

Fifth International Symposium on Academic Writing and
Critical Thinking

Symposium Theme:

AI: Deliverance, diversion, or dystopia

*Nagoya University Writing Center 5th International Symposium on
Academic Writing & Critical Thinking*



AI: Deliverance, diversion, or dystopia

Nagoya University, Japan

February 16, 2024

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Symposium Theme

Disruptive technologies have emerged throughout the history of academic writing instruction, each raising significant questions about how scholarly knowledge will be produced and distributed in the future. Currently, the rapid development of artificial intelligence (A.I.) such as large language models, ChatGPT, or neural machine translation have prompted scholars to reconsider fundamental concepts such as innovation, authorship, and academic integrity. Can established modes of teaching academic writing and critical thinking coexist with A.I.? How can teachers and students make optimal use of A.I.? Alternatively, should developments in A.I. be met with skepticism, vigilance, or active resistance?

The Fifth International Symposium on Academic Writing and Critical Thinking seeks to promote stimulating discussion of questions such as these by bringing together scholars from various fields. Of particular interest are papers and panels that address the relationship between A.I. and the teaching of academic writing in terms of theoretical analysis and concrete pedagogical strategies.

Acknowledgments

The symposium is supported and sponsored by the ILAS research grant and 基盤研究(C)17K02164-Development of a construction theory of reasoning that can be practically applicable to research writing and beyond.

Organizing committee

(In Alphabetic order)

Nicolas Baumert, Nathan Hamlitsch, Paul W.L. Lai, Jian Lu, Chad Nilep, Kyle Nuske, David Toohey, Mark Weeks

Symposium scheme

5th International Symposium on Academic Writing and Critical Thinking 2024

AI: Deliverance, diversion, or dystopia

Date: 16th, February 2024

Venue: 3/F, Liberal Arts and Sciences Building A, Nagoya University

(A4① on the Higashiyama campus map)

09:00: Registration Open

09:20: Symposium Open: (Room A31)

09:30 – 10:15 Keynote talk: **Large Language Models for Education**. Prof. Koichi Takeda, Nagoya University (Room A31)

10:15 – 10:45 Featured talk: **Generative AI: Strengths and Weaknesses**. Dr. Thomas Lampert, University of Strasbourg (Room A31)

10:45 – 11:00 Break

11:00 – 12:30 Parallel sessions 1

Time	Room A31 <i>(Chair: Mark Weeks)</i>	Room A32 <i>(Chair: Lu Jian)</i>	Room A33 <i>(Chair: David Toohey)</i>
11:00 – 11:30	AI in Language Studies research Atsushi Mizumoto, Kansai University	言語学習とライティングテクノロジーの応用 Naoki Yamazaki, Kansai University	Automated Writing Evaluation & LLMs Using LLMs as an aid to understanding the core elements of research papers Nathan Hamlitsch, Nagoya University
11:30 – 12:00	Exploring the potential of generative A.I. guidance in developing academic writing skills for Gen Z Hidehiro Endo, Akita International University	日本語学習者による日本語文章作成における Chat GPT の活用について Akiyo Minami, 国際医療福祉大学	An Analysis of Automated Assessment Scoring in the EFL Classroom: A Preliminary Study from an Ecological Perspective Junko Otoshi and Naomi Fujishima, Okayama University
12:00 – 12:30	Exploring Japanese EFL Students' Editing and Proofreading Preferences: Peer Critique vs. AI Feedback Todd J. Allen & Atsushi Mizumoto, Kansai University	ライティング・センターの継続的利用者が書く英文の質的変容プロセス 中竹真依子 (学習院大学)、小林至道 (青山学院大学)、嶋田大海 (青山学院大学)	The Role of University Writing Centers in AI-translated Academic Writing Yuhong Zhu, Hiroshima University

12:30 – 14:00 Lunch

14:00 – 16:00 Parallel sessions 2

Time	Room A31 <i>(Chair: Nicolas Baumert)</i>	Room A32 <i>(Chair: David Toohey)</i>	Room A33 <i>(Chair: Nathan Hamlitsch)</i>
14:00 – 14:30	The Ethics of LLMs at Universities: A Case for Restriction and Regulation Istvan Zoltan Zardai, Keio University	Human AI writing synthesis AI and Critical Pedagogy: Towards a Developed Methodology for Zhuangzi Studies in the AI Era Anthea CHEUNG, Yanwen HOU & Yurong MA Hong Kong Shue Yan University	Academic writing support and collaboration Collaborative Learning at the Academic Writing Support Desk (AWSDD) Lay Sion NG, Tsukuba University
14:30 – 15:00	The artifice of academic teaching in an AI world Rab Paterson (Rikkyo University), Kaori Hakone (Osaka Jogakuin University)	The Synthesis of Human AI Writing: Human Agency and the AI Resource Robert Joel Deacon, Florida Institute of Technology	Creating and Modulating Course Content Using AI Tools Paul Wadden (and colleagues) Juntendo University
15:00 – 15:30	Equipping students for an uncertain future Chad Nilep, Nagoya University	The Influence of LLM on Creativity and Critical Thinking in Early Writing Stages Manuel Senna IV, The University of Tokyo	Academic writing as communication in a low-context culture: Are Japanese in a high-context culture not good academic writers? Hiroshi Yama, Osaka Metropolitan University
15:30 – 16:00	The Argument Construction Guide for humans and machines Paul Lai, Nagoya University	How do students negotiate with A.I to receive writing prompts for their writing course over one semester? Richard Hill, Mie University	Revisiting what makes for effective writing processes across the disciplines in Japanese and English Diana Kartika, Kazuyoshi Oishi, Mieko Thompson, Felix Kuhn, Yutaka Aida, The University of Tokyo

16:00 – 16:30 Coffee Break

16:30 – 17:00 Featured talk: **AI and the Future of Writing**. Prof. David Barker, Gifu University (Room A31)

17:00 – 17:40 General Discussion (Commentator: Prof. Shogo Tanimura, Nagoya University, Chair: Weeks) (Room A31)

17:40 – 18:00 Symposium Close: Mark Weeks

18:30 Dinner

Symposium Abstracts

Keynote Talk - Large Language Models for Education

Koichi Takeda

In this talk, I will introduce large language models (LLMs) such as ChatGPT and GPT-4, which have quickly become a powerful and vital tool for interpreting very complex instructions (prompts), gathering information, and generating output in natural languages. The LLMs can serve as a general-purpose tool for a wide range of natural language processing (NLP) tasks including machine translation, summarization, categorization, and question answering. Some key properties of LLMs, for example, the scaling-law and emerging capabilities, as well as the notions of training LLMs and in-context learning will be explained.

