Table of contents

Welcome messages........................................................................................................... 2
Conference 4-day overview............................................................................................ 6
Plenaries............................................................................................................................ 8
Day 1: Thurs., June 7th .................................................................................................... 13
  Registration .................................................................................................................... 13
  Meeting and presentations............................................................................................ 13
  Opening reception ......................................................................................................... 13
Day 2: Fri., June 8th ....................................................................................................... 14
  Opening ceremony ........................................................................................................ 14
  Plenary 1....................................................................................................................... 14
  Poster session 1 ............................................................................................................ 14
  Presentations................................................................................................................ 15
  Poster session 2............................................................................................................ 19
  Symposia.................................................................................................................... 20
  Work-in-progress 1 ..................................................................................................... 24
  Plenary 2....................................................................................................................... 25
  Cultural event ............................................................................................................... 25
Day 3: Sat., June 9th ...................................................................................................... 26
  Plenary 3....................................................................................................................... 26
  Poster session 3 ............................................................................................................ 26
  Presentations................................................................................................................ 27
  Poster session 4 ............................................................................................................ 33
  Symposia.................................................................................................................... 34
  Work in progress 2 ...................................................................................................... 39
  Work in progress 3 ...................................................................................................... 39
  Plenary 4....................................................................................................................... 40
  Conference dinner ...................................................................................................... 40
Day 4: Sun., June 10th .................................................................................................. 41
  Presentations................................................................................................................ 41
  Plenary 5....................................................................................................................... 43
  Closing ceremony........................................................................................................ 43
Campus map.................................................................................................................... 44
General information....................................................................................................... 45
Presenter index.............................................................................................................. 48
It is my great pleasure as Director of the Research Institute for Letters, Arts and Sciences of Waseda University to welcome you all to the third international Psychology of Language Learning conference. The conference theme—Stretching Boundaries—accords well with the aims and approach of our institute, where researchers specializing in different fields join forces to undertake interdisciplinary research projects from innovative perspectives. Since its foundation in April 2012, the institute has been endeavoring to extend its scope of research and to create new academic disciplines, and I see many parallels in the aims and focus of the PLL conference. The international nature of the conference — over 300 participants from 30 different countries— also coincides with the RILAS mission to become a leading, world-class forum for an international exchange of scholarly ideas.

I wish you all a successful and enjoyable conference. I also hope that during your stay you manage to find time to explore Waseda University, and especially the Research Institute for Letters, Arts and Sciences. Finally, it is my sincere wish that for some of you, this conference will mark the beginning of a long and productive relationship with RILAS.

Kazuaki Ueno
Director, Research Institute for Letters, Arts and Sciences
Welcome from IAPLL

As conference chair and inaugural president of the International Association for the Psychology of Language Learning (IAPLL), I have the double privilege of welcoming you to Waseda University and to the third international Psychology of Language Learning conference (PLL3). This third conference represents a significant milestone for both the development of our new association and for the growth of the conference itself.

For the conference, this is our chance to take stock of an exciting, high-speed journey. It seems incredible to think that it was only four years ago when the first PLL conference was held in Graz. That conference was originally intended as a one-off event but the extraordinary energy and enthusiasm garnered in Graz has propelled us—via a highly productive stop in Jyväskylä—to the status of an established, ‘must-attend’ event within just a few years. For the Tokyo conference we have an incredible line-up of plenary speakers, but even more important is the exceptionally high level of interest we have witnessed from people wishing to participate. Over the next few days, over 350 researchers, teachers, and students from over 30 different countries will gather. And it is no exaggeration to say that it could have easily been double that figure.

For IAPLL, the conference marks our official beginning. Formed during the PLL2 conference, a lot of work has been going on behind the scenes for the launch at PLL3. The new association is ready to become a dynamic and inclusive place in which to share the latest research, information, and to develop meaningful professional networks. This conference represents the first chance for members to make their own contribution and a fantastic opportunity for members to meet, share ideas and to be in at the start of something very exciting. It is also a chance for those yet to join to get involved.

Myself and the all the PLL3 Team wish you a productive and enjoyable conference, and look forward to getting to know as many of you as possible over the coming days.

Stephen Ryan
PLL3 Conference Chair & IAPLL President
Acknowledgements

The conference organizers would like to acknowledge the contributions made by the following people. Without their dedication, expertise, and insight this conference would not have been possible.

Takumi Aoyama, Nicholas Delgrego, Chiyi Hayashi, Emiko Hirosawa, Karen Mattison, Jo Mynard, Dorota Matsumoto, Forrest Nelson, Maya Sugita McEown, Malcolm Swanson

The conference handbook was designed and edited by Daniel O. Jackson. The cover was designed by Priscila Hikari Zito.

The organizers also wish to acknowledge the contributions made by the onsite volunteers, whose enthusiasm and energy have made working on this conference such a pleasure and memorable experience for all concerned.


The conference organizers are:

Yoko Asari, Dexter Da Silva, Kay Irie, Masuko Miyahara, Rieko Nishida, Quint Oga Baldwin, Benedict Rowlett, Tomoko Yashima
Co-hosted by Waseda University Research Institute of Letters, Arts,

Waseda University Research Institute for Letters, Arts and Sciences

and Sciences

Supported by Tokyo Metropolitan Government and Education Research Foundation

Gold sponsor

Multilingual Matters

Publisher stands

Multilingual Matters

Springer

Oxford University Press

ABAX

Cengage

The organizing committee wishes to express gratitude to

Tomohito Hiromori (Meiji University)    Ryo Nitta (Nagoya Gakuin University)
### Thursday 7th June 2018

<table>
<thead>
<tr>
<th>Time</th>
<th>Location</th>
<th>Room A (3F)</th>
<th>Room B (3F)</th>
<th>Room C (3F)</th>
<th>Room D (3F)</th>
<th>Room E (3F)</th>
<th>Room F (4F)</th>
<th>Other rooms</th>
</tr>
</thead>
<tbody>
<tr>
<td>15:00-18:30</td>
<td>Ibuka Hall (1F)</td>
<td>Early-career researcher showcase 1: Gaffney; Pirhonen; Kambara; Suzuki</td>
<td>Early-career researcher showcase 2: Yasutiku; Suomori; Chen; Achmad</td>
<td>Early-career researcher showcase 3: Kim; Sugita; Shepherd; Mansouri</td>
<td>IAPLL Executive meeting (Ichijima Room 3F) 15:00-16:00</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18:30-20:00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Opening reception at Okuma Garden House</td>
</tr>
</tbody>
</table>

### Friday 8th June 2018

<table>
<thead>
<tr>
<th>Time</th>
<th>Location</th>
<th>Room A (3F)</th>
<th>Room B (3F)</th>
<th>Room C (3F)</th>
<th>Room D (3F)</th>
<th>Room E (3F)</th>
<th>Room F (4F)</th>
<th>Other rooms</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:00-18:00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Registration (1F Lobby)</td>
</tr>
<tr>
<td>9:30-11:00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Opening ceremony &amp; Plenary 1: Richard Ryan</td>
</tr>
<tr>
<td>11:00-11:45</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Refreshments (3F) 11:00-11:45</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Calligraphy provided by Tokyo Metropolitan Government (3F)</td>
</tr>
<tr>
<td>11:45-12:15</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Lunch (3F) 12:40-14:00</td>
</tr>
<tr>
<td>12:40-14:00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Refreshments (3F) 15:00-16:00</td>
</tr>
<tr>
<td>14:00-14:45</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Calligraphy provided by Tokyo Metropolitan Government (3F)</td>
</tr>
<tr>
<td>14:30-14:55</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Lunch (3F) 12:40-14:00</td>
</tr>
<tr>
<td>15:00-16:00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Refreshments (3F) 15:00-16:00</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Calligraphy provided by Tokyo Metropolitan Government (3F)</td>
</tr>
</tbody>
</table>

### Symposium 1
- **Al-Hoorie, Ukhriha, Madintry, Dewaele & Gregersen:**
  - Contemporary Language Motivation Theory: 60 Years
  - Since Gardner and Lambert (1959)
- **Dawczak, Thomas, Inamura**
  - Shaulers, Fritz, Miyafusa, Schmidt: Resistance is normal: An intercultural adjustment perspective on language learner demotivation
- **Kimura, Yang, Kim, Hiver:**
  - Alternative Approaches to L2 Motivation: Moving Toward Integrating Teaching/learning Motivation Organized
- **Nishida, Lasagabaster, Mercer, Thompson:**
  - The psychology of CLIL and EMI: A comparative study of Spain, Austria, Japan and U.S.A.
- **Gkonou, Oxford, Mizumoto & Takeuchi:**
  - Strategy assessment for learning and emotion regulation: Psychological and methodological aspects

### Symposium 2
- **Plenary 2: Ema Ushioda**
- **Cultural event: Sake-tasting (3F)**
<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:00 - 17:00</td>
<td>Registration (1F Lobby)</td>
<td></td>
</tr>
<tr>
<td>9:30 - 10:30</td>
<td>Plenary 3: Mimi Bong</td>
<td>Room A (3F)</td>
</tr>
<tr>
<td></td>
<td>Refreshments (3F) 10:30 - 11:15</td>
<td>Room B (3F)</td>
</tr>
<tr>
<td></td>
<td>Plenary 3: Mimi Bong</td>
<td>Room C (3F)</td>
</tr>
<tr>
<td></td>
<td>Plenary 3: Mimi Bong</td>
<td>Room D (3F)</td>
</tr>
<tr>
<td></td>
<td>Plenary 3: Mimi Bong</td>
<td>Room E (3F)</td>
</tr>
<tr>
<td></td>
<td>Plenary 3: Mimi Bong</td>
<td>Room F (4F)</td>
</tr>
<tr>
<td></td>
<td>Plenary 3: Mimi Bong</td>
<td>Other rooms</td>
</tr>
<tr>
<td>10:30 - 11:15</td>
<td>Refreshments (3F) 10:30 - 11:15</td>
<td></td>
</tr>
<tr>
<td>11:15 - 12:15</td>
<td>Plenary 5: Zoltán Österga</td>
<td>Room A (3F)</td>
</tr>
<tr>
<td></td>
<td>Plenary 5: Zoltán Österga</td>
<td>Room B (3F)</td>
</tr>
<tr>
<td></td>
<td>Plenary 5: Zoltán Österga</td>
<td>Room C (3F)</td>
</tr>
<tr>
<td></td>
<td>Plenary 5: Zoltán Österga</td>
<td>Room D (3F)</td>
</tr>
<tr>
<td></td>
<td>Plenary 5: Zoltán Österga</td>
<td>Room E (3F)</td>
</tr>
<tr>
<td></td>
<td>Plenary 5: Zoltán Österga</td>
<td>Room F (4F)</td>
</tr>
<tr>
<td></td>
<td>Plenary 5: Zoltán Österga</td>
<td>Other rooms</td>
</tr>
<tr>
<td>12:15 - 13:00</td>
<td>Lunch (3F) 12:15 - 12:45</td>
<td></td>
</tr>
<tr>
<td>13:45 - 14:30</td>
<td>Symposium 6: Work-in-progress 2</td>
<td>Room A (3F)</td>
</tr>
<tr>
<td></td>
<td>Symposium 7: Work-in-progress 3</td>
<td>Room B (3F)</td>
</tr>
<tr>
<td></td>
<td>Symposium 8: Work-in-progress 4</td>
<td>Room C (3F)</td>
</tr>
<tr>
<td></td>
<td>Symposium 9: Work-in-progress 5</td>
<td>Room D (3F)</td>
</tr>
<tr>
<td></td>
<td>Symposium 10: Work-in-progress 6</td>
<td>Room E (3F)</td>
</tr>
<tr>
<td></td>
<td>Symposium 11: Work-in-progress 7</td>
<td>Room F (4F)</td>
</tr>
<tr>
<td></td>
<td>Symposium 12: Work-in-progress 8</td>
<td>Other rooms</td>
</tr>
<tr>
<td>17:15 - 18:15</td>
<td>Plenary 4: Lourdes Ortega</td>
<td>Room A (3F)</td>
</tr>
<tr>
<td></td>
<td>Plenary 4: Lourdes Ortega</td>
<td>Room B (3F)</td>
</tr>
<tr>
<td></td>
<td>Plenary 4: Lourdes Ortega</td>
<td>Room C (3F)</td>
</tr>
<tr>
<td></td>
<td>Plenary 4: Lourdes Ortega</td>
<td>Room D (3F)</td>
</tr>
<tr>
<td></td>
<td>Plenary 4: Lourdes Ortega</td>
<td>Room E (3F)</td>
</tr>
<tr>
<td></td>
<td>Plenary 4: Lourdes Ortega</td>
<td>Room F (4F)</td>
</tr>
<tr>
<td></td>
<td>Plenary 4: Lourdes Ortega</td>
<td>Other rooms</td>
</tr>
<tr>
<td>9:00 - 10:00</td>
<td>Registration (1F Lobby)</td>
<td>Room A (3F)</td>
</tr>
<tr>
<td>9:30 - 9:55</td>
<td>Yonemoto</td>
<td>Room B (3F)</td>
</tr>
<tr>
<td></td>
<td>Ryuohide-Lynty &amp; Pitkänen-Yunta</td>
<td>Room C (3F)</td>
</tr>
<tr>
<td></td>
<td>Du</td>
<td>Room D (3F)</td>
</tr>
<tr>
<td></td>
<td>Leis</td>
<td>Room E (3F)</td>
</tr>
<tr>
<td></td>
<td>Moni &amp; Elwood</td>
<td>Room F (4F)</td>
</tr>
<tr>
<td></td>
<td>Patou, Fukuda, Morin, Elwood</td>
<td>Other rooms</td>
</tr>
<tr>
<td>9:30 - 10:29</td>
<td>IAPLL General Meeting</td>
<td>Room A (3F)</td>
</tr>
<tr>
<td></td>
<td>Neel, Apple &amp; Alianga</td>
<td>Room B (3F)</td>
</tr>
<tr>
<td></td>
<td>Jackson</td>
<td>Room C (3F)</td>
</tr>
<tr>
<td></td>
<td>Doyle</td>
<td>Room D (3F)</td>
</tr>
<tr>
<td></td>
<td>Imura</td>
<td>Room E (3F)</td>
</tr>
<tr>
<td></td>
<td>Saikawa &amp; Coulson</td>
<td>Room F (4F)</td>
</tr>
<tr>
<td></td>
<td>Aoyama</td>
<td>Other rooms</td>
</tr>
<tr>
<td>10:00 - 10:30</td>
<td>Refreshments (3F) 10:30 - 11:15</td>
<td></td>
</tr>
<tr>
<td>11:15 - 12:15</td>
<td>Plenary 5: Zoltán Österga</td>
<td>Room A (3F)</td>
</tr>
<tr>
<td></td>
<td>Plenary 5: Zoltán Österga</td>
<td>Room B (3F)</td>
</tr>
<tr>
<td></td>
<td>Plenary 5: Zoltán Österga</td>
<td>Room C (3F)</td>
</tr>
<tr>
<td></td>
<td>Plenary 5: Zoltán Österga</td>
<td>Room D (3F)</td>
</tr>
<tr>
<td></td>
<td>Plenary 5: Zoltán Österga</td>
<td>Room E (3F)</td>
</tr>
<tr>
<td></td>
<td>Plenary 5: Zoltán Österga</td>
<td>Room F (4F)</td>
</tr>
<tr>
<td></td>
<td>Plenary 5: Zoltán Österga</td>
<td>Other rooms</td>
</tr>
<tr>
<td>12:15 - 13:00</td>
<td>Closing ceremony</td>
<td>Room A (3F)</td>
</tr>
<tr>
<td></td>
<td>Lunch (1F)</td>
<td>Room B (3F)</td>
</tr>
<tr>
<td></td>
<td>Lunch (1F)</td>
<td>Room C (3F)</td>
</tr>
<tr>
<td></td>
<td>Lunch (1F)</td>
<td>Room D (3F)</td>
</tr>
<tr>
<td></td>
<td>Lunch (1F)</td>
<td>Room E (3F)</td>
</tr>
<tr>
<td></td>
<td>Lunch (1F)</td>
<td>Room F (4F)</td>
</tr>
<tr>
<td></td>
<td>Lunch (1F)</td>
<td>Other rooms</td>
</tr>
</tbody>
</table>
People’s quality of engagement, learning, performance, and well-being are strongly affected by how autonomous or controlled their motives for acting are. This is especially true in second or foreign language learning, in which autonomous motivation is one of the main predictors of persistence and success. Self-determination theory (SDT) specifically details how different types of intrinsic and extrinsic motivation affect learning outcomes. In addition the theory describes how the styles and strategies of teachers can promote or undermine more autonomous engagement in learners and the positive consequences that follow from it. In this talk, Professor Ryan will provide an overview SDT, with special emphasis on how autonomy-support relates to classroom relationships and to learning outcomes. He will also address the applicability of SDT across stages of development and across collectivist and individualist cultural contexts. Finally, he will review relevant SDT research with parents, and in schools, workplaces, clinics, sports and other settings where motivation matters.

