

Abstracts and bio-notes

Oral Presentations

Saturday, 14 December 2024

9:00-9:30

Linguapax, Hiroshima, Language and Peace: Looking Back, Moving Forward

Kip Cates (JALT Global Issues GILE SIG)

Abstract

This opening talk will address the symposium themes of *language, education and peace*. It will emphasize the urgent need for peace in a world of war and violence, outline the role of language in promoting peace and resolving conflict, and discuss the significance of holding this year's symposium in the peace city of Hiroshima.

The speaker will start by looking to the past. He will describe personal encounters with issues of language, war and peace, then look back at the origins of UNESCO's Linguapax project and the history of Linguapax in Japan. He will outline the commitment of the language teaching profession to promoting peace and international understanding, and describe initiatives carried out by the Global Issues in Language Education Special Interest Group (GILE) of the Japan Association of Language Teaching (JALT).

To finish, the speaker will look ahead. He will emphasize the importance of encouraging young people to become ambassadors of peace, discuss lessons we can learn from peace activists in Hiroshima and outline steps we can take to move towards a future where language rights and linguistic diversity are respected.

Participants will be encouraged to see this weekend as a chance to share ideas on how to achieve the aims of Linguapax Asia, build bridges between people through education and renew our commitment to promoting peace through language.

Kip A. Cates is professor emeritus in the Faculty of Regional Sciences at Tottori University. For 35 years, he has been active in the field of peace education, global education and language teaching as a writer, speaker and teacher trainer. He has a B.A. in Modern Languages (French, German, Japanese) from UBC in Canada and an M.A. in Applied Linguistics from the University of Reading in England. He is a founder and past chair of the "Global Issues" Special Interest Group of the *Japan Association for Language Teaching* (JALT) and edits its quarterly "Global Issues in Language Education Newsletter". He is the founder and chair of the *Asian Youth Forum* (AYF), an occasional guest speaker on *Peace Boat* and writes essays for English learners for the *Japan Times*. He has worked, lived or travelled in 50 countries and speaks 9 languages.

9:30-10:00

From classroom to global citizen: Nurturing global awareness and leadership skills in students

Pramila Neupane (Gunma University); neupane.pramila@gmail.com

Abstract

This paper examines the role of the Global Frontier Leadership (GFL) program in nurturing global awareness, peace education, and leadership skills among university students in one of the national universities in Japan. The GFL program is designed to immerse students in a variety of international and socio-cultural experiences that broaden their understanding of global issues and foster global citizenship.

Students in the GFL program engage in seminars that focus on pressing international and social issues, encouraging them to critically analyze and reflect on the complexities of the modern world. These seminars are complemented by special lectures from experts in various fields, providing students with in-depth insights into global challenges and diverse perspectives. Through interactions with international students, GFL students enhance their cultural competency, empathy, and communication skills—qualities essential for effective leadership.

The program also emphasizes experiential learning opportunities, such as participation in the Model United Nations, where students develop practical skills in diplomacy, negotiation, and conflict resolution.

Independent projects, designed and executed by students themselves under the guidance of faculty members, allow students to collaborate across faculties, fostering a hands-on approach to learning and leadership development.

The program emphasizes study abroad experiences and provides financial support to students. Students participate in short-term programs in countries like Nepal and Australia, where they gain first-hand exposure to different cultures and global challenges. These experiences are instrumental in shaping students' perspectives on global citizenship and leadership.

Through these diverse activities, the GFL program effectively cultivates a sense of global responsibility and empowers students to become advocates for peace and leaders in their communities and beyond.

Pramila Neupane is a Professor and Deputy Director of the Global Initiative Center at Gunma University. In addition to teaching general English and content-based courses, she coordinates the Global Frontier Leaders (GFL) program, which fosters leadership and global awareness among students. She holds a Ph.D. in International Studies and a Master's degree in English Education. Her current research focuses on socioeconomic issues in education in developing countries and language education. She integrates socio-cultural and global issues into her teaching, encouraging students to engage with diverse perspectives.

10:00-10:30

The educational effects of Model United Nations on Japanese undergraduates' understanding of international peace and security issues

Yumi Matsuda, Associate Professor, (International Relations Department, Kobe City University of Foreign Studies)

Abstract

In September 2024 world leaders met at the Summit of the Future in New York and adopted a Pact for Future. The Pact acknowledges young people's contribution to international peace and security, and encourages their meaningful engagement with the United Nations. Today it is getting crucial to build skills of young people so that they understand various peace and security threats, and transform their ideas to solving out various global challenges. The Model United Nations (MUN) is a problem-based and simulation-based learning tool. In Japan, MUN has been gaining increasing popularity as an interactive educational tool as it transforms class room learning to real-life experience. Regarding its educational effects on the transformational aspects of students' personal development, especially from Knowledge, Attitude, and Practice (KAP) perspectives, little empirical evidence seems to exist. This research aims to evaluate the educational impact of MUN on Japanese undergraduates, particularly focusing on their understanding of international relations, peace, and security issues, as well as the duration of those effects. It serves as a baseline for a longitudinal study that will extend over two years. This research is funded by the JSPS Kaken.