I will also give a few illustrative use cases of LLMs for educational applications and show that critical thinking is essential for making better and careful use of LLMs for writing. Finally, the future perspectives and issues of LLMs will be discussed.

Koichi Takeda worked mainly on natural language processing research until 2017 since joining IBM Research - Tokyo in 1983, and contributed to productization of machine translation, insight discovery from electronic medical records, and text analytics. He was a member of the core team for developing the question-answering system Watson during 2007-2011.

He has been appointed to Director and Professor of the Future Value Creation Center, Graduate School of Informatics, Nagoya University since April 2017. His main role is to conduct research activities for innovative problem solving and value creation for the human society in a broad range of informatics domains by embracing artificial intelligence and natural language processing techniques.

Featured Talk - Generative AI: Strengths and Weaknesses

Thomas Lampert

This talk explores the dynamic landscape of artificial intelligence, specifically focusing on generative models. Generative AI, with its remarkable ability to create novel content and mimic human-like patterns, has shown immense promise across various domains. This talk delves into the strengths of generative AI, highlighting its creative potential in generating realistic images and text. This talk will first give a high-level overview of how generative AI works, it will then discuss specific applications on content generation and their implications to society at large. This transformative technology is not without its challenges, however. The talk will address the ethical concerns surrounding generative AI, such as the potential misuse and its implications on privacy. Additionally, the limitations and vulnerabilities of these models, including biases and the need for massive training datasets, will be explored. By navigating through the strengths and weaknesses of generative AI, this talk aims to provide a balanced perspective on the current state of the technology and its implications for society, encouraging thoughtful consideration and responsible development in the evolving field of artificial intelligence.

Dr Thomas Lampert holds the Chair of Data Science and Artificial Intelligence at the University of Strasbourg. His research interests are in unsupervised/semi-supervised machine learning, domain adaptation, representation learning, and clustering. He completed his PhD at the University of York, UK, which was conducted in collaboration with QinetiQ Ltd. and DSTL, an executive agency of the UK Ministry of Defence. He has held positions in industry and academia, acts as a consultant, and is an alumnus of the prestigious US Department of State's International Visitor Leadership Program. He acts as an expert on AI for the Council of Europe and has developed a training course on AI for their Human Rights Education for Legal Professionals (HELP) program.

Parallel Sessions 1

Room A31 - AI in Language Studies (Chair: Mark Weeks)

Invited Talk - AI Frontiers in English Language Research

Atsushi Mizumoto

Atsushi Mizumoto, Ph.D. in Foreign Language Education, is Professor at the Faculty of Foreign Language Studies and the Graduate School of Foreign Language Education and Research, Kansai University, Japan. His current research interests include corpus use for pedagogical purposes, learning strategies, and research methodology. He has published articles in journals such as Applied Linguistics, Language Learning, Language Testing, and System. He is the recipient of the Research Encouragement Award from Japanese Association for English Corpus Studies in the Year of 2016 and the Award for Outstanding Academic Achievement from Language Education and Technology in the Year of 2017.

Exploring the Potential of Generative A.I. Guidance in Developing Academic Writing Skills for Gen Z

Hidehiro Endo

The advancement of the English language and teaching in Japan has been a frequently discussed topic in the field of education. In particular, acquiring academic writing skills can be the most challenging aspect for non-native speakers of English and students attending a university where all courses are taught in English are no exception. With the evolution of artificial intelligence (A.I.) in this digital era, generative A.I., such as ChatGPT, pedagogical approaches to teach academic writing are facing new challenges. The Academic Achievement Center (AAC) at Akita International University provides undergraduate students with academic support through peer tutoring, with academic writing in English being the most demanding subject offered by the AAC. University students today are considered to be Generation Z (Gen Z) also known as digital natives. If cohabiting with generative A.I. in their academic life is indispensable for Gen Z, paying attention to the voices of academic writing tutors who are also Gen Z at the AAC may shed new light on the potential roles generative A.I. could play, if any, in guiding university students to develop their academic writing skills. Thus, this ongoing study looks into the ways generative A.I. could positively contribute to helping tutees with their academic writing needs. The study aims to achieve this by conducting a survey, allowing tutors to freely share their insights acquired through their peer tutoring experience.

Hidehiro Endo is an Associate Professor of the Faculty of International Liberal Arts at Akita International University, Akita, Japan. His research interests include English language teaching and learning, social justice issues in education, and teaching and teacher education. He is also the coordinator of Academic Achievement Center (AAC) at Akita International University, and his current research involves meeting the academic needs of university students by developing a better support system through peer tutoring.

Exploring Japanese EFL Students' Editing and Proofreading Preferences: Peer Critique vs. AI Feedback

Todd J. Allen & Atsushi Mizumoto

Recently, artificial intelligence (AI) technology has significantly impacted the education sector. Previous studies have explored technology's role in language learning, including comparisons with traditional writing activities (e.g., writing groups) (e.g., Chen, 2016). However, researchers have yet to explore students' preferences for AI chatbot technology and how teachers have implemented activities in the classroom. Thus, we explore Japanese EFL learners' preferences for traditional and AI-focused activities used to edit and proofread their academic writing in this study. Specifically, 33 participants completed two proofreading and editing activities: (1) using a writing group and (2) experimenting with ChatGPT-3.5 (henceforth ChatGPT). Following each activity, participants responded to a questionnaire that asked them to consider their experiences. In the final questionnaire, participants compared their experiences of each activity and reported on which one they preferred. The quantitative analysis indicated that students typically favoured using ChatGPT for editing and proofreading, although they also recognised the value of traditional writing groups. Moreover, students could use the technology effectively and implement specific feedback into their writing. The results also showed that students preferred specific prompts to enhance their writing. This research demonstrates the potential for teachers to incorporate AI technologies into language classrooms to improve writing practices while emphasising the need for ethical implementation in educational contexts.