Richard M. Ryan, Ph.D. is a Professor at the Institute for Positive Psychology and Education at the Australian Catholic University and a Research Professor in the Department of Clinical and Social Sciences in Psychology at the University of Rochester. He is a clinical psychologist and co-developer of Self-Determination Theory, an internationally recognized leading theory of human motivation. He lectures frequently in the United States and abroad on the factors that promote motivation and healthy psychological and behavioral functioning. Ryan is among the most cited researchers in psychology and social sciences today and the author of over 350 papers and books in the areas of human motivation, personality, and psychological well-being, including Self-determination theory: Basic psychological needs in motivation, development and wellness (Ryan & Deci, 2017, Guilford). Reflective of Ryan’s influence internationally and across disciplines, he has been recognized as one of the eminent psychologists of the modern era, Post-World War II (Diener, Oishi & Parker, 2014, Archives of Scientific Psychology). He has also been honored with three lifetime achievement awards for his contributions to the field on motivation, personal meaning, and self and identity, and has received an honorary degree from the University of Thessaly and an honorary membership to the German Psychological Society.
Whose interests does language learning motivation research serve? Stretching the boundaries

Ema Ushioda
University of Warwick

June 8th / 17:45-18:45 / Ibuka Hall

The study of motivation has been one of the most prolific areas of research in the psychology of language learning. It has been driven by the goals of understanding and explaining motivational phenomena associated with L2 learning, with a view to contributing to theory and knowledge building. Yet, despite our growing research concern with language learners ‘as people’ (as reflected in the core topics addressed at this conference) rather than abstract bundles of variables, it seems worth asking how far the research we do is really designed to serve the interests of the people we research, beyond the customary ‘practical implications for teaching’ distilled from our findings. Back in 2005, Ortega argued for ‘an ethical lens that interrogates our ends and purposes when generating research on second language learning and teaching’. She made the case that the value of such research is to be judged not simply by its rigour and significance ‘but ultimately on the basis of its potential for positive impact on societal and educational problems’. Over a decade later, impact or relevance to society has become central to debates about the value of academic research. In this talk, I will challenge the L2 motivation field to give critical consideration to the wider social purposes and values of the research we do, beyond the goals of academic contribution to knowledge and theory development. I discuss how we might channel our own scholarly interests in theorizing and researching motivation into a more clearly socially responsive direction.

Ema Ushioda is Director of Graduate Studies and Associate Professor at the Centre for Applied Linguistics, University of Warwick, where she directs the Centre’s doctoral programme and oversees postgraduate teaching and learning provision. She has been working in the language education field for over 30 years as a teacher, teacher educator and researcher, and was based for several years at Trinity College in Dublin before moving to the University of Warwick in 2002. She is internationally well-known for her work on motivation and autonomy in language learning, particularly for promoting qualitative approaches to researching motivation, and has published widely in these areas. Recent books include International perspectives on motivation: Language learning and professional challenges (2013), Teaching and researching motivation (co-authored by Dörnyei, 2011), and Motivation, language identity and the L2 self (co-edited by Dörnyei, 2009). She has also recently co-edited with Dörnyei a special issue of the Modern Language Journal (Fall 2017) on ‘Beyond global English: Motivation to learn languages in a multicultural world’. Ema is currently working on a monograph addressing ethical perspectives on language learning motivation research.
Students strive to achieve for various reasons. Some do to improve their capability; others to prove their ability or to hide their lack of ability; still others to outperform the other students or to avoid performing worse than the others. Achievement goals, or the reasons and purposes underlying achievement behaviors, are important determinants of motivation and performance in specific achievement contexts. In this talk, I will briefly introduce how the achievement goal theory has evolved over the past four decades, along with major findings from each generation of the achievement goal research. I will then move on to the remaining issues and challenges in the study of achievement goals, arguing for the need to distinguish between five achievement goals. Specifically, I will present evidence that adolescent learners pursue both social and competence-oriented achievement goals at school (Lee & Bong, 2016) and that, within achievement goals, they distinguish between: (a) mastery and performance goals by their view toward the nature of competence (Dweck, 1986; Nicholls. 1984); (b) approach and avoidance goals by valence (Elliot, 1996); and (c) ability and normative goals by their construal of the function of achievement in relation to competence (Grant & Dweck, 2003). Complex interplay of achievement goals with presumed antecedents and consequences, including individual differences, classroom contexts, and other motivation constructs such as self-efficacy beliefs will also be discussed. I will conclude my talk with the implication of this body of research for foreign language acquisition.

**Mimi Bong** is a Professor of Educational Psychology in the Department of Education and the Associate Director of the Brain and Motivation Research Institute (http://bmri.korea.ac.kr) of Korea University. Her research focuses on adolescent motivation with particular emphases on self-efficacy beliefs and achievement goals. Her most recent research interests include: testing validity of motivation theories by mapping theoretical classifications onto adolescents’ subjective perceptions of their own motivation; integrating interest, goals, and self-efficacy into the academic self-regulatory pathways; and exploring individual differences and socio-cultural factors particularly consequential to adolescents’ academic motivation. In 2006, Bong received the Richard E. Snow Award for Early Career Contributions in Educational Psychology from the American Psychological Association’s Division 15. She is the immediate past Associate Editor of *American Educational Research Journal* and the Editor-in-Chief of *Korean Journal of Educational Psychology*. Bong has served or currently serves on the editorial boards of *AERA Open, Child Development, Contemporary Educational Psychology, Educational Psychologist, Educational Psychology Review, Educational Researcher, Journal of Educational Psychology, Journal of Experimental Education*, and *Theory into Practice*. 
Understanding vulnerability and privilege in multilingualism: What can the psychology of language learning offer?

Lourdes Ortega
Georgetown University

June 9th / 17:15-18:15 / Ibuka Hall

Psychology is about understanding human behavior, and researchers working on the psychology of language learning seek to understand the attitudes, beliefs, emotions, and behaviors of multilinguals. Researchers of language learning have always assumed that the experience of learning a new language fosters critical self-awareness, expands world horizons, and promotes respect for human diversity and human difference. They have also always known that there are complex, difficult relationships between globalization, poverty, and multilingualism. Multilingual lives can be lived by some harmoniously and by others conflictively, by some as a privilege and by others as a vulnerability. What can research into the psychology of language learning offer in order to help address these social justice issues explicitly? I examine constructs from the study of psychology, in general, and the psychology of language learning, in particular, in search for promising directions that may help transform language learning experiences into opportunities to affirm social justice for individuals, classrooms, and communities.

Lourdes Ortega is a Professor in the Department of Linguistics at Georgetown University. Her main area of research is in second language acquisition, particularly sociocognitive and educational dimensions in adult classroom settings. Before moving to the USA in 1993, she was a teacher of Spanish at the Cervantes Institute in Athens, Greece, and she has also taught English as a second language in the United States, in Hawaii and Georgia. Lourdes was co-recipient of the Pimsleur and the TESOL Research awards (2001) and has been a doctoral Mellon fellow (1999), a postdoctoral Spencer/National Academy of Education fellow (2003), and a senior research fellow at the Freiburg Institute of Advanced Studies (2010). She was Journal Editor of Language Learning (2010-2015) and is a member of the Board of Directors of the University of Michigan’s Language Learning Research Club (2016-2020). She has published widely in journals such as Annual Review of Applied Linguistics, Applied Linguistics, CALICO Journal, Journal of Second Language Writing, Language Learning, Language Learning & Technology, Modern Language Journal, Studies in Second Language Acquisition, and System. Her books include Understanding Second Language Acquisition (2009, translated into Mandarin in 2016), and co-edited collections on Technology-mediated TBLT (with Marta González-Lloret, John Benjamins, 2014), The Usage-based Study of Language Learning and Multilingualism (with Ande Tyler and colleagues, Georgetown University Press, 2016), and Complexity Theory and Language Development: In Honor of Diane Larsen-Freeman (with ZhaoHong Han, 2017). She is currently busy co-editing (with Annick De Houwer) The Handbook of Bilingualism for Cambridge University Press.
Towards understanding perseverance in L2 learning: Long-term motivation, motivational currents and vision

Zoltán Dörnyei
University of Nottingham

June 10th / 11:15-12:15 / Ibuka Hall

Motivation, by definition, concerns the choice and direction of a particular action, the effort expended on it and the persistence with it. While most scholars would agree with this conceptualisation, the curious fact is that one of the motivational dimensions – persistence – has received far less attention in past research than the other components; indeed, as Grant and Shin (2012) explain in The Oxford Handbook of Human Motivation, “Compared to research on the direction and intensity of effort, few theoretical models and empirical studies have focused on the maintenance or persistence of effort” (p. 514). This imbalance is in contrast with the perception of classroom practitioners, who know all too well that student motivation is not constant but displays continuous ebbs and flows as well as a steady ‘leak’, that is, a tendency to peter out with time. For these reasons, a better understanding of the nature of student perseverance would be crucial for promoting sustained learning behaviours that are required for the mastery of an L2. This paper first addresses the question of why motivation theories have traditionally displayed a certain amount of uneasiness in relating motivation to time, and then starts to fill the existing theoretical gap by summarising relevant lessons from three research strands: (a) established motivation research concerning long-term motivation (e.g. time perspective, contingent path theory, velocity and goal pursuit); (b) the theory of vision; and (c) the recent conceptualisation of directed motivational currents. The talk will conclude by highlighting the manifold practical implications of these issues.

Thursday, June 7th

Day 1: Thurs., June 7th

Registration

Registration (1F Lobby) 15:00-18:30

Meeting and presentations

IAPLL Executive meeting in Ichijima Room (3F)

Early-career researcher showcase

All presentations in Rooms A, C, and D (3F) 16:30-18:00

<table>
<thead>
<tr>
<th>Room</th>
<th>Presenter</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Caitlin Gaffney</td>
<td>Personality and learners' self-assessed L2 grammar and vocabulary</td>
</tr>
<tr>
<td>A</td>
<td>Hillamaria Pirhonen</td>
<td>Change of university students' beliefs about languages in academic and workplace contexts</td>
</tr>
<tr>
<td>A</td>
<td>Ryosuke Kambara</td>
<td>Japanese EFL learners’ de/remotivation: How do they interpret their English learning experiences</td>
</tr>
<tr>
<td>A</td>
<td>Mari Suzuki</td>
<td>How 1-year study abroad affects Japanese EFL learners' WTC</td>
</tr>
<tr>
<td>C</td>
<td>Toshinori Yasuda</td>
<td>Demotivation among Japanese EFL learners: Beyond L2-related experience toward entire life narrative</td>
</tr>
<tr>
<td>C</td>
<td>Wen-Yuan (Nick) Chen</td>
<td>The interplay between FL learners' development of autonomy and out-of-class activities</td>
</tr>
<tr>
<td>C</td>
<td>Achmad Farid</td>
<td>Language learning motivation and religious identity in Indonesian Pesantren schools</td>
</tr>
<tr>
<td>D</td>
<td>Youngmi Kim</td>
<td>EFL teacher emotional labor in class and exhaustion: A case of South Korea</td>
</tr>
<tr>
<td>D</td>
<td>Sarah Sheridan</td>
<td>Exposure Anxiety - The case of sign language learners</td>
</tr>
<tr>
<td>D</td>
<td>Kaori Sugita</td>
<td>Teacher cognition and practice of pronunciation pedagogy: The case of Japanese EFL teachers</td>
</tr>
<tr>
<td>D</td>
<td>Keltoum Mansouri</td>
<td>Research into practice: strategy-instruction and metacognition in the teaching of EFL listening</td>
</tr>
</tbody>
</table>

Opening reception

Opening reception at Okuma Garden House 18:30-20:00. Open to all participants. Show your name badge at the door. See page 46 for more information.
Day 2: Fri., June 8th

Opening ceremony
Opening Ceremony in Ibuka Hall 9:35-

Plenary 1

Motivation in Development, Second Language Learning, and Teaching: Research on Promoting Engagement Using Self-Determination Theory (Ibuka Hall / Following Opening Ceremony-11:00)
Richard M. Ryan
Australian Catholic University

Please see page 8 for abstract and presenter bio.

Poster session 1

<table>
<thead>
<tr>
<th>Presenter</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hislop</td>
<td>Learners’ changing beliefs about peer-review in an academic writing course</td>
</tr>
<tr>
<td>Yamashita</td>
<td>An exploratory study of learning behaviors and motivational factors in L2 Japanese learning</td>
</tr>
<tr>
<td>Ota</td>
<td>Effectiveness and training of student teachers as motivators for low-level language learners</td>
</tr>
<tr>
<td>Sampson</td>
<td>Feeling the way forward: Insights from the emotional classroom</td>
</tr>
<tr>
<td>Nakai &amp; Thornton</td>
<td>L2 identity construction and translangaging: A narrative analysis of the role of dialect</td>
</tr>
<tr>
<td>Kanaoka</td>
<td>L2 motivation and spirituality in college ELT: Changing L2 learning and L2 self</td>
</tr>
<tr>
<td>Moriya</td>
<td>Longitudinal trajectories of emotions in a four-dimensional way through language advisory sessions</td>
</tr>
<tr>
<td>Arndt</td>
<td>Self-directed learning for English language learners</td>
</tr>
<tr>
<td>Ogawa</td>
<td>Stretching identity boundaries through study abroad</td>
</tr>
<tr>
<td>Torres, Otero &amp; Kanaoka</td>
<td>Teaching ESL students to develop growth mindset &amp; grit to increase academic engagement and success</td>
</tr>
<tr>
<td>Nose</td>
<td>Fostering a community of practice in a Japanese language teacher training course</td>
</tr>
<tr>
<td>Morishita</td>
<td>Notetaking training in a business interpreting class</td>
</tr>
<tr>
<td>Cullen</td>
<td>Practical positive psychology activities for the language classroom</td>
</tr>
<tr>
<td>Okamoto &amp; Jeong</td>
<td>Translation ambiguity across languages in Japanese learners of English</td>
</tr>
<tr>
<td>Skeates</td>
<td>Understanding Bandura’s personal agency in the workplace</td>
</tr>
<tr>
<td>Hughes, Vye, Debjani</td>
<td>Learning about our learners through the L2 motivational self system</td>
</tr>
</tbody>
</table>
Presentations

Papers

Assessment and motivation: Time for reassessment? (Ibuka Hall / 11:45-12:10)
Martin Lamb
University of Leeds

Teachers (and parents) know that assessment is a powerful tool for motivating learners to put effort into their studies, yet the general view among motivation theorists and researchers is that it has a negative long-term impact. I call for research to resolve this divergence of views.

