

LANGUAGE LEARNING

TECHNOLOGIES AND

LEARNER

AUTONOMY

JALTCALL

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2015

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From the site chair

Welcome to the Language Education and Research Center (LERC) at Kyushu Sangyo University. Our curriculum centers on a two-year compulsory English language program that serves 5,500 students in seven university departments. E-learning forms a crucial component of this program, with over 650 online activities developed in-house by LERC faculty. Recent initiatives have explored the use of tablet devices for the purpose of supporting a flipped classroom approach, and also as a tool for measuring student perceptions. Thus, we always seek to make use of technology in a manner that enhances both autonomy support and student accountability – never technology for technology’s sake.

We sincerely hope you find the LERC facilities to be comfortable and conducive for learning over these three days. If you have any questions or concerns, feel free to ask at any time.

H. Nicholas Bovee
Site Chair



From the conference co-chairs

Welcome to the 22nd Annual JALTCALL SIG Conference at Kyushu Sangyo University! It is our great honor, on behalf of the conference team and CALL SIG officers, to welcome all the presenters, delegates, and sponsors to JALTCALL 2015 “Language Learning Technologies and Learner Autonomy.” There will be presenters and attendees coming from across Asia and around the world, and we hope that you will enjoy the many presentations that showcase the future of educational technology. It is thanks to the hard work of all the presenters that a conference such as this is possible.

This year the CALL SIG is pleased to bring you Ema Ushioda, Associate Professor at Warwick University. She is a well-known researcher and author of several books and many articles in the field of motivation and autonomy, two areas that of great importance when using technology in the classroom. She will discuss the importance of understanding the complexities of student motivation and autonomy and will explore how to enhance student engagement through technological resources.

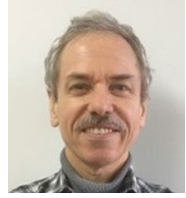
We would also like to welcome Rab Paterson to the conference as our Plenary Speaker. He is a lecturer at International Christian University in Tokyo and has an impressive list of qualifications as an Apple Distinguished Educator and Google Certified Teacher. He uses a variety of digital tools in his teaching, and he will be discussing digital literacy as a way to empower students.

This conference would not be possible without the efforts of this year’s team. The Site Chair, Nick Bovee, has worked closely with the JALTCALL 2015 staff in all aspects of planning and organization, and we are thankful for all the support from the on-site staff, student volunteers, and especially Kyushu Sangyo University for its generosity in providing excellent facilities. A conference of this size requires a large team, and we want to thank everyone who has helped to make sure that things go smoothly. A big thanks to everyone on the JALTCALL 2015 team!

We hope to see you not only at the conference but also at the networking reception that will be held after the Keynote Address on Saturday evening. This is a great place to talk to the presenters, meet the Keynote and Plenary speakers face to face, and expand your professional network.

Thank you for coming, and we hope you get the most out of the conference and the wonderful city of Fukuoka.

Douglas Jarrell and Paul Daniels
JALTCALL 2015 Conference Co-Chairs



Douglas



Paul

JALT CALL 2015 would like to thank the following for their generous sponsorship.

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Conference Team

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Networking Reception	Nicholas Bovee
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Handbook Editor	Stephen Case
Handbook Layout	Paul Mason

JALTCALL 2015 is the result of the efforts, energies, and input of many, many people from around Japan. To the presenters, our commercial sponsors, attendees, and all who have helped in any way, the conference team says, “Thank You Very Much!”

The Japan Association for Language Teaching

JALT is a large, professional organization with many overseas members. The bi-monthly *The Language Teacher* and twice-yearly *JALT Journal* are two of the many benefits of joining. Further details and contact information are available at <http://jalt.org>.

The CALL SIG

The JALT CALL SIG’s (<http://jaltcall.org>) purposes include researching and promoting the use of technology to assist language learning, and providing language teachers with opportunities to keep abreast of current thought and practices concerning CALL and educational technology.

Times and room numbers

Times and room numbers are not listed in this handbook. Please check the separate block schedule you received at the registration desk for room numbers and presentation times.

Twitter hashtag: #jaltcall2015

Please help us share our conference with the Twitter-verse by using our hashtag #jaltcall2015.

Social events

We at the LERC feel that meeting new people and making new connections is the most valuable function of an academic conference. We encourage you to take full advantage of this time to informally network with others whenever you can, whether it be between presentations, at the poster sessions, or while enjoying complimentary refreshments in the AM Room (N406A&B).

The main social event of the conference is the annual Networking Reception, held on Saturday night. Sponsored this year by Oxford University Press, it will be held at The Luigans Spa & Resort, a beautiful Spanish-themed hotel perched on a narrow shoal across the bay from Hakata and Tenjin. Free shuttle buses will depart from the university at 18:00. After the reception concludes, buses will shuttle participants back to the Hakata and Tenjin areas.

Lunch

Two convenience stores, a HottoMotto bento shop, and several small restaurants are located near the venue. University cafeterias are also in operation until 14:00 on Saturday, the closest being “Oasis” on the first floor of the venue building.

Cloakroom

You may leave your suitcase and other belongings in the cloakroom, located across the hallway from the LERC office on the 4th floor (N403A). Please make sure to pick up your belongings at the end of the day. If you are attending the Networking Reception, please take your belongings with you. Belongings must not be left in the cloakroom overnight.

While we will do everything possible to safeguard your belongings, JALT CALL and the LERC cannot be held responsible for any loss.

WiFi

As of 2015, Kyushu Sangyo University boasts the fastest and most extensive wi-fi network of any university campus in Japan. Participants should use the “KIND Wi-Fi_Guest” network. Follow the steps below to register to use the on-campus wi-fi network (after May 26th). We recommend you complete this process before coming to the conference venue because – ironically – an Internet connection is required in order to register...

1. Go to the following URL: <http://guest.cnc.kyusan-u.ac.jp>
2. Input your information into the appropriate fields.
3. Check your email. Your login credentials should have been emailed to you.
4. Select the wi-fi network “KIND_Wi-Fi_Guest”.
5. Input your WPA2 password.
6. Open a web browser and input your ID and password.

Please note that your login credentials will be valid for whatever period of use you initially selected on the registration page.

Live conference schedule

The live version of the conference schedule (<http://m.jaltcall.org>) provides a list of ongoing and upcoming sessions so you can see what’s available at the moment. It is mobile-friendly and convenient, so check it out throughout the conference.

Post-conference feedback survey

The JALTCALL 2015 Conference Team thanks you for your participation in this year’s event. We request that you provide us with feedback on your impressions of the conference by completing the JALTCALL 2015 Post-Conference Feedback Survey available at <https://www.surveymonkey.com/s/NY3QGRF>. The survey should take no more than 5 minute to complete and will help the Conference Team to continually improve the CALL SIG’s events. Your participation is greatly appreciated. Thank you.

Post-conference special issue of the *JALTCALL Journal*

The JALTCALL Conference does not produce a conference proceedings; however, we do produce a post-conference special edition of The JALTCALL Journal for our presenters to publish their papers. The deadline for submissions for this year’s edition is July 31, 2015. Guidelines for authors and submission procedures are located on our website, <<http://journal.jaltcall.org/jcguidelines.html>>. Direct your questions to the Journal Editor, Glenn Stockwell, at <journal@jaltcall.org>.

Keynote Address

Ema Ushioda

University of Warwick (UK)

Engaging with technologies for language learning: Perspectives on autonomy and motivation

The title of this talk is intended to highlight a subtle yet significant semantic distinction between ‘language learning technologies’ (as expressed in the theme of the conference) and ‘technologies for language learning’ – i.e. a distinction between technologies pedagogically designed for language learning purposes, and everyday technologies that can be exploited for language learning purposes. While these are not mutually exclusive categories since the latter may subsume the former, the distinction is useful because it points to important psychological differences in how language learners conceptualize and relate to particular technologies, and thus points to differences in the quality of their autonomy and motivation in engaging with these technological resources. For example, when provided with appropriate language practice materials online, learners who are ‘autonomous’ (in the sense of self-motivated or self-determined) will freely engage with these materials to develop their language skills accordingly. Yet the same learners may lack the ‘autonomy’ (in the sense of strategic thinking and know-how) to understand how they can creatively exploit their engagement with various everyday technological affordances for the purposes of developing, practising and using their language skills. Or they may lack the motivation (in the sense of willingness) to allow language learning to suffuse (or interfere with) their everyday personal use of technologies, and thus they may express a different kind of autonomy (i.e. resistance) in this regard. In short, in focusing on how learners engage with technologies for language learning, we are brought to consider some interesting complexities in autonomy and motivation.

Plenary Address

Rab Paterson

International Christian University (Japan)

Creativity, innovation, and 21st century literacies as a path to student academic autonomy

It has been documented that in many cases students of today are not being taught the skills they need to adequately prepare them for the jobs and society of tomorrow (Pink, 2005; Wagner, 2008; Daggett, 2010). However, in Japan the situation is arguably more problematic as many of Japan's educational approaches and institutional infrastructures do not prepare students for the world of the present, never mind that of the future. This environment can leave teachers in a less than ideal situation for the promotion of student autonomy and motivation. Furthermore, teachers are having to deal with these large gaps in students' preparedness for modern learning styles and the challenges of 21st century life due to students' old fashioned prior study experience. Likewise, digitally literate and tech savvy students are being underwhelmed and under motivated by the old-style class work tasks required by some higher education institutions. So this plenary presentation aims to show how problems arising from having to teach both of these types of students can be addressed by fostering a classroom atmosphere that places a heavy emphasis on students' creative, critical, and lateral thinking along with some educational technology knowledge. It will also demonstrate how an innovative mindset with no fear of failure can be instilled in students as this, along with the above range of thinking types, helps to foster the appropriate autonomy needed in students for modern life and modern pedagogy.

Dr Ema USHIODA

Ema Ushioda is Director of Graduate Studies and an associate professor at the Centre for Applied Linguistics, University of Warwick, UK, where she has responsibility for the Centre's PhD programme and for overseeing postgraduate teaching and learning provision. She has been working in the language education field since 1982, has taught English in Japan, Ireland and the UK, and has conducted in-service workshops on motivation and autonomy for language teachers from many countries, including Azerbaijan, China, Chile, Czech Republic, Denmark, France, Germany, Japan and Russia. Her main research interests are motivation for language learning and intercultural engagement, learner autonomy, sociocultural theory and teacher development, and she has published widely in these areas. Recent books include *International Perspectives on Motivation: Language Learning and Professional Challenges* (2013), *Teaching and Researching Motivation* (co-authored by Z. Dörnyei, 2011) and *Motivation, Language Identity and the L2 Self* (co-edited by Z. Dörnyei, 2009).



Rab PATERSON

Rab Paterson is an Educational Technology Specialist, Apple Distinguished Educator, Google Certified Educator, Google Certified Teacher, Google Education Trainer, Google Education Group Leader, and COETAILer. He is an Instructor on the English for Liberal Arts program / Lecturer on the Global Leadership Studies program, International Christian University.



Abstracts are divided into the following categories: Paper Presentations, Show & Tell, Posters, Workshops, and Sponsored Presentations. They are listed alphabetically by family name of the first presenter within each category. Each abstract has been assigned a number. Please use this number when referring to the Block Schedule to confirm room number, presentation day & time.

Paper Presentations

ASHCROFT, Bob
Tokai University (Japan)

001

Vocabulary Flashcards: Digital versus Paper

Research suggests that using flashcards is among the most efficient means of deliberate vocabulary study techniques available (Cohen, 1990; Cross, 1991; Hulstijn, 1992; Nation, 2003, 2006; Webb 2007). Quizlet is a free Web 2.0 application enabling users to create and study with digital flashcards. Quizlet users need minimal knowledge of computer technology to interact, share flashcards and study vocabulary on the Quizlet site (Foster, 2011). The aim of the present study was to investigate the effectiveness of Quizlet compared to paper flashcards. The authors conducted a mixed-methods ANOVA to evaluate vocabulary learning outcomes using Quizlet compared to traditional paper flashcards. The within-subjects and the between-subjects factors each consisted of 2 levels, Quizlet vs. paper-based flashcards, and high-intermediate vs. beginner level students, respectively. The dependent variable was the measure of vocabulary gain calculated from a pre-post, 2-form, 30 item vocabulary test. Japanese university students, from four classes, 2 from each level, received 45 minutes of training with each study method. The analysis showed that only the beginner level students using Quizlet had significantly higher vocabulary learning gains than when using paper flashcards. Intermediate students showed no significant main effect of study method. The results showed that Quizlet improved the amount of vocabulary retention over more traditional flashcard techniques, but only for lower level learners. The presenter will explain the full experimental design, discuss possible explanations for the findings and offer detailed and practical advice on how to integrate the learning opportunities afforded by the site into language classes.

BATESON, Gordon; BRINE, John; VAZHENIN, Alexander
Kochi University of Technology (Japan)

002

Using Digital Badges to Encourage English Use Among Students

This presentation reports on the current state of a research project into the use of digital badges to support English-village experiential language learning.

An English-village is an English-speaking community composed mainly of non-native English speakers who wish to improve their English communicative competence. The community is situated around a geographical location in the real world, such as a university campus.

Some institutions, including Kinki University and Osaka Jogakuin University in Japan, have implemented versions of the English-village concept, but generally these have been done without online support, and none so far has incorporated Mozilla's recently developed implementation of digital badges, known as "open-badges" (<http://open-badges.org/>), for recognizing and recording learning achievements.

The presentation will look at examples of the use of digital badges in education, and then describe some examples of English-villages. After briefly examining the digital badge functionality current learning management systems (LMS), the presenter will then illustrate how an online support system for an English-village might look and behave.

Finally the presenter will demonstrate a proof-of-concept online course that has access and completion conditions on activities to (1) ensure sequential access through the course content, (2) denote which activities have been completed, and (3) award badges automatically when the entire course is completed. The course is based on the Moodle LMS, which is open-source software, but includes custom plugins developed to streamline the management of conditions on activities, and to allow the incremental allocation of points to assignments that contribute toward badges.

