



## Research Institute for Learner Autonomy Education (RILAE)

Kanda University of International Studies, Chiba, Japan.

8<sup>th</sup> LAb session  
Friday July 15th 2022

### Autonomy and Learner Engagement

<https://kuis.kandagaigo.ac.jp/rilae/lab-sessions/lab8/>

[Link to schedule](#)

[Link to theme](#)

[Link to abstracts](#)

[Link to a Jamboard Tribute to Professor Zoltán Dörnyei](#)

### Details

**Session 1:** 09:00am to 11:00 am (JST)

**Session 2:** 3:00 pm to 4:50 pm (JST)

#### Featured speakers:

- Jason Brown, *Thompson Rivers University, Canada*
- Ashlee (Shiyao) Zhou, *Hainan University, China*

#### Moderators:

The LAb sessions are moderated by Jo Mynard, Vola Ambinintsoa, Phillip Bennett, Amelia Yarwood, and Ward Peeters.

#### Event support:



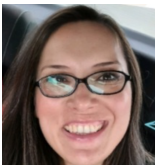




The LAb sessions are supported by Eduardo Castro, Phillip Bennet, Isra Wongsarnpigoon and Ward Peeters.

#### Contacting the presenters:

- Feel free to email [rilae@kuis.ac.jp](mailto:rilae@kuis.ac.jp) and we will forward the message

# Schedule

## Pre-recorded sessions

Presenter		Title	Presentation type
1. Jonathan Donnellan, <i>Sojo University, Japan</i>		Online Reading Materials: Reflections on Two Cycles of Action Research ( <a href="#">Abstract</a> )	Research summary (7 minutes) <a href="#">Link to presentation</a>
2. Euan Bonner, <i>Kanda University of International Studies, Japan</i>		Piloting a Real-time Engagement Measuring System in EFL Classrooms ( <a href="#">Abstract</a> )	Research Summary (7 minutes) <a href="#">Link to presentation</a>
3. Hatice Karaaslan & Pinar Üstündağ Algin, <i>Ankara Yıldırım Beyazıt University, Turkey</i>	 	Engagement trajectory: Data mapping onto phase descriptors ( <a href="#">Abstract</a> )	Research Summary (8 minutes) <a href="#">Link to presentation</a>
4. Elena Oncevska Ager, <i>Saints Cyril and Methodius University, North Macedonia</i>		Using Critical Pedagogy to Improve Pre-service Teacher Student Engagement ( <a href="#">Abstract</a> )	Description of practice (8.5 minutes) <a href="#">Link to presentation</a>
5. Shu-Hua (Vivien) Kao, <i>Department of Applied English, Chihlee University of Technology, Taiwan</i>		Activating Student Engagement Through Task-based Instruction ( <a href="#">Abstract</a> )	Research Summary (7 minutes) <a href="#">Link to presentation</a>
6. Kevin Knight, <i>Kanda University of International Studies, Japan</i>		Promoting Autonomy and Learner Engagement with Business Cases ( <a href="#">Abstract</a> )	Description of practice (7 minutes) <a href="#">Link to presentation</a>




## Selected presentations from the PLL4 Conference held at Cape Breton University, Nova Scotia, Canada.

The following links have been shared with permission. For more details of the event see:

<https://www.iapll.com/pll4>



1. Ali Al-Hoorie, Sarah Mercer, Jean-Marc Dewaele, Kazuya Saito, Florentina Halimi, Amy S. Thompson, Martin Lamb, Tammy Gregersen and Peter MacIntyre	Language Learning Motivation: A Special Symposium in Honor of Zoltán Dörnyei ( <a href="#">Abstract</a> )  <i>Recommended: Sarah Mercer:</i> Language learner engagement: Old wine, new bottle? (from 12:33)	(1 hour 36 minutes) <a href="#">Link to presentation</a>
2. Phil Hiver, Ali Al-Hoorie, & Joseph S. Yamazaki	Engagement in Language Learning: A Systematic Review of 20 Years of Research Methods and Definitions ( <a href="#">Abstract</a> )	(15 minutes) <a href="#">Link to presentation</a>
3. Phil Hiver & Joseph S. Yamazaki	L2 Task Engagement ( <a href="#">Abstract</a> )	(15 minutes) <a href="#">Link to presentation</a>



