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Nationality: United States of America

D. o. B. - 1982 May 26

Residence: Tokyo, Japan (Permanent Resident)

Google Scholar H-index: 18

Citations: 1982+ (1699+ since 2020)

ResearchGate Research Interest Score: 1624 (Top 1% for Language Education)

Professional Profile

A dedicated and highly-cited professor and researcher with extensive experience in English language education in Japan. Recognized as a leading expert on student motivation and engagement, with significant contributions to national curriculum development through textbook consultation and the creation of innovative digital assessment tools. Proven ability to secure competitive research funding, work with local educational institutions, and lead international collaborations. High level data analytics skills. Successful leader of an academic department comprising both Japanese and foreign nationals. Also a decorated elite athlete and certified coach.

Contributions to Japanese Education

- **Textbook Editor, Consultant & Contributor:**
 - **Keirinkan Publishing:** Served as a key contributor to the national elementary and junior high school English textbooks, *Blue Sky Elementary* and *Blue Sky English Course*, shaping language education for students across Japan.
 - [Blue Sky Elementary](#)
 - [Blue Sky English Course](#)
- **Digital Assessment Tool Development:**
 - **Lead Developer, Building Blocks:** Co-developed "Building Blocks," a free, public digital assessment platform in collaboration with the University of Hong



Kong. This adaptive, gamified web portal supports English language assessment for elementary school students.

- [Building Blocks Platform](#)
- **Recognized Public Expert on English Education:**
 - Featured expert on motivation in Japanese English education.
 - [Bilingual Science Institute Interview \(2024\)](#)
 - [Student motivation in elementary and junior high school \(2024\)](#)

Academic Qualifications

- **03/2015: Ph.D. in Education (Content Area Instruction - English)**
 - Hyogo University of Teacher Education
 - *Thesis: Student engagement and motivation in primary foreign language classes: A mixed-methods longitudinal study*
- **08/2007: Master of Science in Education (Curriculum, Instruction, and Technology)**
 - Temple University, Philadelphia, PA / Tokyo, Japan
- **05/2003: Bachelor of Arts (English)**
 - Oberlin College, Oberlin, OH

Language Skills:

- **English:** Native speaker
- **Japanese:** Fluent working capacity (CEFR C1)
- **Spanish:** Daily conversation (CEFR B1-B2)

Employment History

- **09/2024 – Present: Head of Department**, Department of English Language & Literature, Waseda University
- **04/2018 – Present: Professor**, Waseda University, School of Education
- **04/2017 – 03/2018: Associate Professor**, Waseda University, School of Education
- **04/2014 – 03/2016: Deputy Director of International Relations**, Fukuoka University of Education
- **04/2012 – 03/2017: Associate Professor**, Fukuoka University of Education,



Department of English Language Education

Awards & Recognition

- **Athletic Achievements**
 - **2023:** All-American Triathlete
 - **2022 & 2023:** Japan National Age Group Champion - Sprint Triathlon
- **Professional Certification**
 - USA Triathlon Licensed Coach (Level 1)
- **Academic Awards**
 - **2021:** Waseda University High-Impact Publication Award
 - **2015:** Global SELF Research Network Commended PhD Thesis Award
 - **2015:** Hyogo University of Teacher Student Award

Publications

Oga-Baldwin, W. L. Q., Al-Hoorie, A. H., & Hiver, P. (2025). Is “the L2 Learning Experience” Simply Intrinsic Motivation by Another Name? A Content Validity Analysis. *Studies in Second Language Acquisition*.
<https://doi.org/10.1017/s0272263125100880>

Oga-Baldwin, W. L. Q., & Fryer, L. K. (2025). If I think I can, I will: Introduction to the special issue on ability beliefs. *Studies in Second Language Learning and Teaching*, 15(2), 215–226. <https://doi.org/10.14746/ssllt.48222>

Oga-Baldwin, W. L. Q., & Ryan, R. M. (2025). Competence need satisfaction in language learning (and beyond): Current state of the evidence and directions for exploration. *Studies in Second Language Learning and Teaching*, 15(2), 279–299. <https://doi.org/10.14746/ssllt.48236>