BRINE, John with KANEKO, Emiko; HEO, Younghyon
University of Aizu (Japan)

003

Digital Interviewing Technique to Support Study Abroad

The University of Aizu was accepted for participation in Japan's national Super Global University (SGU) initiative. In this presentation, we describe our use of digital interviewing for our Global Experience Gateway study abroad SGU project. Our university specializes in computer

science education at undergraduate and graduate levels. We also have a growing international student body primarily at the graduate level, but which is now also increasing at the undergraduate level. Our Japanese students are preparing for careers or further research in either software or hardware, but often require additional support and encouragement to engage with non-Japanese speakers. We consider digital interviewing as a scaffold that can support Japanese student interaction with non-Japanese students, and we are teaching our Japanese students to conduct and video interviews with their non-Japanese peers. The use of digital video equipment along with advance preparation in interviewing techniques, simple camera work and editing provides students with a way of leveraging conversations with international students whom they might not otherwise interact with. We have been preparing students in two elective courses in the basics of pre-production, production and post-production primarily with interview videos. All videos involve dialogue between a Japanese student interviewer and a non-Japanese speaking student interviewee. This presentation will discuss the preparation of equipment and training of students in planning and scripting, interviewing, filmmaking skills, and editing. Student video productions are evaluated by applied linguists and computer scientists using rubrics. The presentation will provide examples of the development of student interviewing technique in English.

BROWN, Ian

Matsuyama University (Japan)

004

MALL Replacing CALL in the Blended Learning Environment

CALL requires computer labs however not all universities have modern computer labs and, even if they do, access may be limited. Using CALL in every class is rarely possible, but now with the spread of smartphones/iPhones reaching saturation, students have the equivalent of powerful Internet connected computers in their pockets! These pocket devices can do many things computers and CALL can do, but in any classroom. Furthermore their small size and portability make them ideal for use in Blended Learning. This paper will discuss benefits of using mobile devices, rather than traditional computers, in Blended Learning gleaned from the results of numerous student surveys and weekly journals obtained in the presenter's Blended Learning action research project, involving BYOD student smartphones/iPhones conducted with 12 classes. How Blended Learning activities, previously used in CALL, compare when used in MALL will be discussed. This includes audio/video/photo streaming and recording; quizzes, tests, polls and surveys; web 2.0 activities, blogs and discussion boards; homework and self-study; and the use of totally mobile friendly LMSs, that need no computer usage, to

provide class information and “home” sites. Mobile devices’ small size has advantages and disadvantages, but they stand up well in their educational potential when used in Blended Learning. Most importantly their ability to add the use of technology to every Blended Learning class, rather than just limited special classes in the computer room, is overwhelming. With students these days having more access and familiarity with mobiles over computers, MALL is set to replace CALL.

CAMPBELL, Aaron P

Kyoto University of Foreign Studies (Japan)

005

Motivational Factors of M-Reader

Designed to assess extensive reading by delivering quizzes to students on books they have read and tracking the resulting word counts, M-Reader is currently being used by numerous institutions to support extensive reading programs. For one small, private university in Japan, M-Reader is now supporting a program consisting of about 70 teachers and 2,400 students. Understanding what motivates and inhibits these students to read is key to making future improvements in the program, in terms of teacher training, student support, and further software development.

Using data from student surveys, the presenter will focus on two ways that M-Reader affected student motivation to read. After describing briefly the structure of the program and how M-Reader plays a central role, the presenter will then examine the various features of M-Reader and their effect on student motivation to read. Among these are the student word count progress bars, book cover displays, top reader lists, interim goals, Facebook widgets, and automated progress reports.

Following that, the presenter will show how data from M-Reader was used in an attempt to motivate students offline. One way is through a series of colorful buttons given to students who achieve certain M-Reader milestones. The other is in the form of a year-long competition, with an awards ceremony and prizes. This includes total word counts, total books read, quiz failure rates, quiz taking consistency, etc.

The presenter will end with some recommendations for how best to use M-Reader and the data it generates to motivate students to read more.

Enhancing EFL Learners' Oral Presentation Performance in a Flipped Classroom

The flipped classroom structure, allowing students watch or listen to prepared lessons at home and do their “homework” in class, has been adopted as an innovative approach to teaching and learning in different educational settings. This study describes utilizing online learning technology, in-class lectures and oral presentation performance assignment to “flip” a college level Freshman English course for EFL students who have regarded making a successful presentation in English a challenge. In this flipped structure, in-class faulty lectures are replaced by assignments that students have to finish viewing the pre-recorded lessons uploaded on campus learning management system at home and conduct a problem-solution organizational pattern oral presentation performance in class. The contents of the flipped lessons provided mainly focus on the structure of transition in the presentation flow, the specific patterns of academic discourse and a task demonstration. Given that it has been noted that the rationale embedded in the flipped classroom approach is much related to the principles of active learning and learner autonomy, the purpose of this study aims to investigate the effects of incorporating a flipped classroom structure into college level EFL courses and to determine if the quality of students' oral presentation performance, learning attitude and learning engagement would be promoted. Around 90 EFL students, divided into two different flipped classroom formats, were recruited in the experiment. Data were collected through students' intensive and reciprocal engagement, a questionnaire survey and interview. The results indicate that 82% of the participants agreed the use of flipping lessons benefits their oral presentation task in which units of presentation skills and content structure were found most satisfied. In addition, significant correlation had been found with respect to students' exposure time to flipping lessons, level of learning engagement and task performance. Overall, while the majority of students have a positive attitude to the innovative flipped teaching structure, some pedagogical implications are also provided for further adoption of this new teaching approach.

CHOU, Wen-Ting

National Taiwan Normal University (Taiwan)

007

UnlockYourBrain: A Pilot Study about the Impacts of an App on Students' Motivation and Explicit Learning

This pilot study investigated how an innovative screen-unlocking app UnlockYourBrain contributed to students' motivation in learning vocabulary under the informal instruction, and examined students' perceptions towards UnlockYourBrain. As more and more language leaning apps mushroomed recently, the importance of language learning outside the classroom has been getting increasing attention. UnlockYourBrain enables learners to receive vocabulary input whenever they unlock their smartphones. Seventeen non-English major students of National Taiwan Normal University participated in this study, and they were divided into the experiment group and the control group. A pre-test and a post-test on target vocabulary were conducted to see the effectiveness of UnlockYourBrain. Post-treatment questionnaires were also collected to see students' attitudes and reflections on this learning experience with app. After a three-week treatment, the experiment group showed higher scores than the control group. In addition, most participants felt interested and motivated in language learning via UnlockYourBrain, and they would like to continue learning vocabulary with this app. Although the results of this small scale study may be tentative, some positive effects on students could still indicate a promising and potential possibility for mobile learning. Further modification and research should be designed in the future.

COTE, Travis; MILLINER, Brett

Tamagawa University (Japan)

008

Adoption and Application of the CMS: Crucial Steps for an Effective e-Learning Component

Many tertiary institutions tout their implementation of e-learning technology as a way to lure prospective students, and promised implementation of e-learning strategies in college programs is crucial for securing valuable federal government grants. At the core of most e-learning strategies is the institution's course management system (CMS). A CMS facilitates efficient course management, increased learning outcomes, and greater student autonomy. However, getting faculty and staff to adopt the CMS has proved challenging (Black, Beck, Dawson, Jinks & DiPietro, 2007). This project is considering how e-learning

administrators at a private university in Tokyo can both encourage their faculty to utilize their CMS and provide sufficient training in how to apply the CMS tools in their language courses. Applying a modified technology acceptance model (TAM) (Alharbi & Drew, 2014), 40 teachers in an English as a lingua franca program were asked to share their opinions about the Blackboard® CMS. The presenters will reflect on the teachers' beliefs about the CMS' ease of use, perceived usefulness and attitudes toward usage. Participants in this presentation will learn how to apply the TAM model to gauge teacher perceptions of CMSs and consider strategies for augmenting and increasing the application of this ICT tool in their teaching contexts.

DAVIES, Renaud

Hiroshima Bunkyo Women's University (Japan)

009

Why Tweet When You Can Bubble?: Students' Perceptions of a Voice Microblog for the Development of Their L2 Oral Proficiency

In recent years, microblogging tools such as Twitter have been gaining worldwide attention. Consequently, an increasing number of language educators are endeavoring to incorporate Twitter into their courses. However, as Twitter is limited to communication through text only, it is not an ideal tool for helping students develop their L2 oral proficiency. Bubbly, another free microblogging application, may be considered an excellent alternative to Twitter as it enables users to not only post short messages of 140 characters but also leave short 90 second voice comments or "bubbles". To the author's knowledge, there have been no investigations of the role voice microblogging based activities play in developing learners' oral proficiency. In this presentation the author aims to address this gap by providing an account of how voice microblogs were integrated as a pedagogical tool in the EFL classroom and reports on the students' feedback and perceptions on the use of this social medium to enhance their L2 oral proficiency. The study involved thirty-three low intermediate level university students majoring in English. A survey along with group interviews were conducted to measure students' attitudes towards using the voice microblog and its effectiveness as a tool for enhancing their oral proficiency. Findings show that tasks using Bubbly are perceived by the students to be beneficial for their oral performance as they not only provide additional speaking practice outside of class, but help to create an anxiety-free social learning environment conducive to raising self-awareness, self-correction and motivation.

DE GROOT, Freek Olaf
City University of Hong Kong (Hong Kong SAR)

010

Mediated Discourse Analysis as an Alternative Approach to Researching Technology-Mediated Language Learning

Traditionally, research within the field of educational technology has explained the relationship between technology and language learning largely on the basis of language learning performance. However, technology is an increasingly important instrument through which we mediate a large number of our daily social practices. As a result, the lines between our technology-mediated practices inside and outside the classroom have become less distinct than before. This change requires an approach to researching the use of technology in language learning which views not only language learning, but also our technology-mediated practices, as an intricate part of our social practices. This paper argues that an approach which places technology-mediated learning actions at the core of the analysis, instead of language learning outcomes, will provide better insights into the relationship between language learning and technology. Mediated Discourse Analysis (Scollon, 2001; Norris and Jones 2005) is such an approach to discourse studies which places the dialectical relationship between discourse and action at the core of the analysis. By studying how our social actions mediate discourse and vice versa, we gain valuable insights into the mediated learning actions at the core of technology-mediated language learning. A better understanding of the technology mediated learning actions will help teachers incorporate and use technology in the language learning classroom more effectively. The paper will provide examples of language learning activities using specific mobile applications and internet-based applications to illustrate the application of mediated discourse analysis as an alternative approach to researching technology in the language classroom.

FLOWERS, Simeon
Aoyama Gakuin University (Japan)

011

Quantifying Motivational Factors in CSCL: The Peculiar Case of Two Polar Opposites

One area of concern which has always been of interest to language teachers in Japan is learner motivation. Previous studies have observed increases in student motivation through collaborative learning programs as determined by qualitative analysis of student feedback (Collins

& Hunt, 2011). This presentation reports on a quazi-experimental quantitative study into the motivational effects of computer supported collaborative learning (CSCL) and uses the Collaborative Inquiry-based Project Questionnaire (CIPQ) developed by Chow and Law (2005). The CIPQ measures the following five motivational factors: (1) social learning factor; (2) task factor; (3) project work factor; (4) reinforcement factor; (5) social pressure factor. The two groups of students examined in this study provided a unique pair of test cases as they each had very different motivations for studying English; one group consisting of international communications majors and the other engineering majors. Results of the CIPQ revealed much higher scores in the social learning factor, task factor, and project work factor among the higher performing international communications majors. These results concur with previous studies suggesting that higher scores in these areas contribute to greater performance in CSCL programs (Chow & Law, 2005; Lam, 2009). However, both groups in this study also showed significant increases in the social pressure factor of motivation after the CSCL intervention. Increases in the social pressure factor were not reported in these previous studies warranting further investigation into how social pressure affects the behavior of Japanese university students.

FUJII, Kiyomi; WRIGHT, Brent; MATSUHASHI, Yuka; UOTATE, Yasuo; ELWOOD, James
Kanazawa Institute of Technology (Japan)

012

Guiding Students Towards Autonomous Learning: From Blogs to Facebook

Recent advances in technology have opened new avenues for language learning by making possible meaningful interaction between language learners who are in different countries. Studies have shown that online tools, such as SNS, facilitate communication and encourage language learning (Back 2014; Hirotsani & Lyddon 2013; Sato & Fukai, 2001). These new technologies allow students to engage in out-of-class learning (Benson 2011). In our preliminary work using blogs language learners in two different countries were able to interact with each other outside of the classroom. This is an important step towards learners taking charge of their own learning, which is an important aspect of autonomous learning.

Extending from our project using blogs, the authors conducted a series of assignments involving video and written exchanges between EFL and JFL learners at universities in Japan and the US using Facebook. In the video assignments, students introduced themselves, talked about their school's campus, and explained their favorite places and activities. The data is comprised of EFL learner's perceptions of the activities, which were gathered from reflection logs and interviews.

In this presentation we will provide an overview of the two projects and report the results attained through the analysis of the data, paying special attention to the differences between student perceptions of the blog and Facebook activities and how these types of activities can be used to encourage autonomous learning. Furthermore, we will suggest pedagogical implications of the results and share some of the challenges encountered when doing a language exchange project.

GALLAGHER, Brian

Nagoya University of Foreign Studies (Japan)

013

Reducing the Dangers of Computer Vision Syndrome While Promoting Learner Autonomy.

In the promotion of learner autonomy and expansion of using electronic devices to facilitate and support that learning there are many dangers that learners face, often without any idea that they may be at risk. This paper explains the dangers that are clear and present as well as those that are not instinctive to device users and can be reduced or avoided. Students are often not consulted on the use of technology in a classroom and feel dis-empowered in their learning as well as physically at a loss when asked to produce in electronic format work that they previously did with pen and paper. With a focus on visual issues and learner care this paper looks to highlight and address some of the issues that can be dealt with in class and in front of a screen in order to promote learner autonomy and well-being.

HUNG, Yu Han

National Taiwan Normal University (Taiwan)

014

A Case Study of EFL Adolescents Autonomous Language Learning by Using Online Materials

Most current studies of learner autonomy focus on university students rather than adolescents – a group of learners who engage in out-of-class language learning by using internet-based materials (Chan et al., 2002), and have different patterns of international posture and ideal L2 self from adults (Kormos et al., 2014). This paper is a qualitative case study of how two junior high school students in Taiwan approach online English materials autonomously as an out-of-class activity. Learning journals, observations and interviews were included to provide in-depth analysis and multiple perspectives. The results show that learners' readiness of autonomous out-of-class online learning may depend on their perceived roles of the teacher, identity and previous use of online activities.

An academically successful student who regards their teachers as authoritative knowledge givers may not find out-of-class autonomous learning necessary; however, another student who is weak in academic performance but high in international posture may autonomously engage in out-of-class online learning even without teacher's interference. The study thus provides two pedagogical implications: (1) simply judging from academic performance cannot reveal learners' effort in their autonomous out-of-class online learning (2) different learners require different teacher's guidance to foster their readiness for out-of-class autonomous online learning.