## Live sessions (recordings will be added later)

Time		Presenter(s)	Title	Presentation type
09:00am		Welcome to <b>Session 1</b>		
09:10am	1. Jason Brown, <i>Thompson Rivers University, Canada</i> and Masatoshi Sato, <i>Universidad Andrés Bello, Chile</i>	 	Emotional Engagement: The Dynamo Powering Directed Motivational Currents ( <a href="#">Abstract</a> )	Featured Presentation (31 minutes) <a href="#">Link to recording</a>
09:40am	2. Daniel O. Jackson, <i>Kanda University of International Studies</i>		Engagement in Task-based Language Research: What, When, and How? ( <a href="#">Abstract</a> )	Research Summary (9 minutes) <a href="#">LINK to recording</a>

09:50am	3. Dominic G. Edsall, <i>UCL Institute of Education, Kyoto Prefectural University of Medicine, Kyoto</i>		Teacher Professionalism and Learner Autonomy ( <a href="#">Abstract</a> )	Research Summary (8 minutes) <a href="#">LINK to recording</a>
10:00am	4. Amelia Yarwood & Misato Saunders, <i>Kansai University, Graduate School of Foreign Language Education and Research</i>	 	A Short Story Approach to Understanding Autonomy and Engagement ( <a href="#">Abstract</a> )	Research Summary (9 minutes) <a href="#">LINK to recording</a>
10:10am	5. Linh Phung, <i>Eduling International, USA</i>		Using Tasks and Gamification to Engage Learners ( <a href="#">Abstract</a> )	Description of practice (9 minutes) <a href="#">Link to recording</a>
10:20am	Viewing of Pre-recorded sessions		Feel free to use this time to view some of the <a href="#">pre-recorded presentations</a> or add your tribute to <a href="#">Zoltán Dörnyei</a>	20 minutes
10:40am - 11.00am	General discussion Dörnyei's Room		Thoughts and reflections on the pre-recorded/morning session  <a href="#">Stories and tributes to Zoltán Dörnyei</a>	20 minutes
Break				
3:00pm	Welcome to <b>Session 2</b>			
3:05pm	6. Shiyao (Ashlee) Zhou, <i>School of Foreign Languages, Hainan University, China.</i>		The Construct of Engagement and its Important Role in EFL Writing Classes ( <a href="#">Abstract</a> )	Featured Presentation (21 minutes)  <a href="#">Link to recording</a>



3:35pm	7. Sam Morris, <i>Center for Foreign Language Education and Research, Rikkyo University, Japan</i>		Language Teachers' Emotional Displays and Learner Engagement ( <a href="#">Abstract</a> )	Research Summary (12 minutes) <a href="#">Link to recording</a>
3:45pm	8. Sina Takada, <i>Kanda University of International Studies, Japan</i>		Working Adults and University Students: Different Approaches to Engagement and Autonomy ( <a href="#">Abstract</a> )	Description of practice (7 minutes) <a href="#">Link to recording</a>
3:55pm	9. Mira Kim, <i>University of New South Wales, Australia</i>		Personalised Autonomous Model for International Student Engagement ( <a href="#">Abstract</a> )	Research Summary (10 minutes) <a href="#">Link to presentation</a>
4:05pm	10. Stacey Louise Vye, <i>Center for English Education and Development (CEED) Saitama University, Japan</i>		A Spectrum of Tempered Change Strategies for Collaborative Autonomous Advising ( <a href="#">Abstract</a> )	Description of practice (11 minutes) <a href="#">Link to presentation</a>
4:15pm	11. Andrej A. Krasnansky, <i>University of International Studies, Japan</i>	[No Image Requested]	This Was YOUR Word!: Practical Exploration of Affective Engagement Through Dialogic Classroom Design ( <a href="#">Abstract</a> )	Description of practice (9 minutes) <a href="#">Link to presentation</a>

