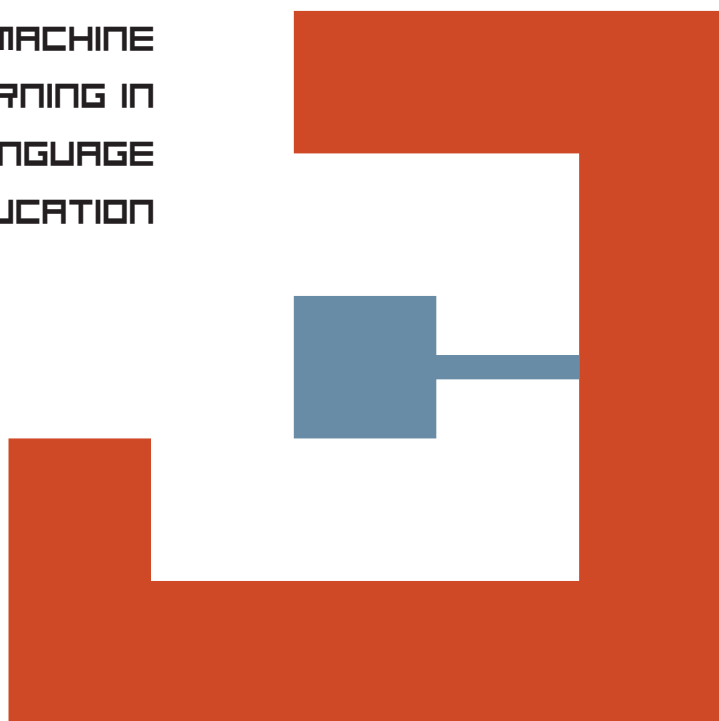


AI AND MACHINE
LEARNING IN
LANGUAGE
EDUCATION



JALTCALL
2019

JOINTLY HELD WITH
ROYAMA GAKUIN UNIVERSITY
FOREIGN LANGUAGE CENTER

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Schedule

Friday Workshops May 31st Building 15

- 18:30 – 19:40 Workshops 1, Rooms 15-605, 15-606
- 19:50 – 21:00 Workshops 2, Rooms 15. Rms 15-605, 15-606

Saturday June 1st Building 15

- 9:30 – 17:00 Registration
- 10:00 – 10:30 Session 1
- 10:40 – 11:10 Session 2
- 11:20 – 12:20 Plenary Speech **Building 17, Room 17-309**
- 12:20 – 13:20 Lunch
- 13:20 – 13:50 Session 3
- 14:00 – 14:30 Session 4
- 14:40 – 15:20 Poster Presentations **Room 15-513**
- 15:30 – 16:00 Session 5
- 16:10 – 16:40 Session 6
- 17:00 – 18:20 Keynote Address **Building 17, Room 17-309**
- 18:30 – 20:30 Networking Reception **Ivy Hall (Page 101)**

Sunday June 2nd Building 15

- 09:30 – 13:00 Registration
- 10:00 – 10:30 Session 7
- 10:40 – 11:20 Poster Presentations **Room 15-513**
- 11:30 – 12:30 Plenary Speech **Rooms 15-606 (main room) & 15-605 (live-streaming overflow room)**
- 12:30 – 13:20 Lunch
- 13:20 – 13:50 Annual General Meeting
- 14:00 – 14:30 Session 8
- 14:40 – 15:10 Session 9
- 15:20 – 15:50 Session 10
- 16:00 – 16:45 Roundtable
- 16:45 Conference Ends

Welcome!

Joint Message from the Conference Co-Chairs and the Site Chair

Welcome to the JALTCALL2019 and Aoyama Gakuin University Foreign Language Centre Joint Conference on “AI and Machine Learning in Language Education!” On behalf of the organizing committee, we would like to extend our warmest greetings and appreciation for your attendance this weekend.

Recently, it seems like artificial intelligence and machine learning (AI/ML) have been dominating the headlines and no matter where you look—Japan’s “Society 5.0” vision, the European Commission’s “Artificial Intelligence Policy,” the “American AI Initiative,” or China’s “New Generation Artificial Intelligence Development Plan”—there is one constant refrain: AI/ML have only just begun to create massive societal change on a scale that humanity has never seen before.

For over two and a half decades, JALTCALL has been helping teachers navigate technological disruption and innovation to benefit their students. We are immensely grateful to all of our tireless collaborators who have helped us continue this work in the emerging world of AI/ML at this year’s joint conference: the student interns, the AM sponsors, the AGU staff, our Site Chair, Dr. Hiroyuki Obari, and the financial and logistical support of the AGU Foreign Language Centre. It has only been with everyone’s support that we were able to offer you such a wonderful joint conference.

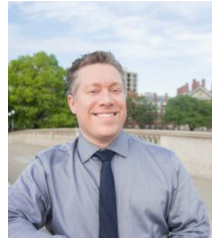
On Saturday, the AGU Foreign Language Centre has invited all of the JALTCALL2019 attendees to their Japanese-language presentations which will feature Professor Masayuki Ida, Aoyama Gakuin University Graduate School of International Management; Professor Hiroyuki Obari, Director of the Foreign Language Centre, Aoyama Gakuin University College of Economics; Professor Hisayo Kikuchi, Aoyama Gakuin University School of Global Studies and Collaboration; and Atsushi Yanagida, Amazon Japan, Alexa Business Headquarters and Mobile Business General Manager.

On the JALTCALL side of things, our Keynote speaker is Professor Evgeny Chukharev-Hudilainen, Iowa State University; and our Plenary speakers are Professor Makimi Kano, Kyoto Sangyo University Faculty of Cultural Studies; and Professor Hiroaki Ogata, Kyoto University Academic Center for Computing and Media Studies and the Graduate School of Informatics.