JOHNSON, Marcia
University of Waikato (New Zealand)

015

Cycles of Reflection: Using Technology in CALL Teacher Education

This presentation describes a qualitative case study in which course-capture software (Panopto) was used in a fully online postgraduate CALL teacher education course. The course provided a conceptual overview of CALL and gave students opportunities to trial and reflect on how technology could be integrated into their teaching. Being fully online, Google Apps and Moodle supported the learning environment, as students were physically located anywhere in the world. From previous course feedback, students reported that they experienced difficulty learning how to use Google Apps and Moodle and how to interpret text-based assignment requirements. Panopto provides integrated audio, video, and textual support for learning environments, and the instructor believed that it could be used to personalize instruction and enhance student engagement in their learning. The research followed a Design Based Research (DBR) approach, which is characterized by iterative cycles of data collection, synthesis, and research reporting. DBR allows researchers to examine what is occurring within classrooms to gain understanding of pedagogy, technology, and their interactions. Qualitative (descriptive, text-based) data were collected through student interviews, teacher interviews, the instructor's reflective journal, and notes from the regular teacher-researcher meetings. A key finding emerging from the project is particularly relevant for CALL teacher education. Although technology did provide an effective means for supporting the students, considerable thought, reflection, discussion, and reshaping of instruction to suit the technological tools, particular student cohort needs, and intended learning outcomes was needed. The presentation will explore implications of this for designing effective CALL classroom environments.

KAISER, Mark; SHIBAHARA, Chika
UC Berkeley (USA)

016

Developing Symbolic Competence through Film

Moving beyond the inadequacies of communicative competence and its emphasis on transactional language and personal biography, Kramsch (2006, 2009) has proposed that the development in our students of their symbolic competence, i.e., “an apprehension of the affordances of the context,” would be a more appropriate goal for foreign language instruction. In this presentation I will elaborate on symbolic competence and how film, with its language heavily anchored in a specific context, is an ideal medium for developing students’ symbolic competence. I will describe several ways that film might be used: 1) how setting and point of view (as represented by the camera) frame the meaning of the spoken language; 2) how characters in the film use language to obfuscate, manipulate, and project power or subject to the power of others; 3) specific classroom and homework exercises that enable students to produce language exhibiting symbolic competence. Clips from Japanese and American films will be shown as examples of how this might develop in a classroom environment.

KATEMBA, Caroline Victorine
Universitas Advent Indonesia (Bandung, Indonesia)

017

The Effectiveness of Using Computer Assisted Language Learning (CALL) to Improve Students’ English Achievement at SMA Advent Doyo Baru, Sentani – Jayapura

The purpose of this study is to find out how effective is Computer Assisted Language Learning (CALL) as supporting media in teaching and learning English, and to see the improvement of students’ English achievement in the four skills (Listening, Speaking, Reading, Writing). Therefore, the researcher decided to use CALL to solve the student’s problems in English Language Learning (ELL) achievement. The research question: Is there any significant difference on the effectiveness between students who were taught through CALL and through conventional method in improving students’ English achievement?

Two classes were used, the control group – grade XI-IPA and the experimental group-grade XI-IPS. These two groups took the same pre-test. The experimental group used CALL and they had their class in the Computer Lab, while the controlled group used conventional method had their class in the regular classroom. Activities in the computer lab

were done either online or off line. In working with the Listening skill, the students listen to the script/audio, news (VOA & BBC) and listen to the English songs. They also practiced listen to TOEIC & TOEFL materials. For the speaking part, each students were asked to record their own voice with the CALL accessories that they were to give a report for example about the target language that influenced life in the 21 st century. They also did other topic that they have heard over the electronic news and from mass media. In the writing section, the students were introduced to a topic in which they were to express their opinion through a guided writing. All written activities in the classrooms or as homework were submitted through e-mail (Gmail, Yahoo and Facebook or blog) and flash drive. For the reading activities it was focus more on vocabulary and reading comprehension. The reading texts (e-book, PDF) were provided through electronic device either online or off line. At the end of thirty seven hours both groups took post-test.

As the results, researcher discovered control group and experiment group have different score in pre and post-test. It showed that Control group's pretest 31.633 and posttest 38.7333, while the Experimental group's pretest 25.2571, posttest 43.943. The gain value of the experiment group 0.75045 is higher than the gain the control group 0.40407. Based on the data analysis of parametric t-test shows that there were significant difference in students' English achievement on both group. the sig p Value is 0.000, sig (0.05) and t- Counted two tailed (8.867) t-table (1.998), It is therefore concluded that, there is a significant difference on the effectiveness of using CALL to improve students' English Achievement, compare to using the conventional method.

KO, Chao-Jung
Sun Yat-sen University (Taiwan)

018

The Utility of Task Types in Social Presence Enhancement in Synchronous Computer Mediated Communication (SCMC)

This study investigated the use of task types in enhancing EFL learners' social presence development in text-based synchronous computer mediated communication (SCMC) environments. The participants were 46 high-level English as a foreign language (EFL) learners from different disciplines of a university located in Southern Taiwan. Divided into two groups (with the webcam, without the webcam), they conducted tasks of two types (role playing and open-ended discussion) in different SCMC conditions.

The empirical data of this study was collected from students' social presence surveys, interview transcripts, online chat records, learning journals and teachers' observation journals. The data of different task

conditions was analyzed and compared to see if and how task types could be used to enhance social presence in SCMC. The preliminary study findings will be reported in this presentation.

LEIS, Adrian

Miyagi University of Education (Japan)

019

Flipped Classrooms and their Effects on Student Effort and Proficiency

The ever-increasing ease of accessibility to the Internet through various devices such as computers, tablet computers and smartphones has also had an effect on pedagogical methods and the English as a Foreign Language (EFL) environment as a whole. The Flipped Classroom is one recent teaching method that has especially received attention from educators. In this presentation, I discuss the empirical results of a research project comparing two English composition classes, one being taught in a traditional way and the other using the flipped method. Students' effort and writing proficiency were measured in a pre-post design with results suggesting the flipped method to be a more effective way of teaching writing in the EFL classroom. Pedagogical implications will also be discussed based on the dynamics of students' effort throughout the course taught using the flipped method.

MILLS, Daniel; WHITE, Jeremy; KOHYAMA, Megumi

Ritsumeikan University (Japan)

020

Acceptance and Usage of Digital Games in CALL

In recent years there has been increasing interest in the use of digital games in the field of CALL. Researchers have investigated the use of massively multiplayer online role-playing games (MMORPG), virtual social spaces, and commercial off-the-shelf games for language learning. Although the general popularity of games is understood, there is little research regarding Japanese university students' acceptance and usage of digital games for the purpose of learning English. This much-needed study was conducted at a large private university in Japan as a means of filling a major gap in the field of digital game facilitated language learning. Two hundred and twenty-two undergraduate students enrolled in fourteen English-language courses completed a paper-based survey regarding their attitudes, perceptions, and usage of digital games for language study. In addition, participants were asked to describe potential advantages and disadvantages of digital game use in the EFL classroom.

The results showed that most students perceived digital games as a positive addition to language study at the university level. However, a small minority of the research participants expressed concern that the use of games could have a negative impact on the users health and may not be effective in facilitating language learning.

NIELSEN, Brian; MCGUIRE, Robert
Hokkai Gakuen University (Japan)

021

Maximizing Autonomous, Self-Paced Learning on Commercial Language Learning Websites

This presentation is for anyone interested in blended learning incorporating autonomous, self-paced learning done outside the classroom, using a 3rd party website, to augment face-to-face classroom instruction. The importance of organized, uniform, explicitly stated monitoring and evaluation procedures will be discussed. Results of a one-year study that sought to investigate the effectiveness of a popular commercial vocabulary learning website used by a group of 85 first year English majors enrolled in a required English conversation class will be reported. Major points will include: 1. The relationship between gain scores on an independent vocabulary test instrument and actual website usage, and 2. The change in weekly goal completion, site usage, and individual effort toward learning on that website over an academic year using data obtained from the administrative interface of the website. Recommendations will be made for the adoption, administration and evaluation of commercial language learning websites aimed at enhancing an established course.

OHASHI, Louise
Charles Sturt University (Australia)

022

Helping Students Help Themselves with Digital Technology: An Investigation of the Role Teachers Can Play in Shaping Students' Private Study Practices

The Internet is a powerful tool that can be used by students to enhance their English language skills. However, many need support to select appropriate tools and use them effectively. Furthermore, they need guidance in order to use the Internet safely. This project, which draws on data collected from students in the English Department at a women's university in Japan, examines how a teacher supported her students

as they endeavored to build their English skills outside of class with a range of online tools. The project has three phases, two of which have been completed. In the first phase, 128 students completed a questionnaire about their English learning experiences and their use of digital technology. In the second phase, which lasted two semesters, a subsample of 26 students independently used a wide range of online tools to work on their English skills and periodically shared their experiences in a private Facebook group. Each time students posted these reflective tasks, the teacher gave individual feedback and the group members exchanged comments. At the end of this phase, 25 of the students completed a follow-up questionnaire and six of them participated in interviews. This presentation shares key insights gained from the questionnaires, reflective tasks, comments in Facebook, and the interviews, focusing on the role teachers can play in supporting students who independently use digital technology to develop their English skills.

PALMER, Roger
Konan University (Japan)

023

The Personal Learning Environment and Student Preferences

This presentation reports on the beginning of a study investigating the ways second language (L2) learners make use of Personal Learning Environments (PLEs) to further their language development. Instructors have long sought to tap into technological solutions that guide learners towards managing their own learning (Van Harmelen, 2008). The PLE offers promise, being a self-directed online environment of tools, services and resources focusing on community, making connections, and building relationships. Even so, the role of the instructor remains key: the fact that students require help to tailor technology to their individual learning paths has deservedly drawn attention in CALL (Harris & Harrigan, 2011).

Students were introduced to free Google Apps to help construct their own learning environments. Building on this, a survey of Japanese L2 learners' online preferences was conducted via Google Forms. The aim was to encourage learners in self-directed learning, and discover their limitations. They were asked about their learning, especially the tools and services they organise to network with others. The answers shed light on learner behaviour in diverse online environments.

What came out of this preliminary research was a clear disconnect between teacher-directed learning and activities undertaken by students on their own initiative. The presentation will outline the survey itself and its shortcomings. The data can be applied to drawing up recommendations for learners on managing their learning. As the study continues, more work is clearly needed on providing explicit

instruction to help learners derive greater language-learning benefits from their PLEs.

ROBB, Thomas

Kyoto Sangyo University (Japan)

024

Using the Scheduler Plug-in for Student Overseas Chat Reservations

Moodle's contributed scheduler module was originally designed for school-internal student-teacher appointments but can also be used to allow students to schedule appointments with overseas Skype partners. The module in its original form, however, lacks some required features such as an easy way to view the partner's reports of chat sessions, or a simple way to grant an extra chat make-up session. This session will explain the KSU set-up and some special (shareable) blocks we developed to overcome these limitations.

Some of the issues that needed to be addressed are as follows:

- 1) Ways to limit the number of sessions that any one student is allowed.
- 2) An easy way to view the reports for all students at a glance.
- 3) A method for limiting the scheduling of make-ups to only students who have had technical difficulties with the system.

ROBINS, Anthony; VENEMA, James

Aichi University of Education (Japan)

025

Encouraging Learning with an Online Video Resource

This paper considers the issues related to making English Central, a commercial online video resource, a part of the requirements for second year students on an international culture course at a public university. After a brief outline of its features, the presentation then considers whether its use should be 'encouraged' (and how) or made mandatory. It makes use of a survey of the viewpoints of more than 80 students in three classes with different instructors. The survey considers a number of areas including: the amount of time used and targets set, attitudes towards the cost, issues faced, and perceptions of what degree of language improvement was achieved. Data will also be provided on variations in student use. The paper will conclude by considering how encouraging the results have been and how they will influence future use of this and similar resources. Although the paper focusses on one particular resource and a certain group of students, use by one of the presenters in

another learning environment will be referred to and the presentation aims to draw conclusions on a wider scale. Participants are very much encouraged to share their own experiences of such provision during the question period.

SENNA, Manuel

Kwansei Gakuin University (Japan)

026

The Role of the Instructor in L2 Computer-Mediated Communication

This presentation focuses on sustaining computer-mediated communication (CMC) tasks primarily through Twitter, though findings are applied to other tools as well. The goal for many of us who use CMC in the second-language classroom is to provide students with a window to the larger native-speaking world, along with a chance to practice using language in authentic interactions. What, then, causes some students to stop tweeting when they have reached the assigned quota, and what causes others to continue using Twitter as a means of genuine L2 interaction? In this session, the researcher will present the findings of a meta-analysis of past L2 CMC research in conjunction with qualitative data from his own use of Twitter in second-language writing classrooms. Results show that the sustainability of CMC tasks in the L2 classroom are greatly impacted by the role the instructor adopts. However, the appropriate role differs depending on the communication tool used and the expected outcomes of the task. Successful strategies for sustaining CMC will be outlined, as well as common pitfalls to avoid. This presentation should be of interest to instructors of all languages and levels who use (or plan to use) tools like Twitter, Line, or Facebook in their classrooms. Attendees will leave with a better understanding of the requirements for sustaining CMC and will be armed with self-reflective questions necessary to reassess their roles as instructors in these online spaces.

STOCKWELL, Glenn; HUBBARD, Philip

Waseda University (Japan)

027

Engaging Learners in Mobile Language Learning Through Learner Training

Given that activities on mobile devices are carried out predominantly outside of the classroom, there is a need for training on an ongoing basis that goes beyond just technical aspects. Hubbard and Romeo (2012) suggest that training should include not only these technical aspects,

but also include strategic and pedagogical aspects as well. Based on experiences from a previous cohort of intermediate learners, the study describes an exploratory study examining the use of technical, strategic and pedagogical training of intermediate learners of English using their mobile phones to develop their vocabulary and listening skills. Despite being given explanations regarding the functions of the mobile-based tools provided, the previous cohort did not use many of the available functions, and they did not engage in the activities as actively as anticipated. The current study was carried out to determine whether these problems could be addressed through learner training. The paper begins by discussing the training process itself and then offers comparisons between the current cohort that received training and the previous cohort that did not receive training in undertaking the activities. Effects of training were measured quantitatively in terms of the amount of time spent on task during the activities, completion rates of the activities, and the scores achieved in weekly mini-quizzes, while qualitative data were collected through post-treatment surveys and interviews.