4:25pm	12. Denny Vlaeva, <i>University of Nottingham, UK</i>		Habit-building Techniques for Greater Autonomy in Language Learning? ( <a href="#">Abstract</a> )	Description of practice (8 minutes) <a href="#">Link to presentation</a>
4:35pm	13. Tim Murphey, RILAE, Kanda University of International Studies		Becoming Ideal Classmates Through PACE ACTS ( <a href="#">Abstract</a> )	Description of practice (7 minutes) <a href="#">Link to recording</a>
4:45pm		Final announcements and wrap up		

## Theme

Learner engagement is a leading prerequisite for meaningful learning to take place (Hiver et al., 2021a, 2021b). It is often defined as active participation and involvement in learning tasks and activities, and frequently intersects with motivation, agency, autonomy and strategy use (Hiver et al., 2021b). Dornyei (2019) describes learner engagement as a combination of motivation and implementation, so action on the part of both learners and teachers, is a key characteristic of this construct. It has cognitive, behavioural, emotional and social dimensions, and when understood as ‘agentic engagement’, is associated with autonomous motivation and the support provided by the learning environment (Reeve, 2022).

## Abstracts

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### Pre-Recorded Sessions

#### Available from 7:00 am (JST)

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##### Presentation P-R01

*Title:* Online Reading Materials: Reflections on Two Cycles of Action Research

*Speaker:* **Jonathan Donnellan** is a teacher at Sojo University in Kumamoto. His current research interests are in materials development and social justice in education.

*Abstract:* This presentation reports on the first two cycles of an ongoing action research project into the creation of online, asynchronous reading lessons that make up one module of a compulsory English course for architecture students at a Japanese university. After the pandemic caused the module to be moved online, it became apparent that there was a need for engaging and motivating reading materials designed specifically for the new online environment. This study took an action research approach to answering the question, "How can I make engaging on-demand reading lessons for the English Communication 3 Architecture course?" Alongside informal conversations with students, the main source of data came from micro-evaluations of each reading lesson that focused on finding out which reading topics, activity types, and forms of support the learners found interesting, enjoyable, and useful.

*Presentation type:* Research summary

*Pre-recorded session:* [Link to presentation](#)

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##### Presentation P-R02

*Title:* Piloting a real-time engagement measuring system in EFL Classrooms

*Speaker:* **Euan Bonner** is an educational technology researcher for the Center for Learning and Teaching Innovation (LTI) at Kanda University of International Studies in Japan. His primary research focuses include use for AI, VR & AR in education, and educational application development.

*Abstract:* This presentation outlines an on-going pilot project attempting to create a web-based real-time engagement measuring application that can be integrated unobtrusively into classes and provide teachers with live data on their students' engagement. Students can also autonomously (and anonymously) communicate any concerns, comments or questions to their teachers and reflect on their own engagement levels by viewing personalised analytical reports of their engagement history.

*Session type:* Research Summary

*Link:* [Pre-print to a publication in Innovation in Learning and Teaching](#)

*Pre-recorded session:* [Link to presentation](#)

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##### Presentation P-R03

*Title:* Engagement trajectory: Data mapping onto phase descriptors

**Speaker:** **Hatice Karaaslan & Pinar Üstündağ-Algin** are EFL instructors, learning advisors and student mentor supervisors at Ankara Yıldırım Beyazıt University, Turkey. Their primary interests include learning advising, student mentorship, social and emotional learning, and digital transformation.