A longitudinal study into the effect of teachers's L1 use on FLE and FLCA among Japanese EFL students (Room A / 11:45-12:10)
Takako Inada¹ & Jean Marc Dewaele²
¹Japan University of Health Sciences, ²Birkbeck, University of London

The study adopts a longitudinal perspective to investigate whether teachers' L1 use in the FL class affects students’ foreign language enjoyment and foreign language classroom anxiety. The use of the L1 seemed to lower FLCA without boosting FLE. However, the exclusive use of the FL heightened FLE without affecting FLCA.

A longitudinal study of five university L3 learners's motivation in China (Room B / 11:45-12:10)
Tianyi Wang
University of Cambridge

Underpinned by the L2 Motivational Self System (Dömyei, 2005), this study aims to explore learners’ L3 motivational dynamics. To achieve this aim, three rounds of semi-structured interviews were conducted with five L3 learners of German at one Chinese university over two years.

The effects of learner-generated versus teacher-generated tasks on student engagement (Room C / 11:45-12:10)
Sachiko Nakamura¹ & Hayo Reinders²
¹King Mongkut’s University, ²Unitec

This presentation reports on the effects of learner-generated versus teacher-generated tasks on learner engagement. Thirty Thai university students engaged in two types of opinion exchange tasks (with or without fixed options). It was found that learner-generated tasks result in greater cognitive, behavioural, social, and affective engagement.

Exploring pre-reflective use of self's in L2 learning: Vermersch’s Elicitation Interview Technique (Room D / 11:45-12:10)
Stephen Scott Brewer
Université Paris-Est Créteil (ESPE)

The Elicitation Interview Technique (Vermersch, 1994) has significant potential to help explore particular psychological realities of foreign language learning seen here as a combinatorial skill’s acquisition process. In this talk we are interested in how the technique is used to generate self-report data stemming from a pre-reflective level of awareness.
Exploring university EFL/ESL teachers' professional subjective well-being (Room E / 11:45-12:10)
Kyle Talbot
University of Graz

In this talk, I will report on a study that explores University EFL/ESL teachers' professional subjective well-being. I discuss insights gathered through in-depth, semi-structured interviews with language teachers in the Japan, the US, and Austria about their perceptions of their professional well-being and factors they perceive as affecting this.

Autobiographical reasoning and successful learning in the narratives of TEFL student-teachers (Ibuka Hall / 12:15-12:40)
Miriam Tashma-Baum
Givat Washington Academic College of Education

An analysis of the LLHs of TEFL students reveals a link between the quality of their autobiographical reasoning (AR) and their level of commitment to the language, suggesting that encouraging learners towards a positive and exploratory AR in their LLHs may strengthen intrinsic motivation and enhance the learning process.

Conflict resolution strategy, and WTC as predictors of intercultural communicative competence (Room A / 12:15-12:40)
Yoko Munezane
Rikkyo University

In today's multicultural world, the ultimate objective of language learning is being shifted from communicative competence to intercultural communicative competence. This presentation explores the structural relationships among WTC, conflict resolution strategy, and related concepts that affect intercultural communicative competence.

Chinese language learner motivation: Vision, socialization and progression (Room B / 12:15-12:40)
Junqing (Jessie) Jia
Hamilton College

Echoing Dörnyei and his colleagues' discussion of visioning L2 selves, this paper conducts empirical studies to examine how vision relates with Chinese language learners' motivation from beginning to advanced levels suggesting that an ideal learning mechanism is associated with learners' vision, socialization and their sense of progression.

Dynamics of L2 possible selves of university students in an EMI preparatory language course (Room C / 12:15-12:40)
Masako Kumazawa & Damon Brewster
J. F. Oberlin University

This presentation is based on a study of university students' motivational profiles, illustrating the dynamic nature of learners' possible L2 selves and motivational processes. We will present our ethnographic accounts of three participants' motivational phenomena in their learning context and our reflections on their experiences from curriculum developers' perspectives.
Mental contrasting with implementation intentions, social networking and second language development (Room D / 12:15-12:40)
Vashti Lee, Dan Dewey, Hannah Trimble & Kirk Belnap
Brigham Young University

Mental contrasting with implementation intentions (MCII) is a self-regulatory technique used to improve performance or promote goal achievement. This study aims to apply MCII to promote students’ efforts to expand their native speaker social networks for greater ultimate language gains.

Emotional engagement in language teaching: A Turkish case study (Room E / 12:15-12:40)
Bill Snyder¹ & Ozlem Ozturk²
¹Kanda University of International Studies, ²Dokuz Eylul University

This mixed methods case study explores the emotional engagement of a Turkish teacher required to teach two sections of a university-level course for repeat students. Despite generally negative emotional engagement, complex moments of positive engagement also occurred. Implications for supporting teachers in difficult teaching situations will be discussed.

Motivational factors in computer-administered integrated skills tasks (Ibuka Hall / 14:00-14:25)
Judit Kormos
Lancaster University

This study examines the task motivation of young learners in computer-administered integrated test tasks, and the relationship between performance and task motivation. Results show significant differences in factors of task motivation in the two types of tasks, and weak association between task performance and task motivation.

Motivational variables of students of Translation as language learners and professionals (Room A / 14:00-14:25)
Imelda Katherine Brady
University Center of Ministry of Defense

A mixed-methods pilot study examining the combination of variables affecting learning and professional motivation of students of Translation and Interpretation in Spain. I explore the variables that interrelate in the development of these ‘dual’ selves and add the concept of creative intelligence (flow) to the mix.

Motivational strategies and mental imagery: Can they facilitate the learning of formulaic sequences? (Room B / 14:00-14:25)
Duyen Le-Thi
University of Nottingham

Motivational strategies and mental imagery have been documented to be effective in enhancing student motivation, but little is known whether they can facilitate the learning of specific language features. This paper reports on the findings of a quasi-experiment investigating the application of these motivational techniques in explicit teaching of vocabulary.
A multimodal survey of motivational attractors (Room C / 14:00-14:25)
Sakae Suzuki
Tokyo Woman's Christian University

This study aims at identifying university students' perceptions of learning English and potential motivational attractors within L2 learning and life experiences. Multimodal data include students' drawings and short narratives.

L2 Pronunciation Learning: Instruction, Perceived Problems, and Anxiety (Room D / 14:00-14:25)
Harumi Kimura
Miyagi Gakuin Women's University

This study concerns L2 English learners' experience of pronunciation learning, perceptions of their own pronunciation problems, and anxiety. The results demonstrated that the learners perceived their problems based on what little instruction they had received. In addition, some learners were troubled by groundless fears.

A study of L2 motivation and anxiety of Pakistani English language learners from District Gujranwala (Room E / 14:00-14:25)
Ahmad Mujtaba Ali
GIFT University

This study investigated the English language learning attitudes of intermediate students from Gujranwala in order to measure their L2 motivation and anxiety, by using L2 Motivational Self System (Dömyei, 2009). Instrumentality contributed strongly towards participants intended learning efforts. It was also found that both future L2 selves contributed towards anxiety.

Starting age and individual factors predict Danish children's EFL learning rate and proficiency (Ibuka Hall / 14:30: 14:55)
Katalin Fenyvesi
University of Southern Denmark

Results from a longitudinal study of 276 Danish first and third-graders showed that late starters advanced faster than early starters in L2 receptive grammar and vocabulary. This rate advantage was moderated by the influence of gender and individual factors, primarily foreign language classroom anxiety and belief in L2 competence.

Directed motivational currents in higher education: A case study of Japanese MBA students (Room A / 14:30-14:55)
Yuko Inada
Kansai University

The presentation will report on an interview-based study of four Japanese graduates of a business school in Europe. Results reveal how three participants experienced Directed Motivational Currents (DMCs) as they pursued their goal of achieving the English proficiency entrance requirement. The presentation includes suggestions for inducing DMCs in different settings.
Enhancing EFL students' motivation and ideal-L2-selves through visual imagery training (Room B / 14:30-14:55)
Muhammad Shahbaz
GC Women University

Mental imagery can play a vital role in developing positive attitudes. This research uses visual imagery technique to enhance motivation of EFL learners in KSA. Data from mixed methods suggest that it is useful and effective for otherwise demotivated learners of English.

Emerging ideal multilingual selves: Narratives of Japanese students learning two languages in Taiwan (Room C / 14:30-14:55)
Haruna Fukui & Tomoko Yashima
Kansai University

Using qualitative analyses, this presentation explores the motivation of three Japanese students to study English and Chinese simultaneously in Taiwan. For some students, ideal and ought-to selves (Dörnyei, 2009) emerged along with multilingual selves (Henry, 2017) before and during study abroad. However, they struggled to keep both languages in balance.

Online media production and L2 motivation: An ethnographic study (Room D/ 14:30-14:55)
Alastair Henry
University West

The presentation will report on an interview-based study of four Japanese graduates of a business school in Europe. Results reveal how three participants experienced Directed Motivational Currents (DMCs) as they pursued their goal of achieving the English proficiency entrance requirement. The presentation includes suggestions for inducing DMCs in different settings.

Learning English in the shadows: Understanding secondary students' L2 selves in private tutoring (Room E / 14:30-14:55)
Kevin W. H. Yung
The Education University of Hong Kong

This study investigated the L2 selves of 18 Grade-12 students based on their English learning experiences in private tutoring for one year. The findings indicated that learners enrolled in tutoring generally possessed insecure actual L2 selves, and tutoring provided an ideological pathway for learners to actualise their future L2 selves.

Poster session 2

<table>
<thead>
<tr>
<th>Presenter</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wang &amp; Liu</td>
<td>A preliminary study of self-regulating pre-class reading performance for EFL learners in China</td>
</tr>
<tr>
<td>Poole</td>
<td>Effective design and reporting of psychological research in the classroom</td>
</tr>
</tbody>
</table>
Friday, June 8th

**Poster session 2 in Foyer (3F) 14:30-16:00**

<table>
<thead>
<tr>
<th>Author(s)</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hayasaki</td>
<td>Exploring positive effects of language anxiety in Japanese students at an English-medium university</td>
</tr>
<tr>
<td>Jerrems &amp; Asami</td>
<td>Ideals for diversity and motivation in a small school context</td>
</tr>
<tr>
<td>Yoshimura, Kambara &amp; Sugita</td>
<td>Japanese university students' motivation and English learning efforts in an EMI context</td>
</tr>
<tr>
<td>Richard</td>
<td>Longitudinal investigation of Japanese university students' L2-English achievement goal orientations</td>
</tr>
<tr>
<td>Tweed</td>
<td>Notice, act, and reflect: Stretching study abroad students' boundaries with smartphones</td>
</tr>
<tr>
<td>Nakamura &amp; Hashimoto</td>
<td>Perspective and attitude toward English: Parental perspective of Japanese kindergarteners</td>
</tr>
<tr>
<td>Tsunoda</td>
<td>Psycho-emotional elements underlining directed motivational currents: Insights from within Japan</td>
</tr>
<tr>
<td>McClelland</td>
<td>Retrospective investigation of past learning experiences and their effects on L2 motivation</td>
</tr>
<tr>
<td>Cooke</td>
<td>Language learner narratives-methodology &amp; prevailing analysis of a 4-year longitudinal study</td>
</tr>
<tr>
<td>Clause, Nakajima &amp; Tam</td>
<td>University short term study abroad: Hybrid program strategies</td>
</tr>
<tr>
<td>Hoggard</td>
<td>Social media use &amp; second-language learning: A study of behavioral intention &amp; self-efficacy beliefs</td>
</tr>
<tr>
<td>Kondo</td>
<td>The effects of working memory capacity and motivation in Japanese EFL learners' speaking skills</td>
</tr>
<tr>
<td>Kobayashi</td>
<td>How to apply psychological theories for language learning from the view point of motivation</td>
</tr>
</tbody>
</table>

**Symposia**

**Symposium 1: Contemporary language motivation theory: 60 years since Gardner and Lambert (1959) (Ibuka Hall / 16:00-17:30)**
Organizer: Ali H. Al-Hoorie (Jubail Industrial College)

A group of distinguished scholars discuss the contributions of Robert C. Gardner at the 60th anniversary of the seminal paper by Gardner and Lambert (1959) that founded the L2 motivation field. Each scholar deals with a dimension of Gardner’s contributions, linking it to contemporary theory and empirical evidence.

*Paper 1: Evolution of L2 motivation: Looking back and looking forward*
Ali H. Al-Hoorie (Jubail Industrial College) This presentation surveys the different stages that the L2 motivation field has passed through to date. This presentation sets the scene for the following presentations in this symposium.

*Paper 2: Researching L2 motivation: Re-evaluating the role of qualitative inquiry - Ema Ushioda (University of Warwick)*

In the 1990s, I promoted a qualitative approach to researching L2 motivation, to counter the dominant quantitative tradition. Since then, the field has evolved significantly, along with my thinking and understanding. In this talk, from a more mature perspective, I will re-evaluate the role of qualitative inquiry in our field.
Paper 3: The positive and negative emotional underpinnings of integrative motivation: Gardner through a positive psychology lens - Peter D. MacIntyre (Cape Breton University), Jean-Marc Dewaele (Birkbeck, University of London) & Tammy Gregersen (University of Northern Iowa)

We report a comparison of two studies (Chinese sample n=157; international sample n=750) examining correlations between 11 of Gardner’s attitude/motivation scales with a comprehensive measure of 20 emotions, positive and negative. Correlation, regression and ANOVA results provide evidence that complex emotion processes underlie attitudinal supports for motivation, especially positive emotions.

Symposium 2: Resistance is normal - An intercultural adjustment perspective on language learner demotivation (Room B / 16:00-17:30)
Organizer: Joseph Shaules (Juntendo University)

This symposium explores language learner demotivation from the perspective of resistance, a psychological defense mechanism triggered by the foreignness of language learning. Presenters will report on a Ministry of Education funded study that uses intercultural adjustment theory to gain insight into learner demotivation. Implications are discussed.

Paper 1: Motivation, resistance and a developmental view of linguaculture learning - Joseph Shaules (Juntendo University)

The presenter will provide a theoretical overview of resistance as it relates to language learner motivation. He will introduce an ongoing Ministry of Education Study focusing on demotivation and learner resistance. He will argue that psychological resistance should be seen as a natural part of the language learning process.

Paper 2: Uncovering factors that cause resistance and/or engagement in the process of linguaculture learning - Robinson Fritz (Nagasaki University)

Resisting or engaging in the process of linguaculture learning happens both inside and outside of the classroom. By understanding the different factors that can trigger resistance or engagement, this presentation will argue that educators have an opportunity to become more mindful in their approach to foreign language and intercultural learning.

Paper 3: Emergent motivation and Linguaculture meaning in English skills classrooms - Sumiko Miyafusa (Showa Women’s University)

This presentation discusses the results of interviews that explore how peers influence learners’ engagement and resistance towards learning English in the classroom. The notion of emergent motivation and linguaculture learning were used to analyze the data. This research seeks to inform pedagogy that leads to more active engagement by learners.

Paper 4: Evidence of mixed states: Analyzing self-reporting data of students’ classroom diaries - Gabriela Schmidt (University of Tsukuba)

This contribution focuses on mixed states, contradictory psychological reactions to linguaculture foreignness. An analysis of data from student classroom diaries indicated both engagement and resistance, sometimes even within the same paragraph. Motivation and demotivation are seen as two competing endpoints on a scale of possible reactions to intercultural adaptive demands.
Symposium 3: Alternative Approaches to L2 Motivation: Moving Toward Integrating Teaching/Learning Motivation (Room C / 16:00-17:30)
Organizer: Yuzo Kimura (University of Toyama)

This symposium explores L2 teaching and learning motivation from fresh angles. Each of the four presentations offers new insights into language learning aims, research tools, research participants, and research interviewing. The findings shared cast promising light on the future potential growth of L2 motivation and teacher development research.