Nakata, Y., **Oga-Baldwin, W. L. Q.,** & Tsuda, A. (2025). Student perceptions of feedback and self-regulated language learning: A mixed-methods investigation. *System*, 131, 103654. <https://doi.org/10.1016/j.system.2025.103654>

Oga-Baldwin, W. L. Q. (2024). Validation crisis: A response to Al-Hoorie, Hiver, and In'nami (2024). *Studies in Second Language Acquisition*, 1–13. <https://doi.org/10.1017/s0272263124000597>



- Hirosawa, E., Kono, Y., & **Oga-Baldwin**, W. L. Q. (2024). The structure of ability beliefs in EFL classrooms: A cross-theoretical analysis bridging self-efficacy and perceived competence needs satisfaction. *System*, 124, 103383.
<https://doi.org/10.1016/j.system.2024.103383>
- Kono, Y., Hirosawa, E., & **Oga-Baldwin**, W. L. Q. (2024). Some language learners don't want help: Self-efficacy and teacher support in primary school foreign language classrooms. *Language Teaching Research*, 13621688241305750.
<https://doi.org/10.1177/13621688241305750>
- Liang, L., **Oga-Baldwin**, W. L. Q., Nakao, K., Fryer, L. K., & Shum, A. (2024). Transitioning from paper to touch interface: Phoneme-grapheme recognition testing and gamification in primary school classrooms. *Technology in Language Teaching & Learning*, 6(2), 1–14. <https://doi.org/10.29140/tltl.v6n2.1067>
- McEown, K., McEown, M. S., & **Oga-Baldwin**, W. L. Q. (2024). The role of trait emotional intelligence in predicting academic stress, burnout, and engagement in Japanese second language learners. *Current Psychology*, 43(2), 1395–1405.
<https://doi.org/10.1007/s12144-023-04296-8>
- Al-Hoorie, A. H., **Oga-Baldwin**, W. L. Q., Hiver, P., & Vitta, J. P. (2022). Self-determination mini-theories in second language learning: A systematic review of three decades of research. *Language Teaching Research*, 136216882211026.
<https://doi.org/10.1177/13621688221102686>
- Hirosawa, E., & **Oga-Baldwin**, W. L. Q. (2022). Surveys and Questionnaires with Young Language Learners. In *Research Methods for Understanding Child Second Language Development*. Routledge.
- Liu, M., & **Oga-Baldwin**, W. L. Q. (2022). Motivational profiles of learners of multiple foreign languages: A self-determination theory perspective. *System*, 106, 102762.
<https://doi.org/10.1016/j.system.2022.102762>
- Nakao, K., **Oga-Baldwin**, W. L. Q., & Fryer, L. K. (2022). Phonemic Awareness as a Fundamental Listening Skill: A Cross-sectional Cohort Study of Elementary School Foreign Language Learners. *The Journal of AsiaTEFL*, 19(2), 609–618.



<https://doi.org/10.18823/asiatefl.2022.19.2.13.609>

Oga-Baldwin, W. L. Q., Parrish, A., & Noels, K. (2022). Taking Root: Self-Determination in Language Education. *Journal For the Psychology of Language Learning*, 4(1).

<https://www.jppll.org/index.php/journal/article/view/145>

Oga-Baldwin, W. L. Q. (2020). Show Them How, but Don't Intrude: Autonomy Support Promotes EFL Classroom Attendance and Achievement, Teacher Control Hinders It. *The Language Teacher*, 44(3), 3. <https://doi.org/10.37546/jaltlt44.3-1>

Oga-Baldwin, W. L. Q., & Fryer, L. K. (2020a). Profiles of language learning motivation: Are new and own languages different? *Learning and Individual Differences*, 79, 101852. <https://doi.org/10.1016/j.lindif.2020.101852>

Oga-Baldwin, W. L. Q., & Fryer, L. K. (2020b). Girls show better quality motivation to learn languages than boys: latent profiles and their gender differences. *Heliyon*, 6(5), e04054. <https://doi.org/10.1016/j.heliyon.2020.e04054>

Oga-Baldwin, W. L. Q., & Nakata, Y. (2020). How teachers promote young language learners' engagement. *Language Teaching for Young Learners*, 2(1), 101–130. <https://doi.org/10.1075/ltl.19009.oga>