Keywords: Model United Nations, Youth, Education of international peace and security

Yumi Matsuda is Associate Professor of International Relations in Kobe City University of Foreign Studies, Kobe, Japan. She teaches international Development, Gender Analysis in Development, Global Issues and Model United Nations (UN). Before taking up her current position in April 2022, she served for UNICEF for more than twenty years, working in China, Switzerland, Zimbabwe, Ethiopia, Rwanda, and Jordan. She also served for the Japan Mission to the United Nations in New York, USA. She is a national of Japan. She holds a B.A. in Russian Studies from Kobe City University and a M.A. in Gender Analysis in Development from the University of East Anglia, UK. Her research interests include social cohesion, development education, results-based management, and international aid architecture.

Keynote:

11:00-12:00

Language as a Relational Good: Language and Well-being in the Ryukyu Islands

Patrick Heinrich (Ca' Foscari University of Venice)

Abstract

Well-being is an umbrella term that covers the analysis of affect such as joy (happiness), cognitive judgments about life satisfaction (subjective well-being), and critical assessments about the fulfillment of one's life (eudaimonia). International research into well-being by social psychologists, sociologists, and economists has identified variables such as health, education, housing, job satisfaction, leisure time, and lack of corruption that have a lasting impact on individual well-being. Recent approaches to studying language and well-being investigate whether language also constitutes a factor that durably affects well-being. This talk presents data from two qualitative studies into language and well-being in the Ryukyu Islands in Japan (Yomitan Village in Okinawa, Setouchi Town in Amami). The surveys show that speakers of Ryukyuan languages report higher rates of life satisfaction and subjective well-being than passive bilinguals and Japanese monolinguals. However, no significant difference exists in the well-being reported among passive bilinguals and monolingual speakers. This prompts the question of whether language serves simply as a resource or whether it should also be seen as relation good, i.e., to actively respond to and appropriate the world.

Patrick Heinrich is professor of sociolinguistics and Japanese studies at Ca' Foscari University of Venice. Before joining Ca' Foscari in 2014, he taught at universities in Germany (Duisburg-Essen University) and Japan (Dokkyo University) for many years. His research interests focus on language endangerment and revitalization, language policy and planning, and communication in the city. He is a co-founder of the Ryukyuan Heritage Language Society, an honorary member of the Foundation for Endangered Languages, and he has received the annual Tokugawa Award from the Japanese Association of Sociolinguistic Sciences. Patrick has edited more than 25 books or journal issues. Recently completed works include *Ideologies of Communication in Japan* and *Decolonizing Arabic Sociolinguistics* (both forthcoming in 2025).

13:30-14:00

Managing language learning conflicts: How ideologies influence privileged migrants learning Japanese in Japan

Owen Minns (Chiba University)

Abstract

Recent research in Second Language Acquisition has called for an increased focus on the influence of context and ideologies on SLA (Douglas Fir Group 2016 and Norton and Darwin 2021). Ideologies influence how learners access language learning opportunities and their position in L1 communities. Within Japan, ideologies about English learning bring foreign English teachers to Japan to teach English.

This presentation draws on narratives of language learning of newly arrived and long-term foreign English teachers in Japan. Nine newly arrived teachers who had been in Japan for less than one year took part in a 6-month diary. Thirteen long-term teachers who had been in Japan for over five years took part in two semi-structured interviews.

Ideologies influenced how these teachers learned Japanese throughout their time in Japan. The newly arrived teachers found it challenging to manage Japanese learning while they negotiated their position as teachers and as newly arrived migrants in Japan. For long-term teachers, a teacher's attitude to learning Japanese learning and the commitments of becoming a long-term migrant influenced whether a learner could stay engaged with Japanese learning long-term. For both groups of teachers, the ecological influence of learning Japanese while living and working as an English teacher significantly influenced their language learning engagement.

For teachers in this study, exercising agency combined with investment by communities of practice in them as learners allowed these teachers to step outside of ideologies that came with being a foreign English teacher in Japan. Broader ideologies in Japan influenced how each learner valued Japanese learning, the linguistic capital that Japanese learning gave them and the investment by communities in them as Japanese speakers. This study shows how ideologies significantly impact the second language learning of employment migrants.

Owen Minns has a PhD in English Language and Linguistics from Anglia Ruskin University in the United Kingdom. He has taught and researched in various contexts in Japan and the United Kingdom. Owen is currently a lecturer at Chiba University in Japan. Owen's research focuses on the lived experiences of language learners, especially migrant language learners. His research uses a multidisciplinary approach to examine the impact of motivation, context and ideologies on language learning. Like the learners in his research, Owen is also a migrant and a language learner.