Paper 1: Similar Trajectories in Different Landscapes? Viewing L2 Teacher Motivation from two theoretical lenses: TEM and DST - Yuzo Kimura (University of Toyama)

This presentation explores the potential application of the Trajectory Equifinality Model (TEM) to L2 motivation studies as another salient theory in comparison with DST. Qualitative data from two EFL teachers’ classrooms in a Beijing high school suggest TEM’s potential to accommodate of data from both shorter and longer time scales.

Paper 2: Stimulating veteran EFL teachers’ professional development through public lessons - Luxin Yang (Beijing Foreign Studies University)

This study examined six veteran EFL teachers’ professional development through preparing and offering public lessons with the guidance of two mentors. Data analysis reveals that they eventually overcame their “comfort zone” of teaching and critically reexamined their daily practices, demonstrating increased self-efficacy and improved awareness of language teaching and learning theories.

Paper 3: Examining the Usefulness of Motivational Languaging Activities in EFL Learning: Investigations of EFL Students in South Korea - Tae-Young Kim (Chung-Ang University)

The influence of motivational languaging activities (MLAs) on student EFL learning motivation is investigated across three different studies. I argue Swain’s (2006) concept of languaging can be applied to primary/secondary school students’ L2 learning. Both written and verbal MLAs significantly increased Korean students’ L2 learning motivation. Educational implications are discussed.

Paper 4: Reframing the L2 Learning Experience as Narrative Reconstructions of Classroom Learning - Phil Hiver (Florida State University)

We investigate the situated and dynamic nature of the L2 learning experience through a newly-purposed instrument called the Language Learning Story Interview. Our data highlight the centrality of identity to L2 motivation and learning behavior as learners consciously position themselves in relation to others and to learning events.
Symposium 4: The psychology of CLIL and EMI: A comparative study of Spain, Austria, Japan and U.S.A. (Room D / 16:00-17:30)
Organizer: Rieko Nishida (Osaka University)

This symposium presents a cross-cultural comparison of how CLIL (Content and Language Integrated Learning) and EMI (English as Medium Instruction) have been adopted in Austria, Spain, Japan, USA and other multilingual contexts in the world. Each of these learning contexts offers different contextual realities, which in turn may have measurable effects on learners’ psychological and linguistic outcomes.

Paper 1: The impact of English-medium instruction on teachers’ and students’ motivation: Reflections from Spain - David Lasagabaster (University of the Basque Country UPV/EHU)

Researchers seem to agree that EMI fosters both students’ and teachers’ motivation, but this may not always be the case. In this talk, I intend to summarize the research on this topic available in the Spanish context with a view to comparing it with the results obtained in other contexts.

Paper 2: The subjective wellbeing of CLIL teachers in Austria - Sarah Mercer (University of Graz)

In this talk, I will report on qualitative research conducted by my team and I into the subjective well-being (SWB) of CLIL teachers in Austria working in the primary, secondary and tertiary sectors. These data represent the first phase of a larger study funded by the Austrian national bank (ÖNB).

Paper 3: “What is my motivation to learn English? I don’t understand the question”: Impacts of multilingual contexts on the motivation of CLIL students - Amy S. Thompson (West Virginia University)

This presentation focuses on the context-specific implications of a CLIL curriculum in terms of motivation. Specifically, there will be a discussion of how the motivation of CLIL students might differ depending on monolingual, bilingual, or multilingual societal settings. Data from a variety of settings will be used for illustrative purposes.

Paper 4: The psychology of content and language learning in Japan focusing on learner perspective - Rieko Nishida (Osaka University)

In this talk, I intend to summarize the research on how content and language have been adopted to the Japanese context including the primary, secondary and tertiary sectors. Then I will summarize an ongoing project about how content and language in the language classroom has been adopted at Japanese institution.
Symposium 5: Strategy assessment for learning and emotion regulation: Psychological and methodological aspects (Room E / 16:00-17:30)
Organizer: Christina Gkonou (University of Essex)

This symposium concentrates on innovative methods for assessing language learning and emotion-regulation strategies for learners. It presents scenario-based questionnaires and their associated psychosocial theories, as well as Bayesian methods, and text mining and natural language processing techniques, in an attempt to explore the psychological dimension of strategy use.

Paper 1: Assessing the assessment: How the Managing Your Emotions (MYE) questionnaire reflects psychosocial theories - Rebecca L. Oxford (University of Maryland, USA, Emerita)

This presentation “assesses the assessment” by exploring psychosocial theories that infuse the Managing Your Emotions (MYE) Questionnaire (Gkonou & Oxford, 2016). Theories include self-regulation, agency, autonomy, strategic behavior, systems thinking (complex dynamic systems), affect conjoined with cognition, and the need to consider painful and pleasant (not “negative” and “positive”) emotions.

Paper 2: Strategy scenarios for assessing acts of emotion self-regulation and well-being - Christina Gkonou (University of Essex, UK)

Drawing on data collected through a scenario-based questionnaire called MYE (Managing Your Emotions; Gkonou & Oxford, 2016), the emotion-laden nature of language learning and a range of emotion-regulation strategies employed by foreign language learners will be presented. Implications for existing affective strategy frameworks and for classroom teaching will be discussed.

Paper 3: Utilizing innovative methods for analyzing quantitative and qualitative data in learning strategy assessment - Atsushi Mizumoto & Osamu Takeuchi (Kansai University)

This presentation introduces Bayesian methods, and text mining and natural language processing techniques for quantitative and qualitative data analysis to capture the individualized, contextualized, and multi-faceted nature of learners’ strategy use. We will demonstrate how those approaches can be utilized to better inform us of psychological aspects of strategy use.

Work-in-progress 1

Multimodal literature in the EFL Classroom - Exploring German EFL teachers' beliefs and practices (Room A / 16:00-17:30)
Claudia Owczarek
LMU Munich

My dissertation project investigates how novelties from ELT research are taken up in actual teacher practice. In particular, I focus on the topic of multimodal literature in the German EFL context and explore influences on German EFL teachers' beliefs on their corresponding practice.
The psychology of the language learning classroom: Exploring facilitative and debilitative spaces (Room A / 16:00-17:30)
Nathan Thomas
University of Oxford / Elite Scholars of China

This presentation will attempt to describe the psychological effects learning spaces have on students, demonstrating what facilitative classrooms consist of and how debilitative spaces are still more prevalent in higher education. By examining the practices of classroom design for young learners, much can be gleaned for the tertiary level.

Language policies and affective factors in a self-access centre in Japan (Room A / 16:00-17:30)
Yuri Imamura
Kanda University of International Studies

This presentation will address the ongoing research on defining language policies that encourage learners to practice English in the Self-Access Centre at the university in Japan. In order to discern affective factors preventing learners' English usage in the SAC, a pilot questionnaire and interviews are being reported.

Plenary 2

Whose interests does language learning motivation research serve?
Stretching the boundaries (Ibuka Hall / 17:45-18:45)
Ema Ushioda
University of Warwick

Please see page 9 for abstract and presenter bio.

Cultural event

Cultural event: Sake tasting at 3F 18:50-19:45. See page 46 for more information.
Day 3: Sat., June 9th

Plenary 3

Wanting to Prove You’re Smart: The Detrimental Effects of Ability Validation Goals (Ibuka Hall / 9:30-10:30)
Mimi Bong
Korea University

Please see page 10 for abstract and presenter bio.

Poster session 3

<table>
<thead>
<tr>
<th>Presenter</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seral</td>
<td>An empirical study on demotivating and motivating factors of learning English in Japanese students</td>
</tr>
<tr>
<td>Morris</td>
<td>Emotion regulation amongst university EFL teachers in Japan: The dynamic role of context</td>
</tr>
<tr>
<td>Hashimoto</td>
<td>Individual and group directed motivational currents of Japanese EFL college students</td>
</tr>
<tr>
<td>Gonzalez</td>
<td>Investigating the changes in willingness to communicate in FL learners' histories</td>
</tr>
<tr>
<td>Thomson &amp; Mori</td>
<td>Offering opportunities to become a language user through boundary crossing</td>
</tr>
<tr>
<td>Borges</td>
<td>Pronunciation beliefs and other predictors of phonological performance: A study with ESL learners</td>
</tr>
<tr>
<td>He</td>
<td>A investigation into teachers and students' perceptions on -what do you think?-</td>
</tr>
<tr>
<td>Davis</td>
<td>Raising metacognitive awareness in JHS English conversation classes using ideal classmates</td>
</tr>
<tr>
<td>Nyvad</td>
<td>Stretching the boundaries of learner identity in interlanguage development</td>
</tr>
<tr>
<td>Yarwood</td>
<td>Motivating learning: Piloting L2 motivational self system based instruction to adult EFL learners</td>
</tr>
<tr>
<td>Edlin</td>
<td>Our self-access learning centers as places, and their place within a campus environment</td>
</tr>
<tr>
<td>Egitim</td>
<td>The role of autonomy in critical thinking</td>
</tr>
<tr>
<td>Yue</td>
<td>Understanding Chinese students' L2 willingness to communicate in the language classroom</td>
</tr>
<tr>
<td>Nakamura</td>
<td>Japanese language learners' motivation and multilingual visions</td>
</tr>
<tr>
<td>Lockley</td>
<td>Investigating self-perceived foreign language learning outcomes of a CLIL history curriculum</td>
</tr>
<tr>
<td>Xethakis</td>
<td>Working with anxiety in group-based learning approaches</td>
</tr>
<tr>
<td>Fong &amp; Yung</td>
<td>Understanding L2 learners's beliefs in learning English in the transition to higher education</td>
</tr>
<tr>
<td>Hooper</td>
<td>For life, not for study: A diary study of self-directedness, identity and motivation in eikaiwa</td>
</tr>
<tr>
<td>Sponseller &amp; Kabir</td>
<td>Validation of the sojourner self-efficacy in communication scale for Japanese university students</td>
</tr>
</tbody>
</table>
Presentations

Papers

Effects of student perception of teacher emotional intelligence and happiness on FL acquisition (Ibuka Hall / 11:15-11:40)
Sharona Moskowitz
Birkbeck College, University of London

The purpose of this study is to investigate how students of ESL/EFL perceive their teachers’ emotional intelligence and happiness, and how those perceptions relate to student self-reported levels of motivation and classroom enjoyment. Participants in the study were students of high-intermediate to advanced proficiency, enrolled in a formal English class.

Emergence of socially-shared regulation in English classrooms: A complex dynamic systems perspective (Room A / 11:15-11:40)
Ryo Nitta¹, Yoshiyuki Nakata² & Atsuko Tsuda³
¹Nagoya Gakuin University, ²Doshisha University, ³Kobe University Secondary School

This study explores how socially-shared regulation emerges through interaction between students in English classrooms at a high school from the perspective of complex dynamic systems. Analysis of multiple data sources revealed that cooperative attitudes and behaviors of individuals were closely related to the emergence of social-shared regulation.

Favourable affective profiles in CLIL: Chicken or egg? (Room B / 11:15-11:40)
Audrey De Smet¹ & Laurence Mettewie²
¹Université Catholique de Louvain, ²Université de Namur

This paper discusses longitudinal results from a multidisciplinary study on CLIL in French-speaking Belgium. Results from a first data collection indicate both more favourable affective and background profiles in CLIL compared to non-CLIL, thus raising the question whether these differences are due to CLIL or to a selection bias.

Positive language teaching: Culturally responsive, strengths-based and empathetic (Room C / 11:15-11:40)
Lauren Anderson, Tessa Horn & Alyssa Hanken
University of Northern Iowa

This presentation combines three investigations brought together under the umbrella of positive psychology in language teaching and learning. Utilizing data collected via interviews, narrative framing and surveys, topics under consideration include culturally responsive teaching, student strength reflection, and promoting teacher empathy.
Saturday, June 9th

**The nature of gender differences across proficiency levels (Room D / 11:15-11:40)**
Janina Iwaniec
University of Bath

In this large scale quantitative study, it was examined whether gender effects on motivation are different at different levels of proficiency. To this end, 15-year-old Spanish learners of English, filled in motivational questionnaires and Aptis proficiency test. The results show that gender differences in motivation are stable across proficiency levels.

**Examination of relatedness needs in Japanese EFL classrooms and task motivation: An interview study (Room E / 11:15-11:40)**
Toshie Agawa
Seisen University

The purposes of this presentation are to examine learners' relatedness needs in Japanese university EFL classrooms and make pedagogical suggestions. The results of an interview with 23 Japanese university EFL learners showed several factors that may affect learners' task motivation. Based on those results, some pedagogical implications will be presented.

**Examining the role of emotions in published English lesson plans through critical discourse analysis (Room F / 11:15-11:40)**
Aaron Hahn
Fukuoka University

This project uses corpus analysis and critical discourse analysis to examine the role of emotions in a large corpus of published language activities. Since professional discourse both shapes and is shaped by the authors' beliefs, this provides insight into how teachers orient towards these issues in their classrooms.

**Introducing positive psychology to language students and starting them on a path (Ibuka Hall / 11:45-12:10)**
Marc Helgesen
Miyagi Gakuin Women's University

Happy students learn more, stay on task longer and have more grit. How do we share key positive psychology concepts? This session introduces a way with both language goals and psychology elements. Then we'll consider '10 Minutes for Happiness' short language/positive psychology activities to add to your course/curriculum. (Handout provided).

**Individual perceptions of group work environment and L2 learning motivation (Room A / 11:45-12:10)**
Mitsuko Tanaka
Ritsumeikan University

This study examines the impact of individual perceptions of group work environment on the motivation of L2 learners with varying levels of English proficiency. Based on the results of a path analysis performed on the questionnaire responses and proficiency scores, the dynamic nature of L2 learning motivation will be discussed.
**Linguistic risk-taking at a Canadian postsecondary institution** (Room B / 11:45-12:10)
Nikolay Slavkov
University of Ottawa

This presentation focuses on a pedagogical tool called Linguistic Risk-Taking Passport created at a bilingual English-French university in Canada. The purpose of the passport is to motivate second language learners to practice their L2 (English or French) in their daily lives on campus, rather than using their L1.

**Positive institutions: Case study** (Room C / 11:45-12:10)
Katarzyna Budzinska
Lodz University of Technology

Positive institutions are the least studied of the three main pillars of positive psychology. The presenter investigates a language school in the further education context in Poland in order to find out whether it meets the positive institution criteria.

**Exploring L2 competencies in Cambodia: Emotion and action** (Room D / 11:45-12:10)
Benedict J.L. Rowlett
The University of Tokyo

This talk approaches L2 competencies from queer and Southern perspectives through the analysis of an ethnographic interview conducted in Cambodia. In this way, the analysis focuses on how emotional linguistic resources are deployed in the L2 as competencies towards forms of social action in this setting.

**Stretching the boundaries of the researcher-participants relationship in L2 motivation enquiry** (Room E / 11:45-12:10)
Sal Consoli
University of Warwick

Ecological approaches have gained prominence within the L2 motivation research arena. This epistemological tendency requires important considerations to explore, understand and account for the complex interaction between the researcher and the researched. This presentation reports on several tensions, dilemmas, surprises and compromises experienced by a teacher-researcher investigating his own (ex)students.

**Being a language learner and language teacher of Irish** (Room F / 11:45-12:10)
Claire M Dunne
Marino Institute of Education

This paper, based on empirical data from doctoral research, explores the process of becoming a primary level teacher of Irish, the official yet minority language in Ireland, looking at the liminal space pre-service teachers occupy as both a language teacher and learner.
Saturday, June 9th

**Incorporating affective factors into self-directed learning courses** *(Ibuka Hall / 13:45-14:10)*  
Scott Shelton-Strong & Jo Mynard  
Kanda University of International Studies

The presenters will give an overview of a course that helps learners to develop self-directed learning skills and also manage their motivation and affective dimensions related to their learning. They will share examples of course activities and students' work and discuss the effectiveness and challenges of the practical interventions.