Todd J. Allen, PhD, earned his doctoral degree in Applied Linguistics and Language Studies from the University of Queensland. Upon graduating, he served as a writing advisor fellow at Hiroshima University's Writing Centre from 2017 to 2018. In this role, he conducted academic writing seminars and facilitated writing groups for postgraduate students and faculty members, contributing to the university's internationalisation efforts. Currently, he is an associate professor at Kansai University, where he coordinates the first-year academic writing program. His research interests include sociopragmatics, intercultural education, and L2 academic writing, focusing on AI interventions in the classroom.

Atsushi Mizumoto, Ph.D. in Foreign Language Education, is Professor at the Faculty of Foreign Language Studies and the Graduate School of Foreign Language Education and Research, Kansai University, Japan. His current research interests include corpus use for pedagogical purposes, learning strategies, and research methodology. He has published articles in journals such as *Applied Linguistics*, *Language Learning*, *Language Testing*, and *System*. He is the recipient of the Research Encouragement Award from Japanese Association for English Corpus Studies in the Year of 2016 and the Award for Outstanding Academic Achievement from Language Education and Technology in the Year of 2017.

Room A32 - 言語学習とライティングテクノロジーの応用 (Chair: Lu Jian)

Invited talk - AI を使った中国語研究の可能性

Naoki Yamazaki

「対話生成系 AI とは、いかにもありそうなことを無責任にべらべらしゃべるヤツ」という評がある（この種の AI の特徴をよく表している）。さて、AI を研究にどう利用するにせよ、最終的な結果には研究者が責任を持たなければならない。つまり、自力で検証可能な範囲で利用しなければならない。であるなら、研究の最後の部分を任せるのではなく、研究の端緒を見いだす「探索的な使いかた」のほうが、より自由な活用ができるのではないか。大規模言語モデルに基づいた AI は、言語研究の種々の理論も学習しており、また、こちらが与えた「教材」により新たな分析の手法を学習することもでき、そして、それらに基づいた「それらしい」分析をしてくれる。ここでは、AI に「ありそうなこと」を生成させ、さまざまな枠組みで分析をさせる試みを紹介したい。

山崎直樹。広島大学、大阪外国語大学を経て、関西大学外国語学部・外国語教育学研究科教授。専門は中国語教育のためのインストラクショナル・デザインで、さまざまなアプローチを用いた授業設計・コース設計を開発している。近年の興味の中心は第 3 言語学習で、特に学習者が自身の言語レパートリーをどう認知しているかに関心がある。また、中国語の談話の構造の研究にも取り組み、中国語教育に生かしている。

日本語学習者による日本語文章作成における Chat GPT の活用について

Akiyo Minami

現在、教育現場において Chat GPT など生成 AI の使用は賛否あるものの、翻訳などの使用に向いており（東京都デジタルサービス局, 2023）、留学生が適切な日本語表現を使用・学ぶ際に効果的であると思われる。しかし、表現の取捨選択の正しさ、翻訳の不確かさなど様々な問題がある。本発表では Chat GPT が日本語の文章をブラッシュアップする際の効果的な使用法、および学習者の使用の困難点について、日本語母語話者と日本語学習者の使用法を比較することで、その使用傾向の違いを調査した。その結果、Chat GPT の使い方以外に、学習者は表現の選択方法に問題があることを指摘する。

南 明世 (MINAMI, Akiyo) 現在国際医療福祉大学総合教育センターの助教として、留学生の日本語教育を担当している。研究分野は日本語学、日中対照研究、コーパス研究であり、主に実際の使用を踏まえた日本語の意味記述や、日本語教育のためのわかりやすい記述を目指している。その他、教授法、ライティング指導法など幅広く研究を行っている。

ライティング・センターの継続的利用者が書く英文の質的変容プロセス

中竹真依子, 小林至道, 嶋田大海

本研究の目的は、ライティング・センターを継続的に利用した学生が書く英文の質的な変容プロセスについて明らかにすることである。具体的には、A大学ライティング・センターを英文の相談で継続的に利用した学生の事例を分析対象として取りあげる。対象学生がセンターを利用した序盤と終盤における英文の記述内容の比較及びインタビューでの語りを通して、継続的にセンターを利用することによって、構成、パラグラフライティング、論証、文法、語彙・表現、表記・レイアウト、文献の利用において、どのような変化が見られたかを検討する。

中竹真依子は学習院大学外国語教育研究センター准教授である。東京大学大学院総合文化研究科言語情報科学専攻にて博士号（学術）を取得。専門は第二言語習得、英語教育、第二言語（L2）ライティングなど。近年では特に、ライティング・センターを研究フィールドとした様々な研究を行っている。

小林至道は、青山学院大学アカデミックライティングセンター助教で、専門は教育学（教育方法）。研究テーマは、アカデミック・ライティング、ライティング・センター運営方法、ライティング・センター支援者育成法。大学生はレポート・論文などのアカデミック・ライティングのプロセスのどこで、どのような困難・悩み・不安を抱えるのか、それに対してどのような教育・支援のアプローチが効果的なのかの2点を研究上の問いとしている。

嶋田大海は青山学院大学アカデミックライティングセンターの助教である。主な研究テーマはアカデミック・ライティング教育、ライティング・センター運営及び支援である。学生のレポートの執筆過程における外部情報の活用と意見構築の関係について質的、量的な側面から研究を行っている。著書にレポート・論文執筆における引用に焦点を当てたガイドブックがある。

Room A33 - Automated Writing Evaluation & LLMs (Chair: David Toohey)

Using LLMs as an Aid to Understanding the Core Elements of Research Papers

Nathan Hamlitsch

Understanding the core elements of a research paper, as defined as the research problem, research question, the conclusion, and in some cases a hypothesis, can be challenging to students or junior researchers. This can be even more challenging if, for example, a paper does not overtly mention its research question. For instructors assisting these students, reviewing such papers can be time-consuming and challenging, particularly if the paper is unrelated to one's field. This research explored whether using LLMs can function as an aid to such problems.

Sixty-six peer-reviewed academic papers were selected by undergraduate students at Nagoya University in the spring of 2021 for a class assignment. Of these, forty-two percent, or 28, of these articles were chosen by the author for analysis in the present study. After the author manually identified the core elements of each paper, appropriate sections were inputted into ChatGPT with carefully crafted prompts designed to extract the necessary information. The results show that ChatGPT can be remarkably consistent in identifying these core elements correctly, thus giving us a model to work with when analyzing novel papers. Utilizing LLMs such as ChatGPT in this way offers a promising, and timesaving, alternative to manually identifying core research elements. Furthermore, it holds potential for furthering its application to identifying other components of research papers in the future.

