation to study English. Her current research interests include the effects of cross-cultural experiences on nursing students, longitudinal observation of extensive readers, and corpus analysis.

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HOSOKAWA, Hirofumi is Professor of Applied Cognitive Linguistics in the Department of English as a Global Language, Faculty of International Career Development, at Fukuoka Jo Gakuin University. He holds master's degrees from Georgetown University and the University of Oxford. His research interests include classroom interaction, reading comprehension, communicative English teacher training, and cognitive approaches to English language learning and teaching. He has contributed chapters to *A Series of Studies on English Education, No. 10: Theory and Practice in Reading and Writing* (2010, Taishukan) and *Ninchi Gengogaku Kenkyu no Hirogari* (2018, Kaitakusha).

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OH, Mi Suk is a lecturer at the Language Center of Gyeongbuk National University, where she teaches English as a general subject as well as for English major students. Her current research interests include teaching methods, educational technology (Edu-tech), and second language acquisition (SLA).

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16:45 — 17:00

Closing Ceremony (閉会式)

OZONO, Shuichi / Vice Chair of the Organizing Committee (Kyushu Sangyo University)

支部研究大会副委員長：大園修一（九州産業大学）

18:00 — 20:00

Networking Reception (情報交換会)

Bldg. B, 1F, Restaurant **OASIS** (B棟 1階 レストラン **OASIS**)

Admission: 5,000 yen



Corporate Sponsors (協賛企業)

展示会場 : A11・A12教室前 1階ホール

展示時間 : 9:40 – 16:00

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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。

Notice to Participants (お知らせ・お願い)

- **Registration:** Bldg. A. Hall (Pre-registration: <https://jacet.fit.ac.jp/custom21.html>)
 - **Participation Fee:** Free (JACET members, sponsors, students) / Non-members: ¥1,000
 - **Exhibition:** Bldg. A. Hall
 - **Luggage:** No cloakroom—please keep your belongings with you
 - **Convenience Store:** 7-Eleven (1 min walk)
 - **Lunch:** Bento available (advance order via Google Forms)
 - **Inquiries:** Ask staff at Registration Desk
 - **Access:** JR Fukkodaimae Station directly connected to campus
 - **Parking:** Free but limited → Please use public transport
1. 受付：1階ホールにて行います。事前登録を行ってください：<https://jacet.fit.ac.jp/custom21.html>
 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. 展示会場：1階ホールにてご覧いただけます。
 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：会場から徒歩1分の場所にセブンイレブンがありますのでご利用下さい。
 6. 昼食：Google Formsにてお弁当の事前申込ができます。
 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. 公共交通機関（JR福工大前駅）が大学と繋がっています。
 9. 駐車場（無料）は利用できますが、スペースに制限があります。公共交通機関をご利用下さい。

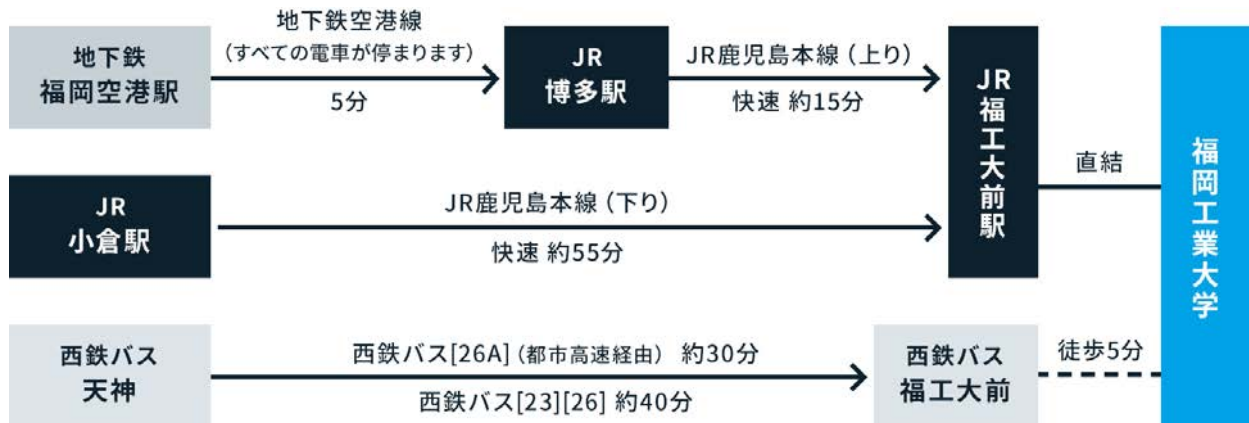
Notice to Presenters (発表者の方へ)