14:00-14:30

'Whose are the "words of ours"?' Language, borders, and "migrant grammars"

Špela Drnovšek Zorko (Graduate School of Intercultural Studies, Kobe University)

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Abstract

Against a backdrop of proliferating borders globally, migrant artists and migrant-centred collective projects pose important challenges to ideologies of bordered national cultures. Here the role of language as both intercultural mediator and (frequently) a symbol of homogeneity makes the medium of linguistic experimentation a site of both competing and overlapping imaginaries of belonging and community. This presentation explores the interplay between linguistic experimentation and borders through the lens of two distinct creative practices. First, it draws on the recent play "The Window of Spaceship 'In-Between'" by the Tokyo-based theatre company chelfitsch, devised in 2022 and 2023 through workshops with non-native speakers of Japanese "with a view to opening up the possibilities of the Japanese language" (chelfitsch 2023). The play enacts an ambiguous view of the border between "native" and "foreign" through a playful, time-bending speculative narrative of translation, space exploration, and alien encounter, underscored by director Toshiki Okada's methodological interest in estrangement. Second, the presentation discusses an ongoing collaborative project with Diana Damian Martin on "migrant grammars". Based on preliminary reflections on a participatory workshop held in Kobe in November, it aims to tease out the possibilities of multilingual methodologies for articulating both the linguistic and embodied grammars of borders and border-work.

Špela Drnovšek Zorko is a Project Associate Professor in the Graduate School of Intercultural Studies, Kobe University, and Co-Vice Director of the Kobe Migration Research Center. After obtaining her PhD in anthropology at SOAS University of London, where her thesis examined diasporic and intergenerational narratives of socialist Yugoslavia, she held a Leverhulme Trust Early Career Fellowship at the University of Warwick and a JSPS International Research Fellowship at Waseda University researching racialized postsocialist and postcolonial encounters through the lens of 'Eastern European' migration. Her present work continues to centre on questions of migration, racialization, translation, and memory.

14:30-15:00

Language ideology and axiology: Situationality as reflected in a translation classroom

Nancy X. Liu (University of Nottingham Ningbo, China)

Abstract

Language taken as a dynamic concept fully reflects the state of a society, in which extralinguistic factors may cause its significant modifications through such media as translation. Taking "encoding/decoding" by Hall (1980) in news consumption that has been further developed by Conway (2017) in translation studies as the theoretical framework, this study has delved into the case of a classroom by examining the translation of a political text where different "decoding" strategies emerge. While the source text from the *Economist* presents various aspects related to the Asian Infrastructure Investment Bank (AIIB) with an ambivalent sentiment of "confidence," the translations of thirty-nine MA students have not delivered such an

ambivalence as anticipated. Sentiment analysis using Nvivo has found that sentiment polarity in students' work reflects their own attitudes towards the Chinese initiative. The results have been further triangulated through critical discourse analysis. It has concluded that translation of media text would not only present the meaning embedded in the source text but also have been a process of reconstruction based on individual's perception of the target context. Some translation products have been heavily influenced by ideology and axiology of translators.

Nancy X. Liu, PhD in International Communications, is an Associate Professor in Translation Studies, School of Education and English, University of Nottingham Ningbo China (UNNC). Her research interest mainly focuses on sociocultural meanings of translation, media discourse in particular. She has published extensively in areas such as translation, journalism, city branding, mobile and cultural studies, as well as translation pedagogy.

15:00-15:30

War on Waste: Metaphorical Warfare in Environmental Advertising

Le Thi Thach Thao (National Taiwan University) & Le Thanh Nhan (Fu Jen Catholic University, Taiwan),

Abstract

This paper examines the use of war metaphors in environmental advertising to heighten public awareness and spur action against ecological degradation. Through qualitative analysis of ten advertisements from the Ads of the World database, it adapts Forceville's Visual Metaphor Identification Procedure (2009) and Pérez-Sobrino's approach (2017) to explore how these ads employ metaphorical and metonymical constructs. The ads are categorized into three thematic groups: "War on Nature: Human Actions' Direct Assaults," "Environmental Catastrophe as Warfare," and "Pollution as a Weapon of Mass Destruction."

The first theme, "War on Nature," is exemplified by ads like "Human Harpooning a Dolphin" and "Plastic Straw as a Weapon," which directly portray human actions as assaults on nature. These ads use visual metaphors to equate everyday behaviors with violent acts against the environment, urging viewers to reconsider their complicity in ecological harm. Metonymies such as harpoons and plastic straws stand for broader environmental issues like pollution and habitat destruction, with the injured dolphin and distressed turtle representing the vulnerability of marine species.

The second theme, "Environmental Catastrophe as Warfare," is vividly illustrated by ads like "Warming is Fueled by War," "Ice Grenade," and "Plastic Bag Mushroom Cloud." This latter ad uses the iconic imagery of a mushroom cloud, traditionally associated with nuclear devastation, composed entirely of plastic bags to represent the catastrophic impact of plastic pollution metaphorically. The war metaphors in these ads dramatize the urgency of these crises, suggesting that inaction or ignorance is akin to allowing a war to unfold against our planet.

Lastly, the theme "Pollution as a Weapon of Mass Destruction" features ads like "Plastic Bottle as a Grenade" and "Battery as a Torpedo," where common pollutants are transformed into symbols of destruction. These ads leverage the emotional weight of war imagery to underscore the severity of pollution, framing it not just as an environmental issue but as a global threat requiring immediate, concerted action. The plastic bottle and battery serve as metonymies for the broader pollution issue, with the grenade and torpedo representing their devastating environmental impact.