Nathan Hamlitsch received his PhD in 2020 in linguistics at Nagoya University, where he currently serves as a designated lecturer in the Institute of Liberal Arts and Sciences Education Planning & Development Center Division of Academic Writing Education. His research interests include cognitive linguistics, corpus linguistics, frame semantics, construction morphology, loanwords, scientific skepticism, and research writing education.

An Analysis of Automated Assessment Scoring in the EFL Classroom: A Preliminary Study from an Ecological Perspective

Junko Otoshi & Naomi Fujishima

This presentation reports on a preliminary study that investigates the effectiveness of Automated Assessment Scoring (AAS) tools in evaluating twelve expository essays written by Japanese university students. From the perspective of ecological theory, writing teachers should coexist with AI-powered writing assistance tools within the evolving societal landscape where AI integration is becoming standard. Our study pursues two primary objectives: firstly, to assess the reliability of scores from three AAS tools, namely Criterion, Write & Improve, and ChatGPT-3.5, and secondly, to analyze feedback comments from ChatGPT-3.5 in comparison to those provided by teachers.

An analysis of the results using the FACET and Kendall rank correlation coefficient indicates that Criterion and Write & Improve demonstrate compatible capacities with teachers in terms of rater consistency and exhibit a moderate correlation with teachers' assessments. A comprehensive examination of feedback comments provided by teachers and ChatGPT-3.5 reveals distinct patterns. Teachers' feedback often considers subsequent student revisions, providing a more iterative approach, while ChatGPT-3.5's comments predominantly convey a judgmental tone with challenging vocabulary, emphasizing the current state of the writing sample. Additionally, interview data reveal that, while teachers perceive the feedback comments by ChatGPT-3.5 as patterned and artificial, they believe that non-native English teachers or those new to teaching L2 writing can leverage it as a tool for developing feedback literacy.

Based on these preliminary findings, our presentation will encompass strategies for incorporating AAS tools and outline directions for future studies.

Junko Otoshi is a Professor in the Institute for Promotion of Education and Campus Life at Okayama University. Her research interests include academic writing education, especially source-based writing, and feedback on students' writing. Her work encompasses intercultural communication and writer identity formation. She is currently working on a project in which international students are leveraged as teaching assistants to help science major students develop their academic writing skills.

Naomi Fujishima is a Professor in the Institute for Promotion of Education and Campus Life at Okayama University. Her research interests include learner autonomy, social learning spaces, and lifelong learning. She is also interested in EFL writing issues and the impact of AI tools in the language learning classroom.

The Role of University Writing Centers in AI-translated Academic Writing

Yuhong Zhu

The recent advent of generative AI and Large Language Models (LLMs) has led to the development of novel AI-assisted pedagogical approaches in academic writing, and raised serious concerns regarding academic integrity. In this context, the majority of relevant educational research addresses *AI-generated* academic writing and its relationship to language pedagogy (e.g., Cotton et al. 2023 and studies cited therein), while studies focusing on the usage of *AI-translated* texts remain scarce (see, however, Birdsell 2022).

The current study aims to fill this gap by (1) investigating the usage patterns of AI translation tools for English academic writing and (2) providing context and advice regarding the relationship between University Writing Centers and translated writings. We will conduct anonymous surveys and focus group interviews with both students and teachers at Hiroshima University, a Japanese national university. A special focus is placed on international students/faculty who are non-native speakers of English, as they may often face the unique challenge of writing their drafts in one foreign language (Japanese), then translating them into another (English).

The surveys target university students and faculty at large, and aim to gain general insights into their attitudes and concerns towards using AI translation. Participants for the focus group interviews are recruited from student and faculty clients at the Hiroshima University Writing Center. In addition to being an open-ended discussion, the interviews aim to elicit feedback regarding what the Writing Center can do to facilitate and promote proper usage of AI translation in writing.

Yuhong Zhu is a Writing Advisor Fellow at the Hiroshima University Writing Center. His research interests include phonetics and phonology, writing and pronunciation education. Coming from a traditionally quantitative background, his recent research focuses on using mixed methods to assess the students' learning experience when it comes to English academic writing in a Japanese university. He is also interested in exploring effective pedagogical methods for student professionalization.

Parallel Session 2

Room A31 - Ethics and Future Trends (Chair: Nicolas Baumert)

The Ethics of LLMs at Universities: A Case for Restriction and Regulation

Istvan Zoltan Zardai

'Disruptive technologies' is a euphemism for new technologies released lacking adequate regulation, causing significant unemployment and costly, inefficient additional labor. So it stands with LLMs. LLMs are machines detecting statistical correlations - programmed by humans, in line with company objectives - to create step-by-step methods of text generation. They output lookalikes of authored writing. Most output remixes existing materials, effectively stealing, since lacking understanding and intention original meaning isn't added.

LLMs enable low-cost, high-reward dishonesty. Students attempt to submit these products as their own texts. Some in education propose to use LLMs to allow students to generate text and then revise it. This is feasible in groups small enough to ensure that students can be monitored continuously and substantially rewrite the texts while reflecting on the editing process. However, such highlighting of what is important about rewriting tasks reveals that LLMs don't add value to such activities.

The recommended policy is to restrict and regulate LLMs. This protects jobs; it ensures that students have to develop skills that enhance their agency and their character development; and alleviates the problem of massive scale intellectual property misuse.

Resistance to AI is urgent: no company promoting it will back down from doing so, no matter the risks of their products. This is a case of a game where one agent will never cooperate, and both agents endorse incompatible value sets. Consequently, no group potentially adversely affected should have qualms about intense opposition and has a duty to lobby for regulation and conditional supervised rollout of LLMs.

Istvan Z Zardai lectures at Juntendo University's FILA, and is also a visiting lecturer at Keio University, teaching English, Philosophy, and Politics. His research addresses questions in philosophy, ethics, and education. He has published on the nature, explanation and moral psychology of action; issues regarding liability and responsibility for the behavior of AI; and the relation of philosophy and politics. He is especially interested in applied ethics and political philosophy, and is working these days on student engagement, the regulation of emerging technologies, and the ethics of armed conflicts and violent resistance to unjust systems.