**Abstract:** This research-in-progress summary presents an effort to map learner engagement descriptions as they emerge in learner engagement stories derived from post-implementation personal reflection papers of university students as to the effectiveness of a task-based, social-emotional-learning integrated flipped language course onto a potential engagement trajectory. The phases in this engagement trajectory rely on Terry Heick's five levels of student engagement (2022, par.4) where he emphasizes the importance of planning "not just for 'mastery level' [learning/performance] but for the engagement of minds that would then lead to that kind of mastery he'd been looking for." Following a similar line of reasoning, we'd like to see, through an engagement lens, to what extent our learners have felt engaged and found the implementation real and relatable, and illustrate how some engagement indications have been reflected in the data.

**Session type:** Research Summary

**Link:** <https://www.teachthought.com/pedagogy/levels-engagement/>

**Pre-recorded session:** [Link to presentation](#)

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## **Presentation P-R04**

**Title:** Using critical pedagogy to improve pre-service teacher engagement

**Speaker:** **Elena Ončevska Ager** is Associate Professor at Saints Cyril and Methodius University, North Macedonia. She teaches language teacher education courses, supporting the development of pre-service and in-service EFL teachers, in face-to-face and online contexts. Her research interests include mentoring, motivation, professional wellbeing and learner/teacher agency.

**Abstract:** I used critical pedagogy to elicit my pre-service teacher students' personal involvement in task design and execution. This resulted in improved engagement on their part and enjoyable marking on mine (the teacher educator's).

**Session type:** Description of practice

**Pre-recorded session:** [Link to presentation](#)

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## **Presentation P-R05**

**Title:** Activating Student Engagement through Task-based Instruction

**Speaker:** **Dr Shu-Hua Kao**'s research interests lie in the fields of learner autonomy, peer advising, ESP, and CALL. She has a PhD in Education and an MA in English Language Teaching from the University of Nottingham, UK.

**Abstract:** The talk summarizes a study on how task-based instruction helped to enhance a greater degree of student engagement with 56 EFL university students in Taiwan. The results also suggest the higher level of student engagement is accompanied by their positive attitude and elevated motivation towards English learning.

**Session type:** Research Summary

**Pre-recorded session:** [Link to presentation](#)

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## Presentation P-R06

*Title:* Promoting Autonomy and Learner Engagement with Business Cases

*Speaker:* **Kevin Knight** is Professor in the Department on International Communication (International Business Career major). His research interests include leadership communication and the case method of teaching.

*Abstract:* In EMI courses for undergraduate students in the International Business Career (IBC) major at Kanda University of International Studies in Japan, the objective is to teach business content through the English language in a way that develops the students into leaders. Business cases are taught with the case method, which requires the students to think of themselves as the protagonist (i.e., leaders) in the case, analyze (individually and in teams) the content in the case, and identify whether: 1) a problem needs to be solved, 2) a decision needs to be made, or 3) someone or something needs to be evaluated. A case is a story without an ending, and the students must provide the ending to the story as they discuss and debate (in their teams and as a class) the action that should be taken based on evidence and reasoning. (See Ellet, 2007, 2018.) The presenter shows that the case method promotes autonomy and learner engagement as the students engage in critical thinking, decision making, and persuasive communication activities in leadership roles. The instructor also engages in leadership in creating the stages on which the learners perform and in moderating the class discussions in a way that new knowledge is created. Leadership is seen as a creative activity in these contexts (Knight, 2015, 2019, 2021).

*Session type:* Description of practice

*Links:* <https://www.candlinandmynard.com/espprofiles.html>

*Pre-recorded session:* [Link to presentation](#)

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## Selected presentations from PLL4

Available from 7:00 am (JST)

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### PLL4 Presentation PLL4-01

*Title:* Language Learning Motivation: A Special Symposium in Honor of Zoltán Dörnyei

*Speakers & content:* **Ali Al-Hoorie** gives some background to the [book](#) written in honor of Zoltán Dörnyei and the symposium. **Sarah Mercer:** Language learner engagement: Old wine, new bottle? (from 12:33) **Jean-Marc Dewaele, Kazuya Saito, & Florentina Halimi:** Foreign language enjoyment, anxiety & attitudes/motivation of FL learners in Kuwait: A longitudinal investigation (from 26:00) **Amy S. Thompson:** Conceptualizing the anti-ought-to-self in rural contexts (from 40:41) **Martin Lamb:** Expectation effects in language learning: Worth more attention? (from 57:45) **Tammy Gregersen** and **Peter MacIntyre** MC a panel discussion with the presenters and the audience (from 1:15:00).