**Teachers as people: Professional pathways of four retired language teachers from Poland** *(Room A / 13:45-14:10)*  
Dorota Werbińska  
Pomeranian University

This presentation showcases a biographical study on four retired language teachers' lives in the Polish context. The results suggest that their professional pathways are mainly shaped by situational factors. The operational framework used for the analysis of the teachers's biographies could be well applied to other teacher education contexts.

**Investment and resistance: A conflicting relationship between the Asian learner and parents** *(Room B / 13:45-14:10)*  
Chao-wen Chiu  
National Chengchi University

Following a narrative inquiry tradition, the present study explores how a learner’s emotions toward parents impact language learning. Results demonstrate the complex interplay between the learner’s agentive capacity for learning English and the socioculturally specific ‘responsibility’ in Asia. Implications of the results are also discussed.

**Motivation and willingness to communicate as predictors of explicit and implicit grammar knowledge** *(Room C / 13:45-14:10)*  
Miroslaw Pawlak¹ & Adriana Biedroń²  
¹Adam Mickiewicz University, ²Pomeranian University

The paper reports a study that investigated the role of motivation and willingness to communicate (WTC) in mediating the explicit and implicit knowledge of English passive voice. The analysis showed that while motivation was an important factor for both types of knowledge, WTC mainly moderated the development of implicit knowledge.

**EFL learners’ beliefs and motivation** *(Room D / 13:45-14:10)*  
Chiyo Hayashi¹, Noriko Iwamoto², Reiko Yoshihara³ & Kota Ohata⁴  
¹Kunitachi College of Music, ²Toyo University, ³Nihon University, ⁴Ferris University

The current study investigated the relationship between EFL learners' beliefs and motivation with 1,057 students from five universities in Japan, using two instruments, a motivation questionnaire and a belief questionnaire. The results of the study demonstrated a close connection between the desire to communicate and autonomous types of motivation.
Polish tertiary-level learners' emotion-regulation strategies: Applying the vignette methodology (Room E / 13:45-14:10)
Jakub Bielak & Anna Mystkowska-Wiertelak
Adam Mickiewicz University

The authors previously applied a scenario-based survey (Gkonou & Oxford, 2016) investigating affective language learning strategies (LLSs). Because of its vignette methodology, the data were somewhat crude. The present study added follow-up interviews and obtained rich contextualized data, critically evaluated the vignette methodology, and reconsidered Oxford’s (2017) classification of LLSs.

Associations between perfectionism, reading anxiety and writing anxiety (Room F / 13:45-14:10)
Yung-nan Chiang
Wenzhou-Kean University

This study reports findings concerning the relationships between perfectionism, foreign language reading anxiety and foreign language writing anxiety in a group of EFL college students. The results suggest that perfectionism is a significant correlate of foreign language anxiety across different language skills.

Getting your work published (Ichijima Room 3F) 13:45-14:45

An opportunity to talk informally with Laura Longworth from Multilingual Matters, and Sarah Mercer and Stephen Ryan, series editors of the Psychology of Language Learning and Teaching book series, about publishing your research. We’ll be happy to talk with you about your work, publishing in the PLLT book series and the publication process in general. Come armed with ideas and questions! This is a drop-in session and you’re welcome to stop by for a chat at any point throughout the session.

Stretching boundaries with social testing and self-evaluations in language classes (Ibuka Hall / 14:15-14:40)
Tim Murphey
Kanda University of International Studies

I describe new conceptions of testing in which students give themselves grades at two moments in time: first after filling in answers alone; and second after asking others for mediating help during a socially interactive time period. Social-psychological qualitative results and research supporting self-evaluations and grading are provided.

Transitioning in third-age language teachers's psychological resilience through continuity (Room A / 14:15-14:40)
Sonja Babic
University of Graz

The research proposed in this study seeks to understand third-age language teachers’ (or TALTs’) psychological resources developed and preserved across professional life span. These resources seem to have helped these teachers to successfully recover from adversity, overcome challenges and thrive in their professional roles.
Saturday, June 9th

**Implicit-explicit attitudes: Understanding Hong Kong language learners’ motivation** (Room B / 14:15-14:40)
Zann Boo
University of Nottingham

This study presents results from a mixed-methods investigation into the implicit-explicit attitudes of Hong Kong language learners. Preliminary findings illustrate the interplay of implicit-explicit attitudes of the English and Chinese language learners; providing support for this line of implicit-explicit research and the discussion of learning languages other than English (LOTE).

**Dynamic development of motivation and Willingness To Communicate (WTC) during two L2 lessons** (Room C / 14:15-14:40)
Giulia Sulis
Lancaster University

Adopting a Dynamic Systems Theory (DST) approach, this study investigated fluctuations in motivation and Willingness To Communicate (WTC) over the course of two 45-minute L2 lessons and demonstrates how these two distinct constructs influence each other in important ways.

**Native listeners’ judgements on L2 speech comprehensibility and perceived fluency** (Room D / 14:15-14:40)
Shungho Suzuki\(^1\) & Judit Kormos\(^2\)
\(^1\)Waseda University, \(^2\)Lancaster University

The current study investigated how native speakers perceive comprehensibility and fluency of L2 speech distinctively in relation to various linguistic features. Results revealed that, despite the strong correlation between these constructs, they were associated with different sets of linguistic features, indicating the substantive differences in listeners’ perceptual processing of speech.

**Vision and voices: Examining the ideal L2 self currents of a bilingual Japanese adolescent** (Room E / 14:15-14:40)
Brian G. Rubrecht
Meiji University

The presentation details research on the language learning motivation of a bicultural bilingual Japanese adolescent. Multiple semi-structured interviews revealed her vision of her future self involving the merging of her two distinct English ‘voices.’ Recent theoretical frameworks proposed by Dömyei and colleagues will be applied to her case.

**The 'not-so-good self' to mediate and facilitate the development of L2 learner autonomy** (Room F / 14:15-14:40)
Chi-An Tung
Feng Chia University

Adopting a complexity theory perspective, this study investigated how L2 learner autonomy was developed by iteratively comparing three EFL learners' initial conditions and attractor states. An overarching theme emerged: the not-so-good-self. It was found to mediate and facilitate the learners' sense of agency in the development of L2 learner autonomy.
## Poster session 4

**Poster session 4 in Foyer (3F) 14:15-15:45**

<table>
<thead>
<tr>
<th>Presenter</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elliott</td>
<td>Connecting language learners’s metaphors for language learning with autonomous learning behaviours</td>
</tr>
<tr>
<td>Underwood</td>
<td>Exploring learner development through learner diaries</td>
</tr>
<tr>
<td>Coomber</td>
<td>L2 identity construction amongst male learners of Japanese</td>
</tr>
<tr>
<td>Hirosawa</td>
<td>Motivating English learning through foreign students visitations in Japanese 5th graders classrooms</td>
</tr>
<tr>
<td>Pereira</td>
<td>Perceptions, emotions and attitude changes of two under-graduate English teachers-to-be</td>
</tr>
<tr>
<td>Yamamoto &amp; Tsuda</td>
<td>Practice for collaborative development of vocabulary learning strategies</td>
</tr>
<tr>
<td>Kanaoka, Otero &amp; Torres</td>
<td>The impact of place-based learning on ESL (community college) students’ attitudes and engagement</td>
</tr>
<tr>
<td>Pappa</td>
<td>Primary education CLIL teachers’ identity negotiation within the Finnish context</td>
</tr>
<tr>
<td>Tomikura</td>
<td>The effect of free presentation &amp; student motivation for learning Japanese language</td>
</tr>
<tr>
<td>Kutuk</td>
<td>The mediating role of self-efficacy beliefs and anxiety on language learners’ performance</td>
</tr>
<tr>
<td>Tsukamoto</td>
<td>Why I do what I do in my classrooms</td>
</tr>
<tr>
<td>Chuang</td>
<td>Alleviating EFL learner anxiety: What have university teachers done in the classroom?</td>
</tr>
<tr>
<td>Castro</td>
<td>The dynamics of motivation in advising in language learning sessions</td>
</tr>
<tr>
<td>Kawano, Elwood, Koga &amp; Shibasaki</td>
<td>Learner perceptions of active learning: Some issues of poster session activities in ESP classes</td>
</tr>
<tr>
<td>Qi</td>
<td>Examining the L2 motivational self system theory through meta-analysis</td>
</tr>
<tr>
<td>Ducker</td>
<td>Mechanisms (dis)connecting willingness to communicate and speech</td>
</tr>
<tr>
<td>Fukao &amp; Ueno</td>
<td>Uncovering the dynamic construction process of an L2 learner’s beliefs</td>
</tr>
<tr>
<td>Fukuda</td>
<td>School belonging and L2 motivation</td>
</tr>
</tbody>
</table>
Symposia

**Symposium 6: Conceptualizing plurilingual L2 Selves: Plurilingual self development, plurilingual policies** (Ibuka Hall / 15:30-17:00)
Organizer: Vera Busse (University of Oldenburg)

Research on language learning shows that possible selves play an important role for student motivation. The symposium explores factors which influence the development of a so-called ideal self and highlights practical implications for education.

**Paper 1: Internal and external factors hindering or promoting plurilingual ideal self development** - Vera Busse (University of Oldenburg)

The objective of this paper is to explore internal and external factors hindering or promoting plurilingual aspirations. It draws on data of a survey study conducted with adolescent language learners in Bulgaria, Germany, the Netherlands and Spain. Implications for teaching are outlined aimed at stimulating a plurilingual ideal Bildungs-Selbst.

**Paper 2: Developing Ideal L2 Self in the case of adversity: the case of the UK school language learner** - Ursula Lanvers (University of York)

This paper addresses the well-known problem of language learner motivation in the UK, taking a motivation-in-context approach to discuss systemic adversities for this learner group. It will explore what possible avenues such contexts offers for learners to develop Ideal Selves, and reference recent debates on Brexit and UK language learning.

**Paper 3: The development of the ideal self in multilingual Spain** - David Lasagabaster (University of the Basque Country UPV/EHU)

The objective of this paper is to summarize the findings of the foremost studies completed in the field of language learning motivation in Spain and to analyse how the Spanish intricate multilingual context affects the development of students' ideal self.

**Paper 4: The ideal multilingual self and its impact on L3 motivation** - Alastair Henry (University West)

This study considers if there is empirical support for the ideal multilingual self construct, and whether it influences motivation to learn a second FL. Discriminant validity was established, results revealing an indirect influence on motivation mediated via the ideal L2 self. Implications for multilingual education are discussed.
Symposium 7: Non-cognitive factors within classroom language learning: New theoretical directions (Room B / 15:30-17:00)
Organizer: Quint Oga Baldwin (Waseda University)
Commentary: Yuko Goto Butler (University of Pennsylvania)

This symposium will address new theoretical directions for research on the psychology of language learning. It will include a range of theories, from established to newly emerging, and tie these back to classroom applications. Presenters will discuss new directions for research based on leading edge findings from the learning sciences.

Paper 1: Self-determination for all language learners - Maya Sugita McEown & W. L. Quint Oga-Baldwin (Waseda University)

Self-determination theory is an established macro-theory of human motivation. We will review empirical research from the perspectives of developing global language educational systems after the year 2000, address how learners might incorporate the different dimensions of self, and discuss new directions for future research.

Paper 2: Getting interested in learning a language - Luke Fryer (The University of Hong Kong)

Everyone will agree that interest is an essential component of the learning process. Yet many educators see interest as “on-or-off”, as something that students bring with them rather than something that is developed over time. This presentation will provide language educators with a firm grounding in the epistemological, emotional, and motivational principles that underlie interest.

Paper 3: Mindsets matter in language learning - Nigel Mantou Lou (University of Alberta)

This presentation aims to conceptualize the antecedents and consequences of endorsing different mindsets, the psychological mechanisms involved in changing learners’ language mindsets, and proposes a theoretical framework and research guidelines that address how language mindsets play a role in the process of second language development.

Paper 4: The engagement process in foreign language learning - W. L. Quint Oga-Baldwin & Keita Kikuchi (Waseda University & Kanagawa University)

Engagement is recognized in second language studies, but has not been empirically tested and measured. Through better knowledge of what students think, feel, do, and create, engagement may help bridge the worlds of the classroom, educational theory, and the perspective of lay theorists.
Saturday, June 9th

**Symposium 8: Language teacher well-being (Room C / 15:30-17:00)**
Organizer: Kyle Talbot (University of Graz)

This symposium will discuss the well-being of English language teachers. Teacher well-being plays a vital role in the quality of teaching and student achievement. However, increasingly, teachers are reporting below average levels of job-satisfaction and well-being. The panelists explore connections between teacher well-being and exemplary teaching.

**Paper 1: Teacher well-being and teacher identity: How language anxiety can undermine teacher well-being and language teaching effectiveness** - Elaine K. Horwitz (University of Graz)

This presentation will discuss the Language Anxiety that results from teachers' discomfort when they feel unable to express themselves fully and authentically in a second language. It discusses how anxiety impacts teachers' feelings of well-being and instructional choices and offers suggestions to help our teacher colleagues feel more comfortable and authentic in their second language selves.

**Paper 2: Teacher well-being, exemplary Teaching, and the social ecology of the L2 classroom** - Phil Hiver (Florida State University)

This study examines how language teacher well-being, conceptualized through teacher immunity, is linked to effective classroom practice. Results indicate that teacher well-being is associated with exemplary classroom practice and constitutes an important initial condition for building second language classroom environments that are engaging, demanding, and supportive of learners' L2 development.

**Paper 3: Self-regulation and subjective well-being of university English language teachers** - Kyle Talbot (University of Graz)

This study reports on data collected on the subjective well-being of university English language teachers in Japan, the United States, and Austria. It describes how, why, and when these teachers, consciously or unconsciously, down-regulated negative affect and prolonged positive affect in their professional roles and personal lives.

**Paper 4: The wellbeing of first-year EFL teachers: Learning how to flourish** - Sarah Mercer (University of Graz)

Reporting on data collected from 4 EFL teachers during their first year of teaching practice, this talk reports on how these teachers flourished in their new roles. It describes how they drew on personal strengths as well as support within and beyond the school to protect and promote their wellbeing.

**Paper 5: Signature strengths as a gateway to more effective language teacher mentoring** - Tammy Gregersen (University of Northern Iowa) & Peter MacIntyre (Cape Breton University)

This study examines an individual-level study of mentoring new language teachers. Following positive psychology principles, our approach matches mentors and mentees based on their shared top-ranked character strengths (assessed by the VIA inventory). Qualitative and quantitative results suggest capitalizing on strengths (rather than remediating weakness) can make mentoring more effective.
Symposium 9: Stretching the boundaries of study abroad research: studies from the SAREP COST Action (CA 15130) (Room D / 15:30-17:00)
Organizer: June Eyckmans (Ghent University)

In this colloquium we aim to further explore the benefits and limitations of study abroad for second language learners by focusing on the influence of psychology (self-concept, identity and agency) on plurilingual interaction with others during a residence abroad.

Paper 1: Sojourner agency and its contribution to social integration and plurilingual development during study abroad - Rosamond Mitchell (University of Southampton)

This presentation examines the contribution of sojourner agency to the building of plurilingual and intercultural social networks and relationships during study abroad. Case studies of “low gain” and “high gain” sojourners are presented and it is shown how growing agency contributes to the intercultural and plurilingual development of high gainers.

Paper 2: Influencing students’ sense of agency during study abroad - June Eyckmans (Ghent University)

This study focuses on the role of agency and self-regulation in intercultural interactions in a study abroad context. The opportunities of a blended learning environment, more in particular the interface possibilities of a playful computer app, for influencing students’ sense of agency in unfamiliar contexts are discussed.