This study will contribute to the discourse on language, peace, and conflict by demonstrating how environmental messaging can utilize war metaphors and metonymies to advocate for peace with nature. It suggests that such metaphorical approaches could be applied in broader conflict resolution contexts, promoting linguistic tolerance and enhancing community integration through shared environmental narratives.

Jessica Le Thi Thach Thao is a Ph.D. student in Linguistics at National Taiwan University whose research focuses on multilingual literacy practices, intercultural identity formation, and the integration of media and technology in ESL language learning. She has conducted interdisciplinary studies, including multimodal analyses of environmental advertisements, applications of AI in ESL learning, and heritage language maintenance among Vietnamese immigrant families in different educational contexts.

Committed to community engagement, Jessica founded the Future Seeds Project in Vietnam during the 2020 pandemic, providing educational resources to over 100 underprivileged children at Tanung orphanage in

Vietnam's central highland. She also served as a Global Peace Ambassador and Social Media Influencer for the Global Peace Chain Organization from 2022 to 2024. Jessica Le Thi Thach Thao's ultimate goal is to bridge research, teaching, and community service to empower linguistically diverse communities through education.

Albert Thanh-Nhan Le is pursuing a Ph.D. in Cross-Cultural Studies and Comparative Literature at Fu Jen Catholic University in Taiwan. His research interests span various topics, including identities in Asian/Vietnamese American narratives, multicultural literacy cultivation, empowerment of marginalized communities through new media, ecocriticism and World Englishes, veganism, and eco-friendly culinary practices in literature, and the portrayal of the unwillingly displaced. Le's work extends beyond academia. He was a project adviser for the Future Seeds Project, securing funding and support for educational resources in a remote Vietnamese orphanage. His teaching career includes roles as a Lecturer of English and Vietnamese at Dalat University, where he developed courses for diverse student populations, including EMI Vietnamese courses for Korean students.

Sunday, 15 November

9:00 - 9:30

Friends or Foes? Conflicting Reactions to Japanese-themed Streets in China

Jacob Algrim (University of Hawai'i at Manoa), jalgrim@hawaii.edu

Abstract

This research paper investigates the cultural dynamics and public sentiment surrounding Japanese-themed streets in China, observing online and offline reactions to instances where the Japanese language and cultural symbols are given intentional prominence. Focus is on the development and change of one street in Foshan, Guangdong, as a nexus point affected by the trajectories of conflicting discourses (Scollon & Scollon, 2004). By analyzing online reactions and changes in the linguistic landscape, the study aims to explore contemporary Chinese attitudes towards Japan, considering the enduring cultural memory of historical Sino-Japanese conflicts.

A mixed-methods approach is utilized within the theoretical framework of ecolinguistics to incorporate different sources of data, including signage photographed on site a survey of past images gathered from online posts for a perspective on longitudinal development and change, and online discursive reactions. Online discourse was analyzed using narrative analysis (Bamberg & Georgakopoulou, 2008) and through an adaptation of Neisser's (1988) self-knowledges as a framework for understanding national identity.

The findings contribute to the understanding of how cultural memory shape national identity (Wertsch, 2018) and restrict the acceptability of different languages and cultural products in a particular linguacultural landscape. While a segment of the Chinese population views Japanese-themed streets positively, appreciating their cultural novelty and foreign aesthetic, there is also significant opposition stemming from a cultural model of historic oppositional sentiment towards Japan.

Jacob Algrim is a doctoral student in the East Asian Languages and Literatures Department at the University of Hawai'i at Mānoa, with a focus on Chinese linguistics. He is interested in sociolinguistic aspects of intercultural relations.

9:30 - 10:00

Dynamics of Language Identity in Chinese Returnees from Japan: A Qualitative Exploration of Bilingual Identity Shift and Variation

Yue Teng (Waseda University)

Abstract

Recently, there has been a growing interest in the language identity of individuals who have experienced transnational migration during childhood, which is understood as the assumed and/or attributed relationship between one's sense of self and a language (Leung, Harris, and Rampton 1997; Block 2006).

Existing literature reveals that the language identities of migrants can shift dramatically over the course of a lifetime and may vary even within the same ethnic backgrounds. However, previous studies remain narrow in focus, primarily addressing migration between Asian and English-speaking countries. This paper focuses on young adults who were born in China, spent several years of their childhood in Japan, and then returned to China (hereinafter, referred to as "Chinese returnees from Japan"), providing an overview of their language identities concerning Chinese and Japanese.

Six Chinese returnees from Japan were recruited as participants in this study. Data were collected through semi-structured interviews and analyzed qualitatively using open coding (Benaquisto 2008; Sato et al. 2019).