SUN, Yu-Chih

National Chiao Tung University (Taiwan)

028

I Help, Therefore, I Learn: Service Learning on YouTube and Facebook

The presentation introduces a service learning project using YouTube and Facebook as platforms in a college level English as a Foreign Language oral communication class in Taiwan. There were fourteen undergraduate students who participated in the study. The service learning project aims to link service learning with training of English speaking skills. Each student created two YouTube videos that provide useful information about the university (e.g., library tour) and the city (e.g., transportation information) in English for international students on campus. A Facebook page was created as a platform for students to share their YouTube videos with the international students and peers and to receive feedback from the information consumers (international students). The findings indicated that the web 2.0 service learning project enhanced Taiwanese EFL students' public speaking-related skills (e.g., idea and content development and pronunciation), boost their confidence in speaking English, and help develop their learning process and strategies. In addition, YouTube and Facebook tools provide service learning with new possibilities of reaching a greater number of the target audience and provide EFL students chances outside the classrooms to mingle with international students on campus for more cultural exchanges and communication.

TAI, Sophie

029

National Taiwan Normal University (Taiwan)

The Effect of VoiceTube on Creating 3E Language Learners

VoiceTube is an open and free English learning website, providing users dynamic language learning experiences and abundant English contents over 15,000 videos including TED talks, news, movie segments, comics, and games (Zenn & Lai, 2014). With the attempt to create 3E: engaged, enriched, and empowered language learners, the study investigated the effect of VoiceTube on fostering EFL adolescents' learner autonomy (LA). The factors that fostered LA and attracted them to keep learning were also examined. One hundred and sixteen students recruited from four intact classes in a junior high school participated in this study. Two classes were assigned to the experimental group, receiving the 10-week VoiceTube online learning program and the other two classes were the control group, without receiving any treatments. A mixed method was employed to analyze the data obtained from class observation, students' weekly reading logs, questionnaires, semi-structure interviews, and the autonomy scale which was used as pretest and post-test. An independent t-test and paired-samples t-test was conducted to see if there were any intergroup and intragroup differences on the pretest and post-test respectively. The results of the autonomy scale revealed that the experimental group significantly outperformed the control group in the post-test, indicating the VoiceTube treatment program was beneficial for promoting EFL adolescents' LA. Moreover, it also enhanced students' self-confidence, developed their critical thinking, and fostered their motivation as well as positive attitudes toward language learning. Therefore, VoiceTube online learning, in balance with more conventional learning, might create 3E language learners. Keywords: CALL, learner autonomy, VoiceTube

TRAN THI NGOC, **Phuong**

030

The University of Danang, University of Foreign Language Studies (Viet Nam)

Training Learners to Use Quizlet Vocabulary Activities on Mobile Phones in Vietnam

Mobile phone ownership among university students in Vietnam has reached almost 100%, exceeding that of Internet capable desktop computers. This has made them increasingly popular to allow learners to carry out learning activities outside of the classroom, but some studies

have suggested that learners are not always willing to engage in activities outside of the classroom (Kim et al., 2013). Recent research has suggested that providing training to learners that includes not only how but also why activities are important can improve learner engagement in mobile-based activities (Stockwell & Hubbard, 2014). In this presentation, Vietnamese learners of English engaged in vocabulary and grammar tasks using the Quizlet app on their mobile phones outside of class time. Learners were provided with technical training in class, while ongoing strategic and pedagogical training were provided through a combination of in-class activities and interactions through a dedicated Facebook page over a 5-week period. Usage patterns of the site were recorded through a learning journal and interactions on the Facebook page were analysed to determine the nature of the discussions that took place. Learner attitudes towards the tasks and the training were measured through pre- and post-questionnaires. The results are discussed in terms of the problems encountered, and how to provide appropriate training to learning through mobile phones outside of class.

WANG, Shudong; JARRELL, Douglas; IWATA, Jun
Shimane University (Japan)

031

Mobile Language App Use Among Japanese Students

With the increase in smart phone usage, there has been a tremendous increase in the number of smart phone applications. As of September 2014, there were 1.3 million mobile apps available in Apple Store (Statista, 2014). By January 2015, the apps downloadable in the Google Play store had reached 1.48 million (AppBrain, 2015). Of these, the largest number were games, followed by educational apps. Among the educational apps, a large number fall into the language category.

In this paper, the authors first review the five most downloaded free apps for learning English, Chinese and Japanese respectively, focusing on features, content and usability. Then the authors report on a survey conducted in January 2015 among three hundred students at two Japanese universities to see if students' perceptions of language apps can explain the popularity of the language apps reviewed. From the data of the survey, we discovered which is the most popular mobile OS among these students, what type of language apps are the most popular, and how much time they spend using the apps every day. We also investigated what kind of functions, content and interactions are favored in language apps. We were particularly interested in finding out students' motivation for using these apps and the efficacy of learning via mobile language apps.

While the data obtained from this survey is limited to Japanese students, the findings may also be still useful for language mobile app designers around the world.

WARRINGTON, Stuart

Nagoya University of Commerce & Business (NUCB) (Japan)

032

Enhancing the Language Learning Dynamics of a Self-Access Centre: Bringing Mobile Assisted Language Learning to Japanese University Students

The notion there is a particular correlation between the use of smart phones and interest in English language learning is not an axiomatic truth. Indeed, not all English language learners in Japan are cognisant that such devices can be used for such purposes. Moreover, lacking or without knowledge of their potential, some may perceive the idea of utilising such technology to learn English as incongruous and impractical given their existing and more pressing needs for using their phones. To this end, in order for Japanese English language learners to accept smart phones as part of their English language learning milieu, their 'level of knowledge concerning the role of the mobile phone within educational environments must first be developed' (Rivers, 2009, p.27). With this in mind, this presentation will report on a study carried out in one Japanese university's self-access centre where smart phone related language learning tasks and apps were introduced to students in order to gauge what effect this had on enhancing the language learning dynamics of this self-access centre. This was undertaken in light of how available technology is purported to impact upon the language learning choices learners make (Kukulaska-Hulme, 2009) and how embracing teaching and learning innovations of this ilk is thought to better prepare Japanese university students for being 'responsible citizens in an increasingly technologically advanced society' (Dooly, 2008, p.23).

WU, Yun Hsuan

National Taiwan Normal University (Taiwan)

033

Learning English with The Sims: MALL in an EFL Context

This paper attempts to investigate the effect of the mobile game, The Sims™ FreePlay on English vocabulary learning and also participants' attitude toward mobile learning. Mobile games are emerging technologies

in computer-assisted learning. Though a number of projects have integrated English learning applications or mobile serious games with language learning, few have examined the effect of mobile games designed for non-academic purposes. The Sims™ FreePlay is a simulation game in which players need to create their own avatars and complete the tasks. To conduct the experiment, 40 intermediate-level EFL students were engaged in the research. The participants were Taiwanese high school freshmen studying in the same English cram school located in New Taipei City. The experiment period lasted for three weeks. The experiment began with administration of the pre-test of the vocabulary size test. After the experiment, all the participants had to complete post-test of vocabulary size tests. The experiment group also needed to do the questionnaires. Results demonstrate that The Sims™ FreePlay could be rendered pedagogically beneficial to EFL learners' vocabulary knowledge and learning motivation. In conclusion, the study has evidenced that mobile games designed for non-academic purposes can also be implemented in language learning.

YANG, Pei-Ling

Oriental Institute of Technology (Taiwan)

034

In-Class Online Discussion Activities: An Alternative Way to Enhance College Students' English Self-Efficacy and Learning Strategy Applications

The study aims to investigate the effect of in-class online discussion on EFL college low-achievers' English self-efficacy and their language learning strategies. It integrates the features of quasi-experimental research to examine whether online discussions would enhance college low-achievers' English self-efficacy and their learning strategy application. Two classes of college learners from one university were randomly recruited in the study. Two questionnaires (English self-efficacy and language learning strategies) were administered both before and after the intervention. Besides the descriptive analysis of the learners' background information, a series of inferential statistics were conducted to demonstrate findings from the quantitative data. The study results reveal two significant findings. First, the participants applied language learning strategies more frequently. Second, the participants had higher levels of English self-efficacy.

ANDRADE, Maureen; BUNKER, Ellen
Utah Valley University (United States)

Developing Learner Autonomy in Online English Language Courses

Online learning enables access to education, but courses must be appropriately structured to mitigate transactional distance (Moore, 2013), particularly for learners accustomed to teacher-centered classrooms. To maximize outcomes, learners and instructors may need to rethink their approaches to course design and development, including opportunities for communicative practice. This show and tell presentation showcases selected online English language technology-based course activities that provide structure, require interaction, expand teaching and learning strategies, and overcome the gap between the learner and the instructor.

The goal of these activities is to promote learner autonomy. Autonomy involves choice and capacity. Choice refers to the learner's freedom to make decisions, specifically setting goals, selecting materials, determining how and what to study, and evaluating performance. Capacity refers to the learner's ability to be an active learner by taking control and applying learning strategies (Hurd, 1998). When learners have the freedom to make choices and the capacity to be autonomous, they are more likely to achieve success in a distance learning context. Attendees will learn new techniques for creating technology-based online English language learning communities that promote autonomy through interaction and teacher response.

Hurd, S. (1998). Autonomy at any price? Issues and concerns from a British HE perspective. *Foreign Language Annals*, 31(2), 219-230.

Moore, M. G. (2013). The theory of transactional distance. In M. G. Moore (Ed.), *Handbook of distance education* (3rd ed., pp. 66-85). Mahwah, NJ: Lawrence Erlbaum.

ASHCROFT, Bob
Tokai University (Japan)

036

And the Award for Best Supporting Role Goes to... Technology!

“English through Film” is an elective English language course offered at a large university in Japan. The presenter will describe how computer technologies have been employed to greatly enhance the effectiveness of the syllabus, which centers on four popular feature films. The presenter will explain why computer and internet technology is particularly suited to a course based on movies. For example, towards the end of the course, students produce a short film using their smart phones and they employ a range of digital resources to edit and showcase their finished work. “Google Forms” is used so that students can rate movie clips from other groups. Furthermore, the majority of course content is delivered using “Microsoft PowerPoint” and through the class “Moodle” website. In addition, “Quizlet”, a free Web 2.0 digital flashcard application, is used to study new vocabulary taken from the movies. “Facebook Groups” is also used in order to provide and maintain a greater sense of community and support. By demonstrating a range of technology-augmented activities from the course, the presenter will show how these innovations have helped to enrich students’ learning experience. The activities will be demonstrated using specific movies from “English through Film”, but the methodology will be applicable to most video resources. This presentation offers practical explanations and guidance on how to integrate computer and internet applications to help make the most of the language-learning opportunities afforded by movies.

BOON, Andrew; BECK, Daniel
Toyo Gakuen University (Japan)

037

Facebook Groups: Facilitating L2 Interaction Outside of the Classroom

Social networking sites are potentially useful tools for managing classrooms and fostering target-language interaction among classmates. The presenters will describe how they used Facebook groups with 2nd-year English for Academic Purposes classes over three different school years at a Japanese university to encourage L2 interaction outside of the 2 90-minute lessons per week. The presenters will describe setting up the group, the various homework tasks that were assigned, and how the students used the group. Examples of students’ posts will be shown to highlight the potential pedagogical advantages Facebook may offer.

Finally, results of a questionnaire to discover student opinions of using Facebook to support their learning will be included. Participants will be able to ask questions and will be encouraged to share their own experiences as well.

CAMERON, Alexander
Kyushu Sangyo University (Japan)

038

Building an App to Study Bilingual Lexical Processing

This study involves the development of an app to mimic the functionality of established response time (RT) software. Its primary focus is to test Japanese-English bilinguals on a range of psycholinguistic tasks, focussing specifically on a masked priming experiment. Two versions of the same design were used – one with the app via iPad, the other with standard response time software via computer. Separate ANOVA were performed, showing that the app was able to successfully elicit priming effects based on prime type comparable to those in the standard computer test. However, while response time latencies were approximately the same, the app produced larger priming effects, suggesting an issue with timer sensitivity for short prime exposures below 100 milliseconds. Therefore, the app does not appear to perfectly simulate standard computer RT software yet, and development is ongoing. The strengths and limitations of the app are discussed in the context of some of the current theoretical underpinnings of bilingual visual word recognition. Of key interest is lexical organisation in different script bilinguals. Recent priming studies show both semantic and phonological effects from L1 primes on L2 targets in a range of different script tests, including Greek-French, Russian-English and Japanese-English. Findings from such studies support a nonselective view of bilingual visual word recognition – that the L1 and L2 mental lexicons are integrated rather than separate. This view has a solid foundation in the claims of the BIA+ model (Dijkstra & Van Heuven, 2002) and is explored here.

CASE, Stephen
Shimonoseki University (Japan)

039

Scribblenauts : The Principled Adaptation of a Video Game for Classroom Use

Using digital games in the classroom for training and education is not a new idea. Many digital games embody sound learning principles such as creative problem solving, persistence, attention to detail and effective

collaboration. The content of digital games is often motivational and engaging in a way that traditional materials might not, especially as digital games are already part of learners' lives outside the classroom. However, as with bringing all authentic materials into the classroom, using digital games requires a principled approach which makes sure the game helps towards the achievement of learning outcomes. Baierschmidt (2013) set out 3 key principles to ensure successful learning outcomes when using video games in the classroom. This presentation will go through these steps as it is explained how the iOS and PC puzzle solving game *Scribblenauts* was adapted for the classroom. The game will be shown to have good level vocabulary for beginner level learners. It will also be shown to easily fit into a task-based lesson plan. Students' reactions and work related to the game will be shown.

CHEN, Hungche

Kanazawa Institute of Technology (Japan)

040

Adding Super Clickers to Think-Pair-Share

Think-Pair-Share (TPS) is a technique used to promote active learning and help deepen understanding of the subject matter. Most research on the benefits of using TPS has shown that students become engaged in the classroom. However, one of the biggest challenges of the TPS is to get all students to truly be engaged. For this reason, the study used Poll Everywhere (PollEv), a classroom response application, at the end of each activity to let student pairs share their responses with target grammar structures on a public screen. The study also compared learning attitudes, behaviors, and outcomes resulting from extended TPS using PollEv versus traditional version. Participants were 19 Japanese students learning English grammar at a private university in Japan. The researchers employed a single subject design (AB) to investigate if the use of PollEv enhances the benefits of using traditional TPS approach. Data for the study was collected on a weekly basis through attitude surveys, quizzes, and classroom videotapes. Visual analysis was also chosen to present the data on the graph to help describe the changes that occur or do not occur with the participants. The practice, conducted with the clicker integration, had a positive effect on the three dependent variables. The participants in PollEv condition enjoyed group work more, displayed higher levels of interaction, and performed better on the tests than in baseline. Implications for integrating the technique into the classroom will be provided.