*Selected presentation session:* [LINK to recorded presentation](#)

### PLL4 Presentation PLL4-02

*Title:* Engagement in Language Learning: A Systematic Review of 20 Years of Research Methods and Definitions

*Speakers:* Phil Hiver, Ali Al-Hoorie, & Joseph S. Yamazaki

**Abstract:** At the turn of the new millennium, Dörnyei and Kormos (2000) proposed that ‘active learner engagement is a key concern’ for all instructed language learning. Since then, language engagement research has increased exponentially, becoming a new strand of PLL research. In this talk, we present a systematic review of 20 years of language engagement research. Our first aim was to look back at the methodological characteristics of previous empirical L2 engagement research to note trends and tendencies in designs and analytical choices. We were also interested in the definitions and operationalizations of engagement across subdomains of language education. We searched 21 major journals on second language acquisition (SLA) and applied linguistics and identified 112 reports satisfying our inclusion criteria. The results of our analysis of these reports highlighted the adoption of heterogeneous methods and conceptual frameworks in the language engagement literature, as well as indicating a need to refine the definitions and operationalizations of engagement in both quantitative and qualitative research. Based on these findings, we attempt to clarify some lingering ambiguity around fundamental definitions, and to more clearly delineate the scope and target of language engagement research. We also discuss future avenues to further advance understanding of the nature, mechanisms, and outcomes resulting from engagement in language learning.

*Selected presentation session:* [LINK to recorded presentation](#)

#### **PLL4 Presentation PLL4-03**

*Title:* L2 Task Engagement

*Speakers:* Phil Hiver & Joseph S. Yamazaki

**Abstract:** Task-based approaches to L2 instruction have become de rigueur in many learning contexts, and learners routinely encounter tasks in the course of regular L2 instruction. Engagement is a useful lens for L2 researchers seeking to understand how and why individuals focus on, interact within, and learn from tasks. The reality of many instructed L2 contexts is that the same task or sequence of tasks can provoke varying responses when presented to students within the same group or classroom. In this talk, we define task engagement, compare it with earlier work on task motivation, and provide a brief overview of existing work on the topic. As we show, task engagement represents the level and quality of a learner's integrated mental and physical activity, as well as their affective experience, within a task. Task motivation, on the other hand, can be thought of as either a precursor of task engagement or as the by-product of engaging in a task. We suggest ideas for task engagement research that treats individuals' task engagement as a holistic, situated, adaptive, and momentary phenomenon—framed from a complex dynamic systems (CDST) perspective. We note that confusion in understanding task engagement may arise when macro-level information is used to capture micro-level insights about the time (momentary), task (an individual task), and agent (the individual learner). In response, we propose ways to reconfigure the unit of analysis and the level of granularity at which task engagement is conceptualized, observed, and measured.

*Selected presentation session:* [LINK to recorded presentation](#)

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## **Live Session 1**

### **09:00 am to 11:00 am (JST)**

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#### **Presentation L01 (Featured Presentation)**

*Title:* Emotional Engagement: The Dynamo Powering Directed Motivational Currents

**Speaker:** **Jason Brown** (EdD: Anaheim University) is an Associate Teaching Professor in the Faculty of Education at Thompson Rivers University where he is TESOL Coordinator and teaches classes in TESOL, ELLT, and the Graduate Certificate in Education. Jason's research interests include L2



Motivation, Willingness to Communicate, L2 Grit, Directed Motivational Currents, and Experiential Learning.

**Masatoshi Sato** (PhD: McGill University) is a Professor in the Department of English at Universidad Andrés Bello, Chile. He currently teaches pre-service and in-service English teachers in Chile. His research agenda is to conduct theoretical and practical research in order to provide practitioners with evidence-based pedagogy.