The analysis revealed that participants' language identities were relatively consistent during their childhood in Japan. During this period, returnees reported strong affiliation and proficiency in Japanese while their degree of affinity for Chinese remained low. However, their language identities varied after returning to China as adolescents. Some participants reported that Chinese was the language in which they felt most competent and could express themselves, whereas others emphasized their sense of inferiority in Chinese compared to those who did not experience migration. Regarding Japanese, all participants agreed their proficiency in the language was helpful in building relationships as well as advancing their careers. On the other hand, some participants noted that they became aware of their limited vocabulary and immature expression in Japanese. Moreover, a few participants reported that the stereotypical views of those around them on returnees' high language proficiency sometimes caused them distress. One reason for this variation in Japanese language identity may be whether the returnees had the opportunity to be deeply exposed to the Japanese language again as adults.

Yue Teng is a research associate of academic writing at Waseda University and a PhD candidate at the Graduate School of Arts and Science, University of Tokyo. Her research interests are in sociolinguistics, particularly in language and identity in transnational migration. Her doctoral research explores the identity formation of young adults who experienced transnational migration between China and Japan in their childhood.

Poster presentations

Saturday, 12:00-13:30

The Impact of Participation in an Online Multidisciplinary Peace Course on Students' Conceptions of Peace: The *Perspectives on Peace* Course at Hiroshima Jogakuin University 2023-24

Robert Dormer (Hiroshima Jogakuin University)

Abstract

This study explores how the *Perspectives on Peace* course at Hiroshima Jogakuin University influenced students' conceptions of peace. The interdisciplinary course covered topics such as nuclear disarmament, environmental sustainability, and art in peacebuilding. Using sentiment and thematic analysis, the study measured changes in student reflections before and after the course. Sentiment analysis revealed an increase in positive sentiment, while thematic analysis showed growth in key peace-related themes like reconciliation and peacebuilding. New themes, including environmental sustainability, also emerged. These findings suggest that the course may have contributed to broadening students' understanding of peace, as indicated by changes in sentiment and the language used to describe peace, potentially reflecting a shift from negative to positive peace.

Keywords: Peace Conceptions, Peace, Positive Peace, Sentiment

Robert Dormer is Associate Professor at Hiroshima Jogakuin University. He has been hosting the online, on-demand course *Perspectives on Peace*, which invites students from Japan and Southeast Asia to take part and has a number of lectures from academia, activism, education, and the arts.

How sorry are you? What apologies tell us about what we teach in the EFL context and the need for pragmatic awareness raising

Agata Klimczak-Pawlak (University of Warsaw) <https://ia.uw.edu.pl/en/>

Abstract

When we want to apologise in English the first words that come to our mind as non-native speakers might be "I'm sorry". How we apologise, how we talk to different people is conditioned by numerous cultural, social, linguistic and identity factors – do we know the person we are talking to? What is our power relation? Do we share cultural and/ or linguistic background? What is the level of imposition? What is our language proficiency in the language we are communicating in? How we choose our words, structures, strategies to get our meaning across is a result of an interplay between a myriad of factors. Still, it happens to all of us that our meaning is misunderstood even in our native language. Learning and teaching how to communicate effectively, how to avoid misunderstandings, how to build shared meaning is a key task and challenge in foreign language education. It is a task that requires more than just the development of linguistic ability, among others it requires self reflection and raising awareness in how differently we may communicate the same message.

The study presented here focuses on pragmatic behavior of non-native speakers of English from across Europe with the aim to show how future teachers of English as a foreign language differ in the way they apologise. Respondents in this study are highly proficient users who have chosen English as their major and most of whom tied their future with a teaching career. This group has been chosen on the basis of the prediction that their educational experience would make them the most aware of the English politeness norms, however, it has been shown that even in this group pragmatic transfer is unavoidable. The data were collected in Finland, France, Hungary, Macedonia, Poland, Slovakia, Spain and the UK, with the use of a paper-based, real-time completed written discourse completion test (WDCT). Responses from 466 participants were analyzed for this study.

The results show that despite extensive training and high linguistic proficiency, despite being educated in Europe, there are differences in the strategy preference of the respondents, connected to their native language. This in turn suggests that as English teachers the respondents will model different pragmatic behaviour as the most desirable/ appropriate. The conclusions and teaching implications on how to build our students intercultural pragmatic competence are discussed, as are future research directions.

Agata Klimczak-Pawlak is Assistant Professor at the Institute of English Studies, University of Warsaw, Poland. Her main research interest is in L2 pragmatics, intercultural communication, cross-linguistic influence and developing fluency. She is also an English teacher and a teacher trainer who highlights the importance of building cross-cultural awareness and developing pragmatic competence.

Are Ukrainian evacuees being truly integrated into Japanese society thanks to community activities?

Sachiko Shirai, (International Relations, Kobe City University of Foreign Studies, 4th grade)

Abstract

This paper tests the hypothesis that a gap exists between Ukrainian evacuees and their host communities in Japan in terms of perception and practice of community integration, especially through physical exercise. To triangulate the findings, quantitative and qualitative methods were used. Quantitative data was collected from 120 Ukrainian evacuees, which was compared to responses from 177 university students representing host communities. It discovered that Ukrainian evacuees exhibit a much more negative perception of the effectiveness of local activities in contributing to their integration into Japan than that of their host communities. A focus group discussion found a gap in perceptions of evacuees' community integration. It was found that certain types of community activities that treat Ukrainian evacuees as guests rather than community members lead to their feeling of isolation in a community. It was observed that **sports-based exchanges and Japanese language learning with**

physical exercise are effective in case it has appropriate targeting. This paper concludes that the informational and physical contact in local activities boosts a perception gap between the two groups regarding community integration.