Again, thank you for your participation and we hope you enjoy your time on the lovely and historic Aoyama Gakuin University campus in the heart of downtown Tokyo.

Ryan Barnes and Tom Gorham, Conference Co-chairs

Dr. Hiroyuki Obari, Conference Site Chair



Tom Gorham



Ryan Barnes



Hiroyuki Obari

Sponsors

JALTCALL would like to thank the following for their generous sponsorship.



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Web: <https://mangosteems.com>



Tryalogue

Contact: contact@tryalogue.co.jp

Web: <https://www.tryalogue.co.jp>

Conference Team

Conference Co-Chairs	Ryan Barnes and Tom Gorham
Conference Site Chair	Hiroyuki Obari
Web Design & Programming	Gary Ross
Web Content	Paul Daniels & Gary Ross
Vetting Chairs	Robert Chartrand & Douglas Jarrell
Treasurer	Maki Ho
Registration	Chika Fujimoto & Douglas Jarrell
Scheduling	Douglas Jarrell
Publicity	Louise Ohashi
Associate Member Liaison	James York
Friday Workshops	Paul Daniels
Handbook Layout	Gary Ross, NewInk and Paul Mason
Handbook Editor	Edo Forsythe & Gary Ross
Networking Reception	Hiroyuki Obari
Student Help Co-ordinator	Steve Lambacher
Speaker Coach	Curtis Kelly

Vetting Team

Each vetted presentation was double-blind reviewed by experienced reviewers who took great care and effort to read each abstract individually and offer constructive criticism where needed. The vetting chairs then contacted the authors to offer them an opportunity to make changes based on the two reviewers' comments and made a final decision on their proposal acceptance to the conference. This year, 130 proposals were accepted for presenting at the JALTCALL2019 conference. We would like to thank all of the reviewers on the vetting team who worked very hard to make this conference a success.

Robert Chartrand and Douglas Jarrell, *Vetting Chairs*

Vetting Team in alphabetical order

Brian Teaman	Bruce Lander	Christine Leahy
Edo Forsythe	Jessamine Cooke-Plagwitz	Joseph Dias
Kevin Ryan	Marcia Johnson	Rich Bailey
Ryan Barnes	Stephen Henneberry	Steve Lambacher
Thomas Robb	Tom Gorham	Ursula Stickler

JALTCALL2019 is the result of the efforts, energies, and input of many people from around Japan and overseas. To the presenters, our commercial sponsors, attendees, and all who have helped, the conference team wants to give you a big THANK YOU!

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 <https://jalt.org>.

Announcements

Live conference schedule

The live version of the conference schedule (<http://s.jaltcall.org>) provides a list of ongoing and upcoming sessions so you can see what sessions are available at the moment. It is mobile-friendly and convenient, so check it out throughout the conference. You can also favorite presentations so that you can find them easily. You will need to be logged in to the member's site in order to use the live schedule.

Notes for presenters

Presenters should bring their own computer. The presentation rooms are both HDMI and VGA compatible, and both types of cables will be provided by the CALL SIG. Speakers are provided in all presentation rooms, but presenters need to bring their own audio cable. Please bring your own adapters / dongles for your computer. The tech-desk may have some adaptors for loan, but only a limited number. See the conference venue website for detailed pictures of the consoles: <https://conference2019.jaltcall.org/venue/>



Posters

Posters will be in the 13th Conference Room on the 5th floor. The university will provide a mix of larger and smaller magnetic whiteboards to mount the posters. Please bring your own magnets. The dimensions are 135x75cm expandable to 135x150cm. Whiteboards will be assigned on a first-come basis.

Cloakroom + First Aid

You may leave your suitcase and other belongings in the cloakroom, located in the cloakroom. Please make sure you 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, JALTCALL and Aoyama Gakuin University cannot be held responsible for any loss.

A First Aid pack is available if required with Band-aids, bandages, etc.

Prayer room

Ramadan Kareem. A room will be available to anyone wishing to pray or needing some private time during the conference. Ramadan 2019 is from Monday, May 6 to Tuesday, June 4 (Mecca time). No information about the orientation of the room is available at this time. We apologize for any inconvenience this may cause.

Family room

You may need some down time with your child during the conference- we have reserved a room for that. Feel free to let your child rest, sleep, or play here under your close supervision. We wish our conference site to be as welcoming to everyone as possible.

Lunch Options

The school cafeteria will be open on Saturday. There are many reasonable restaurants and cafes in the area surrounding Aoyama Gakuin University. See the conference website for details.

Networking Reception

There will be an evening reception on Saturday, June 1st from 18:30-20:30. Entry to the reception is included for participants who pre-registered and pre-paid only. The venue for this reception will be in the university's Ivy Hall.

There will be student volunteers to guide you all to this venue after the Keynote on Saturday afternoon. ONLY those participants with name badges showing the correct marking will be welcome to join the reception. Please remember that smoking is not permitted on campus at any time.

Post-conference feedback survey

The JALTCALL2019 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 2019 Post-conference Feedback Survey available at <https://www.surveymonkey.com/r/Q8SK5PC>. The survey should take no more than 5 minutes 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 Publication

JALTCALL2019 will be producing a post-conference publication this year. Naturally, authors have the option to submit their manuscripts for publication in the JALTCALL Journal, but this year there will not be a special, post-conference edition of the Journal, as we have had in previous years. The details for the post-conference publication are being finalized and the deadline for submissions for this year's publication will be announced as soon as possible. Guidelines for authors will be similar to manuscripts submitted to the JALTCALL Journal and are located at <https://jcj.jaltcall.org/>. Direct your questions to the SIG Publications Chair, Edo Forsythe, at sig-publications@jaltcall.org.