DANIELS, Paul
Kochi University of Technology (Japan)

041

Designing Speaking Activities Using Google's Web Speech API

Voice recognition (speech-to-text) and speech synthesis (text-to-speech) are powerful tools which, up until now, were not readily available to educators wanting to design their own computerized speaking activities. Google's Web Speech API, with voice recognition and speech synthesis, now makes it possible to develop powerful web-based speaking activities. The presenter will demonstrate several sample language learning applications that utilize the Web Speech API. The applications include a computerized speech assessment plugin for Moodle, a web-based audio recorder, a voice shadowing app with speech recognition and an app designed for conversation practice with a chatbot. The implementation and the limitations of using the Web Speech API for CALL activity design will also be discussed.

FLOWERS, Simeon; MILLINER, Brett
Aoyama Gakuin University and Tamagawa Gakuen University (Japan)

042

Google Forms vs. Survey Monkey: A Practical Guide to Classroom Uses and Research Using Online Forms

Online questionnaire technology can be used for various pedagogical purposes, as well as the core task of creating a research questionnaire. In this presentation two teachers and writers for Digital Mobile Language Learning (<http://digitalmobilelanguagelearning.org>) will demonstrate two of the most popular digital survey tools available, Google Forms (<http://www.google.com/forms/about>) and SurveyMonkey (www.surveymonkey.com). Along with interactive product demonstrations, presenters will share some of the ways they are incorporating form technology into their language classrooms. Areas covered will include collaborative learning support, blended learning support, and research questionnaire analysis. Participants are encouraged to bring their own devices and to participate in the demonstrations.

GOUGEON, Luc; OCHANTE, Carlos
International Pacific University (Japan)

043

ICT from Scratch: Creating a Rich and Open English Learning Environment for Returnee Students

The use of SNS, tablets and smartphones has brought ICT in our daily life. Knowing that the implementation of ICT has been a challenge in many Japanese universities, we believe that it's important to combine the online tools and the devices used daily by our students into a positive e-learning environment. We started implementing the ICT environment using free web 2.0 tools, social medias such as Google Drive, Piktochart and Facebook less than one year ago at our university. This show and tell will illustrate how we tried to create a rich learning environment for our students coming back from a year abroad study program in order to maintain their level of English. These ICT free tools were mainly used to improve the student's writing and presentation skills. Facebook was used for general communication and to share their writing assignments. All these tools were used with 4 extension classes (between 5 to 30 students) and 2 regular classes (40 students).

We hope that the students will improve their TOEIC score while maintaining a high level of engagement. In order to get direct feedback from our students, we used an online survey created on Google Form.

We will: 1) Present the tools we used such as Google Drive, Piktochart and Facebook. 2) Talk about how we think it helped our students and share their limited feedback. 3) Discuss future projects which includes podcasting, blogging and microblogging (Twitter).

HSU, Ching-Yin
National Taiwan Normal University (Taiwan)

044

Exploring the Potentials of Augmented Reality Games on EFL College Learners' Vocabulary Learning and Motivation: A Pilot Study

During the past decade, augmented reality games (AR games) have been developed to create outdoor learning opportunities with the ubiquity of mobile devices. Augmented reality, as Klopfer and Squire (2008) suggested, is "a situation in which a real world context is dynamically overlaid with coherent location or context sensitive virtual information" (p. 205). In other words, through AR games, learners could interact with

relevant virtual information on their mobile devices as they move around physical environments. Previous studies suggested that AR games could be helpful tools to facilitate situated learning and promote students' motivation (Dunleavy et al., 2009; Squire & Klopfer, 2007), but little is known about the potentials of AR games on English learning so far. The purpose of this pilot study was to examine the effects of a tailored AR game on EFL college students' vocabulary learning and motivation. A location-based AR game, NTNU Treasure Hunt, was created by utilizing ARIS platform, an authoring tool developed by the University of Wisconsin at Madison. In this game, learners were requested to seek a virtual treasure chest buried on campus by resolving several tasks. Data were collected through pre- and post- vocabulary test, questionnaires, semi-structure interviews, and researcher's observations. The results showed that participants improved their knowledge of targeted vocabulary items and that they were highly engaged while playing the game. Some pedagogical implications in terms of game designs were also discussed for future teacher educators to develop customized AR games for their students.

HUNTER, Ryan

University of Macau (Macau)

045

Organization and Task Design for International Online Discussions between EFL-Contexts

The topic of this presentation is connecting classrooms from different EFL contexts in an online environment for the development of discussion skills and communication strategies as well as cultural exchange. The presenter will first briefly discuss the core motivations behind incorporating International Online Discussions into a course or program to support the development of intercultural competence and an increased awareness of the function of English in both regional and global contexts. Some of the goals include: providing an outlet for students with limited opportunities to authentically use English as a lingua franca in their home contexts; allowing for additional speaking time in courses with large enrollment and minimal class-time per week; and exposing students to different varieties of English, communication styles, and cultural values. The presenter will then introduce several methods of hosting and organizing synchronous and asynchronous communication sessions between two different institutions. These methods will take into account differences in available technology, differences in course parameters, and differences between time zones. Considering the various options, the workshop will continue with a discussion of ideas for task and activity design. The presenter will conclude with a brief report on an ongoing project between universities in South Korea and Macau.

JACKSON, Daniel

Kanda University of International Studies (Japan)

046

Transformation and Integration: Technology-mediated Task-based Listening Practice Through TED-Ed

In many university ESL/EFL environments, it has become necessary to develop pedagogic interventions which can foster both content knowledge and language skills. This ongoing trend presents the opportunity for hybrid instructional practices at the intersection of content-and-language-integrated instruction, computer-assisted language learning, and task-based language teaching. This paper describes how TED-Ed, a recent initiative intended to promote educational uses of online content, may transform language learning practices and be integrated within task-based teaching (González-Lloret & Ortega, 2014). The paper first revisits the construct of listening within the task-based language teaching literature and expands distinctions that Ellis (2003) discussed to include three categories: listening-to-comprehend, listening-to-learn, and listening-to-respond. This revised framework provided design specifications for video-based listening tasks delivered through the TED-Ed website, which were used in academic ESL/EFL courses in the U.S. and Japan. These tasks were intended not only to enhance learners' listening skills, but to reinforce their understanding of textbook topics, through authentic video content presented by a range of speakers, and to increase their involvement in studying academic word list vocabulary. In this practical talk, the presenter will: (1) describe transformations in language learning and teaching afforded by the integration of this tool into these two distinct educational contexts and (2) illustrate how attendees may employ TED-Ed for pedagogic purposes in their own contexts.

KAISER, Mark; SUZUKI, Elle
UC Berkeley (USA)

047

Developing an Online Testing Program

This presentation will focus on our progress-to-date in developing an online testing service to be shared across multiple institutions. The testing environment allows the creation of multiple types of questions (multiple choice, multiple response, fill-in-the-blank, ungraded speaking and writing samples) with the possibility of rendering prompts, questions, and answers in a variety of media formats (text, graphics, audio, video). Questions may be placed into categories (e.g., grammar,

vocabulary, listening) or subcategories (e.g., verbal forms, reported speech, idioms). The testing environment includes the possibility of creating multiple types of exams (norming tests, i.e., tests to verify that the claimed level of a question corresponds to the abilities of students at that level to answer questions; placement tests; achievement tests; formative tests, i.e., tests designed to provide feedback to students on their errors and whose goal is as much instruction as assessment; and program assessment tests). We will describe the algorithms used for the adaptive placement tests, as well as the programming environment. Finally, we will show the variety of reports available to test takers and to their instructors. The presentation will cover challenges encountered in implementing the original design.

KNIGHT, Tim; BROWN, Ian
Shirayuri College (Japan)

048

Using Schoology to Manage University Courses

The use of Learning Management Systems (LMS) continues to increase among teachers and throughout educational institutions worldwide. There are many to choose from and the problem for teachers with little or no institutional support and/or little technological expertise is to choose the most suitable one. Schoology, the 2014 Best Education CODiE award winner, is only six years old, but the fastest growing LMS and now has 7.5 million users in 200 countries. The presenters will explain and demonstrate how they use Schoology for blended learning on a range of courses, from oral communication to academic writing to content-based. Simpler to use than Moodle and richer in features than Edmodo, two popular rivals, some of the benefits of Schoology include: 1. it has fully-fledged dedicated apps for both Android and iOS mobile device systems which obviate the need for computer use for most things; 2. it is cloud based and works well on computers using any operating system; 3. it is friendly, clear and convenient for both teachers and students to use; 4. it is free; and 5. it has excellent communication tools, grade-book and comprehensive analytics built in. Attendees will learn how to set up courses; maintain and organize resources; receive, mark, grade and return submissions from students; set quizzes; and encourage discussion among students. They will also hear about one or two pitfalls to look out for when using the software.

LACLARE, Elton
Sojo University (Japan)

049

CALL Approaches to Identifying Japanese Dyslexics

This presentation will explore the possibility of utilizing CALL resources for the purpose of identifying reading disorders such as dyslexia among Japanese learners of English. Studies have revealed that it is possible for individuals to be dyslexic in one language but not another (Siok, Perfetti, Jin, & Tan, 2004). The likelihood of this is greater in languages such as Japanese in which a different area of the brain is activated during reading. It is the presenter's belief that a subset of Japanese learners of English with under-developed reading skills actually suffer from impairment to the phonological system, a principal cause of dyslexia. Although at low levels of English proficiency it is difficult to distinguish a lack of aptitude from genuine impairment or deficiency, the presenter proposes a number of diagnostic tasks to assist in identifying learners who are likely to require special attention in developing reading skills. Several technological aids, specifically reading apps, will also be discussed.

MANLEY, Rachel; LIN, Charlotte
Kanda University of International Studies (Japan)

050

Analysis of the Emergent Use of Rhetorical Modes on the Process of Collaboration in the Digital Board Game Pandemic

Video games can be used for different social interactions and collaboration (Gee, 2014). The presentation will discuss the potential of the iPad game Pandemic as a tool to enhance the learning environment by fostering student collaboration and self-reflection. In this game players use their respective game characters, each with its own strengths and weaknesses, to devise a plan to eradicate four viruses with the goal of winning the game by "saving the world". Players need to collaborate, negotiate and discuss with each other to formulate, execute, and alter the plan as numerous challenges complicate the game. The complex storyline, realistic context and visually-stimulating multimodal design of the game provides a dynamic environment which offers ample opportunities for students to engage and interact at a high level; the researchers are therefore interested in the ways in which Pandemic facilitates collaboration, in particular the emergent use of rhetorical modes (e.g. explanation, description, argumentation, negotiation) that

arise in the conversation during the game, as well as the learners' self-reflection of their learning and use of language during and after the game. The researchers will give a detailed presentation on the purpose, theoretical background, methods, benefits and preliminary research results of the project. Furthermore, the presentation will invite the audience to discuss and compare traditional board games and their digital counterparts, and how digital board games compare to video games for the purpose of learning.

MILLINER, Brett; COTE, Travis
Tamagawa University (Japan)

051

Extensive Reading on Smartphones and Extensive Reading Management with Xreading®

Today's smartphones are powerful, mobile computing devices capable of performing hundreds of specialized, complex applications to anyone, seemingly anywhere in the world. Mobile computing technology is driving the evolution of many aspects of our academic lives, and for language learners, the process of extensive reading (ER) is one practice being refashioned by smartphone technology. This presentation introduces Xreading® (<www.xreading.com>), an online graded reader (GR) library and learning management system (LMS) devoted specifically to the digital implementation and management of extensive reading. In this one year pilot study at a private university in Tokyo, Japan, students can use a smartphone, tablet or PC to access a vast online library of GR's. For the faculty who teach them, Xreading provides a dynamic, ER management system designed to provide a broad range of feedback data on students' reading progress and history. The authors of this study will demonstrate the ER experience on the different platforms and guide the audience through the various management and evaluative tools teachers can exploit to monitor and supervise their students' ER progress. The presenters will conclude with a summary of some of the key findings and observations.

MORK, Cathrine-Mette
Miyazaki International College (Japan)

052

Using Lingtlanguage for Oral Reports or Speaking Assignments

Especially in the context of large classes, speaking opportunities are limited in the EFL Japanese university context. By allowing students

to submit oral reports and assignments, whether just for practice, for formative assessment, or for summative assessment, this speaking time can be increased. The presenter will allow participants to experience the easy-to-use Lingtlanguage platform firsthand, and share her experiences using the platform with one, two-semester university course during the 2014 academic year, when it was used as a method for students to record oral assignments accessed by the teacher at a later time. Both benefits and pitfalls of using the system will be highlighted, and participants can expect to learn enough to confidently apply the online platform in their own English speaking skills classes. A few alternative platforms and applications for creating digital recordings will be introduced.

O'BRIEN, Myles

Mie Prefectural College of Nursing (Japan)

053

A Smartphone-Capable Webpage Template for Gap-Filling Exercises, with Color-Coded Correction and Optional Sound

The presenter will demonstrate a webpage template he developed to enable easy construction of gap-filling exercises for improvement of reading or writing skills, or of listening skills if the optional playback buttons are employed at suitable points. Gaps may be of any length, down to single characters within words. Thus, the exercise difficulty may be finely adjusted by allowing as many characters as desired to remain. Each blanked-out character appears as a symbol (e.g., asterisk) rather than as an input field, so there is no disruption to the smooth flow of the text. The user clicks or taps at any point where they want to begin typing in, and the background of that character changes color to indicate it is ready for input. After a character is typed in, the next blanked-out character becomes ready for overtyping. A button is available for the user to check the accuracy of the input at any time. Newly typed characters are shown in one color, and after checking they change to another color to indicate correct or wrong. Incorrect characters may then be overtyped and rechecked.

The exercise is easy to set up, requiring no HTML expertise. All the colors are customizable, and any other desired content may be included on the same page. The blanks can be distributed anywhere, not necessarily in one contiguous text region. This freely-available template works on any modern browser, and automatically adjusts to fit any screen size.

O'BRIEN, Myles

Mie Prefectural College of Nursing (Japan)

054

Webpage Templates for Vocabulary Learning, Designed with Smartphone Use in Mind

A number of freely-available webpage template types (with variations) developed by the presenter for vocabulary learning using a smartphone (though any computer works) will be demonstrated. Material may be made using only a text editor (no HTML expertise necessary), although a WYSIWYG editor is sometimes even simpler. Sound may be added, or images used instead of text, in most types.