*Abstract:* Directed motivational currents (DMCs) are described as powerful motivational phenomenon capable of boosting one's progress along a goal-directed pathway (Dörnyei et al., 2015). DMCs explain how complex sets of social, affective, cognitive, and contextual factors can play a role in motivating L2 learners in the classroom where, for example, project-based learning (PBL) is combined with a vision-informed, goal-oriented syllabus. Drawing on this framework, the current study investigated prominent factors that triggered sustained periods of intensified L2 task engagement during a community service-learning course offered for international students at a Canadian university. The participants (N = 21) were students from a variety of countries, and the course prepared them for volunteer roles at community charity organizations where they completed their service for the course credit. The data was collected through repeated measures sampling over 13 weeks. Data sources included reflection journals, interviews, and idiodynamic wave graphs generated during retrospective participant recalls using the idiodynamic method (MacIntyre & Legatto, 2010). Data from focus learners (n = 9) was analyzed using retrodictive qualitative modeling (Dörnyei, 2014), which enabled the trajectory of the overall constellation of system variables under study to be captured. Results show that when students chose community placements that aligned with their IL2S visions, positive emotionality enveloped their participation in the class activities. In turn, this positive emotionality energized behaviour, resulting in overall improvement in engagement trajectories.

*Live (session 1):* [Link to recording](#)

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## Presentation L02

*Title:* Engagement in task-based language teaching research: What, when, and how?

*Speaker:* **Daniel O. Jackson** is a Professor in the English Department at Kanda University of International Studies. His research interests include task-based language teaching, second language writing, and individual differences.

*Abstract:* Learner engagement (Mercer & Dörnyei, 2020; Oga-Baldwin, 2019; Philp & Duchesne, 2016) has come to be seen as an essential ingredient in task-based language teaching (TBLT), which can support learner autonomy. Due to the large array of measurement practices in TBLT research on engagement, this presentation will promote discussion of how to conceptualize and proceduralize this construct for classroom-based studies.

*Presentation type:* Research summary

*Live (session 1):* [LINK to recording](#)

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## Presentation L03

*Title:* Teacher Professionalism and Learner Autonomy

*Speaker:* **Dominic Edsall** is a doctoral candidate at the UCL Institute of Education and an Assistant Professor at Kyoto Prefectural University of Medicine. His research focuses on the influence of curriculum, pedagogy, and assessment on learner autonomy within education systems.

*Abstract:* When interviewed and asked to define learner autonomy, 52 teachers from 12 different universities across Japan gave seemingly unique answers. This talk reports on common trends

across that data in the interaction between learner engagement, teacher professionalism, and institutional policies. Common trends in the data suggest that teachers' orientations towards institutional goals and the means available to teachers may influence how teachers negotiate learner engagement with autonomy within their institution, as well as influencing their theorisation of autonomy as a concept. This apparent link between teacher professionalism and learner engagement also appeared to influence teacher attitudes towards their institutions.

*Presentation type:* Research summary

*Link:* <https://www.researchgate.net/profile/Dominic-Edsall>

*Live (session 1):* [LINK to recording](#)

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## **Presentation L04**

*Title:* A Short Story Approach to Understanding Autonomy and Engagement

*Speaker:* **Amelia Yarwood** is currently enrolled as a doctoral student at Kansai University's Graduate School of Foreign Language Education and Research. Her research interests are learner narratives, autonomy, emotions and identity.

**Misato Saunders** was a former language adviser at APU, Japan. She is a current MA student studying language adviser strategies.

*Abstract:* Analysing the stories told to us by 8 university students about their experiences during childhood and adolescence revealed the malleability of autonomy and engagement when learning English in Japan. To support other researchers interested in narrative methods for exploring this topic, this presentation will outline how language learning histories (Oxford, 1995) can be analysed using a short story approach (Barkhuizen, 2016) to understand changes in autonomy and engagement over time.