Featured Speakers

Keynote speaker

Evgeny Chukharev-Hudilainen

Iowa State University, United States

Evgeny Chukharev-Hudilainen, Associate Professor in the Applied Linguistics and Technology Program at Iowa State University, uses his combined expertise in cognitive linguistics, computer science, and natural language processing to design, build, and evaluate technologies for second language learning and assessment. His growing research program has been funded by the College of Liberal Arts and Sciences at ISU and the National Science Foundation. In his spare time, he works as an industry consultant, which helps him keep up with the current trends in software development.



Keynote abstract on page 67

Plenary speakers

Makimi Kano

Kyoto Sangyo University, Japan

Makimi Kano is a professor in the Faculty of Cultural Studies at Kyoto Sangyo University, Japan. Her research interests include corpus-based lexical research, lexicography, extensive reading, extensive listening, and vocabulary acquisition.



Plenary abstract on page 80

Hiroaki Ogata

Kyoto University, Japan

Hiroaki Ogata is a professor at the Academic Center for Computing and Media Studies, and the Graduate School of Informatics, Kyoto University, and an associate member of Science Council of Japan. His research includes Computer Supported Ubiquitous and Mobile Learning, CSCL, CALL, and Learning Analytics. He has published more than 300 peer-reviewed papers including SSCI Journals and international conferences. He has received several Best Paper Awards, and gave keynote lectures in several countries. He is an associate editor of IEEE Transactions on Learning Technologies, RPTEL and IJMLO, and also an editorial board member of IJCSCL, IJAIED and JLA. He is an EC member of SOLAR and APSCE societies.



Plenary abstract on page 29

Presentation Abstracts

Abstracts are listed in the order they appear in the schedule. Presentations are divided into the following categories: Keynote, Plenary, Paper Presentation, Show & Tell, Poster, and Workshop. Sponsored presentations are identified as such. The room number is shown on the right.

Friday

Workshop 1

Friday 6:30 pm - 7:40 pm
15-605

Satchie Haga
Rikkyo University

Going digital: Increase collaboration and reduce your dependence on paper in the classroom

Friday Workshop

The cost of using paper in your classrooms is more than the initial purchase cost. There is the financial cost of printing, storing and disposing of unused copies, as well as the time spent preparing and copying handouts. This is in addition to the environmental costs associated with producing and discarding paper. Going digital not only alleviates these costs but also affords a number of benefits including enabling students to work asynchronously on projects and interact with dynamic data and allows teachers to store and access student work easily. Many teachers are aware of these costs and benefits but struggle with the challenge of transitioning from traditional paper-based teaching practices to a digital classroom. Following a brief introduction on the facilitator's own personal paperless project, this discovery workshop will require participants to first analyze their current practices and paper usage through diagnostic tests. Next, we will discuss strategies and tools that can be used for activities and living documents in the cloud, interaction with students, and to enable timely feedback. Then, obstacles will be explored with consideration to the attendees' local context. Finally, participants will develop a practical plan of action with the aim to promote interactive and dynamic learning in a digital environment that will reduce dependence on paper in the classroom.

Friday 6:30 pm - 7:40 pm
15-606**Thom Rawson**
*Nagasaki International University***Tracking student study activities
using Moodle database activities
and Google spreadsheets**

Friday Workshop

Getting students motivated to study on a weekly basis is challenging. Asking them to perform “study logging” activities is useful in focusing their attention on the task, but checking their logs and keeping up with a weekly barrage of assignments can be challenging and cumbersome for instructors to manage. Using the Moodle database module and Google Sheets with complex formulae, the presenter will demonstrate using hands-on techniques some ways to manage these activities both smoothly and timely with the optimal amount of feedback available for the student. Knowledge of Moodle, the Moodle database activity, Moodle Group concepts, Google Suite (docs, sheets, etc) is helpful in (but not required for) grasping the concepts in this intermediate workshop.

Workshop 2Friday 7:50 pm - 9:00 pm
15-605**Paul Raine**
*J. F. Oberlin***Digital English Activities, Tools, and
Assignments: Apps 4 EFL and EFL.Digital**

Friday Workshop

In this presentation, the speaker will introduce and demonstrate a wide selection of web-based digital English activities, tools and assignments. Apps 4 EFL (apps4efl.com) is a Web-Based Language Learning (WBLL) platform which has been developed by the presenter over the past five years, and features 24 web applications that provide opportunities for autonomous listening, reading, writing, and speaking practice. Student engagement with the platform can be easily monitored and tracked by teachers, and progress records can be easily downloaded and integrated into grading schemes. EFL.Digital is a new web platform that features 10 different assignment types that can be customized by teachers, and cover all four skills. Assignments include the likes of LingoLab, which offers an innovative solution for vocabulary development, as well as text and video

cloze creation tools for easy assessment of reading and listening skills.
Invitations for beta testing will be provided to interested attendees.

Friday 7:50 pm - 9:00 pm
15-606

Gordon Bateson, Brian Neilsen
Kochi University of Technology

Using Competency-Based Education (CBE) features in Moodle

Friday Workshop

This workshop includes practical demonstrations on how to use Competency-Based Education (CBE) features in the Moodle learning management system. First, participants will be provided a quick overview of the administrative steps required to set-up CBE features in Moodle, and how competencies are then associated to completion of a Moodle course or to specified activities. Under the guidance of two workshop presenters, participants will then experience using the main CBE features on a live Moodle site in both the role of a teacher, and as a student. As teachers, participants will be able to monitor students' progress in attaining target competencies, and can manually rate a particular student's competencies. Teachers with relevant capabilities will also be able to review student learning plans via a learning plans block, and can also view any evidence of prior learning that students submit. As students, participants will be able to search for courses and activities that have been associated with competencies. As students, participants will also be able to track their own progress in a learning plan and can upload documents to a teacher as proof of prior learning, or for review.