- **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.
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 - **Handouts:** No copy service available. Please bring materials prepared in advance.
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にお願いします。
 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。

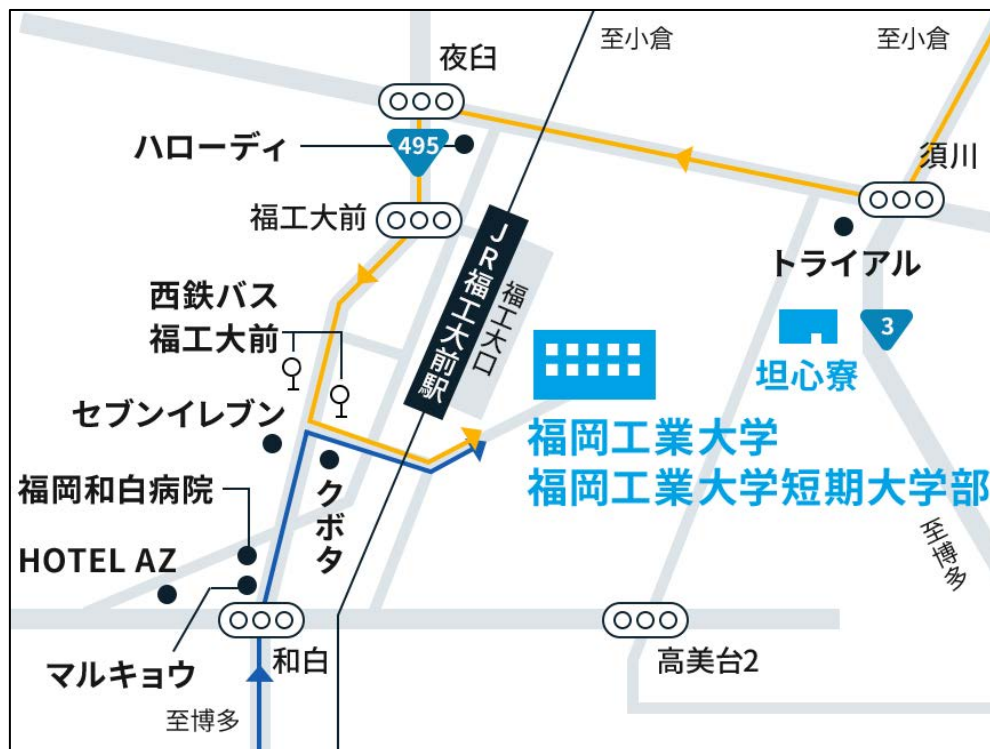
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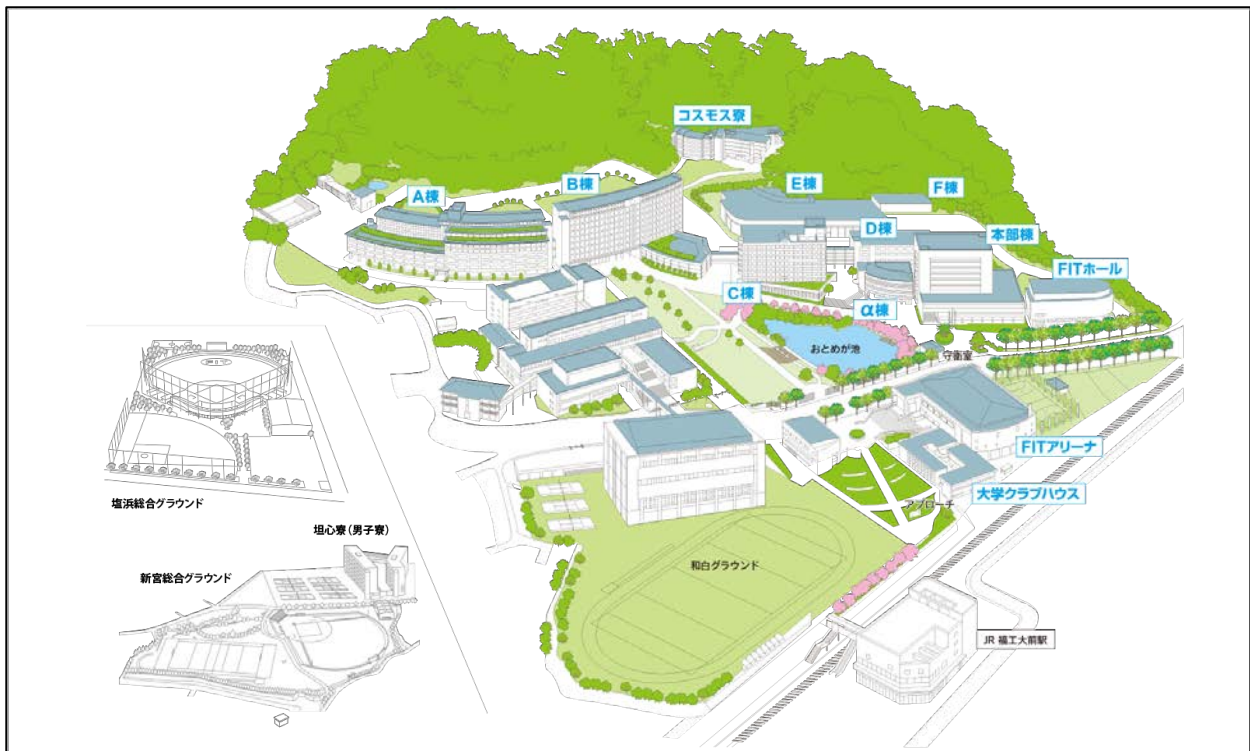
FIT MAP 大学マップ