Oga-Baldwin, W. L. Q. (2019). Acting, thinking, feeling, making, collaborating: The engagement process in foreign language learning. *System*, 86, 102128. <https://doi.org/10.1016/j.system.2019.102128>

Oga-Baldwin, W. L. Q., Fryer, L. K., & Larson-Hall, J. (2019). The critical role of the individual in language education: New directions from the learning sciences. *System*, 86, 102118. <https://doi.org/10.1016/j.system.2019.102118>

Fryer, L. K., & Oga-Baldwin, W. L. Q. (2019). Succeeding at junior high school: Students' reasons, their reach, and the teaching that h(inders)elps their grasp. *Contemporary Educational Psychology*, 59, 101778. <https://doi.org/10.1016/j.cedpsych.2019.101778>

McEown, M. S., & Oga-Baldwin, W. L. Q. (2019). Self-determination for all language learners: New applications for formal language education. *System*, 86, 102124.



<https://doi.org/10.1016/j.system.2019.102124>

Oga-Baldwin, W. L. Q., & Fryer, L. K. (2018). Schools can improve motivational quality: Profile transitions across early foreign language learning experiences. *Motivation and Emotion*, 42(4), 527–545. <https://doi.org/10.1007/s11031-018-9681-7>

Oga-Baldwin, W. L. Q., & Nakata, Y. (2017). Engagement, gender, and motivation: A predictive model for Japanese young language learners. *System*, 65, 151–163. <https://doi.org/10.1016/j.system.2017.01.011>

Oga-Baldwin, W. L. Q., Nakata, Y., Parker, P., & Ryan, R. M. (2017). Motivating young language learners: A longitudinal model of self-determined motivation in elementary school foreign language classes. *Contemporary Educational Psychology*, 49, 140–150. <https://doi.org/10.1016/j.cedpsych.2017.01.010>

Fryer, L. K., & **Oga-Baldwin, W. L. Q. (2017).** One more reason to learn a new language: Testing academic self-efficacy transfer at junior high school. *Frontline Learning Research*, 5(4), 61–75. <https://doi.org/10.14786/flr.v5i4.301>

Huang, C. J.-L., & **Oga-Baldwin, W. L. Q. (2015).** Assessing Outcomes of Teacher Education: Quantitative Case Studies From Individual Taiwanese and Japanese Teacher Training Institutions. *The Asia-Pacific Education Researcher*, 1–13.

Oga-Baldwin, W. L. Q. (2015). Supporting the Needs of Twenty-First Century Learners: A Self-Determination Theory Perspective. *Motivation, Leadership and Curriculum design, Engaging the Net Generation and 21st Century Learners*. 25–36. https://doi.org/10.1007/978-981-287-230-2_3

Oga-Baldwin, W. L. Q., & Nakata, Y. (2015). Structure also supports autonomy: Measuring and defining autonomy-supportive teaching in Japanese elementary foreign language classes. *Japanese Psychological Research*, 57(3), 167–179. <https://doi.org/10.1111/jpr.12077>

Research Funding From Competitive Tenders

- **Principal Investigator (2023–2028):** JSPS KAKENHI Grant (B) - "Digital building



blocks of elementary school foreign language reading motivation" - **¥13,680,000**

- **Principal Investigator (2016–2020):** JSPS KAKENHI Grant (C) - "The Development of Foreign Language Motivation in Secondary School" - **¥2,400,000**
- **Principal Investigator (2012–2015):** JSPS KAKENHI Grant - "Elementary Foreign Language Engagement and Motivation" - **¥2,860,000**

Recent International Collaborations

- **2025:** Special Issue, *Studies in Second Language Learning and Teaching* (University of Hong Kong)
- **2019-Ongoing:** Building Blocks of language development (University of Hong Kong, Seinan Gakuin University, University of Connecticut).
- **2022:** Special Issue, *Journal for the Psychology of Language Learning* (University of Alberta, University of Sheffield).
- **2020-2022:** Systematic Review of Self-Determination in FL Education (Royal Commission for Jubail and Yanbu, Florida State University, Kyushu University).

Ongoing Projects:

- **2025~** Global Motivational Instrument Database and Encyclopedia Development
- **2024~** Goal Contents for Language Education: A Cross-Cultural Examination
- **2023~** Digital building blocks of elementary school foreign language reading motivation

Signature