Paper 3: The interplay between learners’ self-concept and the linguistic development during study abroad – two case studies - Klara Arvidsson & Fanny Forsberg-Lundell (Stockholm University)

This longitudinal study explores the language learning trajectories of two participants during a semester abroad. The dynamic interplay between the learners’ self-concepts, motivations, patterns of language use, social networks and linguistic development during a study abroad will be discussed.

Paper 4: Long term evolution of L2 identity following study abroad - Nicole Tracy-Ventura & Rosamond Mitchell (University of South Florida & University of Southampton)

This paper tests the significance of SA for identity development in the future life course. The L2 identities of 30 young professionals were investigated through an interview survey, 4 years following a similar investigation during SA. Conclusions are drawn on factors promoting stability and change in L2 identity over time.

Paper 5: The academic and social dimensions of self-regulation - Kata Csizér, (Eötvös Loránd University)

The aim of the present study is to explore the way students’ regulate their behaviour in study abroad contexts in terms of not only their learning and academic work but also their social life. Based on some quantitative data, similarities and differences were analysed in students’ lives.
Symposium 10: Simply researching complexity in language learning and teaching (Room E / 15:30-17:00)
Organizer: Richard J. Sampson (Gunma University)

This symposium brings together four researchers to explore how complexity perspectives might contribute to ways of researching and understanding the psychology of language learners and teachers. Each panelist will discuss their own perspective on researching within a complexity paradigm, illustrated by concrete and original examples from their research histories.

Paper 1: It’s simple in retrospect: Using autoethnography within a complexity paradigm - Richard Pinner (Sophia University)

This presentation looks at how autoethnography can act as a harmonious methodology for incorporating a complexity paradigm with practitioner-based inquiry. Evidence-based retrospection and reflection informed a holistic and context-specific approach, which I felt was a practical way of tackling the myriad of influences that orbit the process of language learning.

Paper 2: Exploring classroom language learner/teacher psychology through the lens of complexity thinking - Richard J. Sampson (Gunma University)

This presentation aims to exemplify the usefulness of complexity thinking in classroom research. The presenter will offer windows on analysis and ways of representing emergent understandings through a complexity lens. Such a lens can illuminate the co-adaptive, relational nature of language learner/teacher psychology in interaction with the classroom context.

Paper 3: Researching complex temporal self-imagery of past and future selves - Joseph Falout (Nihon University)

Complex temporal self-imagery occurs regularly through psychological processes of retrospection and prospection. Although rarely done, there are straightforward approaches to researching the influences that past and future selves have on ways language learners form their present self-concepts and motivations, make decisions about learning, and interact with others in the classroom.

Paper 4: Researching nested systems and their interactions: Dynamic WTC in the classroom - Tomoko Yashima (Kansai University)

To study L2 WTC from a CDST perspective, we focused on individual EFL learners and the whole class that these individuals comprise. We captured WTC and communication behavior at both individual and group levels. The individual and group level phenomena can be seen as co-adapting, nested systems.
Work in progress 2

A CBT-based approach to helping anxious language learners: Investigating causes of speaking anxiety (Room A / 15:30-17:00)
Neil Curry¹ & Kate Maher²
¹Kanda University of International Studies, ²Kyoto University of Foreign Studies

This presentation will report on the initial stages of a project to create context-specific materials based on Cognitive Behaviour Therapy to combat speaking anxiety. A scenario-based questionnaire is being piloted to affirm typical causes of anxiety in a Japanese university context, to discover characteristics of anxious and non-anxious students.

The Psychological Effects of Content-based English Learning Focused on Developing Self-efficacy (Room A / 15:30-17:00)
Andrew Obermeier¹ & J. Lake²
¹Kyoto University of Education, ²Fukuoka Jo Gakuin University

This presentation reports on research-in-progress of a longitudinal study that is investigating whether content and language integrated learning (CLIL) activities focused on teaching principles and habits based in theories of positive psychology will result in gains in target vocabulary knowledge, L2 motivation, and positive L2 self-dispositions.

Introducing the language teachers' motivator self - How does it affect their teaching? (Room A / 15:30-17:00)
Céline Rocher Hahlin
Lunds University

This study introduces the concept of "motivator self" as part of the "teacher self". The concept is studied in teachers of L3 French in Sweden (N=740). The study will provide insights into the role of the "past, current and ideal motivator self" for current teaching practices.

Work in progress 3

Incorporating learners' self-reflection journal to in class learning tasks (Room F / 15:30-17:00)
Lin He & Jingyu Zhang
Xi’an International Studies University

This study reports an ongoing research exploring incorporating EFL learners' self-reflection journal in classroom learning task. Tentative findings show that self-reflection journal raises learners' awareness of their learning issues, keeps their learning more focused and promotes a better communication between instructors and learners.
Saturday, June 9th

Real and imagined discourse-community membership during university-to-work transition (Room F / 15:30-17:00)
Dawn Lucovich (University of Nagano)

In this longitudinal study, the framework of imagined communities (Anderson, 1983) and imagined selves (Wenger, 1998) were used to investigate how 4th-year advanced and returnee EFL learners at a private university in Japan positioned themselves as members of English-language discourse communities during their transition to the workplace.

Exploring third-age foreign language learning from a wellbeing perspective (Room F / 15:30-17:00)
Dorota Matsumoto
Waseda University

This study will explore third age learners' experiences of learning a foreign language from a well-being perspective. In particular, by investigating third agers' perceptions, behaviors, and emotions, the study aims to gain insights into how their savoring capacities and appreciating the enjoyment of language learning contribute to the overall well-being.

Plenary 4

Understanding vulnerability and privilege in multilingualism: What can the psychology of language learning offer? (Ibuka Hall / 17:15-18:15)
Lourdes Ortega
Georgetown University

Please see page 11 for abstract and presenter bio.

Conference dinner

Buses will leave for the conference dinner at 18:30. The conference dinner will start at 19:30 ~

See page 46 for more details.
Day 4: Sun., June 10th

Presentations

Seeking 'affective return' from learning a foreign language learning: A case study (Room A / 9:30-09:55)
Kazuhiro Yonemoto
Tokyo Medical and Dental University

This qualitative inquiry reexamines the roles and the meaning of language learning in second language contexts based on the data collected from a Japanese language learner in Japan. It highlights the importance of further exploring affective significance of language learning in pedagogy.

Status, self-fulfillment and well-being: Language teacher students envisioning their future work (Room B / 9:30-9:55)
Maria Ruohotie-Lyhty & Anne Pitkänen-Huhta
University of Jyväskylä

Considering the central role of identity in understanding teacher development, this paper addresses the ways in which pre-service teachers envision their identity as language teachers. The paper is based on a qualitative study of 63 pre-service teachers' visualizations of their future work during the first semester in language teacher education.

The impact of semester-abroad experience on post-sojourn L2 motivation (Room C / 9:30-9:55)
Xujia Jessie Du
The Chinese University of Hong Kong

This qualitative study collects data from two semi-structured interviews and explores how two Chinese university students reflected on their semester-abroad experience in an English-speaking country and how their interpretations influenced their English learning motivation immediately after their sojourn and six months later.

The negative effects of praise for performance in an EFL environment: A perspective from mindsets (Room D / 9:30-9:55)
Adrian Leis
Miyagi University of Education

The presenter will begin by reviewing previous studies of the fixed mindset and growth mindset. This will be followed by a report on a study investigating the effects of praise on the performance of EFL students. Finally, the presenter will propose practical ideas to develop language students' growth mindsets.
Validating the International Posture-Child instrument with grades 3 & 4 (Room E / 9:30-9:55)
Naoko Monoi¹ & James A. Elwood²
¹Chiba University, ²Meiji University

Elwood and Monoi (2015) created the 22-item International Posture-Child instrument for children aged 10 to 12. In the current study, we will present results of the configurations of the two data sets for 986 fifth and sixth graders and for 105 fourth graders.

Socio-motivational effects of visualizing ideal L2 classmates: A randomized control study (Room F / 9:30-9:55)
Joseph Falout¹, Tetsuya Fukuda², Yoshifumi Fukada, & Tim Murphey³
¹Nihon University, ²International Christian University, ³Kanda University of International Studies

Does sharing ideal-classmate imaginings promote classroom-wide mutually-supported learning? This study determines the degree that ideal-classmate interventions influenced: (a) past, present, and future L2-self imaginings, (b) self-perceived ideal-classmate behaviors enacted by students' actual classmates, and (c) self-perceived ideal-classmate behaviors enacted by students' own individual selves. Implications will inform research and pedagogy.

The long and short of it: Does study abroad alter ESL learners' self-perceptions? (Room A/ 10:00-10:25)
Peter Neff¹, Matthew T. Apple² & Jonathan Aliponga
¹Doshisha University, ²Ritsumeikan University

This presentation covers the results of a study of non-linguistic changes brought about by study abroad experiences in both short- and long-term contexts. Variables considered include intercultural competence, speaking confidence, and possible L2 selves. After the findings, implications for learners and instructors engaged in study abroad programs will be discussed.

Let's just smile for now: Pre-service teacher noticing of anxiety during task-based interaction (Room B / 10:00-10:25)
Daniel O. Jackson
Kanda University of International Studies

The psychology of pre-service English teachers is an under-researched area. This paper focuses on teacher noticing of anxiety during task-based interaction, drawing on data sources including task performance, survey results, and stimulated recalls. Its findings shed light on the effectiveness of emotion regulation strategies.

Facilitator and mediator: The role of context in English learners' L2 motivational development (Room C / 10:00-10:25)
Aaron Doyle
University of Tokyo

I share the results of a year-long interview-based study that explored how context facilitated and mediated the motivational development of 59 English learners at two universities in Mainland China. I focus on findings that reveal the significant influences of experiential capital and contextual cues on these developmental processes.
The power of growth mindset in language learning: Enhancing perseverance of university students (Room D / 10:00-10:25)
Mitsuko Imai
Tamagawa University

Perseverance is one of the important psychological factors to develop language proficiency. This presentation will show 1) the outline of the procedure on 'growth mindset (Dweck, 2016)' training and discuss the findings from the data, and 2) the correlation of students' performance and their perseverance behaviors.

Investigating the effect of communication strategies training in promoting WTC in a young learner (Room E / 10:00-10:25)
Junko Saikawa & David Coulson
Ritsumeikan University

This study investigates the effect of Communication Strategies (CS) training in a young learner and the resulting development of motivation and CS competence. The subject was 12-year old Japanese learner of English. Semi-structured interviews were conducted before and after a 3-month intervention. Improvements in WTC and CS were seen.

Self-discrepancies, beliefs, and self-authenticity: A Replication of Henry & Cliffordson (2017) (Room F / 10:00-10:25)
Takumi Aoyama
University of Warwick

This paper reports on a replication of Henry and Cliffordson’s (2017) study on the roles of learners’s beliefs, self-authenticity, and discrepancies between current and ideal L2 selves. Drawing upon data obtained from Japanese upper-secondary students, I will discuss the roles of those motivational factors in the Japanese EFL context.

IAPLL General meeting in Ibuka Hall 10:00-11:00

Plenary 5

Towards understanding perseverance in L2 learning: Long-term motivation, motivational currents and vision (Ibuka Hall / 11:15-12:15)
Zoltán Dörnyei
University of Nottingham

Please see page 12 for abstract and presenter bio.

Closing ceremony

Closing ceremony in Ibuka Hall 12:15-13:00
Directions
The easiest way to access the International Conference Center using public transport is by the Tozai Line on the Tokyo Metro system. The conference site is within easy walking distance from Waseda station. Leave Waseda station either by exit 2 or 3a, depending on your direction of travel. As you come out into the street you will see a distinctive red shrine. Walk in this direction until you reach the traffic lights. At the traffic lights turn right and you will find the South Gate to Waseda University on your left after two or three minutes. Here, you will find a large sign advertising the conference. Take two steps back and enter the campus. Once you enter the campus you should find the conference site well signposted.

If you happen to get lost, the best way to find the site is to ask for the library.
General information

Registration

You will be able to pick up your registration pack and name badge at the conference registration desk, located in the lobby on the 1st floor of the venue.

The registration desk will be open at the following times:
- Thursday June 7, 15:00 to 18:30
- Friday June 8, 9:00 to 18:00
- Saturday June 9, 9:00 to 17:00
- Sunday June 10, 9:00 to 10:00

If you have any questions or concerns, PLL3 staff and volunteers will be on hand to assist you in any way they can. Volunteers should be easily recognizable by their distinctive t-shirts.

Cloakroom and toilet facilities

Cloakroom facilities are available throughout the conference, located on the 1st floor of the venue close to the entrance of the building.

Toilets are located on the 1st, 2nd, 3rd and 4th floor of the venue and are clearly signposted.

Smoking

Smoking is not permitted in the Conference Center.

Internet Access

A dedicated wifi network is available throughout the conference. You will be prompted to enter the following:

- Wireless Network (SSID): waseda-event001
- Security Key: F65wVeKi

Then, in your browser, you should enter your name and email to register for the service.

Participants with eduroam access should also be able to access this network.

Name Badges

When you register you will receive your name badge. Wearing your badge is required for entrance to the sessions as well as for receiving your lunch each day. Please wear your name badge at all times during the conference and associated social events.

Photo/Recording Waiver

There will be photography, audio, and video recording at the conference. By entering the venue you give consent to the use of your photograph, likeness or video/audio recording in whole or in part without restriction or limitation for any educational, promotional, or purpose for distribution.
General information

Publisher Stands

Publisher stands will be located in the lobby of the 1st floor of the venue throughout the four days of the conference.

Refreshment Breaks

Complimentary tea, coffee, soft drinks and light snacks will be served on the 3rd floor of the conference venue. On June 8 and 9, there will be refreshment breaks both in the morning and afternoon. On the final day of the conference there will be a single break in the morning.

Lunch

Lunch on Friday, Saturday, and Sunday is included in the registration fee. Please present your name badge to receive your lunch each day.

Lunch will be served on the 3rd (Main) floor of the venue and should be eaten in the presentation rooms. As these rooms are to be used for presentations, please cooperate with volunteers Lunch times are as follows:

Friday, June 8th from 12:40 to 14:00
Saturday, June 9th from 12:15 to 13:45
Sunday, June 10th from 13:00 to 13:30

Opening Reception

An Opening Reception will be held on the first day of the conference (Thursday June 7th) in Okuma Garden House from 18:30. A wide range of food and drinks will be served. The reception is free to all registered participants. This is an excellent chance—especially for those who have travelled long distances—to relax and meet other participants. Okuma Garden House (on campus) is located close to the conference venue and PLL3 Volunteers will be on hand to guide you there.

Sake Tasting Event

There will be a guided sake-tasting event on the evening of Friday June 8th at the conference venue. You will have the chance to learn about Japan’s most famous national drink while tasting some delicious examples of.

Calligraphy (provided by Tokyo Metropolitan Government)

Personalize your conference bag with the traditional art of Japan. Calligraphy masters will write your name in Japanese on your conference bag with a brush Friday (10:30 - 16:30) and Saturday afternoon (14:00 - 16:30).

Conference Dinner

The official conference dinner is an optional event. Delegates who have booked a place at the dinner will have this indicated on their name badge. The dinner will be held at a restaurant away from the conference venue on June 10th from 19:30 onwards. Special buses have been arranged to take delegates from the conference venue. Like all public transportation in Japan, the buses will depart on time and will not wait for anybody. Be sure to be at the assigned departure point by 18:30. PLL3 Volunteers will be on hand to guide delegates to the buses.
**Plenary Sessions**

There are five plenary sessions scheduled over three days of the conference. Each plenary session will be held in Ibuka Hall on the 1st floor of the conference venue. The sessions are:

Friday, June 8 – Plenary 1: Richard Ryan  
Friday, June 8 – Plenary 2: Ema Ushioda  
Saturday, June 9 – Plenary 3: Mimi Bong  
Saturday, June 9 – Plenary 4: Lourdes Ortega  
Sunday, June 10 – Plenary 5: Zoltán Dömyei

**Timekeeping**

Timekeepers will be stationed in each presentation room to ensure the smooth running of each session. If giving a presentation, please make sure you arrive in your room in good time to be prepared and to begin your talk promptly. The smooth running of the conference depends on presenters respecting each other by strictly adhering to the schedule. Please follow the timekeeper’s instructions and do not to overrun your allocated time.