*Presentation type:* Research summary

*Live (session 1):* [Link to recording](#)

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## **Presentation L05**

*Title:* Using tasks and gamification to engage learners

*Speaker:* **Dr. Linh Phung** is the founder of Eduling International, which offers online English instruction and services to students from any location. She's published and presented widely on the tasks, task engagement, and technology and language learning.

*Abstract:* This presentation will describe my project of creating an app that connects learners to talk in pairs during the performance of tasks. Gamification elements are also incorporated into the app.

*Link:* [www.eduling.org/speak](http://www.eduling.org/speak)

*Presentation type:* Description of practice

*Live (session 1):* [Link to recording](#)

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## **Live session 2**

## 3:00 pm to 5:00 pm (JST)

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### Presentation L06 (Featured Presentation)

*Title:* The construct of engagement and its important role in EFL writing classes

*Speaker:* **Shiyao (Ashlee) Zhou** is an assistant professor at the School of Foreign Languages, Hainan University, China. She earned her MA in Applied linguistics from University of Warwick (UK) and obtained an MSc in Educational Measurement and Statistics and a PhD in Foreign and Second Language Education at Florida State University (US). Her research interests focus on individual differences in language learning and teaching specifically on topics such as engagement, interest, and language learning strategies. Her current work investigates these issues in tertiary EFL classrooms in China.

*Abstract:* In this talk, I will first conceptualize L2 engagement, a multi-dimensional construct that can delineate a general profile of how a learner thinks, acts, and feels in language learning classrooms, and also outline the commonly used measurement for engagement in L2 classrooms. Based on a recently published paper regarding engagement in L2 writing class, I will discuss the relationship between students' use of SRL strategies in L2 writing, their L2 writing engagement, and L2 writing procrastination; that is: the use of SRL strategies functions as an important antecedent to student engagement in their writing class, and that these jointly reduce student procrastination in L2 writing.

*Live (session 2):* [Link to recording](#)

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### Presentation L07

*Title:* Language teachers' emotional displays and learner engagement

*Speaker:* **Sam Morris** is a lecturer in the Center for Foreign Language Education and Research at Rikkyo University (Japan). His research interests focus on affect and emotion within language teaching and learning.

*Abstract:* In this presentation I introduce findings that concern how teachers' agentic displays of emotion reportedly impact on student engagement in learning tasks. I focus particularly on the use of authentic emotional displays and self-disclosure, and outline what I have termed 'the emotional display tension', an inhibiting consideration impacting teachers' display choices when interacting with students.

*Presentation type:* Research summary

*Live (session 2):* [Link to recording](#)

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### Presentation L08

*Title:* Working adults and university students: different approaches to engagement and autonomy

*Speaker:* **Sina Takada** is a learning advisor at Kanda University of International Studies. He holds a master's degree in TESOL and is a RILAE certificated learning advisor. He has previously worked as an English teacher and consultant.

*Abstract:* Learning "how to learn" has gained more attention, and one-on-one advising for language learning is one of the emerging services in the English education industry in Japan. However, how each institution approaches students' engagement in learning activities can differ to a large extent.

This session aims to compare two language learning programs (a 12-month program for working adults and 4-month programs for university students) and discuss different approaches to student engagement and autonomy.

*Presentation type:* Description of practice

*Live (session 2):* [Link to recording](#)

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## Presentation L09

*Title:* Personalised Autonomous Model for International Student Engagement

*Speaker:* **Mira Kim** is an Associate Professor in Translation and Interpreting Studies at UNSW. Her research interests are divided into three categories: Translation studies, Systemic Functional Linguistics and personalised autonomous language learning. The three main research fields are synergistically integrated and help her to empower students to be autonomous life-long learners.

*Abstract:* I developed a credit-bearing course called Personalised English Language Enhancement (PELE) and have been running it at my university since 2016. This course has been proven to have a multifaceted and robust impact on students' confidence, academic engagement, self-efficacy, motivation to study, and sense of belonging (Kim, 2022). In this talk, I will present significant findings from a follow-up study that explores the impacts of PELE on international doctoral students' confidence and well-being with data collected from two different groups, PELE and non-PELE.