Key Words: social cohesion, refugee, host community, community activity

Sachiko Shirai is a student at Kobe City University of Foreign Studies, majoring in International Relations and participating in a seminar focused on International Development. Since June 2022, she has been volunteering at Kobe Foreigners friendship Center to support Ukrainian evacuees displaced to Kobe, an experience that sparked her interest in the mutual perceptions and frictions between Ukrainian evacuees and host communities in Japan. From July to September 2023, she completed an internship at the Ukraine Support Office in the Central and Eastern Europe Division of the Japan International Cooperation Agency (JICA), where she conducted research on the needs of Ukrainian evacuees and the actual state of municipal support.

Emotion and stance in Japanese narratives of inherited war memories

Tomoko I. Sakita (Doshisha University)

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Abstract

Japan is currently encountering difficulties in passing on the memory of its sacrifices during World War II (Hashimoto, 2015). Inherited memory transfer differs from direct experience transfer (Schiffrin 2001; Hirsch 2008). However, the mechanisms, effects, limitations, and transformations by which historical facts are transferred from the first to second and third generations have not yet been elucidated. This study investigates the linguistic expression of emotion and stance in narratives of inherited war memories recollected by second-generation WWII narrators who relate to the wartime experiences of a family member. It relies on the theoretical frameworks of dialogic syntax (Du Bois, 2014) and stance theory (Du Bois, 2007) with analyses of lexical and syntactic resonance. Additionally, this study reveals that narrators use resonance to (1) assume subjective accountability for events that occurred in the past, (2) develop intersubjectivity with their parents as they take the stances by integrating and synthesizing the past and present, and (3) develop intersubjectivity with their hearers in constructing their in-the-moment narrative.

The following results are obtained: First, the narratives contain layered stances, which involve both the first generation's reported evaluation of the events and the narrator's own evaluation of the events as her/his past and present self. They are illustrated in diagraphs, as the narrator recounts the first generation's evaluation of a threat in repetitive phrases with quantitative markers (e.g., *tte* and *te*), whereas the narrator's evaluation is hedged with discourse markers (e.g., *mitaina*, *desho*, *gurai*, *marude*, *nanka*, *sono*, and *yappari*) and interactional particles that affect the listener's perception of accepting the narrator's view (e.g., *yo*, *ne*, and *yone*). Second, narrators base their stories on the first generation's descriptions of events and extend them in their own words to express emotions differentiated from those of the first generation. Different evaluations are synchronized in parallel syntactic structures. Third, inherited historical facts are typically interpreted and exaggerated in the narrator's memory. As the narrator's evaluation is superimposed on the first generation's subjectivity, the first generation's fear is gradually amplified through repetition.

Tomoko I. Sakita is a professor of linguistics at the Faculty of Global and Regional Studies at Doshisha University. She possesses a PhD in Human and Environmental Studies (Kyoto University) and an MA in Linguistics (University of Wisconsin-Madison). She is specialized in discourse and cognition, dialogic syntax and stance, evolutionary linguistics, and gender studies. She is the author of *Reporting Discourse, Tense, and Cognition* (2002, Elsevier), "Parallelism in conversation: Resonance, schematization, and extension from the perspective of dialogic syntax and cognitive linguistics" (*Pragmatics & Cognition*, 2006), and "Stance management in oral narrative: The role of discourse marker *well* and resonance" (*Functions of Language*, 2017).

Self-reported Creative Fluency is Associated with Life Satisfaction and Optimism among Established Adults in Japan: Insights from an Online Survey and Intercultural Design Thinking Workshop

Russell Sarwar Kabir (School of Education, Graduate School of Humanities and Social Sciences, Hiroshima University kabir@hiroshima-u.ac.jp); Soshi Uehara (School of Education, Hiroshima University); Shogo Aihara (Faculty of Business Administration, Matsuyama University)