The Artifice of Academic Teaching in an AI World

Rab Paterson & Kaori Hakone

The emergence of AI into the educational sphere shows signs of a very powerful, foundation-shaking impact on education and teaching practices. Much like the educational arrival of the internet in the 1990's, and the development of online apps in the early 2000's, this will initially pose problems for educators until they adapt to AI. As such this session will attempt to help teachers see, discuss and incorporate AI-friendly teaching practices and guide them in appropriate usages of AI to model to students. First of all, Hakone will highlight a set of AI research/reading apps that can be used ethically by students in furtherance of their reading homework tasks. She will give a brief overview of the pros and cons of these apps and give a review of her personal experiences with using them in the classroom and in her own work. Next Paterson will highlight ways in which teachers can create a classroom workflow of experiential homework written tasks that is highly AI-proof (i.e. students can't ask AIs to complete the task as AI apps will have no knowledge of what was done in the classroom nor the students' classroom experiences). These tasks then provide teachers with a set of individual writing samples that can be checked against students' future work that could possibly be completed by AI apps (instead of the students doing the tasks) to see if AI-driven plagiarism has taken place. There will be an open discussion / Q and A time at the end.

Rab Paterson (BA, MA, CoETail, MS, MEd, FRAS, FRSA) is a Lecturer at Rikkyo University's Center for Foreign Language Education and Research. He's a Best of JALT, Apple Distinguished Educator, Google Innovator award winner, and a Google Certified Trainer. Rab's publications range from peer-reviewed academic journal papers, conference proceedings, academic book chapters, and newsletter articles, and he has presented at many international academic conferences worldwide including Keynote, Plenary, Featured Speaker, and Invited Speaker sessions, two TEDx presentations, an Apple Showcase presentation. His current research focuses on AI and Plagiarism, Presentation Theory and Practice, and Digital Research writing.

Kaori Hakone (BA, MA, CoETaIL, MS) is an Associate Professor at Osaka Jogakuin University where she is the Director of the Japanese Education Center. She has taught Japanese in Japan and internationally and is an Apple Distinguished Educator award winner, a former ADE Asia Pacific Advisory Board member, a Google Innovator award winner, and a Google Certified Trainer. Her publications include a textbook, academic research papers, and newsletter articles. Regarding technology and education, she teaches first-year Digital Network Foundation and ICT in Teacher Education courses. Her current research focuses on EdTech, Community Issues, JSL, and Leadership.

Equipping Students for an Uncertain Future

Chad Nilep

One way in which disruptive technologies have historically resulted in social and economic change is by creating new jobs while displacing or reducing the value of existing jobs. While it is easy to predict that current developments under the label of “artificial intelligence” will transform work, it is exceedingly difficult to predict just what skills will best serve in the future. Perhaps the best tools that educators can provide today come from classical liberal arts, especially logic, rhetoric, and critical thinking. Questions of how to improve job skills, in addition to being difficult to answer, may be counter-productive to ask. As Nardi and Ekbia (2017) note, 21st century innovations from social media to self-service grocery checkout so far have served not to reduce human labor but to transfer its value to the corporations that control the technology. Thus, important questions arise, such as how best to govern such corporations, to provide for people’s material needs, and to organize society in ways that allow for continued gains without sacrificing equity. Obviously, writing education will not answer these questions on its own, but our students will need to grapple with them. Late 20th century innovation in personal computers and “new media” wrought changes that took more than a decade to resolve and are in many ways still being worked out. Therefore, the most beneficial contributions of writing education at present are to develop skills in critical inquiry, rhetorical reading and writing, and logical argumentation with which today’s learners can face tomorrow’s crises.

Chad Nilep is an Associate Professor in the Institute of Liberal Arts and Sciences at Nagoya University. His research interests include academic writing education, sociocultural linguistics, bilingualism and code switching, linguistic ethnography, and analysis of political discourse. His work encompasses second- or foreign language learning, identity formation, and language and political economy, broadly construed. He is especially interested in work that combines discourse analysis with ethnographic methods.

The Argument Construction Guide for Humans and Machines

Paul Lai

As AI tools in assisting academic writing become increasingly prevalent, the evolution of academic writing education demands a paradigm shift from a traditional language-centric focus to a more profound emphasis on thinking skills. While language proficiency remains important, the future of academic writing hinges on nurturing clarity and convincingness in thinking skills. This necessitates a recalibration of educational priorities to instill a thinking-focused approach in both human writers and AI systems. Through the introduction of an argument construction guide, my presentation will demonstrate how both humans and machines can think clearly and convincingly. In particular, the central focus of such thinking education lies in the development of the thesis statement in an argumentative research paper. Recognized as the core of research originality, a thesis statement is explored as a declarative sentence comprising four essential elements: subject (S), object (O), relationship (R), and circumstances (Z). The ongoing refinement of the SROZ elements enhances the writer's clarity of the unique aspects of their research. Furthermore, I will highlight two types of premises designed to fortify the thesis statement—Premise of Proof (POP) and

Premise of Defense (POD). POP substantiates the truth of the thesis statement by presenting evidence of the relationship between S and O in Z, while POD safeguards against contradictions by demonstrating the impossibility of S's being unrelated to O in Z. Through the development of these premises, writers acquire the skills to make their thoughts convincing.

Dr. Paul Lai serves as the director of the Department of Academic Writing Education (known as Mei-Writing) and holds the position of associate professor at Nagoya University. With a DPhil in Philosophy of Cognitive Sciences, Dr. Lai has dedicated his research efforts to enhancing the practicality and indispensability of logical thinking education within academic writing, which is now regarded as the "Writing is Thinking" project. In 2008, Dr. Lai initiated the "Writing is Thinking" project at Hokkaido University, contributing to the establishment of the university's first writing center. Upon relocating to Nagoya University in 2010, he continued to advance the project. The Department of Academic Writing Education was founded in 2011, emphasizing a logical thinking approach in academic writing education. While at Hokkaido University, Dr. Lai received a Certificate of Appreciation for distinguished services at the writing center. Since his move to Nagoya University in 2010, Dr. Lai has secured the Education Grant for the "Writing is Thinking" project five consecutive times. In April 2018, he attained a five-year Kakenhi grant from the Japan Society for the Promotion of Science to further the development of logical thinking education in research writing.