Each Individual Paper should last 25 minutes, including time for questions. Five minutes will be allowed for a changeover between presentations. Please show consideration to other presenters.

Symposium organizers are responsible for the management of their symposium.

Work in Progress presentations follow a slightly different format. These are shorter than regular presentations with each presentation lasting 10 minutes with around 10 minutes allocated for questions and feedback.

**Poster Sessions**

There will be poster sessions held in the foyer of the 3rd (main) floor of the conference venue at the following times:

Friday June 8th from 11:00 to 12:30 and 14:30 to 16:00  
Saturday June 9th from 10:30 to 12:00 and 14:15 to 15:45

Those giving a poster presentation are asked to set up their posters 15 minutes before the start of their designated session. Please be aware there are no on-site facilities for printing posters.

**Early-career researcher showcase**

A distinctive feature of the conference is the Early-career Researcher Showcase held in the afternoon of June 7. This is an opportunity for up-and-coming researchers to share their research, perhaps for the first time. Be sure to show your support.

**Equipment**

Each room will be equipped with a projector, screen, and VGA cable. **Presenters are required to bring their own** devices, VGA connectors, and speakers etc. PLL3 volunteers will be able to assist in setting up if needed.

**Certificates**

Certificates will be ready for your pick up at the registration desk after the first plenary of the day.
## Presenter index

<table>
<thead>
<tr>
<th>Name</th>
<th>Email</th>
<th>Age</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agawa, T.</td>
<td><a href="mailto:t-agawa@seisen-u.ac.jp">t-agawa@seisen-u.ac.jp</a></td>
<td>28</td>
</tr>
<tr>
<td>Al-Hoorie, A. H.</td>
<td><a href="mailto:hoorie_all@hotmail.com">hoorie_all@hotmail.com</a></td>
<td>20</td>
</tr>
<tr>
<td>Ali, A. M.</td>
<td><a href="mailto:ahmadmujtabaal@gmail.com">ahmadmujtabaal@gmail.com</a></td>
<td>18</td>
</tr>
<tr>
<td>Aliponga, J.</td>
<td><a href="mailto:alipongaj@kuins.ac.jp">alipongaj@kuins.ac.jp</a></td>
<td>42</td>
</tr>
<tr>
<td>Anderson, L.</td>
<td><a href="mailto:anderlb@uni.edu">anderlb@uni.edu</a></td>
<td>27</td>
</tr>
<tr>
<td>Apple, M. T.</td>
<td><a href="mailto:mapple@fc.ritsumei.ac.jp">mapple@fc.ritsumei.ac.jp</a></td>
<td>42</td>
</tr>
<tr>
<td>Arndt, J.</td>
<td><a href="mailto:jason.d.arndt@gmail.com">jason.d.arndt@gmail.com</a></td>
<td>14</td>
</tr>
<tr>
<td>Asami, L.</td>
<td><a href="mailto:lornaasami@ymail.com">lornaasami@ymail.com</a></td>
<td>20</td>
</tr>
<tr>
<td>Arvidsson, K.</td>
<td><a href="mailto:klara.arvidsson@su.se">klara.arvidsson@su.se</a></td>
<td>37</td>
</tr>
<tr>
<td>Babic, S.</td>
<td><a href="mailto:sonja.babic@edu.uni-graz.at">sonja.babic@edu.uni-graz.at</a></td>
<td>31</td>
</tr>
<tr>
<td>Baum, M.</td>
<td><a href="mailto:mirimtb@gmail.com">mirimtb@gmail.com</a></td>
<td>16</td>
</tr>
<tr>
<td>Belnap, K.</td>
<td><a href="mailto:belnap@byu.edu">belnap@byu.edu</a></td>
<td>17</td>
</tr>
<tr>
<td>Biedron, A.</td>
<td><a href="mailto:adrianabiedron@wp.pl">adrianabiedron@wp.pl</a></td>
<td>30</td>
</tr>
<tr>
<td>Bielak, J.</td>
<td><a href="mailto:kubabogu@amu.edu.pl">kubabogu@amu.edu.pl</a></td>
<td>31</td>
</tr>
<tr>
<td>Bong, M.</td>
<td><a href="mailto:mimibong@korea.ac.kr">mimibong@korea.ac.kr</a></td>
<td>10, 26</td>
</tr>
<tr>
<td>Boo, Z.</td>
<td><a href="mailto:Zann.Boo@nottingham.ac.uk">Zann.Boo@nottingham.ac.uk</a></td>
<td>32</td>
</tr>
<tr>
<td>Borges, L.</td>
<td><a href="mailto:laisborges_295@hotmail.com">laisborges_295@hotmail.com</a></td>
<td>26</td>
</tr>
<tr>
<td>Brady, I. K.</td>
<td><a href="mailto:imelda.brady@cud.upct.es">imelda.brady@cud.upct.es</a></td>
<td>17</td>
</tr>
<tr>
<td>Brewer, S. S.</td>
<td><a href="mailto:stephen-scott.brewer@u-pec.fr">stephen-scott.brewer@u-pec.fr</a></td>
<td>15</td>
</tr>
<tr>
<td>Brewster, D.</td>
<td><a href="mailto:brewster@obirin.ac.jp">brewster@obirin.ac.jp</a></td>
<td>16</td>
</tr>
<tr>
<td>Budzinska, K.</td>
<td><a href="mailto:kasia.budzinska@gmail.com">kasia.budzinska@gmail.com</a></td>
<td>29</td>
</tr>
<tr>
<td>Busse, V.</td>
<td><a href="mailto:vera.busse@uni-oldenburg.de">vera.busse@uni-oldenburg.de</a></td>
<td>34</td>
</tr>
<tr>
<td>Butler, Y.</td>
<td><a href="mailto:ybutler@upenn.edu">ybutler@upenn.edu</a></td>
<td>35</td>
</tr>
<tr>
<td>Castro, E.</td>
<td><a href="mailto:eduardo_castro_jr@hotmail.com">eduardo_castro_jr@hotmail.com</a></td>
<td>33</td>
</tr>
<tr>
<td>Chen, W.-Y.</td>
<td><a href="mailto:nickwataatsu@gmail.com">nickwataatsu@gmail.com</a></td>
<td>13</td>
</tr>
<tr>
<td>Chiang, Y.</td>
<td><a href="mailto:yungnan2@yahoo.com">yungnan2@yahoo.com</a></td>
<td>31</td>
</tr>
<tr>
<td>Chiu, C.</td>
<td><a href="mailto:cwchiu515@gmail.com">cwchiu515@gmail.com</a></td>
<td>30</td>
</tr>
<tr>
<td>Chuang, C.-H.</td>
<td><a href="mailto:jerry.chuang@outlook.com">jerry.chuang@outlook.com</a></td>
<td>33</td>
</tr>
<tr>
<td>Clause, S.</td>
<td><a href="mailto:stacy-c@takasaki-u.ac.jp">stacy-c@takasaki-u.ac.jp</a></td>
<td>20</td>
</tr>
<tr>
<td>Consoli, S.</td>
<td><a href="mailto:S.Consoli@warwick.ac.uk">S.Consoli@warwick.ac.uk</a></td>
<td>29</td>
</tr>
<tr>
<td>Cooke, S.</td>
<td><a href="mailto:cookesimon@tohtech.ac.jp">cookesimon@tohtech.ac.jp</a></td>
<td>20</td>
</tr>
<tr>
<td>Coomber, M.</td>
<td><a href="mailto:mct27026@fc.ritsumei.ac.jp">mct27026@fc.ritsumei.ac.jp</a></td>
<td>33</td>
</tr>
<tr>
<td>Coulson, D.</td>
<td><a href="mailto:coulson@fc.ritsumei.ac.jp">coulson@fc.ritsumei.ac.jp</a></td>
<td>43</td>
</tr>
<tr>
<td>Csizér Wein, K.</td>
<td><a href="mailto:weinkata@yahoo.com">weinkata@yahoo.com</a></td>
<td>37</td>
</tr>
<tr>
<td>Cullen, B.</td>
<td><a href="mailto:cullen.brian@gmail.com">cullen.brian@gmail.com</a></td>
<td>14</td>
</tr>
<tr>
<td>Curry, N.</td>
<td><a href="mailto:curry-n@kanda.kuis.ac.jp">curry-n@kanda.kuis.ac.jp</a></td>
<td>39</td>
</tr>
<tr>
<td>Davis, W.</td>
<td><a href="mailto:wendy.davis@temple.edu">wendy.davis@temple.edu</a></td>
<td>26</td>
</tr>
<tr>
<td>Debjani, R.</td>
<td></td>
<td>14</td>
</tr>
<tr>
<td>De Smet, A.</td>
<td><a href="mailto:audrey.desmet@uclouvain.be">audrey.desmet@uclouvain.be</a></td>
<td>27</td>
</tr>
<tr>
<td>Dewaele, J. M.</td>
<td><a href="mailto:j.dewaele@bbk.ac.uk">j.dewaele@bbk.ac.uk</a></td>
<td>15, 21</td>
</tr>
<tr>
<td>Dewey, D.</td>
<td><a href="mailto:ddewey@byu.edu">ddewey@byu.edu</a></td>
<td>17</td>
</tr>
<tr>
<td>Dörnyei, Z.</td>
<td><a href="mailto:zoltan.dornyei@nottingham.ac.uk">zoltan.dornyei@nottingham.ac.uk</a></td>
<td>12, 43</td>
</tr>
<tr>
<td>Doyle, A.</td>
<td><a href="mailto:doyle.at@gmail.com">doyle.at@gmail.com</a></td>
<td>42</td>
</tr>
<tr>
<td>Du, X.</td>
<td><a href="mailto:Du.xujia@hotmail.com">Du.xujia@hotmail.com</a></td>
<td>41</td>
</tr>
<tr>
<td>Ducker, N. T.</td>
<td><a href="mailto:nathanducker@gmail.com">nathanducker@gmail.com</a></td>
<td>33</td>
</tr>
<tr>
<td>Dunne, C. M.</td>
<td><a href="mailto:claire.dunne@mie.ie">claire.dunne@mie.ie</a></td>
<td>29</td>
</tr>
<tr>
<td>Edlin, C.</td>
<td><a href="mailto:edlin-c@kanda.kuis.ac.jp">edlin-c@kanda.kuis.ac.jp</a></td>
<td>26</td>
</tr>
<tr>
<td>Egitim, S.</td>
<td><a href="mailto:soyhanegitim@gmail.com">soyhanegitim@gmail.com</a></td>
<td>26</td>
</tr>
<tr>
<td>Elliott, D.</td>
<td><a href="mailto:darrenreelliott@gmail.com">darrenreelliott@gmail.com</a></td>
<td>33</td>
</tr>
</tbody>
</table>
Elwood, J. A. elwood@meiji.ac.jp 33, 42
Eyckmans, J. June.Eyckmans@UGent.be 37
Falout, J. researchdigest@gmail.com 38, 42
Farid, A. A.Farid1@leeds.ac.uk 13
Fenyvesi, K. katalin@sdu.dk 18
Fong, N. fongsn@hku.hk 26
Forsberg Lundell, F. fanny.forsberg.lundell@su.se 37
Fritz, R. robchoda@gmail.com 21
Fryer, L. fryer@hku.hk 35
Fukada, Y. fukayo2@hotmail.com 42
Fukao, A. fukao@icu.ac.jp 33
Fukuda, T. tetsuyafukuda2012@gmail.com 33, 42
Fukui, H. fukui.h.311@hotmail.co.jp 19
Gaffney, C. caitlin.gaffney@mail.utoronto.ca 13
Gkonou, C. cgkono@essex.ac.uk 24
Gonzalez, C. E. cyndgnzlz@gmail.com 26
Gregersen, T. tammy.gregersen@uni.edu 21, 36
Hahn, A. aaronhahn@Hotmail.com 28
Hanken, A. peterabs@uni.edu 27
Hashimoto, T. hondat1.th@gmail.com 20
Hayasaki, A. hayaaya@gmail.com 19
Hayashi, C. hayashi.chiyo@kunitachi.ac.jp 30
He, L. helin502@126.com 39
He, S.-R. he-s@kanda.kuis.ac.jp 26
Helgesen, M. marchelgesen@gmail.com 28
Henry, A. al.henry@hv.se 19, 34
Hislop, J. hislop@nufs.ac.jp 14
Hiver, P. phiver@fsu.edu 22, 36
Hoggard, S. shaun.hoggard@s.hokkyodai.ac.jp 20
Hooper, D. hooper-d@kanda.kuis.ac.jp 26
Horn, T. horntaa@uni.edu 27
Horwitz, E. K. horwitz@austin.utexas.edu 36
Hughes, L. hughes@mail.saitama-u.ac.jp 14
Imai, M. mimai@lit.tamagawa.ac.jp 42
Inada, T. takako.inada@gmail.com 15
Inada, Y. yukoinadajp@gmail.com 18
Iwamoto, N. noriko_i@toyo.jp 30
Iwaniec, J. ji283@bath.ac.uk 28
Jackson, D. O. jackson-d@kanda.kuis.ac.jp 42
Jeong, H. jeong@tohoku.ac.jp 14
Jerrems, M. michelle.shelly.jerrems@gmail.com 20
Jia, J. jjia@hamilton.edu 16
Kabir, R. S. russ_kabir@yahoo.com 26
Kambara, R. ryo.gemini.523@ruri.waseda.jp 13
Kanaoka, M. k7217169@kadai.jp 14
Kanaoka, Y. yoneko@hawaii.edu 14, 33
Kawano, M. mkawano@meiji.ac.jp 33
Kikuchi, K. keita@kanagawa-u.ac.jp 35
Kim, T.-Y. tykimtesol@gmail.com 22
Kim, Y. ymkim209@gmail.com 13
Kimura, H. kharumi@mgu.ac.jp 18