Abstract

Despite its reputation, surveys of Japan report a lack of creativity at school and work. While creativity is typically measured with behavioral approaches, psychometric instruments can capture unique sources of information related to creative ability (Kaufman, 2019). While self-assessed creativity has been associated with various well-being outcomes during the COVID-19 pandemic, such as adaptability (Orkibi, 2021), positive coping (Tang et al., 2021; Fiori, Fischer, & Barabasch, 2022), and mental health (Abdul Kadir & Rusyda, 2022), few studies have operationalized individual factors of creativity, such as *fluency* and *originality*, in formal analyses, or drawn from non-university student samples, which could reveal more about changes in creative self-beliefs throughout employment stages in established adulthood (i.e., aged 30-45 years). The present study thus (1) examined associations between *originality* and *fluency* as distinct sources of variation in self-beliefs of *satisfaction with life* (SWLS) and *optimism* (LOT-R) in an observational study design of a national survey recruited during the pandemic ($n = 786$; 401 females; $M_{age} = 38.12$, $SD = 4.67$), and (2) performed a quasi-experimental comparison of scores taken upon participating in a three-hour, intercultural creativity-based workshop featuring 15 U.S. and 25 undergraduate students from Japan (see Yan, Graham, & Kabir, 2024). Descriptive, correlational and regression analyses were performed in JASP. Results indicated support for the two subscales of the Reisman Diagnostic Creativity Assessment: *Originality* (SWLS: $r = .23$; LOT-R: $r = .30$, $ps < .001$) and *Fluency* (SWLS: $r = .28$; LOT-R: $r = .32$, $ps < .001$). Mean differences in present occupational status were supported for both factors. Linear regression analysis revealed *optimism* as significantly associated to both factors after entering covariates, however, standardized regression coefficients uniquely supported *Fluency* ($\beta = .24$, $p < .001$) over *Originality* ($\beta = .04$, $p = .58$) in modeling of *life satisfaction* as an outcome. Quasi-experimental comparisons revealed that mean factor scores of survey participants for *Originality* were comparable to creative self-assessments after the intercultural workshop ($t(26) = .14$, $p = .89$, $d = .03$), but *Fluency* scores were numerically higher and statistically significant ($t(26) = -2.77$, $p = .01$, $d = -.51$), favoring the workshop participants. These findings suggest that the specific creative ability for generating many ideas (i.e., *fluency*) is relevant to well-being outcomes and shaped by occupational and educational settings for adults in Japan, offering implications for instructional designers.

Russell Sarwar Kabir is Assistant Professor in the School of Education and Graduate School of Humanities and Social Sciences at Hiroshima University, Higashihiroshima, Japan. Using methods in cognitive psychology and linguistics, his laboratory applies research on self-efficacy and learning behavior toward improving English language education and intercultural communication in Japan.

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Inhabiting the Ambivalence of English-Mediated Instruction at a Japanese University

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Abstract

This poster presentation examines the ambivalent potentiality of English-mediated instruction (EMI) through the case of a participatory action research (PAR) project at a Japanese university. As we presenters observed, from our different positionalities as a faculty member and a student, EMI tends to promote both inclusivity and divisiveness, and this has important implications for much broader contexts. Universities in Japan, as elsewhere, have been mandating EMI in their efforts at not only internationalization, but also the related

indirect goal of improved English language proficiency. Indeed, a symbiosis of content and language learning is at least theoretically possible with careful planning (Pecorari & Malmström, 2018), and using English as a lingua franca can open participants to engagement with classmates and materials from around the world. Yet such institutional EMI mandates also raise concerns about neocolonialism, linguistic discrimination, and an exacerbation of deficit-model discourse in higher education, where a constructed linguistic environment privileges some and disables others. Individualized English proficiency levels can easily become a shortcut explanation for perceived failures not only to engage with learning but also to interact and contribute thoughts and knowledge, even to the extent that lower-proficiency students come to be seen as obstacles to others' learning. This poster presentation reports on how our PAR project enabled us to inhabit the ambivalence of EMI with participants, which prompted an expansive rethinking of the meanings of "English," "mediation," and "instruction," as well as an attendant remaking of habitual practices of languaging, scaffolding, and teaching. While critical linguistic awareness remains vital in discussions of institutionalizing EMI, this presentation suggests that EMI's disruption of habitual teaching and learning can open space for the "speculative habit-oriented intervention" that Pedwell (2021, p. 44), following Dewey (1922/2012), argues is required for potentially progressive social change. By inhabiting the ambivalence of EMI and similar linguistic and educational practices in our various communities, we might cooperatively remake our shared habits toward inclusivity and equity.

Nick Kasperek is an associate professor in the Department of Social System Design at Eikei University of Hiroshima, where he teaches English language courses and academic skills courses and advises student research. His interests include curriculum theory, peace education theory, English-mediated instruction (EMI), the scholarship of teaching and learning (SoTL), teacher education and university faculty development, and post-qualitative inquiry.

Koki Yoshimoto is an undergraduate student in the Department of Social System Design at Eikei University of Hiroshima, where he has also worked as a student assistant in both English-mediated-instruction (EMI) courses and English language courses. He is especially interested in English language teaching and applied linguistics. He is planning a degree project focused on curriculum design for intensive English programs that serve as preparation for EMI coursework.

Language Learning and Imperfect Peace: A Tool for Intercultural Awareness and Beyond

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Abstract

This study examines the integration of peace education and intercultural awareness (IA) in a Spanish L2 conversational course at a Japanese university, inspired by the concept of imperfect peace (Muñoz, 2001). Unlike traditional definitions of peace rooted in conflict theories, imperfect peace is understood as an ongoing process that acknowledges the existence of various forms of peace whether big or small, individual or collective, local or international and the interconnections among them (Muñoz, 2001).