Room A32 - Human AI Writing Synthesis (Chair: David Toohey)

AI and Critical Pedagogy: Towards a Developed Methodology for Zhuangzi Studies in the AI Era

Anthea CHEUNG, Yanwen HOU & Yurong MA

Recent developments in the field of AI have ushered in new research possibilities across nearly all disciplines, with varying degrees of effectiveness. This paper offers a test case in the use of AI in the humanities, a field traditionally rooted in qualitative analysis. The influential Daoist classic *Zhuangzi* has been chosen due to its unique and subtle notion of *wuwei* (non-action). Leading AI-aided databases such as Semantic Scholar, Elicit, and Scite, have been applied by the authors to the vast amount of literature in *Zhuangzi* Studies. The literature can be sifted through rapidly, and key points of relevant research papers highlighted, analyzed, and even summarized, offering an increasingly streamlined and efficient approach to literature review and data collection. This is useful to graduate students. However, the algorithm-driven nature of these platforms sometimes overlooked and even misinterpreted the nuances of philosophical discourse regarding *wuwei* as found in the *Zhuangzi*. This is reflected in the contextual intricacies surrounding the text's political philosophy. According to the primitivist view of the *Zhuangzi*, the most salient feature of the polity of *wuwei* is not to be found in the paragraphs that address the term itself directly, but in the narrative of the illuminating or illustrious king (*mingwang*) in pursuit of a finely-tuned state of harmonious governance. Such subtleties were not brought out by the AI tools applied in this study. In view of this, a methodology capable of incorporating conventional *Zhuangzi* scholarship with textual analysis, historical understanding,

and philosophical excursion continues to be necessary. That is to say, the primacy of human intelligence cannot be dispensed with in the field of fine research in the AI era, especially for conventional philosophical topics of this kind.

Anthea CHEUNG, PhD holder in Far East Studies (EPEH-Sorbonne, Paris), is currently Assistant Professor at the Department of Chinese Language & Literature of Hong Kong Shue Yan University. Her research interests include Ancient Chinese Classics, Classical Chinese Intellectual History including Wei-Jin society and metaphysics, Pre-Qin schools, unearthed materials between the Pre-Qin and early Han periods, and Translation Studies (e.g. Pure-Land Buddhism translation).

Yanwen Hou is a PhD student in the Department of Counselling and Psychology at Hong Kong Shue Yan University. Their research interests include lucid dreaming, computational neuropsychology, cognitive neuroscience, and the support of transgender and gender non-conforming individuals, as well as sentiment analysis and natural language processing. They are also interested in research that combines machine learning with qualitative methods.

Yurong Ma is a PhD candidate in the Department of Chinese Language and Literature at Hong Kong Shue Yan University. Her research interests encompass the history of classical Chinese thought and art history, with a specific focus on classical Chinese intellectual history, including societal and metaphysical aspects of the Wei-Jin period. Additionally, she is deeply engaged in the study of the book Zhuangzi.

The Synthesis of Human AI Writing: Human Agency and the AI Resource

Robert Joel Deacon

Hegelian synthesis writing (dialectic writing) effectively produces novel conclusions composed of conflicting perspectives. Dialectic synthesis increases perspective, leads to discovery, and positions writing rightfully as a social act. While student writers often have difficulty understanding/articulating their own positions, the ability to understand/steelman alternative positions is even more challenging. ChatGPT, however, mimics dialectic writing with increasingly impressive results. This developmental achievement may seem intimidating for writing instructors who lament AI's encroachment on their territory, but this presentation shows how it can benefit students and composition instructors alike. ChatGPT enables students to simulate group dialectic writing on a broad range of topics, but it does not replace the human writer. Imposed constraints (commercial, political, ...) prevent ChatGPT from favoring conclusions on a certain category of topics. Only human writers appear capable of concluding a winner. This presentation shows the results of an activity where students use prompt templates to generate argumentative and synthesis essays. It shows that ChatGPT can prepare students for group dialectic writing by increasing practice frequency and flexibility, modeling nonjudgmental, nuanced language, and allowing students more opportunity for reflection. Instructors can discourage academic dishonesty by having students confront AI constraints and by being aware of output patterns. Examples illustrating AI dialectic patterns and its inability to follow decision making prompts are provided. Ultimately, AI and student writing abilities can be synthesized with students emerging as better thinkers, writers, and social actors.

Robert Deacon is an Instructor in the School of Arts and Communication at the Florida Institute of Technology, also known as Florida Tech. His research interests include AI and writing education, narrative structure and scientific impact, theoretical generative linguistics, orthographic transfer effects in second language learning/acquisition, and the status/role of adpositions in human language. He is interested in work that frames and explores writing as a form of biomimetic technology and how to best teach students to use this technology for more productive thinking and discourse.

The Influence of LLM on Creativity and Critical Thinking in Early Writing Stages

Manuel Senna IV

This session presents the lesson plan and results of an LLM-assisted intervention (ChatGPT) during the brainstorming and topic selection phase of a large paper assignment. The context was a compulsory science writing course in a Japanese university, but the session should be of interest to many other contexts and assignments in which brainstorming and topic selection occur.

Through tagging students' research proposals, ChatGPT conversations, and written reflections, I evaluated the extent to which students adopted, adapted, or rejected ChatGPT's suggestions. This provided insights into the students' critical thinking processes as they weighed the merits of the AI-generated content and worked to strike a balance between their own creativity and the suggestions of the AI.

The primary focus of this session is on task design and the students' interaction with ChatCPT, and not on the accuracy of the LLM's output.

Manuel Senna IV is a Project Assistant Professor at the Center for Global Communication Strategies at the University of Tokyo. They hold a PhD in Education with dual specializations in "Language, Literacy and Culture" and "Writing, Rhetoric, and Composition Studies". Their research interests include L2 writing pedagogy (specifically focused on feedback and student revision), writing program design and implementation, and a more recent/resurging interest in science and technology studies (STS) focusing on the confluence of past and present technologies, writing, rhetoric, culture, and society.

How do Students Negotiate with A.I to Receive Writing Prompts for Their Writing Course Over One Semester?