49
<table>
<thead>
<tr>
<th>Name</th>
<th>Email</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kimura, Y.</td>
<td><a href="mailto:ykimura@las.u-toyama.ac.jp">ykimura@las.u-toyama.ac.jp</a></td>
<td>22</td>
</tr>
<tr>
<td>Kobayashi, Y.</td>
<td><a href="mailto:yoshikoba@oia.hokudai.ac.jp">yoshikoba@oia.hokudai.ac.jp</a></td>
<td>20</td>
</tr>
<tr>
<td>Koga, Y.</td>
<td><a href="mailto:yuyakoga@mac.com">yuyakoga@mac.com</a></td>
<td>33</td>
</tr>
<tr>
<td>Kondo, A.</td>
<td><a href="mailto:akiko913@gmail.com">akiko913@gmail.com</a></td>
<td>20</td>
</tr>
<tr>
<td>Kormos, J.</td>
<td><a href="mailto:j.kormos@lancaster.ac.uk">j.kormos@lancaster.ac.uk</a></td>
<td>17</td>
</tr>
<tr>
<td>Kumazawa, M.</td>
<td><a href="mailto:kumazawa@obirin.ac.jp">kumazawa@obirin.ac.jp</a></td>
<td>16</td>
</tr>
<tr>
<td>Kutuk, G.</td>
<td><a href="mailto:Kutukg@edgehill.ac.uk">Kutukg@edgehill.ac.uk</a></td>
<td>33</td>
</tr>
<tr>
<td>Lake, J.</td>
<td><a href="mailto:jlake@temple.edu">jlake@temple.edu</a></td>
<td>39</td>
</tr>
<tr>
<td>Lamb, M.</td>
<td><a href="mailto:m.v.lamb@education.leeds.ac.uk">m.v.lamb@education.leeds.ac.uk</a></td>
<td>15</td>
</tr>
<tr>
<td>Lanvers, U.</td>
<td><a href="mailto:ursula.lanvers@york.ac.uk">ursula.lanvers@york.ac.uk</a></td>
<td>34</td>
</tr>
<tr>
<td>Lasagabaster, D.</td>
<td><a href="mailto:david.lasagabaster@ehu.eus">david.lasagabaster@ehu.eus</a></td>
<td>23,</td>
</tr>
<tr>
<td>Le-Thi, D.</td>
<td><a href="mailto:duyenle2018@gmail.com">duyenle2018@gmail.com</a></td>
<td>17</td>
</tr>
<tr>
<td>Lee, V.</td>
<td><a href="mailto:vashtiwylee@gmail.com">vashtiwylee@gmail.com</a></td>
<td>17</td>
</tr>
<tr>
<td>Leis, A.</td>
<td><a href="mailto:adrian@staff.miyakyo-u.ac.jp">adrian@staff.miyakyo-u.ac.jp</a></td>
<td>41</td>
</tr>
<tr>
<td>Liu, H.</td>
<td><a href="mailto:liuhg213@nenu.edu.cn">liuhg213@nenu.edu.cn</a></td>
<td>19</td>
</tr>
<tr>
<td>Lockley, T.</td>
<td><a href="mailto:lockleyta@gmail.com">lockleyta@gmail.com</a></td>
<td>26</td>
</tr>
<tr>
<td>Lou, N. M.</td>
<td><a href="mailto:mental.lou@gmail.com">mental.lou@gmail.com</a></td>
<td>35</td>
</tr>
<tr>
<td>MacIntyre, P. D.</td>
<td><a href="mailto:Peter_MacIntyre@cbu.ca">Peter_MacIntyre@cbu.ca</a></td>
<td>21,</td>
</tr>
<tr>
<td>Maher, K.</td>
<td><a href="mailto:k_maher@kufs.ac.jp">k_maher@kufs.ac.jp</a></td>
<td>39</td>
</tr>
<tr>
<td>Mansourri, K.</td>
<td><a href="mailto:k.mansouri@pgr.reading.ac.uk">k.mansouri@pgr.reading.ac.uk</a></td>
<td>13</td>
</tr>
<tr>
<td>McClelland, N.</td>
<td><a href="mailto:neil.m4@gmail.com">neil.m4@gmail.com</a></td>
<td>20</td>
</tr>
<tr>
<td>Mercer, S.</td>
<td><a href="mailto:sarah.mercer@uni-graz.at">sarah.mercer@uni-graz.at</a></td>
<td>23,</td>
</tr>
<tr>
<td>Mettewie, L.</td>
<td><a href="mailto:laurence.mettewie@unamur.be">laurence.mettewie@unamur.be</a></td>
<td>27</td>
</tr>
<tr>
<td>Mitchell, R. F.</td>
<td><a href="mailto:R.F.Mitchell@soton.ac.uk">R.F.Mitchell@soton.ac.uk</a></td>
<td>37</td>
</tr>
<tr>
<td>Miyafusa, S.</td>
<td><a href="mailto:sumiko.miyafusa@tyg.jp">sumiko.miyafusa@tyg.jp</a></td>
<td>21</td>
</tr>
<tr>
<td>Mizumoto, A.</td>
<td><a href="mailto:atsushi@mizumot.com">atsushi@mizumot.com</a></td>
<td>24</td>
</tr>
<tr>
<td>Monoi, N.</td>
<td><a href="mailto:nmonoi@faculty.chiba-u.jp">nmonoi@faculty.chiba-u.jp</a></td>
<td>42</td>
</tr>
<tr>
<td>Mori, T.</td>
<td><a href="mailto:t.mori@student.unsw.edu.au">t.mori@student.unsw.edu.au</a></td>
<td>26</td>
</tr>
<tr>
<td>Morishita, M.</td>
<td><a href="mailto:miwa@gc.kobegakuin.ac.jp">miwa@gc.kobegakuin.ac.jp</a></td>
<td>14</td>
</tr>
<tr>
<td>Morris, R.</td>
<td><a href="mailto:ryo.m6bell.a@gmail.com">ryo.m6bell.a@gmail.com</a></td>
<td>14</td>
</tr>
<tr>
<td>Morris, S.</td>
<td><a href="mailto:morris-sa@kanda.kuis.ac.jp">morris-sa@kanda.kuis.ac.jp</a></td>
<td>26</td>
</tr>
<tr>
<td>Moskowitz, S.</td>
<td><a href="mailto:smosko02@mail.bbk.ac.uk">smosko02@mail.bbk.ac.uk</a></td>
<td>27</td>
</tr>
<tr>
<td>Munezane, Y.</td>
<td><a href="mailto:munezane@zeephyr.dti.ne.jp">munezane@zeephyr.dti.ne.jp</a></td>
<td>16</td>
</tr>
<tr>
<td>Murphey, T.</td>
<td><a href="mailto:mitsmail1@gmail.com">mitsmail1@gmail.com</a></td>
<td>31,</td>
</tr>
<tr>
<td>Mystikowska-Wiertelak, A.</td>
<td><a href="mailto:mystkows@amu.edu.pl">mystkows@amu.edu.pl</a></td>
<td>31</td>
</tr>
<tr>
<td>Nakai, Y.</td>
<td><a href="mailto:uminchufunto@gmail.com">uminchufunto@gmail.com</a></td>
<td>14</td>
</tr>
<tr>
<td>Nakajima, Y.</td>
<td><a href="mailto:uhw-kokusai@takasaki-u.ac.jp">uhw-kokusai@takasaki-u.ac.jp</a></td>
<td>20</td>
</tr>
<tr>
<td>Nakamura, M.</td>
<td><a href="mailto:nakamura@tsurukawatandai.ac.jp">nakamura@tsurukawatandai.ac.jp</a></td>
<td>20</td>
</tr>
<tr>
<td>Nakamura, S.</td>
<td><a href="mailto:sachiko8266@gmail.com">sachiko8266@gmail.com</a></td>
<td>15</td>
</tr>
<tr>
<td>Nakamura, T.</td>
<td><a href="mailto:yurong0426@yahoo.co.jp">yurong0426@yahoo.co.jp</a></td>
<td>26</td>
</tr>
<tr>
<td>Nakata, Y.</td>
<td><a href="mailto:yonakata@mail.doshisha.ac.jp">yonakata@mail.doshisha.ac.jp</a></td>
<td>27</td>
</tr>
<tr>
<td>Neff, P.</td>
<td><a href="mailto:peterneff@hotmail.com">peterneff@hotmail.com</a></td>
<td>42</td>
</tr>
<tr>
<td>Nitta, R.</td>
<td><a href="mailto:ryo.nitta@gmail.com">ryo.nitta@gmail.com</a></td>
<td>27</td>
</tr>
<tr>
<td>Nose, Y.</td>
<td><a href="mailto:yukikonose12@gmail.com">yukikonose12@gmail.com</a></td>
<td>14</td>
</tr>
<tr>
<td>Nyvad, A. M.</td>
<td><a href="mailto:amn@cc.au.dk">amn@cc.au.dk</a></td>
<td>26</td>
</tr>
<tr>
<td>Obermeier, A.</td>
<td><a href="mailto:andrew@kyokyo-u.ac.jp">andrew@kyokyo-u.ac.jp</a></td>
<td>39</td>
</tr>
<tr>
<td>Ogawa, E.</td>
<td><a href="mailto:kiwierina@yahoo.com">kiwierina@yahoo.com</a></td>
<td>14</td>
</tr>
<tr>
<td>Ohata, K.</td>
<td><a href="mailto:kohata72@gmail.com">kohata72@gmail.com</a></td>
<td>30</td>
</tr>
<tr>
<td>Okamoto, K.</td>
<td><a href="mailto:kiyoko.okamoto.r8@dc.tohoku.ac.jp">kiyoko.okamoto.r8@dc.tohoku.ac.jp</a></td>
<td>14</td>
</tr>
<tr>
<td>Ortega, L.</td>
<td><a href="mailto:lo3@georgetown.edu">lo3@georgetown.edu</a></td>
<td>11,</td>
</tr>
<tr>
<td>Ota, Y.</td>
<td><a href="mailto:yukiota@seitoku.ac.jp">yukiota@seitoku.ac.jp</a></td>
<td>14</td>
</tr>
<tr>
<td>Otero, N.</td>
<td><a href="mailto:notero2@hawaii.edu">notero2@hawaii.edu</a></td>
<td>14,</td>
</tr>
<tr>
<td>Owczarek, C.</td>
<td><a href="mailto:owczarek@anglistik.uni-muenchen.de">owczarek@anglistik.uni-muenchen.de</a></td>
<td>24</td>
</tr>
</tbody>
</table>
Pappa, S. sotiria.s.pappa@jyu.fi 33
Pawlak, M. pawlakmi@amu.edu.pl 30
Pereira, P. G. paulagraciano@gmail.com 33
Pinner, R. richardpinner@live.com 38
Pirhonen, H. hillamaria.pirhonen@jyu.fi 13
Pitkänen-Huhta, A. anne.pitkanen-huhta@jyu.fi 41
Poole, D. mrdpoole@yahoo.com 19
Qi, D. dq23@georgetown.edu 33
Reinders, H. info@innovationinteaching.org 15
Richard, J.-P. jprichard@icu.ac.jp 20
Rocher Hahlin, C. celine.rocher_hahlin@rom.lu.se 39
Rowlett, B. J. L. browlett@alss.c.u-tokyo.ac.jp 29
Rubrecht, B. G. rubrecht@meiji.ac.jp 32
Ruohotie-Lyhty, M. maria.ruohotie-lyhty@jyu.fi 41
Ryan, R. M. Richard.Ryan@acu.edu.au 8, 14
Saikawa, J. dgcoulson@hotmail.com 43
Sampson, R. J. sampson@gunma-u.ac.jp 14, 38
Schmidt, M. G. gabrielaschmidtjp@gmail.com 21
Serai, K. kentos2251993@yahoo.co.jp 26
Shahbaz, M. m.shahbaz@gcwus.edu.pk 19
Shaules, J. jshaules@japanintercultural.org 21
Shelton-Strong, S. scottshelton@gmail.com 30
Sheridan, S. sherids1@tcd.ie 13
Skeates, C. skeates@keio.jp 14
Slavkov, N. nslavkov@uottawa.ca 29
Snyder, B. snyder-w@kanda.kuis.ac.jp 17
Sponseller, A. C. akuron24@gmail.com 26
Suemori, S. saki.suemori@gmail.com 13
Sugita, K. ut-gmdam-t@akane.waseda.jp 13
Sulis, G. g.sulis@lancaster.ac.uk 32
Suzuki, M. mari0920@toki.waseda.jp 13
Suzuki, S. sakaes@hotmail.com 18
Suzuki, S. s.suzuki.lancs@gmail.com 32
Takeuchi, O. takeuchi@kansai-u.ac.jp 24
Talbot, K. krt33433@gmail.com 16, 36
Tanaka, M. tanaka.mitsuko@gmail.com 28
Tarn, C. uhw-kokusai@takasaki-u.ac.jp 20
Thomas, N. nathan.thomas@education.ox.ac.uk 25
Thompson, A. athompson@usf.edu 23
Thomson, C. K. t.mori@student.unsw.edu.au 26
Thornton, K. katherine-t@otemon.ac.jp 14
Tomikura, K. kyoko_tomikura@yahoo.co.jp 33
Torres, C. torresca@hawaii.edu 14, 33
Trimble, H. hannah.trimble29@gmail.com 17
Tsuda, A. tsudaatsuko@gmail.com 27
Tsuda, H. hiromisan330@msn.com 33
Tsukamoto, M. mdtsukamoto@gmail.com 33
Tsunoda, A. M. K. angelakarsten@hotmail.com 20
Tung, C.-A. catung22@gmail.com 32
Tweed, A. D. adtweed@gmail.com 20
Ueno, Y. yukakou.icu@gmail.com 33
<table>
<thead>
<tr>
<th>Presenter Name</th>
<th>Email Address</th>
<th>Page Numbers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Underwood, J.</td>
<td><a href="mailto:jamesmichaelunderwood@gmail.com">jamesmichaelunderwood@gmail.com</a></td>
<td>33</td>
</tr>
<tr>
<td>Ushioda, E.</td>
<td><a href="mailto:E.Ushioda@warwick.ac.uk">E.Ushioda@warwick.ac.uk</a></td>
<td>9, 20, 25</td>
</tr>
<tr>
<td>Vye, S.</td>
<td><a href="mailto:vyesl@mail.saitama-u.ac.jp">vyesl@mail.saitama-u.ac.jp</a></td>
<td>14</td>
</tr>
<tr>
<td>Wang, P.</td>
<td><a href="mailto:wangp123@nenu.edu.cn">wangp123@nenu.edu.cn</a></td>
<td>19</td>
</tr>
<tr>
<td>Wang, T.</td>
<td><a href="mailto:tw403@cam.ac.uk">tw403@cam.ac.uk</a></td>
<td>15</td>
</tr>
<tr>
<td>Werbińska, D.</td>
<td><a href="mailto:dorota.werbinska@apsl.edu.pl">dorota.werbinska@apsl.edu.pl</a></td>
<td>30</td>
</tr>
<tr>
<td>Xethakis, L.</td>
<td><a href="mailto:xethakis@m.sojo-u.ac.jp">xethakis@m.sojo-u.ac.jp</a></td>
<td>26</td>
</tr>
<tr>
<td>Yamamoto, H.</td>
<td><a href="mailto:hirokiyamamoto1227@yahoo.co.jp">hirokiyamamoto1227@yahoo.co.jp</a></td>
<td>33</td>
</tr>
<tr>
<td>Yamashita, J.</td>
<td><a href="mailto:yamashita.j.ac@m.titech.ac.jp">yamashita.j.ac@m.titech.ac.jp</a></td>
<td>14</td>
</tr>
<tr>
<td>Yang, L.</td>
<td><a href="mailto:yangluxin@bfsu.edu.cn">yangluxin@bfsu.edu.cn</a></td>
<td>22</td>
</tr>
<tr>
<td>Yarwood, A. J.</td>
<td><a href="mailto:amelia.yarwood@gmail.com">amelia.yarwood@gmail.com</a></td>
<td>26</td>
</tr>
<tr>
<td>Yashima, T.</td>
<td><a href="mailto:yashima@kansai-u.ac.jp">yashima@kansai-u.ac.jp</a></td>
<td>19</td>
</tr>
<tr>
<td>Yasuda, T.</td>
<td><a href="mailto:tyasuda@asagi.waseda.jp">tyasuda@asagi.waseda.jp</a></td>
<td>13</td>
</tr>
<tr>
<td>Yonemoto, K.</td>
<td><a href="mailto:kazuhiro.yonemoto@gmail.com">kazuhiro.yonemoto@gmail.com</a></td>
<td>41</td>
</tr>
<tr>
<td>Yoshihara, R.</td>
<td><a href="mailto:yoshihara.reiko@nihon-u.ac.jp">yoshihara.reiko@nihon-u.ac.jp</a></td>
<td>30</td>
</tr>
<tr>
<td>Yoshimura, U.</td>
<td><a href="mailto:ui.y@moegi.waseda.jp">ui.y@moegi.waseda.jp</a></td>
<td>20</td>
</tr>
<tr>
<td>Yue, Z.</td>
<td><a href="mailto:yuezhen0729@126.com">yuezhen0729@126.com</a></td>
<td>26</td>
</tr>
<tr>
<td>Yung, K. W. H.</td>
<td><a href="mailto:kevinyung@edu.hk">kevinyung@edu.hk</a></td>
<td>19</td>
</tr>
<tr>
<td>Zhang, J.</td>
<td></td>
<td>39</td>
</tr>
</tbody>
</table>