10:40

15-404

Joe Terantino
Oklahoma State University

11:20

**Fostering intercultural sensitivity
through an online cultural module:
Examining students' interactions
with target cultural informants**

Paper

1:20

2:00

2:40

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5:00

Drawing on Bennett's (1993) model for intercultural sensitivity, this paper explores the use of various technologies within an online cultural learning module and their ability to aid in developing intercultural sensitivity among students ($n = 36$) enrolled in university beginning-level, Japanese language and culture classes in the U.S. The module, delivered with SoftChalk, engaged students in an exploration of *kawaii*, manga, anime, *geinōkai*, Japanese fashion, and *jeioppu*, and included online presentations by and discussions with native speakers of Japanese, target cultural informants through computer-mediated communication and videoconferencing. Data collection included a background survey, cultural and world viewpoint statements, pre- and post-tests on cultural knowledge, online discussion threads, videoconferencing recordings, and student focus groups. Discourse analyses and paired sample t-tests of the students' cultural and world viewpoint statements revealed significant growth and moderate variability in intercultural sensitivity after completion of the online module. Analyses of discussion and focus group transcripts revealed that the various technological aspects of the online cultural module contributed to an increase in students' intercultural understanding. Last, the students attribute this increase in understanding to the inclusion of native speakers' perspectives in the module and acknowledge the pedagogical value of technology in presenting authentic cultural materials. These findings highlight the ability of an online cultural module to deliver explicit cultural instruction enhanced with the participation of target cultural informants and its effectiveness in providing a venue for the development of intercultural skills via cultural exploration and synchronous discussion.

10:00

Saturday 10:00 am - 10:30 am
15-405

10:40

Charles Wiz, Bill White
*Yokohama National University***Does machine translation impact L1 and L2 writing? And does it matter?**

Paper

11:20

Machine translation (MT) is often considered an inappropriate tool for learning. Anecdotal evidence suggests that MT is often used by students with limited English skills. Rather than assuming that MT has little or no pedagogical value, we investigated whether MT can affect grammar and syntactic knowledge. Japanese university students, taking required English language courses ranging from false beginner to high intermediate levels, were asked to write about a past holiday or vacation in Japanese. They were instructed to use Google Translate to generate English texts, and uploaded the translated texts to online grammar and style checkers. Based on feedback, the students made corrections to the English texts. The students repeated this process but wrote about plans for an upcoming holiday or vacation. The revised texts were checked for grammar and syntactic errors. A post treatment grammar and style test was administered after both sets of tasks were completed. The results were compared to a control group that used the online grammar and style checkers but not MT. This presentation will discuss the results of the study, focusing on how online writing tools can best be used for students of differing levels, whether or not MT is a viable tool for teaching L2 writing, and how learners modify their L1 writing for MT.

1:20

2:00

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3:30

Saturday 10:00 am - 10:30 am
15-406

4:10

Cory Kobayashi
*Miyagi Gakuin Women's University***Maximizing student engagement in extensive reading using a hybrid analog and digital approach**

Paper

5:00

Extensive reading (ER) is a widely practiced approach to fostering second language acquisition, particularly in the EFL context. At its very foundation, ER calls for massive input of the target language in easy to comprehend text at the whole-story level. Historically, texts were provided in printed form as graded readers. With the proliferation of e-books in recent years from all major publishers, it may be

10:00

tempting to migrate towards what some may view as a progressive model of ER which embraces technology. But how does this align with learner expectations and preferences? This presentation will outline a rather ambitious ER programme which requires a minimum of 540,000 words of reading by Japanese university students over the four semesters, and makes use of both an extensive collection of paper-based graded readers and a library of over 1,000 digital readers.

10:40

Reading progress was tracked using short comprehension quizzes for each book taken via digital device, and recorded on the ER-specific LMS, XReading. Data collected over the past three years will be presented, including a description of the unique approach the instructor took which resulted in over 30% of students reading over 1,000,000 words in two years. Semi-structured interviews were conducted with some of the highest performers in order to identify particular keys to their success. Results of these interviews suggest that, in the spirit of Day and Bamford (1998), providing student choice in the form of both digital and paper books may foster maximum student engagement with ER.

11:20

1:20

2:00

Saturday 10:00 am - 10:30 am

15-407

Alan Schwartz
EnglishCentral Inc.

2:40

Using Machine Learning to Power Speech Assessment in ELL

Sponsored

3:30

EnglishCentral has collected the largest corpora of non-native students speaking English on the planet, with over 300 millions lines of spoken speech from students using EnglishCentral's self study interactive video player. EnglishCentral also gives over 10,000 live 1:1 lessons each week using its online teacher platform. By combining this speech data from spoken self-study practice with feedback from teachers in live lessons, EnglishCentral has developed a "machine learning" loop focusing on assessing students' speech. The results allow EnglishCentral to both identify the most problematic words spoken based on the millions of lines of speech, plus assess students' speaking competency based on "task completion" by adding in the human assessment in the machine learning loop. This system, which this session will demonstrate, is now being deployed in high schools in Japan.