Conference Venue (研究大会会場)

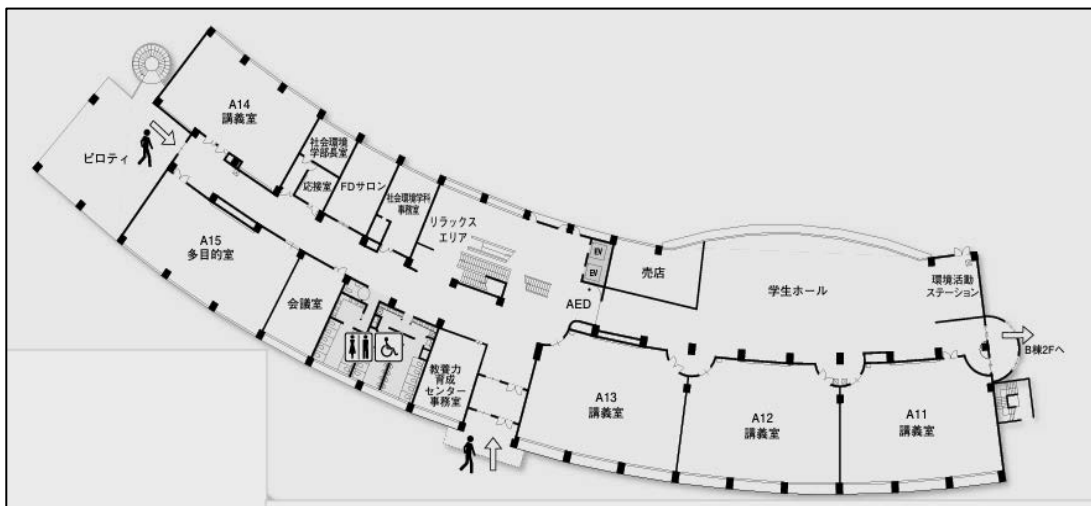
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Networking Reception Venue (情報交換会)

Bldg. B, 1F, Restaurant OASIS, Admission: 5,000 yen



Conference Venue: Bldg. A, 1F



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

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