One type displays a list of L1 (e.g., English) words or phrases, and tapping (or clicking) one brings up the corresponding Japanese (or other L2) alongside. Tapping again hides L2, or tapping L2 hides L1. Basically, tapping any item toggles the display of its counterpart. Buttons allow toggling the display of all L1 or L2 items simultaneously. A variation of this type provides annotation (text and/or image) for words or phrases within a longer text.

Another type simultaneously displays a set of L1 items and the L2 equivalents in random order. The user taps an item in one set and then its equivalent in the other set. If matching, they both disappear; if not, they remain and any other previously disappeared items reappear. The aim is to dispose of all the items. A variation shows one L1 item at a time, and several L2 items from which to tap the matching one. A mistake will cause that item to reappear later.

The final kind shows L1 items one after another, and the L2 equivalent must be typed in for each before progressing to the next.

PELLOWE, William

Kinki University (Japan)

055

Distributing Listening Materials To Mobile Devices

It is not uncommon at all to see large audio players on the teachers' desks in foreign-language classrooms. Teachers use these during various types of listening activities. We've all seen this and we've probably all used them. However, picture a classroom in which each student has a mobile device (such as an iPod Touch or their own mobile phone) with the same listening materials preinstalled. One advantage to such a situation is that the students can listen with their own earphones, allowing all of the students to hear equally clearly, regardless of where they're sitting in the room. Another advantage is that students can pause the

listening when they want to, and repeat the parts that they want to hear again. But how do we get the listening material onto these mobile devices? In this talk, we'll look at various solutions, from class sets of iPod touch devices, to using podcast technology to deliver materials onto your students' mobile devices, either in preparation for BYOD ("bring your own device") classes or as out-of-class tasks. The talk includes an overview of cloud storage for listening files, sharing these files, creating QR Codes for quick access to these files, and two ways of creating podcasts.

PINNER, Richard
Sophia University (Japan)

056

A Reflexive Narrative of One Teacher's Professional Digital Literacy

I have always combined my interest in technology with my work as a teacher, thereby developing my own digital literacy to the extent that it has been a very influential factor in my professional development and teaching beliefs. Whilst working in London in 2007, I began teaching IT skills classes to pre-masters students and at the same time I became the eLearning coordinator for a large chain of language schools with over 40 international locations. I was responsible for maintaining an online self-access centre and virtual learning environment with over 10,000 registered users. I created my own consultancy which offered technology training specifically for language teachers. Since moving to Japan in 2011, I have continued to utilise educational technologies in my work. My story may not be particularly unusual, and therefore in presenting a reflexive narrative of my experience I hope to open up a discussion with other practitioners who have similarly developed their digital literacy in order to improve their teaching and career prospects. I will also discuss my views on EFL teacher digital literacy in general, as well as my experience of student digital literacy. This presentation takes the form of a narrative inquiry (Barkhuizen, 2013), based on data collected through the process of reflexive practice (Edge, 2011). I encourage others to utilise narratives as a way of improving their practice.

Barkhuizen, G. (Ed.). (2013). *Narrative Research in Applied Linguistics*. Cambridge: Cambridge University.

Edge, J. (2011). *The Reflexive Teacher Educator in TESOL: Roots and Wings*. London: Routledge.

RAINE, Paul

J. F. Oberlin University (Japan)

057

Apps 4 EFL: Apps, Games, Tools and Tech for English Language Learners and Teachers

Apps 4 EFL (www.apps4efl.com) is a new Learning Management System (LMS) built by EFL teachers, for EFL teachers and learners. In this presentation, a general overview of the site will be provided, and three of the apps featured on the site (Wiki Cloze, Word Wiz and Quiz Vid) will be introduced in more detail. Wiki Cloze (wikicloze.apps4efl.com) is an online tool for dynamically creating cloze tests on any of up to 5,000,000 native English and simple English wikipedia articles. In addition to the cloze testing feature, additional study modes provide in-line translations for every article in a variety of languages, as well vocabulary matching activities based on words and phrases from specified articles. Word Wiz (wordwiz.apps4efl.com) is a vocabulary study tool designed specifically for learners of EFL. In addition to standard vocabulary matching activities, Word Wiz also provides advanced text-to-speech (TTS) and speech recognition (ASR) facilities to allow learners to comprehensively cover all four skills of listening, reading, writing and speaking in their vocabulary study regime. Quiz Vid (quizvid.apps4efl.com) is the latest addition to the Apps 4 EFL line-up. It allows teachers to easily create quizzes for any YouTube video, and administer quizzes to students directly on their own devices. Longer videos can be conveniently divided into “sections” which can then be completed individually. Apps 4 EFL offers advanced progress tracking for registered classes of students, is completely free with no advertising, and is fully compatible with both desktop PCs and mobile devices.

ROBB, Thomas & CAMPBELL, Aaron

Kyoto Sangyo University (Japan)

058

MReader with Improved Functionality Gets Results

Mreader is free, online software that permits students and teachers to monitor extensive reading progress via easy, randomized 10-item quizzes. The site currently offers over 4500 quizzes on “graded readers”, as well as “youth literature” targeted at native-speaking children. For each quiz successfully passed, the students receive a copy of the book cover on their own personal home page. To heighten motivation the site has other ‘gamified’ features, such as site-specific and course-specific

leaderboards, a Facebook widget as well as a colorful progress bar that slowly creeps towards the goal (in accumulated words read).

An significant merit of the site is that it allows Extensive Reading to be implemented in curricula where it was heretofore impossible since it can be administered by a single person, thus relieving the individual teacher of the need to learn how to manage the software.

Part 1 of the presentation will illustrate some of the enhanced functionality implemented in the past year. This includes timed email progress notifications to students and teachers, course-based leaderboards, the ability to select a subset of books for your students to choose from, and the ability to set and display intermediate (weekly, monthly, etc.) reading goals to encourage regular reading throughout the term.

Part 2 will look at recent reports, both quantitative and anecdotal, concerning the effect of quizzes on students' motivation to read.

ROSS, Gary

Kanazawa University (Japan)

059

Using Text Analysis to Prepare Students for Authentic Video and Audio

While authentic materials such as movies, podcasts, TED presentations are a rich source for English learners, due to complexity of the vocabulary often these materials are too difficult even for advanced students. It may surprise us though to discover that the Indiana Jones movie, *Raiders of the Lost Ark*, only consists of 1050 different headwords. In fact, only 250 headwords fall out of the NGSL (the New General Service List), but with some of these words occurring more than once this turns out to be 600 utterances. This, unfortunately, represents 5 utterances a minute making the dialogue essentially unintelligible for most learners. However, many of these words 'Egypt', 'archeology', 'treasure', 'whip', 'Nazis' etc. are highly contextual to the theme of the movie and can be pre-taught. When students approach such materials with the knowledge that they know all the vocabulary it enables them to focus on the skill of listening itself. This presentation will demonstrate (a) how to get the vocabulary breakdown (headwords, counts, etc.) of such authentic materials, (b) suggest activities for pre-teaching the words, (c) judge what level the material is appropriate for, and finally (d) will demonstrate an online resource where teachers can create and share these breakdowns and activities.

Lastly, for students of Japanese, the presenter has the same system for Japanese materials which he'll very briefly present. Interestingly Princess Mononoke has a similar number of different headwords as *Raiders of the Lost Ark*.

SEIDEN, Jonathan; STEAD, Neil; MENDELSSOHN, Daniel
Gaba Corporation (Japan)

060

Applying CALL in the Eikaiwa Industry

This presentation seeks to present a new comprehensive CALL learning environment developed by Gaba Corporation to the academic community. We aim to receive feedback, criticism, and recommendations from experts in attendance to help guide our further development. While a commercial product, the focus of the presentation is not commercial promotion. Rather, Gaba wishes to expand the dialogue between the *eikaiwa* industry and the academic community to the benefit of language learners.

This presentation:

- 1) unveils Gaba's new CALL environment launched in June 2015,
- 2) explains its underlying pedagogical framework and development,
- 3) demonstrates its usage and how it fits in with Gaba's curriculum, and
- 4) asks for audience feedback on all aspects of the system and how they could be improved or revised.

Despite being a large industry, most *eikaiwa* have little interaction with the academic community. As for-profit businesses, *eikaiwa* are focused on student satisfaction and retention above pedagogy and modern EFL research. Gaba is trying to change this mentality and has worked to create curricula based on best practices in EFL education. This presentation focuses on the most recent application of this thinking: a comprehensive CALL learning environment. Gaba has worked with leading researchers from the fields of CALL, extensive reading, and vocabulary learning to develop this system. It integrates an extensive reading portal and SRS vocabulary learning system with CLT-based lessons augmented with digital preparation, review, and a progress-tracking dashboard.

SWANSON, Malcolm
Seinan Jo Gakuin University (Japan)

061

Developing a Digital English Phonetics Course

This session will document the transition of a university English phonetics course from a traditional, cassette-based, analogue class to one using iPad tablets to deliver content and instruction. The current course was developed in the 80s and has changed little since. The course being developed will use an e-textbook (created in-house) with integrated video and audio. A number of iOS apps will also be used to help students

develop their phonetics skills. Students will also be able to record their own audio and upload these files to cloud storage for later assessment by the teacher. The biggest challenge, however, will be the training and monitoring of the current staff, who lack confidence in using digital technology. As well as explaining the development of this course, the presenter will demonstrate the materials developed.

UEHARA, Suwako; MARTINEZ NORIEGA, Edgar Josafat
The University of Electro-Communications (Japan)

062

Presentation Evaluation and Feedback Application for iPads

The Japanese Ministry of Education recommend, as one response to the impact of globalization, educators should promote presentation skills in the L2-English language curriculum (MEXT, 2000). Consequently, there is a need for educators to evaluate presentations in the classroom. Classroom instructors are faced with the task of evaluating and providing multiple feedback in a limited amount of time. Such tasks can be monotonous and feedback language repetitive. Moreover, delivering effective presentations is a challenge, however it is an invaluable skill that learners should gain. We are developing a new presentation evaluation and support application for educators and learners for mobile platforms based on the Substitution Augmentation Modification Redefinition (SAMR) model (Puentedura, 2012). The application is built using the open source LiveCode mobile application platform. The main functions of this application are to input class and student information, reference evaluation criteria definitions for presentation skills, input evaluation scores, display evaluation results in the form of a graph, display automated feedback, and output student evaluation results. Learners can view the automated evaluation results and feedback in order to familiarize themselves with their own strengths and weaknesses. Instructors can evaluate and provide feedback to the student synchronously, and the student can access the feedback at a later time. We will demonstrate the functions and usage of the current version; describe the development plan achieved thus far; the challenges faced in the implementation of this project and future plans.

WOOD, David
Chikushijogakuen (Japan)

063

Still and Moving Images for Computer Room Communication

To develop students' ability to communicate in spoken and written English, using their own photos in various ways can provide an effective and productive means of interaction, at the same time as building confidence in their ability, no matter how limited. Students most wish to communicate in English with each other without textbooks or computer courses. Combining their own photos with the standard equipment in a computer room creates many opportunities to achieve this.

While the same approach is possible without using a computer room, the equipment available there can enhance the experience and diversify the result. Using Facebook, Instagram and so on with a center monitor is one example. Replaying students' conversations arising from their personal photo presentations to enjoy quizzes is another. In addition there are many activating techniques that can be used to stimulate lively and meaningful interaction, both in speech and writing.

The presenter has been using this approach for several years and has already published and presented detailed examples of how to achieve the best results in journals and at conferences throughout Japan, Asia and Europe. In addition, formal and informal surveys of students' reactions have provided positive feedback, and analyses of student language production over the course of their studies indicates significant linguistic improvement. The path that led me to this method will be briefly outlined before giving some hands on examples of how to make the computer room come alive with the kind of communication that really helps and that students really want.

YASUDA, Masami
Kwansei Gakuin University (Japan)

064

Action Research on Managing Audio Enabled Weblogs in University EFL Writing Classes

Weblogs have gained increasing attention in the cyberspace community since 1998 or so. A number of educators have applied this user-friendly technology to classroom instruction in various subjects including language arts.

However, relatively few English teachers have ever used weblogs and that with text to speech technology in an EFL writing class here in Japan.

This paper is a continuing report on an action research of a 5-year pilot study on WELL and Web 2.0 technologies in EFL classes, in particular audio enabled weblog projects.

Our audio enabled weblog or locally named “KGWebCast” went through a big change since the fall of 2014: from a free but outdated WordPress plug-in: “Odiogo”, to a new and non-free engine, called “TextAloud.” A new engine and plugin has enabled text to speech audio output on PCs including weblog thread texts.

Students from three regular and one advanced EFL classes participated in this project. Regarding the difficulty of error corrections and grading of writing for large classes, the paper discusses how much error correction was given both in class inter-personal and interactive sessions as well as outside and online written feedback.

The presentation also reports on students’ writing and presentation work, kinds of peer and teacher feedbacks, poll scores by the class. A few examples of students’ self-evaluation and reflective writing will show the nature of homework revision work, rates of upgrading accuracy levels, awareness of self-directed correction, in the hope of sharing pedagogical recommendations for a blog-based English writing environment.

Poster Presentations

BOVEE, Nicholas; CAMERON, Alexander
Kyushu Sangyo University (Japan)

065

EdTech Initiatives at the KSU Language Education and Research Center

This poster will provide conference participants with an overview of the exciting educational technology initiatives underway at the host institution. The main initiatives are: 1. Using Moodle to deliver and track custom-made e-learning content across the compulsory English curriculum (used by 6000 students and 50 teachers), and 2. Piloting iPad-based classroom activities and assessment. Special attention will be given to Moodle user interface customizations that facilitate use by large numbers of teachers and students. Customizations include those which: 1. facilitate use on touch devices, 2. allow large numbers of students to self-register into multiple courses simultaneously, and 3. improve the usability of the Moodle gradebook by teachers. The way in which the e-learning is incorporated into the coordinated curriculum will be explained in detail.

CAMERON, Alexander; BOVEE, Nicholas
Kyushu Sangyo University (Japan)

066

A Paperless Final Exam with iPads

We undertook a pilot-test to see if touchscreen devices might provide a viable alternative to paper based assessment. We used iPads in a university classroom setting for a grammar translation test as a component of an English reading and writing course for first and second year university students. The test was set up in the E-Learning Moodle system adopted by the LERC at Kyushu Sangyo University and three separate classes logged in via a high speed wifi network. The test was designed to allow students multiple attempts with an incremental decrease in score per reattempt. The pilot-test proved to be a success, leading us to conclude that touchscreen devices could provide a viable alternative to paper assessment in other classroom examinations. Furthermore, it offered the advantages of providing students with immediate feedback and allowing them to know their final test grade before leaving the classroom. Another advantage was that no teacher time was required for grading because the Moodle system did this automatically. This

study demonstrates a viable and efficient way to assess L2 grammar skills in a classroom environment free of the traditional constraints of paper or marking time. Advantages and disadvantages are discussed.