5:00

10:00

Saturday 10:00 am - 10:30 am

15-408

Masami YASUDA*ex Kwansei Gakuin University*

10:40

How to use augmented reality technologies for communicative activities with EFL eBooks and audiobooks

11:20

Show & Tell

An increasing number of language teachers are using ICT technologies in CALL. Blending reading and audio listening, in particular, has been a challenge for CALL. eBooks and audiobooks on mobile gadgets have rapidly become valuable for audio based self-study of a variety of reading resources. This paper reports on almost a decade of personal action research on adopting eBooks and audiobooks for Japanese EFL classes on a university level. More and more popular stories are becoming available in the public domain and some are uploaded with human narration to designated servers and on YouTube channels. Using these resources, and preparing blank question form sheets for the class to exchange, success has been achieved in creating good pair work for meaningful communicative activities in and outside the classes. This paper demonstrates how to incorporate technologies of AR or Augmented Reality tools to enrich peer to peer drills on YouTube videos and to exchange question and answer pair-work on audiobook videos. The resources for this project are available free at the SAG-AFTRA Foundation's award-winning children's literacy website, Storyline Online. The paper briefly introduces the current trends of Augmented Reality and discusses both the merits and limitations of such innovation in language teaching. The presenter demonstrates how to implement AR for actual classroom-tested lesson plans. Participants are encouraged to bring their own Wi-Fi enabled smartphones or tablets, either Android or iOS, where you can install an AR application and experiment with an exchange of videos, Power-Point slideshows, audio, and still pictures.

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Saturday 10:00 am - 10:30 am

15-501

10:40

Alexander Krieg
Kobe Gakuin University

Emosta EmoReader: Including automated emotion recognition technology in second-language speaking skills training

11:20

Show & Tell

Much instruction in second language speaking skills training has historically emphasized the content of what is said over how the message is conveyed (Johnson & Szczupakiewicz, 1987). However, conveying emotion is an essential communication skill that facilitates forming a connection with one's listeners (Planalp, 1998; 1999; Matsumoto, Wallbott, & Scherer, 2005). Although it is likely that most second language teachers are aware of the importance of non-verbal emotion communication skill, there is a lack of concrete methodology to examine it and provide standardized feedback to students. In this show-and-tell presentation, we present the Emosta EmoReader as a possible way to collect relevant emotion data from student speeches and audience reactions using deep learning (AI) technology. Following a brief description on how the algorithm was trained, we show clips of two speeches in English by non-native speakers, one of higher quality than the other. Then, we display the EmoReader output and the relevant emotions conveyed through facial expressions at various times during the speech. After noting differences in emotion profiles between the two speakers, we demonstrate the general analytic strategy as well as the type of feedback given to the students. Three follow-up demonstrations show (1) how the students' speeches improved during subsequent performances, (2) how to gather additional insight from audience reactions to the speech, and (3) how to use time series data to identify overall evaluations of a speech performance such as "persuasive", "informative" or "inspiring."

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Saturday 10:00 am - 10:30 am

15-502

5:00

Jesse Patterson, Michael Giordano
Ritsumeikan University

Slaying the Dragon: Interviewing on a budget with YouTube

Show & Tell

Qualitative and mixed-methods research is often dependent on interviewing as a primary data collection method. Those interviews

10:00

need to be transcribed and coded before any data analysis can be performed. One of the most frustrating and time consuming parts of transcription is that it requires expensive software and an extensive time investment. The objective of this presentation is to introduce YouTube's automatic captioning service, Google's Automatic Speech Recognition (ASR) algorithms, and built-in caption editor as alternatives to both manual and automatic transcription processes.

10:40

YouTube's automatic caption service will be compared to existing methods of transcription and samples containing non-native and native speakers in various interviewing conditions will be used to illustrate the viability of this transcription approach. Considering the criteria of expense, features, accuracy, time on task, support, and ease of use, transcribing with YouTube will be compared to Dragon Professional Individual, Descript, Rev, Express Scribe, and OTranscribe. While YouTube may lack some of the benefits of services and software made for transcription, for the practical needs of action researchers with limited time and budgets, it can be an efficient and laborsaving option. Effective recording, editing, and formatting techniques will also be introduced in order to make the most out of YouTube's automatic subtitling service.

11:20

1:20

2:00

Saturday 10:00 am - 10:30 am

15-605

2:40

Jean-Paul Duquette
University of Macau

Why they learn English in a virtual world

Paper

3:30

Since 2003, Linden Lab's Second Life has functioned as an online sandbox environment in which "residents" are able to chat with other users from around the world, design virtual items and environments, role-play and join various sorts of support and learning groups. Volunteer language learning communities in particular have a long history on the platform. What motivates lifelong learners to stay active for years in Second Life language learning groups? Are there affordances of an avatar-centric virtual environment that offer benefits unavailable in Massive Open Online Courses or in brick and mortar classrooms? This presentation will review conclusions drawn from a 10 year ethnographic study of Cyprus Chat, an English and Japanese language learning group within Second Life, based on examination of hundreds of hours of recorded online class observations, interviews with students and staff, and research notes on participant observation in the group between 2008-2019. Qualitative analysis suggests that several factors contributed to members' continued participation in the learning group, including an affinity for computer networking technology from a young age and a desire to

4:10

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10:00

socialize with both native speakers and non-native speakers via a safe, cost-free and convenient platform. Interviews with members of another Second Life educational community corroborate the prime importance to online learners of socializing through their avatars as an integral part of the learning process, and this has implications for online educators, university program administrators and lifelong learners considering using virtual worlds environments for language learning.

10:40

Session 1/2

11:20

Saturday 10:00 am - 11:00 am

15-402

Mehrasa Alizadeh*Osaka University*

1:20

The ABCs of 3D modeling with Blender: It's simpler than you'd think!

Workshop

2:00

This workshop targets instructors who are willing to venture “the road not taken” by moving beyond being mere consumers of digital technology into future developers of their own customized immersive learning experiences. Alongside the rapid advancement of technology and changing tastes of learners, a growing number of platforms are being developed by giant tech companies, like Google, which (will) allow anyone without a solid knowledge base of app development and coding to build their own tools and resources. One group of people who could greatly benefit from this change is language teachers and educators. In order to empower teachers with the ability to create immersive educational apps and websites, one necessary skill to gain is 3D modeling. It might sound intimidating at first glance, but in fact, there are numerous software programs with a variety of functions to easily develop original 3D models. In this workshop, we aim to learn the basics of a computer graphics open source software program called Blender with which very basic to professional 3D models can be created. Three-dimensional models created in Blender could be exported to teacher-created/third-party apps and websites so as to provide language learners with more engaging and visually appealing content. In order to make the best use of this professional development workshop, attendees are recommended to bring their own devices as well as download and install Blender in advance (<https://www.blender.org/download/>).