Building on this premise, a sociocultural (Lantolf & Thorne, 2006) pedagogical intervention was designed around four key components: (1) conceptualizing peace in relation to cultural frameworks, (2) redefining complexity as a tool for comprehensive understanding rather than as an obstacle, (3) analyzing instances of imperfect peace to refine our media literacy and personal engagement with current conflicts, and (4) expanding vocabulary related to peace actions and relationships.

Results show that incorporating the recognition of peace practices and the reformulation of concepts can bolster efforts toward inclusivity and social cohesion during L2 learning, emphasizing our collective potential for peacebuilding. Additionally, this approach can contribute to more balanced media consumption by encouraging the creation of personal narratives of peace.

The study also employs an Art-Based Approach (Eisner, 2006) to explore alternative forms of expression that allow students to articulate their inner voices when navigating complex topics, regardless of language proficiency. The presentation will also include results and examples of art-based materials to this end.

Keywords: imperfect peace, SLA, intercultural awareness, sociocultural theory, Art- Based Research

Alba Medialdea is an exchange professor at Kobe University of Foreign Studies, specializing in Cognitive Science and Second Language Learning. She has extensive experience teaching Spanish as an L2 and Linguistics across the United States, Europe, and Asia. Her research focuses on fostering intercultural awareness through intentional reflection and creative practices in L2 learning, with a particular interest in qualitative, sociocultural approaches to second language acquisition (SLA). Among her recent works is the article *Prototypical Generalization, Ecological Validity, and Case Studies*, co-authored with A. Bruzos and I. Peña (Routledge, 2024).

Resilience Through Narrative: Alexandria's Linguistic Agency in Healing Roy in *The Fall* (2006)

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Abstract

This study takes a unique approach by employing Cultural-Historical Activity Theory (CHAT) to delve into the therapeutic relationship between Alexandria, a young immigrant with burgeoning bilingual skills, and Roy, a despairing man, in Tarsem Singh's *The Fall*. CHAT, as conceptualized by Vygotsky and Leontiev, offers a lens through which we can examine the mediation of human activity by cultural tools, particularly language, within historical frameworks (Vygotsky 86; Leontiev 59). This paper focuses on how Alexandria's linguistic resilience, born from her immigrant experiences, becomes a pivotal tool in her interactions with Roy, facilitating his journey toward emotional recovery (Martinez 155).

In the film, Alexandria's narrative engagement with Roy transcends simple storytelling; it becomes an act of resilience and agency. Through CHAT, we analyze how the little girl's emerging bilingualism and cultural adaptability not only aid her integration into a new societal context but also empower her to influence Roy's psychological healing. Her ability to weave stories reflects a complex interplay of her linguistic skills, cultural identity, and emotional intelligence, which act as cultural tools mediating her activity system with Roy (Nguyen 240).

This paper argues that Alexandria's storytelling is not just a passive act but an active, transformative process. It demonstrates how immigrant children can utilize their linguistic and cultural resources as forms of resilience. Her narrative contributions, co-constructed with Roy, illustrate how personal agency, expressed through language, can lead to significant emotional and psychological transformations. By examining these interactions through CHAT, the study highlights the potential of language as not just a communicative tool but as a mechanism for healing and resilience, particularly in cross-cultural contexts. This analysis not only sheds light on the therapeutic power of narrative but also underscores the importance of recognizing and nurturing linguistic resilience in immigrant youth as a means to foster healing in others.

Exhibition of art photography of “Hibakujumoku” surviving A- bombed trees by Bojan Radovič , Saturday, Eikei University 15F

Abstract

Hibakujumoku is an ongoing photographic art project that began in 2014 when the photographer Bojan Radovič visited Hiroshima for the first time. Radovič was struck by the city's unique atmosphere, a combination of quiet resilience and powerful energy. “It was as if the city itself was speaking to me, urging me to connect with its history and spirit.” Over the years, Radovič has returned to Hiroshima four more times, which each visit deepening his connection to the place and expanding the vision of this project. “I was fascinated by the hibakujumoku A-bombed trees that survived the atomic bombing of 1945. These trees, with their scars and resilience, became a central focus of my project.”

By using a hand scanner Radovič could interact with the surfaces of trees in a deeply personal way. This technique enabled him to touch a tree while simultaneously recording its “skin”, a tactile process that felt symbolic of both the destruction and survival of Hiroshima. “The scanner's imperfect quality was exactly what I wanted - it created abstract, metaphorical images that spoke more to emotion and memory than to documentary reality.”

The project continues to evolve with each new visit, bringing fresh ideas and insights, yet it has already been exhibited internationally and received attention for its emotional depth and conceptual richness.

Bojan Radovič was born in 1960 in Novo mesto, Slovenia. He graduated in photography at the Swansea College of Art (UK) in 1982. He has been active not only as a photographer, but also as a curator, publisher and organizer of photographic exhibitions and expert meetings on photography. He has played a central role in establishing a vibrant photographic community in his hometown of Novo mesto. In addition to successful residencies in New York (2008) and London (2022), his work was marked by the year 2012, when he was the first Slovenian photographer to participate in the European Eyes on Japan/Japan Today artist residency project.