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Designing and Evaluating Three Web-Based Resources for Japanese EFL Classrooms

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Abstract

Japanese university EFL learners often face limited speaking-output opportunities, listening fatigue during long lectures, and low intrinsic motivation in traditional textbook-based classrooms. To address these gaps, the author designed and deployed three freely accessible web-based resources: (1) a “Who Am I?” guessing game website used in ranking-format group competitions, (2) a card game website supporting memory/concentration and babanuki (Old Maid) for 3–5 learners, and (3) “English Activity Box,” a YouTube channel of listen-and-draw activities used as in-class brain breaks. This study introduces the three resources, articulates their pedagogical design informed by Krashen’s comprehensible input hypothesis, and examines learner responses. The 12-item Reduced Instructional Materials Motivation Survey (RIMMS; Loorbach et al., 2015), based on Keller’s ARCS motivation model, is being administered in Japanese to university EFL learners after each resource, measuring Attention, Relevance, Confidence, and Satisfaction. Data are analyzed descriptively, with internal consistency checked using Cronbach’s alpha. Preliminary results indicate generally positive learner responses across all four ARCS dimensions, with the strongest scores anticipated on Attention and Satisfaction for the game-based resources and on Relevance for the listen-and-draw videos. Full results will be presented at the conference. Findings suggest that simple, browser-based gamified resources can meaningfully enrich Japanese EFL classroom routines without specialized hardware, offering a low-cost model adaptable to other teaching contexts.

Keywords: Computer-Assisted Language Learning (CALL); Gamification; Japanese EFL; Learner Engagement; Learner Satisfaction