2:40

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5:00

Saturday

10:00

Saturday 10:00 am - 11:00 am

15-403

10:40

Robert Swier
Kindai University

How computers learn language: A brief introduction to A.I., machine learning, and computational linguistics

11:20

Workshop

Machine learning and artificial intelligence have already begun to affect society in profound ways. The pace of these changes will only accelerate as technology improves. While all fields of education will be affected by these technologies, language education in particular will experience some of the greatest effects due to an intense focus by researchers on the intelligent processing of natural language. This discussion-based workshop will present a broad and straightforward introduction to the underlying techniques that allow computers to produce intelligent behavior. Topics will include the foundational questions of A.I. (e.g., the Turing test and whether computers can really be intelligent) as well as the evolution of A.I. techniques from the early days of hand-coded systems to the statistical approaches and deep learning systems of today. We will pay particular attention to how these techniques have been applied to natural language in order to produce everything from spell checkers and part-of-speech taggers to voice assistants and machine translation systems. We will end with an open discussion on the implications these technologies have for language teaching now and in the future.

1:20

2:00

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3:30

Saturday 10:00 am - 11:00 am

15-507

Daniel Beck
Rikkyo University

4:10

Effective data visualization techniques for teaching and giving academic presentations

Workshop

5:00

Effective data visualization requires more than entering data into a spreadsheet and using the default charts generated by the software program. This is even more true for slides projected onto a screen than it is for charts printed on paper. The resolution of the projector, the size and lighting of the room, and the nature of presentations requires extra thought, planning, and execution if the audience is to grasp the essence and importance of the message of the presenter.

10:00

The presenter must consider issues such as size, color, visual impact, and timing to clarify and emphasize their message. This workshop will review principles of data visualization in presentations and demonstrate techniques and tips for preparing data slides and for teaching students how to prepare effective data slides. Participants will be able to follow along with their devices. They will also have the opportunity to share from their own experiences. There will be a question and answer time at the end.

10:40

Session 2

11:20

Saturday 10:40 am - 11:10 am

15-404

Robert Anthony Olexa
IPU

1:20

Using TUMBLR for EFL Writing in the Japanese University Classroom

Paper

2:00

Interest in microblogging for educational purposes has increased (Dowling, 2013). However, it is unclear to what extent this is being explored in Japan where only a reported 44% of universities offer classes with an online component (MEXT, 2017). Japanese university students in core English classes were asked to complete a final project using the microblogging platform TUMBLR. Over a 15-week semester, students were required to post weekly. English content had to be at least three sentences long and use the weekly grammar point from the Cambridge Firsthand series textbooks. Data were collected over two years, compiled and then analyzed using Compleat Lexical Tutor (<https://www.lex tutor.ca/>). While students were able to complete the project, some problems arose. For example, many students used translation apps and then posted the English output. Examples of the most common translations and suggestions for how to spot them will be given. Example phrases like “Cheers for good work is” or “today I exerted myself” were often used and signaled that students were using translation sites. Furthermore, many students failed to diversify their use of English Grammar, opting to use two or three forms, such as the past tense or “I like”. Last, while a critical benefit of microblogging is the opportunity for interaction in English and feedback from other users, Gunduz (2016) discusses the possibility that blogging may also be a source of anxiety for English learners. This seems to be the case in the study where little to no interaction occurs within student posts.

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Saturday

10:00

Saturday 10:40 am - 11:10 am

15-405

10:40 Charles Kelly
Aichi Institute of Technology

How your students can use the Tatoeba Corpus to study English

Show & Tell

11:20

The Tatoeba Corpus (tatoeba.org) is a free-to-use multilingual corpus of sentences and their translations, with over 700,000 good usable proofread English sentences. About 400,000 of these sentences have audio. Even though there are over one million English sentences, many of these would not be good to use with students, either because they are absolutely wrong, or they are just not something that native speakers would naturally say. It's possible for students to limit themselves to only seeing the proofread sentences. Students can benefit from this website by browsing English sentences with or without Japanese translations, or by translating English sentences into Japanese. Additionally, students can limit searches to sentences with a given tag. Tags include such items as imperative, request, SVO, SVOC, restaurant, and hotel. Students can also limit searches by using some of the wildcard words that are used by the project. For example, searching for "Boston" finds many sentence patterns that can take a city name. Searching for "French" finds many sentences patterns that can take the name of a language. Teachers can create lists of sentences on the website that they want their students to read. The complete corpus is downloadable and can be used under the CC-BY license. The presenter will also give web links to teachers for some of the projects using the Tatoeba Corpus.

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Saturday 10:40 am - 11:10 am

15-406

4:10 Ya-Chen Chien, Donald Carroll
National Taipei University of Education

Language learning in the virtual environment

Show & Tell

5:00

Minecraft provides the context for EFL learners to learn the language in ways that make sense to them. For EFL learners in Asia learning English through the communicative language learning approach, we often find young learners practicing sentence patterns and engaging in role-playing or task-based semi-authentic communications in classroom settings. However, if learners can be immersed in the Minecraft

Saturday

10:00

virtual world, it would resolve our issue of the lack of context in EFL settings because learners will be exposed to the diverse environments in Minecraft and be able to engage in authentic conversations while doing lively actions such as building a house in the game. The virtual environments and different biomes in Minecraft have allowed

10:40

language educators to build theme-based lessons: farming, exploring underwater temples, securing villagers in the desert, polar-bear viewing, sea turtle habitats, and game building etc. This presentation showcases how to use Minecraft to 1) provide comprehensible language input, 2) provide opportunities for situated language output, and 3) engage learners in working with other learners across the globe with team building challenges and cultural awareness talks.