Richard Hill

Writing courses at universities across the world are created by teachers wary of A.I and online tools that could lead to plagiarism, accidental or otherwise. This research proposes that not only should we use A.I online tools but teach students how they can be utilised to provide writing prompts for essays. Furthermore, the research indicates this process not only educates students to the value of A.I, but there are also secondary results that show students used AI online tools to improve other parts of essay writing such as research, content and structure. Additional observations presented when students use A.I for writing prompts is that time is saved, and new ideas and content (structural and/or informative) is offered.

Richard Hill is a lecturer in the humanities department at Mie University. His research interests include academic writing education, communication theory and learner autonomy. His research encompasses studies in Materials Development, Self-Access trials and more recently using A.I for writing prompts. Currently teaching in classrooms with a mixture of Japanese and International students Richard is trying to learn how best to utilize students different backgrounds into an effective collaborative learning program.

Room A33 - Academic Writing Support and Collaboration (Chair: Nathan Hamlitsch)

Invited Talk - Collaborative Learning at the Academic Writing Support Desk (AWSD)

Lay Sion NG

Collaboration, defined as “an interaction among individuals in a dyad or group that aims to accomplish or achieve a common goal” (Nokes-Malach et al., 2019, p. 502), has garnered significant attention from various educational institutions. In the writing center context, the principles of “dialogue” and “collaboration” are pivotal in effective tutoring practices (Okuda, 2019, p. 7). Leveraging these principles, the University of Tsukuba took a significant step in 2021 by establishing the Academic Writing Support Desk (AWSD). This initiative is dedicated to delivering tutoring sessions and writing workshops to undergraduate and graduate students, aiming to bolster their English academic writing skills while nurturing critical thinking and bolstering writing confidence.

This presentation outlines the AWSD’s evolution through collaborative learning. Initially, it details the creation of a three-month tutor training program in partnership with Waseda University’s Writing Center. From 2022 to 2023, seven graduate students visited the WWC, engaging in writing-based discussions and observing real-time EJ and EE sessions. Following these visits, each trainee submitted a reflection paper, allowing for a critical analysis of the tutoring process and their learning outcomes. Additionally, the presentation highlights a collaborative writing workshop conducted on January 17, 2023, between the AWSD and Tel Aviv University’s Center of Language Excellence (CLE) in Israel. Feedback from this workshop indicated that both Japanese and Israeli students found this collaborative writing session fun, inspiring, and expressed eagerness for the next workshop in 2024.

The presentation's conclusion underscores the significance of collaborative learning among writing centers, tutors, and tutees in shaping the tutor training program and facilitating tutoring sessions and online workshops at the AWSO. This emphasis paves the way for anticipated future collaborations with writing centers worldwide.

Ng Lay Sion is an assistant professor at the Center for Education of Global Communication at the University of Tsukuba. Her academic interests include Hemingway studies, teaching English through literature, peer tutoring and review, and more. Her latest publications include "Teaching 'Indian Camp' in the Japanese Classroom" (2023) in *Teaching American Literature: A Journal of Theory and Practice*, and "Towards a Politics of Cure: Jake Barnes's Mastery of Submission in *The Sun Also Rises*" (2022) in *The Hemingway Review*. She has a forthcoming book, *Hemingway, Ecology and Culture: Re-reading Hemingway in the Anthropocene*, under contract with Bloomsbury Academic.

Creating and Modulating Course Content Using AI Tools

Paul Wadden, Sophie Otsuru & Istvan Zoltan Zardai

This presentation provides one answer to the question posed by the organizers of the Fifth International Symposium on Academic Writing and Critical Thinking: *How can teachers and students make optimal use of A.I.?* The presenters will demonstrate how two powerful software programs—ChatGPT and Quillbot—can be used to artfully create and modulate academic content for students. Across Japan, more than "40 percent of Japanese universities now offer specialist content courses [EMI] taught in English" (Brown 2023, p. 3), and 56 out of 805 universities in Japan are promoting liberal arts (Daigaku Times, 2020). In addition, MEXT is extensively fostering EMI initiatives through the Global 30 Project, the Go Global Japan Project, and the Top Global University Project (Brown & Bradford 2019). Yet it is hugely challenging for universities—given the range of English ability among university students—to develop level-appropriate CLIL curricula. This presentation illustrates how faculty in a first-year English program of 240 students at a major university use ChatGPT and Quillbot to adapt materials for different levels of students as well as to highlight and identify key academic vocabulary. The presenters are currently in the third year of a Kakenhi-supported extensive curriculum reform in which they have created six 70-page content textbooks in sociology, economics, earth science, natural history, health and medicine, and zoology. Quillbot and ChatGPT have proven to be useful tools to adapt the reading and listening content of the texts to better fit students' zone of proximal development and to provide tailored vocabulary support.

Paul Wadden, Ph.D., is a special project professor in the Faculty of International Liberal Arts at Juntendo University, Tokyo, where he co-coordinates a first-year English program for 240 students. He is the editor of *A Handbook for Teaching English at Japanese Colleges and Universities* (Oxford, 1993) and *Teaching English at Japanese Universities: A New Handbook* (Routledge, 2019). His articles have appeared in *TESOL Quarterly*, *ELT Journal*, *RELC Journal*, *Composition Studies*, and many other publications. His current

interests include developing CLIL curricula in the liberal arts and intensive vocabulary study providing a foundation for academic language learning.

Sophie Otsuru earned an MSc in Psychology of Language from Edinburgh University. Her research interests include Cognitive Linguistics, the use of prepositions by native and non-native speakers of a language as well as Second Language Acquisition in general. She currently teaches in the Faculty of International Liberal Arts at Juntendo University. Prior to coming to Japan, she taught English for Academic Purposes at King's College London and other British universities.

Istvan Zoltan Zardai, Ph.D. in Philosophy, is a lecturer in the Faculty of International Liberal Arts at Juntendo University, and a visiting lecturer at Keio University, teaching English, Philosophy, and Politics. He has published on the nature, explanation, and moral psychology of action; on issues regarding liability and responsibility for the behavior of AI; and on the relation of philosophy and politics. He is especially interested in applied ethics and political philosophy, and is currently exploring and examining student engagement, the regulation of emerging technologies, and the ethics of armed conflicts and violent resistance to unjust systems.

Academic Writing as Communication in a Low-Context Culture: Are Japanese in a High-Context Culture Not Good Academic Writers?