CANNING, Nick

Kanda University of International Studies (Japan)

067

Examining Student Attitudes to the Use of Plagiarism-Detection Software: A Pilot Study at a Japanese University

This research describes a short pilot study which set out to investigate the attitudes towards the use of plagiarism-detection software on an academic literacies course. The students were all English language majors and had begun working on their first written research assignment. The use of plagiarism-detection software was incorporated into the course as an aid to paraphrasing. A case study was used to determine students' impressions of using the software before and after the course in journal entries as well as in group interviews once the project had been completed. Samples of student work were also used to examine any issues that arose from the data collection. The results of the study show that the reactions of the students at the end of the course were, perhaps surprisingly, overwhelmingly in favour of using the software as a learning aid. The reactions of the students and the way the software was used may offer recommendations to other academic writing teachers.

COWIE, Neil; SAKUI, Keiko

Okayama University (Japan)

068

Assessment and e-Learning: Current Issues and Future Methods

E-learning of foreign languages is spreading exponentially. Some of the many different ways this is manifested include textbook based web sites, blended classrooms and wholly online environments. In turn, teachers and researchers are becoming more and more knowledgeable about the various components of e-learning. These include choices of online materials and applications, ways to organize different kinds of e-learning lessons, and the uses of different kinds of digital technology (both hardware and software). The two presenters of this poster presentation have carried out a three year study of university teachers in six different countries (Australia, Japan, New Zealand, Singapore, UK, and the USA). The study examined the practices of expert teachers in these countries and found that there were many commonalities in

teaching philosophy, use of technology, and classroom approach. But there were few common links in terms of approaches to assessment. Instead there was enormous variation in how students and the digital products that they make were assessed. In order to address this concern this presentation will address three points:

- 1) Give an overview of current issues in assessment such as aligning assessment with outcomes and different assessment technologies.
- 2) Report on ways that expert e-learning teachers give formative feedback and summatively assess student work.
- 3) Make recommendations on assessment methods, particularly focusing on the use of rubrics for project and e-portfolio assessment.

GETTINGS, Bob

Hokusei Gakuen University (Japan)

069

Ten Ways to Google & Moodle towards EFL Writing Accuracy & Fluency

Google provides users with useful tools for collaborative writing and editing. Moodle, like all Course Management Systems provides basic and convenient management tools for distributing, collecting and giving feedback on writing assignments to students. Google, however, is not designed for teaching and grading. Moodle lacks Google's collaborative, data collection and online publishing tools.

This "show and tell" style presentation will describe ten simple ways to use Google & Moodle in tandem in order to go beyond the basics of uploading and downloading assignments. The first section will focus on delivering lessons about topics such as paragraph structure, error recognition and correction, vocabulary comprehension or citation of sources using Moodle's quiz or lesson module. The second section will demonstrate how to use textual, graphic or video writing prompts using Moodle's random glossary and quiz modules. The final section will explore ways of integrating Google's editing and collaborative writing tools with Moodle's grading system and modules.

The presenter has been using Moodle in the EFL writing classroom for the last ten years. Teacher and student evaluations of the ten methods will also be shared.

HIRATA, Yoko; HIRATA, Yoshihiro
Hokkai-Gakuen University (Japan)

070

Students' Utilization of COCA for Completing a Task

Recently teaching languages using corpora has proven to be able to assist students in becoming more aware of grammar patterns, collocations, and other lexical phrases (Barlow, 2004; Boulton, 2007). However, despite corpora's increased uptake, instructors have reported that many lower- and mid-level students continue to have difficulty utilizing them for various reasons. Some students prefer not to work with computers (Granath, 2009). For some there is a mismatch between their needs and the types of corpora (Smith, 2011). Students who haven't experienced corpora before often think the large amount of data is too much for them to deal with (Sripicharn, 2010).

For Japanese students, whose exposure to authentic English is often very limited, corpora could be of immense value. However, there is still a general lack of research concerning how corpora are best presented to students, especially those with lower levels of proficiency. Furthermore, here in Japan, more analysis of student's feedback needs to be done to more closely determine how students are making use of corpora so far.

This study describes an investigation into how 56 Japanese students use the Corpus of Contemporary American English (COCA), and their opinions of its usefulness for completing a given task. Also examined is to what extent COCA appears to facilitate students' understanding of particular words and expressions and how to use them in context. Findings indicate that an increased amount of classroom practice focused on developing familiarity with corpus-based tasks is of vital importance in enabling students to become comfortable using corpora.

KAWAGUCHI, Yusaku
Graduate School, Nagoya University (Japan)

071

Validation of the Computer Assisted Language Learning Attitude Scale: Focusing on Computer Anxiety and Accessibility

The present research attempted to validate the Computer Assisted Language Learning Attitude Scale (CALLAS) developed by Kawaguchi and Kusanagi (2014). The CALLAS was developed by conducting questionnaire surveys targeting Japanese junior high school students, senior high school students, and university students (N = 2,328). In this study, it is supposed that attitude is a wide-ranged concept including other

concepts such as learners' belief and motivation. The scale consists of five subscales: (a) self-perceived computer skills, (b) beliefs about the social significance of computer skills, (c) beliefs about the effectiveness of CALL, (d) attitudes toward computer-mediated communication, and (e) attitudes toward multimedia. The factorial validity of the CALLAS was supported by the exploratory and confirmatory factor analysis. It is observed that the CALLAS is related to other scales of learners' attitude toward computer use, and we need to verify this relationship. However, the relationship between scales of learners' anxiety toward computers or their computer accessibility and the CALLAS was not investigated in Kawaguchi & Kusanagi (2014). Therefore, the present study examines the validity of the CALLAS, focusing on the criterion-related validity, by observing the correlation between these scales and the CALLAS. If the CALLAS has the criterion-related validity, the CALLAS shows the negative correlation with computer anxiety and the positive correlation with computer accessibility. The results of a questionnaire survey targeting Japanese university students partially supported the validity. The prospects of further research will be discussed in the presentation.

MEILLEUR, Rachelle

Kyoto University of Foreign Studies (Japan)

072

Student Evaluations of Online Resources

Learner autonomy has been described as “the ability to take charge of one’s own learning” (Holec 1981). Dam (1991) also suggests that learner autonomy is based on the learner’s willingness to take control of his or her own learning. Online language resources seem to be custom made for this type of self-directed learning. Many sites provide either general or skill-specific practice for learners to study on their own time, whether it be in a language lab, at home, or on their mobile phones. However, with such a plethora of sites available, it can be overwhelming for students to find the most appropriate sites that meet their language learning goals. This ongoing study looks at how over 150 first-year English-language students navigated, used, and evaluated a variety of sites and activities, both in and out of class. The students ranged in their abilities, both in terms of English usage and familiarity with using online resources. Some of the resources were part of their class work and included working with other students from another university, while others were chosen by the students themselves for self-study. The various projects were evaluated primarily through questionnaires, in addition to the teacher’s class observations and notes. This study will assess the student evaluations of the sites based on how interesting, useful, or easy to use they were, and whether the students would continue using them. It will also discuss how teachers can promote this type of self-directed learning that achieves clear goals with their own students.

MINDOG, Emily Christine
Nagoya Women's University (Japan)

073

The Utilization of Smartphone Apps by Japanese University Students Learning English as a Second Language

This poster explores and describes the utilization of smartphone apps by Japanese university students to support learning English as a Second Language. The main aims of this study are to find out the specific apps that students use to study, practise or use English, the reasons why they use each app, and how they use each app. Four students with intermediate level of proficiency were interviewed. The findings show that students downloaded apps for language learning from mainly a couple of categories, the most popular being social networking. Apps are mostly used to access content and to communicate with friends. This study also finds that intermediate language learners are not keen on studying discrete language parts. Aside from wanting to learn English, students also reported wanting to get information, communicate with friends and be entertained as the reasons they use the apps. The students believe that the four language skills (listening, reading, speaking, and writing), grammar, vocabulary and spelling benefit from their use of apps. This study finds smartphone apps capable of supporting autonomous learning since they are suitable for spontaneous and/or habitual modes of learning. Accessibility (free) is a big factor in students being unafraid to experiment and find out which apps work for them. Language learners can also make choices based on their own needs and preferences since there is a wide variety of apps available.

MYNARD, Jo; LAMMONS, Elizabeth; MOMATA, Yuko
Kanda University of International Studies (Japan)

074

Creating an App that Helps Students to Manage Self-directed Learning: The Process and Observations So Far

Kanda University Self-Access Learning Centre has offered optional self directed learning modules in a paper format since 2003. The modules are popular with students and help them to design and follow a course of independent study while receiving ongoing support from learning advisors. This poster presentation outlines the process of working with a local app development company to convert the paper-based modules into an iPad app. The presenters use an action research approach to

systematically gather and analyse ongoing input from users during pre-pilot and pilot phases. The presenters will explain the app development process, discuss the challenges and successes, and share preliminary results. The presenters will demonstrate the app and also show the previous paper versions as a comparison.

OGURI, Seiko with KATO, Tetsuo; OHNISHI, Akio
Chubu University (Japan)

075

Effects of Online Practice Management on Self-Regulated Learner Development

To enhance learning opportunities, there are various tools today teachers can choose to develop online materials. In preparation of online listening practices, for example, some LMS tools allow teachers to decide on learning settings as to when, what, how much, how often and even how long activities are provided in accordance with learners' learning behaviors, changes in attitude, progresses in learning, and improvement of their language skills.

Would students go through online exercises just because they are assigned so, or would they ever become willing to undertake activities to improve their practical language skills? Would the presence of teachers influence on students' satisfaction in learning? Would they ever enjoy learning online autonomously?

Eighty students of engineering major with low English proficiency undertook online practices the teachers created on Glexa, web multimedia LMS, in their freshman English course through 2014 Spring/Fall semesters at Chubu University. This poster demonstrates how they experienced blended-learning in CALL classroom environment for their first time, how they engaged in online practices autonomously outside the classroom, and what they achieved. Our special attention will be given to the roles of the teachers in designing and managing online activities in order to assist students to become less dependent on teacher's lead and to be more responsible for their own learning over a period of time.

PIGNOLET, Lucas; SEVIGNY, Paul
Ritsumeikan Asia Pacific University (Japan)

076

Documented Autonomy: How to Assess EFL Learner's Web-Based Independent Learning

This poster describes various methods used to assess the autonomous learning component of a Japanese university's Pre-Intermediate English

course. The independent learning component was underpinned by a learning-cycle approach that integrated both paper-based and digital media into a weekly feedback loop. This poster will provide examples and data on the digital tools and resources that learners consulted to satisfy their autonomous learning goals, and how they further provided evidence of autonomous learning on a weekly and finally semester basis. Facilitating learner connection with effective online resources and materials that aligned with their goals, interests and learning styles was challenging for teachers and a sticking point for learners. However, by the end of the semester, learners had discovered and utilized a variety of helpful online materials, and also found innovative ways to document their learning activities. Follow-up survey results from 267 learners showed a significant improvement in time spent on L2 study outside of class. Other survey results, representative samples of grading materials, and results from semi-structured teacher interviews will also be shared.

ROSE, Oliver

Kwansei Gakuin University (Japan)

077

Phrase Maze, an Online/Mobile Game for Multi-Word Units

Phrase Maze is an online/mobile language learning puzzle game to actively practice any kinds of words, phrases or sentences. By implementing various game design techniques in the Phrase Maze game, the pedagogical process of flashcard practice has been made more appealing and engaging. Uniquely, this game allows for the inclusion of multi-word lexical units, which are known to be an extremely important but arguably under-taught area of vocabulary.

The app can import flashcard sets of single words, phrases or sentences from the Quizlet flashcard website (www.quizlet.com), including sets custom-made by teachers or students. By default the game contains 250 common English phrasal verbs with definitions, example sentences, and text-to-speech audio. Phrasal verbs were chosen for inclusion to demonstrate the game's unique affordances with multi-word units.

The game provides more thorough progress tracking than Quizlet, ranking all items with a colored star rating system, which gives extra practice of weaker items until they are known. Preview screens list all words in a flashcard set, and a review screen after each game lists all items that appeared.

Various parameters in 'Options' can be set to provide different interactions that emphasize different skills (e.g. reading vs listening) or degrees of recall mastery (e.g. passive vs productive).

In this poster session attendees will be able try out the game on computer and iPad, and discuss the pedagogical and game design considerations involved in its development.

ROSE, Oliver

Kwansei Gakuin University (Japan)

078

Online/Mobile Kanji Games for Enjoyable Self-study

The study of kanji is widely acknowledged to be the greatest challenge for foreigners studying Japanese. There are thousands of kanji characters to learn, many of which have easily-confused forms, abstract meanings, and a number of different readings. While interesting, many learners find it hard to maintain motivation with such a huge task.

These online/mobile kanji games were designed to assist learners in making the connections between form, reading and meaning in an engaging way. They use techniques from 'casual' puzzle games to stimulate and motivate, while providing all the necessary pedagogical functions of reference information and progress tracking.

The Kanji Connect app gets the user to apply their knowledge of kanji 'onyomi' and meanings to form the target words within a grid of kanji. This wordsearch-style of game works at a deeper and more interesting level than its English counterpart, due to the form-meaning-reading relationships which allow for a puzzle-like decoding experience with unfamiliar but guessable vocabulary.

The Kanji Crush game aims to nurture the users' ability to visually analyse kanji in order to assist in memorization and differentiation. It does this by employing a classic 'match 3' game mechanic in which three tiles sharing a certain feature can be matched to clear them from the board. Traditionally, 'match 3' games just have the user perform the fairly trivial action of matching 3 visually identical items, but in this game careful attention must be paid to the kanji features.

These games and more can be played online at www.kanjigames.com

TANG, Polly

Kwansei Gakuin University (Japan)

079

Preparing First-Time Students for the TOEIC Listening Test

This poster examines the various activities aimed to introduce, prepare and improve the listening skills of students who were taking the TOEIC test for the first time. The classroom activities and tasks were designed

to introduce and have students focus on specific areas that cover context prediction, vocabulary expansion, synonyms and comprehension. These lessons were conducted over ten sessions. The students had a simulated test on the first and last session. The improvement of their scores suggests that these activities could be of certain assistance.