11:20

A vocabulary analysis of a corpus of 50,000 words from transcripts of Youtube Minecraft videos may shed some light for incidental vocabulary learning during Minecraft play. Also, Minecraft language learning lessons for intermediate learners will be shared. Videos of two EFL learners, a 10-year-old Taiwanese boy and an 8-year-old Brazilian boy engaged in conversations during building challenges, will be analyzed as evidence to support language learning possibilities during play.

1:20

will be analyzed as evidence to support language learning possibilities during play.

2:00

Saturday 10:40 am - 11:10 am

15-407

Paul Raine

2:40

J. F. Oberlin University

How will AI affect ELT jobs?

Show & Tell

3:30

In recent years, futurists and economists alike have been highlighting the potential disruptive impact of AI on a range of different industries and professions. Some reports suggest that advancements in Artificial Intelligence could affect 20% of the global workforce. What is less clear is the extent to which occupations requiring “human interaction,” such as doctors, lawyers, and teachers, will be affected.

4:10

This presentation specifically examines the conceivable impact of AI on ELT jobs, including teachers, materials writers, and examiners. It highlights advancements in the areas of speech synthesis, speech recognition, content creation, text analysis, and machine translation, and provides specific examples of recent developments in each area.

5:00

In relation to the overall impact of AI on ELT, two positions are established: a modest view, where AI augments or substitutes some traditionally human roles; and a radical view, where AI negates the need to learn a language altogether. The presentation tentatively concludes with the prediction that highly conservative educational institutions in Japan are unlikely to be significantly disrupted by AI

Saturday

10:00 in the short to medium term, but a gradual erosion of the roles of human educators is possible in the long term.

Saturday 10:40 am - 11:10 am

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15-408

Ian Brown

Matsuyama University

Excellent LMS for your smartphone and iPhone - Schoology

11:20

Show & Tell

Learning Management Systems can be a useful tool for CALL. Most CALL teachers are aware of or used these sometime. Now, with the recent rapid development of “Mobile Assisted language Learning” (MALL) and “Bringing your own devices” (BYOD), teachers need an LMS that is fully functional on mobile devices to be used in any classroom, not just computer rooms. This presentation will report on a free web based LMS, Schoology, that is totally self-sufficient for student use with its app for iOS and Android mobile devices. There are no limitations to the number of classes or students, teachers can set up and it requires only Internet access. It is preferred by the presenter after many years of testing and comparison with other mobile LMSs and used now in all his classes for Blended Learning with weekly and final tests, providing class information and links, submission of assignments and homework and other activities. This LMS requires no use of the computer version by students at any time. The Schoology app not only has full functionality compared to the parent computer application but enhanced audio and video capabilities within the app, as well as direct linking with other popular mobile apps. The practicality of using mobile LMSs as an alternative to computer LMSs will be discussed, along with the various capabilities. This presentation will be important for anyone interested in MALL and BYOD in order to choose a fully functional and capable mobile-friendly LMS to open new doors in any classroom.

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Saturday 10:40 am - 11:10 am

15-501

10:40

Christopher Tempest
Sojo University

Technology use in class: what is an appropriate balance between technology-based and paper-based materials?

11:20

Show & Tell

Technology has evolved in leaps and bounds over the past few decades to the extent that it has become a vital part of everyday life. As more technology becomes more accessible, the more we are seeing it become more prevalent than traditional paper-based materials. Whilst this can bring great advantages to teaching and learning, an over-reliance on such technology can result in detrimental effects and unnecessary stress (Alsied & Pathan, 2013; Marek, 2014). This presentation will introduce such a situation and detail how a course that initially relied heavily on technology, gradually transitioned to a lesser reliance. It also aims to discuss of how to achieve an appropriate balance between technology-based and paper-based materials. The presentation will cover topics ranging from student tablet computers, smart phone usage, Moodle, and paper-based teaching preferences. First the presenter will outline the context, available technology and rationale. Next, problems that occurred throughout the course will be detailed including what solutions were implemented to remedy and prevent further difficulties. Finally, the presenter will explain why a decision was made to reduce the use of technology in the class and discuss the advantages and disadvantages of technology inside and outside the classroom. Time permitting, the audience will be invited to discuss their impression/experience of finding a balance between technology and paper-based teaching and learning.

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Saturday 10:40 am - 11:10 am

15-502

Lisa Barker, Jack Hunsberger III
Kyushu Sangyo University

5:00

Drawing connections between multimodal input and memorisation techniques with Powerpoint/ Keynote and spaced repetition software

Show & Tell

Technology has been a great asset to the EFL classroom, and the ability of language teachers to recognise its application beyond its

10:00

prescribed use can add innovative dimensions to everyday lessons. By incorporating the multimodal capabilities of presentation software like Microsoft PowerPoint and Apple Keynote, and the memorisation techniques of spaced repetition software into our lessons, we find ourselves able to move away from a teacher-centred classroom, and towards one which facilitates learner development in a student-centred way. In this presentation, we will provide practical examples of how we can utilise the multimodal features of Microsoft PowerPoint and Apple Keynote to minimise the use of the L1, explain difficult grammar concepts, tell stories in the L2, and so on, through the use of animations, images, gifs and video. As a point of interest for future research, we will explore how we can facilitate and monitor students' memorisation of these lesson materials by compiling them into a review activity or homework using spaced repetition software. With their algorithms being based on research conducted on long-term memorisation, we will show how we could further aggregate student vocabulary quiz scores and prioritise items that need to once again be reviewed and when.