*Presentation type:* Research summary

*Link:*

<https://www.unsw.edu.au/arts-design-architecture/our-schools/humanities-languages/student-life/resources-support/personalised-english-language-enhancement>

*Live (session 2):* Link to recording

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## Presentation L10

*Title:* A Tempered Change Framework Utilized to Facilitate Learner Engagement at a Learning Center

*Speaker:* **Stacey Vye** is a professor at Saitama University and is interested in learner self-efficacy, affect, and the connections between learner and teacher autonomy.

*Abstract:* This description of practice will demonstrate how a team of collaborative advisors at a self-access center, despite significant setbacks both prior to and during the pandemic, helped increase learner engagement and access. A tempered change framework comprised of four strategies: disruptive self-expression, verbal jujitsu, variable-term opportunism, and strategic alliance-building (Meyerson 2001; 2008) was utilized at the center to boost its resiliency. The tempered change framework seemed fitting for the context as a small center with limited funding because its strategies fostered advocacy for our learners through creative brainstorming, learner input, and learning from failure that led to innovation.

*Presentation type:* Description of practice

*Link:* <https://staceyvye.com/>

*Live (session 2):* [Link to presentation](#)

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## Presentation L11

*Title:* This Was YOUR Word!: Practical Exploration of Affective Engagement Through Dialogic Classroom Design

*Speaker:* **Andrej A. Krasnansky** holds an M.A. from Universitat de Barcelona in Applied Linguistics and is now a Lecturer at Kanda University of International Studies, Japan. His research interests include learner engagement, autonomous learning, and multimodal input.

*Abstract:* This presenter will discuss benefits he has experienced in fostering engagement through repeated dialogues between students and the teacher. The repositioning of the students' roles led to co-designed vocabulary activities with apparent high affective engagement.

*Presentation type:* Description of practice

*Live (session 2):* [Link to presentation](#)

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## Presentation L12

*Title:* Habit-building techniques for greater autonomy in language learning?

*Speaker:* **Denny Vlaeva** is an Applied Linguistics PhD student at the University of Nottingham in the UK, interested in applying positive self-images and habit-building techniques to help boost language learners' motivation.

*Abstract:* Could habit-formation research help with instigating the sort of autonomous, 'little-and-often' learning behaviours we like to see in learners, for example vocabulary revision? I share work in progress with Spain-based English learners and invite questions and comments on the approach.

*Presentation type:* Research summary

*Live (session 2):* [Link to presentation](#)

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## Presentation L13

*Title:* Becoming Ideal Classmates through PACE ACTS

*Speaker:* **Tim Murphey** (PhD Université de Neuchâtel, Switzerland) is a part-time, semi-retired professor at the Research Institute of Learner Autonomy Education (RILAE) at Kanda University of International Studies and Wayo Women's University Graduate School of Human Ecology (in Japan). He also is an on-line collaborator at Ankara Yildirim Beyazit University (Turkey) with their student mentorship program.

*Abstract:* Based on Dörnyei's Ideal L2 Self, Tim Murphey and Joseph Falout started playing with the idea that having "ideal classmates" was also important for a group's engagement with learning. So we asked students: Please describe a group of classmates that you could learn well with. What would you all do to help each other learn and learn more enjoyably?" Since then we have conducted numerous studies on the effects of having students imagine and describe their ideal classmates. With Tetsuya Fukuda and Yoshi Fukada, we condensed the feedback from students down to 16 descriptors, and then to the 8 acronymed PACE ACTS (Play Adjust Care Excite, Accept Challenge Teach Sustainable) We found that students engaged in reciprocal idealising; becoming more of what they wish for their classmates to be, This 7 minute presentation will focus on PACE ACTS and their use in the classroom.

*Link:* <https://sites.google.com/view/englisheducationresearch/home>

*Presentation type:* Description of practice

*Live (session 1):* [Link to recording](#)