WHITE, Jeremy
Ritsumeikan University (Japan)

080

Game Based Learning for Japanese Elementary School Students

Video games and play have been demonstrated to have a positive influence on language learning, and a variety of essential life skills (Prensky, 2006; McFarlane & Heald, 2002). Due to the abundance of gaming consoles already available in Japanese society, the current usage of video games as a daily activity, and the reported positive influence video games have on learning, using video games in the classroom is an obvious thought for language teachers in Japan to enhance the learning experience of their students. This presentation will show some of the early findings of the researcher's doctoral dissertation on using video games and game-based learning with Japanese elementary school children. The researcher will highlight some of the current literature on game-based learning, and second language acquisition through the use of video games. Next the presenter will outline his study of the use of video games with Japanese elementary school children, demonstrating that if planned and implemented effectively using commercial video games in a classroom setting, can be effective learning tool. The presenter will conclude by illustrating what to do and what not to do when using video games in the classroom.

YAMAUCHI, Mari
Chiba University of Commerce (Japan)

081

BYOD Integration in the EFL Classroom Using Moodle

The recent spread of smartphones, especially among younger people, has made it much easier for the teacher to provide a flexible learning environment based on BYOD (Bring Your Own Device), where online activities and resources are accessible, both in and out of class, on students' own devices. The presenter set up BYOD-friendly Moodle courses for all her classes in 2014, as it was safe to assume that nearly all her students have a smart device. Moodle was chosen as the platform as

its recent version appeared to be much more mobile friendly, although careful testing was always needed to ensure everything would work fine both with iOS and Android. This presentation will report on how BYOD was integrated in 2014 English classes (English phonetics, and General English). It will show (i) what considerations were made to make the Moodle courses mobile-friendly enough for all the students to easily access, (ii) how a small number of Moodle modules, including Forum, Quiz, and Assignment, and external services like Quizlet and Google Drive helped the teacher to effectively provide online/offline learning activities and appropriate feedback, (iii) how those online materials used in class, (iv) what aspects the students found beneficial about this technology integration in the classroom, and (v) what revisions have been made for the 2015 implementation.

Workshops

HENNEBERRY, Stephen featuring MANNING, Craig
The University of Shimane (Japan)

082

Managing Your Buzz: Generating Student Enthusiasm

This presentation will enable you to apply recent research findings to craft a 'buzz' about learning to enhance attendance, participation, and enrollment. During this lively and interactive workshop, you will experience immediately applicable techniques to generate, maintain and protect student enthusiasm. Furthermore, you will gain a better understanding of how personal and collective experiences build on each other to create potentially helpful, or harmful, associations that strongly influence students' attitudes and efforts. Examples will also be given to show how to apply these techniques to make regular classes more exciting, as well as how they can be used to promote one-off or annual activities such as study abroad programs.

LAURENCE, David; FORD, Ashley
Chubu University (Japan)

083

A Cross-Context Framework for Project-Based English Using Film

Film-Making is a beneficial and attractive activity that promotes interest and motivation in the English class and provides many opportunities for meaningful language output through both production and collaboration. However, in practice, it can be difficult for teachers to structure effective activities or to effectively assess learning outcomes of language students during film-making. This presentation will discuss two uses of the same framework for film-making in a project-based English course, one in a university setting and the other in a high school setting. In both contexts, students learned about film in English, and built upon the material learned in collaborative film-making projects, in which they wrote, filmed, and edited short films in English. The presenters will describe course design and implementation in both settings and share observations concerning positive and negative outcomes with regards to technology use in the classroom, and with regards to language learning specifically. They will share examples of activities that can be

used in each stage of the film-making project, asking the audience to participate in, analyze, and discuss the activities. The presenters will share positive and negative outcomes observed with these and similar activities in the classroom, and open dialog about how to address these or other potential problems in various contexts. Participants in this workshop will receive information regarding what teachers need to consider for implementing a film-making project in their own contexts and to exchange ideas for addressing some of the problems in order to increase positive outcomes for students.

LOUCKY, John Paul
Seinan Jogakuin University (JAPAN)

084

Empowering Students to Test, Create and Contribute to E-Learning Programs

This workshop will demonstrate how to guide student use of various tools for CALL-based language learning. Based on work with both graduate and undergraduate students, students' summary websites will show how they learned to examine a broad array of CALL programs most useful for English and engineering learning and applications. Best programs and practices will be highlighted for teachers with practical hands-on examining these sites as we present them in a CALL Lab. Applications to various E-Learning environments will be made, from JALT CALL's new DLL site to EdTech and Ferlazzo's BEST Lists, to a broad array of over 8,000 CALL Programs and links assembled at the presenter's World CALL Repository. Mainly Open Source freely available tools and individually developed materials will be shown, so participants can use all tools demonstrated, recommend their favorites, or develop similar tools for their own language learning environments.

NISHIOKA, Hiromi
Macquarie University (Australia)

085

Learning to Write in Online Community for Language Learners

Web 2.0 technology empowers language learners; it connects language learners to the community of their target language and allows them to interact with native speakers anytime and anywhere free of charge. This workshop introduces the functions and benefits of using Lang-8 (<http://www.lang-8.com/>), one of the Social Network Services (SNSs) for language learners.

The purposes of Lang-8 are to be a platform where language learners can improve their writing skills and interact with native speakers. Users submit their compositions written in their target language and then they receive feedback from members that are native speakers. To encourage interactions among the users, Lang-8 offers several social interaction functions such as personal messaging. Lang-8 is based on the principles of tandem learning; reciprocity and learner autonomy (Little and Brammerts, 1996). Lang-8 prioritizes the display of compositions of users who often give quality feedback as an effort to motivate users to contribute the language learning of others. Lang-8 also shows the date and the number of submitted compositions so that learners can manage their learning progress. It can be said that Lang-8 is one of “Pedagogy 2.0” proposed by McLoughlin and Lee (2007); “connectivity, communication, participation and the development of dynamic communities of learning” (668).

In this workshop, the participants can learn functions and benefits of Lang-8 by exploring Lang-8 and discussing with other participants. The presenter also shares the relevant theory, findings of her research, and practical pedagogical tips.

PATERSON, Rab

International Christian University

086

Digital Approaches to Academic Writing

The digital age has brought many powerful tools into play for writers of all ages and abilities, especially in academic writing. In this session we will explore a range of those types of tools and the digital pedagogies that underpin their usage in university and high school level academic writing. To begin with the online collaborative writing approach will be covered, initially at a fluency level of idea generation and peer feedback via blogs and other SNS writing. I will also show how some students gamified this process without any teacher input at all. Then as the writing ideas solidify the actual collaborative essay writing in a peer reviewed, multi draft e-portfolio document will be illustrated. Again appropriate tools and techniques will be briefly covered. Next some of the online tools available for fine tuning the later stage writing will also be shown, along with examples of their actual usage on sample texts. Pros and cons of the various apps and approaches will also be provided as the session progresses. Finally I'll end the session with the highlighting of the publication process by showing some finished papers uploaded along with accompanying presentation slideshows and related research materials onto thematically designed student made websites. This is my motivational “Writing for an audience of ‘we’ rather than ‘me’ approach” as from my experience the students generally put in much

more effort when they know their work is going to be publicly available as opposed to being seen only a teacher and close friends.

UEHARA, Suwako

The University of Electro-Communications (Japan)

087

Integrating Scratch Coding Tasks in a Science and Engineering University ESL Classroom

In May 2007, The MIT Media Lab released an online computer programming language, Scratch, where users can create interactive media projects such as animation, stories, games and more. Students at a Japanese science and engineering university are provided the task to code using Scratch in an ESL class. The students are free to create any project over a couple of weeks. The learners then demonstrate and present their relative creations in English in the classroom. The presenter of this workshop will provide guidelines on how to get started, highlight student projects, show a video of the student presentation and provide timelines for integrating Scratch coding in English language classroom. Then, the attendees of this presentation can take part in a practical demonstration to code using the unique Scratch graphical user interface. Functions demonstrated will include making your sprite move hide, change colour, changing background, adding sound and more.

PINNER, Richard; STEWART, Alison; FLOWERS, Simeon
LD SIG (Japan)

088

PINNER, Richard
Sophia University

Transportable Identities and Social Networks: A Reflection on the Pros and Cons of Out-of-class Communication

Some teachers encourage their students to befriend them on social networking sites (SNS), while others are understandably wary. SNS can form a very effective way of connecting with students outside the classroom, engaging their real lives and identities. It can also create opportunities for authentic and motivating communication, not just between classmates but also within a web of connections with other learners and speakers around the globe. It could also be a social and ethical minefield. When people interact in different social contexts, they may invoke different Transportable Identities, which are either “latent or explicit” within the social context of the discourse (Ushioda, 2011). In this presentation I will draw on both published research and personal experience to reflect on the use of these types of Web 2.0 technology and the consequences they pose.

STEWART, Alison
Gakushuin University

Affordances for Intercultural Learning Through a Facebook Exchange.

Computer-mediated exchanges offer plentiful opportunities for language and cultural learning. Facebook is an ideal medium for such exchanges because, as the world’s largest social networking service, it is familiar to many young adult learners, as well as because of the ease with which sources of information, such as text, photographs, and links, can be incorporated into dialogue. The Tokyo-Kota Kinabalu Unilink is a Facebook exchange between university students in Japan and Malaysia, in which cross-cultural pairs of students share information on given cultural topics over a four-week period. In this presentation, I identify

affordances for learning in one of the dialogues and consider some implications for learner autonomy and language pedagogy in university classes.

FLOWERS, Simeon
Aoyama Gakuin University

Developing Intercultural Sensitivity in ELF Through Digital Pen Pal Exchange.

Development of English as a Lingua Franca (ELF) is parallel to development of intercultural communicative competence. The Internet in general and Web 2.0 in particular have created greater opportunities for gaining practical experience towards developing such competence. In a quasi-experimental study conducted at Tamagawa University's Center for English as a Lingua Franca (CELF), subjects were enlisted to participate in a six-week online pen pal exchange using PenPalSchools.com, a Learning Management System (LMS) style tool for managing classroom level exchanges. Results of the study quantifying the effects of the digital exchange on student's intercultural sensitivity development revealed increases in intercultural engagement and intercultural confidence after a six-week digital pen pal exchange. This study contributes to a growing body of research into the use of Web 2.0 to connect students in authentic intercultural communication.

AM
001

DYER, Ben

Pearson Japan K.K (Japan)

Accurate and Reliable Placement and Progress Assessment Using Fully Automated CBTs

How are you accurately placing your students into English courses so that they can learn English at the appropriate level for their ability?

How do you measure the English Proficiency gains of students over the duration of their course?

Join Ben as he walks you through Pearson's new CBTs that provide answers to these questions.

AM
002

KONDOH, Ayako

McGraw-Hill Education (Japan)

StudySync – Connecting with Literature through Technology

StudySync delivers this premier digital literacy curriculum that truly engages and inspires students with hundreds of core texts, dynamic video and media guaranteed to inspire and advance reading, writing, listening, and critical thinking skills. StudySync, accessible anywhere, anytime, and on any device, offers teachers both resources and classroom management tools that empower instruction. This program provides a fully customizable suite of lessons, writing prompts, and rubrics that allow for scaffolding and differentiated instruction, plus multiple means of formative and summative assessment, including eAssessment. In this session the presenter will introduce features of this digital program and shows the benefits for both learners and teachers.

AM
003

LEIS, Adrian

Oxford University Press (Japan)

Discussions on Using Electronic Textbooks in the EFL Classroom

In the past few years, society has moved from the first to the second era of smartphones and tablet computers. We are progressing from a time

in which owning a smartphone or tablet computer seemed to bring the owner some advantages to an era in which those who do not own at least one of these devices are at a distinct disadvantage in many important areas of society. The field of education, including teaching EFL, is no exception. In this presentation, I discuss the use of eTextbooks in university classes from the perspectives of both teachers and students. In addition to these discussions, I introduce various applications that can be used in cooperation with an eTextbook providing a more efficient classroom experience for all involved.

MOSER, David
Cambridge University Press (Japan)

AM
004

Interactive Online learning with Cambridge and Discovery Education™

Cambridge University Press, in partnership with Discovery Education™, has developed interactive online learning tools, ranging from next generation readers to coursebooks for developing academic skills and language. Combining the rich content of Discovery Education™ with the easy-to-use Cambridge Learner Management System providing students with interactive activities and practice, keeping them fully engaged in this modern learning environment.

RITCHIE, Mark
PressReader (USA)

AM
005

Reinventing Language Learning: How Technology Helps Students Seamlessly Integrate Learning Into Their Day-To-Day Lives

Technology is radically changing the way we learn languages, and it's becoming easier and easier to integrate language learning into our everyday lives. In this session, Mark Ritchie, Director of Libraries at PressReader, will discuss innovative tools that empower students to practice and learn languages at record speed. Learn how language professionals can use tools like PressReader, and others to supplement their teaching in an engaging and relevant way for students. PressReader is an all-you-can-read digital newspaper and magazine service that puts the entire world's news at your fingertips providing unlimited access to

Sponsored Presentations

3,600+ full-content titles, from over 100 countries, the instant they're published.

SAKURADA, Mitsuru
Macmillan Language House (Japan)

AM
006

Macmillan Language House Digital Products Overview

Macmillan currently has number of high quality online language teaching materials available for purchase. Whether you are a professor at a university or a teacher at a private language school for teenage students preparing for university entrance exam, we have carefully graded online materials to cover and check wide range of competence level in many areas of the ELT field.

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Saturday Schedule

08:30 – 17:00	Registration
09:10 – 09:20	Opening Ceremony
09:30 – 10:10	Session 1
10:20 – 11:00	Session 2
11:20 – 12:00	Session 3 Poster presentations
12:00 – 13:10	Lunch (available at cafeteria)
13:10 – 13:50	Session 4
14:00 – 14:40	Session 5
14:50 – 16:20	Session 6
16:30 – 16:50	CALL AGM
16:50 – 17:50	Keynote Address: Ema Ushioda
18:00 – 18:30	Travel to the Networking Reception by bus
18:30 – 20:30	Networking Reception

Sunday Schedule

08:30 – 13:00	Registration
09:30 – 10:10	Session 1 Poster presentations
10:20 – 11:00	Session 2
11:10 – 12:10	Plenary Address: Rab Paterson
12:20 – 13:10	Lunch
13:20 – 14:00	Session 3
14:10 – 14:50	Session 4
15:10 – 16:30	Round table discussion and closing ceremony



語学教育研究センター
Language Education and Research Center

FLOOR PLANS

4th floor, Building 1