Hiroshi Yama

Context is used in communication as an implicitly shared common sense, indicating the relevant information to the target audience. Then, academic writers should be communicators who use context less in the sense that their own context is not always shared by those especially from different cultures. However, according to Hall (1976), Easterners have a high-context culture compared to Westerners who have nurtured a low-context culture. In other words, Easterners are higher-context communicators than Westerners. Does this mean that Japanese are not good academic writers? The answer is no, because it has been shown that Easterners engage in more cross-cultural code-switching than Westerners. Cross-cultural code-switching is the act of deliberately modifying one's behavior during an interaction in a foreign setting to conform to different cultural norms of appropriate behavior. Wu et al (2023) found that Japanese and Chinese consider each other to be low-context communicators. This is because they switch from high-context communicators to low-context communicators when communicating with people from other countries. In general, a low-context situation typically arises when people engage in intercultural communication and interaction (Gudykunst et al., 1996). The Japanese have historically had less experience of cross-cultural interaction than Western peoples and have therefore cultivated a high-context culture. However, they do engage in cross-cultural code-switching when necessary. This suggests that it is very possible to make Japanese low-context communicators when they engage in academic writing.

Hiroshi Yama is a professor of psychology at Osaka Metropolitan University. The key term in his research is "dual-process theory and rationality". He is interested in how humans, as social mammals, can be rational.

His recent research is on the control of the intuitive system by the reflective system, cultural differences in religious beliefs and dialectics, low/high context culture, and hindsight bias in legal judgment.

**Revisiting What Makes for Effective Writing Processes Across the Disciplines in Japanese and English
Diana Kartika, Kazuyoshi Oishi, Mieko Thompson, Felix Kuhn & Yutaka Aida**

The Center for Academic Writing at Komaba is a new student support service that has been expanding quickly in its first year. The new Center succeeds after its predecessor, Komaba Writers' Studio, which has traditionally supported learning in the university's liberal arts and sciences education. The element of developing students' critical thinking in academic writing has therefore been a cornerstone of the support provided. As the Center now rapidly extends its outreach to support for (i) academic writing in both Japanese and English (ii) across academic disciplines and (iii) across a range of university study levels, there is a need to develop a cohesive understanding of what are the elements of effective academic writing across the above three aspects.

Faculty members currently running the Center have held regular discussion sessions in the attempt to reconcile these, based on our individual expertise of writing in either English or Japanese, our respective disciplines, and on our experiences of teaching research and academic writing. Our discussions have revealed some differences in the elements of academic writing (e.g. thesis statement, topic sentences, and formality) as well as the structure of academic writing (e.g. development of argument), across all three aspects. In addition, we observe some evolution of this in Japanese academic writing.

How then do these translate to teaching or tutoring practices of academic writing and how can critical thinking be developed through them? This presentation is a platform for discussion on this and the extent to which these learning processes could be effectively facilitated by recent advanced technologies.

Diana Kartika is the head of the English Language Department of the Center and Associate Professor of Inclusive Education and International Cooperation at the University of Tokyo. Her passion lies in studying the systems of providing quality education for all including vulnerable populations in societies. Her works on inclusive education have also been published with SAGE Publications and JICA Research Institute. She also has 9 years of experience in teaching, training, and operations in writing centers; as well as teaching academic writing in English.

Felix Kuhn is Project Assistant Professor at the University of Tokyo, where he manages the day-to-day operations of the English Language Department of the Center for Academic Writing at Komaba and teaches at the Japan in East Asia Program. Next to academic writing, his research interests include diplomatic history and contemporary international relations, with a focus on East Asia. He is especially interested in the historical study of diplomatic practices from ancient to our times.

Kaz Oishi is Director of the Center and Professor in English Romanticism and 19th-century Britain at the University of Tokyo. His publications include *Coleridge, Romanticism, and the Orient*, co-edited with David Vallins and Seamus Perry (Bloomsbury, 2013), and book chapters to Peter Cheyne (ed.), *Coleridge and*

Contemplation (Oxford University Press, 2017) and to Ve-Yin Tee (ed.), *Romantic Environmental Sensibility* (Edinburgh University Press, 2022).

Mieko Thompson is Assistant Director of the Center and Associate Professor of the Graduate School of Arts and Sciences at the University of Tokyo. Her research interests include the field of language pedagogy based on socio-constructivism with an emphasis on the nature of collaborative learning. She explores how collaboration promotes or hinders learners' and teachers' cognitive development through the use of qualitative research methods. She is currently interested in advising in language learning (especially tutorials for academic writing), Pattern Language for writing, assessment for narrative writing, and career development by international students.

Yutaka Aida is Project Assistant Professor at the University of Tokyo. His discipline is social and cultural anthropology and his current research focuses on relationship and solitude among Bolivian Folklorist musicians. He teaches classes on academic writing, methods of ethnography, and Spanish language.

Closing Session

Room A31 - Featured Talk - AI and the Future of Writing

David Barker

Recent developments in AI mean that we have reached the point where computers can generate high level academic writing on any topic in any field. When the technology is perfected, this writing will contain no mistakes, it will require no editing, and it will be produced almost instantaneously. While much of the world welcomes this development, educators are more likely to have mixed feelings. How can we tell whether our students have actually written the papers they submit? How much is it okay to use AI before it becomes cheating? And if anyone can produce perfect scholarly papers using only verbal prompts, will we even need to teach writing anymore?

Answering these questions requires a deeper analysis of the role that writing plays in the pursuit and development of human intellectual achievement. Do we write simply to create a vast archive of academic papers and reports for future generations, or is the real purpose of the activity to develop skills like critical thinking, logical argument, and creative expression? In other words, which is more important—the product, or the process? Now is the time for teachers, students, and institutions to think more deeply about this question and address the most fundamental issue: why do we write in the first place? In this presentation, I will consider this question and identify the reasons why I believe that no matter how good AI gets, it will never eliminate the need for us to learn how to write.

David Barker is a professor in the Faculty of Education at Gifu University and director of the Gifu University English Center. Originally from North Wales, he has taught English in the UK, Singapore, New Zealand, and Japan. He has the RSA Diploma in TEFLA, an MA in applied linguistics, and a PhD in

language education. He has worked full-time at four Japanese universities, and part-time at four more. He has also taught in several junior high and high schools. He is the author of many books, textbooks, and articles for teachers and learners of English, and he has a particular interest in the teaching of writing.