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Saturday 10:40 am - 11:10 am

15-605

Qiuwen Zhang

Kanazawa Institute of Technology

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Do web-based clickers help students achieve higher test scores?

Show & Tell

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While there is a myriad of research on the utilization of classroom response systems, or clickers, in different disciplines, the correlation between clicker technology and students' improved academic performance remains an area with much to be explored. With the advancement of learning technology and the wave of Bring Your Own Device (BYOD), web-based clickers are becoming a well-established active learning tool. This presentation describes a study of using a web-based classroom response system (Kahoot!) in entry-level English classes at a Japanese university. The study was designed to evaluate the effectiveness of using web-based clickers as a means of test review by assessing the test scores as the outcome variable. The treatment group participated in a class-wide Kahoot! review session before taking tests while the control group received the same review material in traditional paper-based format. The test scores data was analyzed in regard to whether web-based clickers yield a positive influence on students' level of retention and their ability to recall information correctly, two factors that largely decide a student's test score. Finally, the presentation provides insights into other crucial benefits

Saturday

10:00 of web-based clickers and ways to leverage this technology further in student-centered learning.

Saturday 10:40 am - 11:10 am

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15-606

Jon Edwards

Tryalogue

Spicing up ELT material with AR and video

11:20

Sponsored

Increasingly, teachers are competing with media and devices for their learners' attention. The teachers of some subjects, like English reading and writing skills, for example, have a particularly difficult time keeping learners interested and engaged. With this in mind, developers need to integrate more multimedia content into traditional course books and skill books to make the material more accessible and relatable to learners. The presentation will cover ways of using multimedia in the classroom alongside more traditional reading and writing teaching material. Then, it will demonstrate how one paired-skill book incorporates augmented reality and video to enrich the learning experience.

Plenary 1

2:40

Saturday 11:20 am - 12:20 pm

17-309

Hiroaki Ogata

Kyoto University

3:30

Connecting formal and informal learning through learning evidence and analytic framework

Plenary

4:10

The multi-disciplinary research approach of Learning Analytics (LA) has been providing methods to understand learning logs collected during varied teaching-learning activities and potentially enrich such experiences. However, LA is mainly focusing on formal learning in classrooms. This talk will explain how technology can help to entwine formal and informal learning and to extract evidence of effective teaching-learning practices by applying LA and developing novel techniques. It focuses discussions on realizing a technology-enhanced evidence-based education and learning (TEEL) system. This talk will propose the Learning Evidence Analytics Framework (LEAF) and draw a research road-map of an educational big data-driven evidence-based education system. Teachers can refine their instructional practices, learners can enhance learning experiences

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and researchers can study the dynamics of the teaching-learning process with it. While LA platforms gather and analysis the data, there is the lack of a specific design framework to capture the technology-enhanced teaching-learning practices. Finally, this talk will present the research challenges to smart evidence-based education.

10:40

Session 3

Saturday 1:20 pm - 1:50 pm

15-404

11:20

Gary Ross, Stephen Henneberry, Glen Norris
Kanazawa University

**An analysis of online speech
in the classroom**

Paper

1:20

Speech Recognition (computerized listening) and Synthesis (computerized speech), generally shortened to Speech Recognition, is the most important interface development in technology, representing the final stage in human to device interaction. Technologies such as Siri promise to revolutionize our interactions with our devices. For the language learner, the ability to speak to a device that can simultaneously take on different genders and accents will enable learners to take control of their learning process, by both time and location shifting their practice while working at their own pace, providing learners with vastly more opportunities to practice speaking and receive immediate automated feedback. Speech Recognition's power is that (i) students can practice speaking at any time and receive instant feedback, (ii) every utterance can be stored as machine-readable text in a database allowing computer analysis of student patterns to discern common errors which can then be displayed to the instructor automatically, (iii) machine learning (artificial intelligence) techniques can analyze massive amounts of data to discover deeper spoken patterns as well as syntactic and semantic errors. As the initial part of a 4-year cross-institutional research grant from the Japanese Government (Kakenhi), this paper will present (a) the challenges of setting up such a system for both desktop and mobile, (b) a pattern analysis of over 1,000,000 utterances using the system from 3 Japanese universities, (c) an analysis of the effectiveness of online speaking on student outcomes among those institutions, (d) student feedback and reactions regarding speaking to a machine.

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Saturday 1:20 pm - 1:50 pm

15-405

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Myles O'Brien*Mie Prefectural College of Nursing*

LiveCode – an easy to use, very powerful, free programming tool

Show & Tell

11:20

The presenter will introduce and demonstrate LiveCode (<https://live-code.org>), a powerful all-purpose application development tool that is very suitable for making CALL applications. It uses an English-like programming language, so it is relatively easy for novice programmers to learn the basics, but it also provides a fully-featured visual application development environment, enabling sophisticated and complex programming. It is cross-platform in the extreme: it can be used equally well under Windows, Macintosh, or Linux, and the same source code can generate native applications for any of the other operating systems, for Android or iOS, or even a HTML 5 version which may be used directly in a browser. The presenter will demonstrate the free, open-source version, which has all the capabilities of the commercial version except that applications made using it must also be open-source. It is similar in concept to the program which originally inspired it, HyperCard, a Macintosh-only tool that was extremely popular with early CALL developers. However, it is far more powerful and versatile than HyperCard (which ceased development in 1998) ever was. The presenter will give a demonstration of LiveCode use, going through the operational basics, so that the audience members, non-programmers included, may get a concrete idea of what the programming environment is like and how they might use it. A couple of sample basic CALL applications, item matching and blank-filling, will be used for detailed illustration, and many other multi-media and networking capabilities will be pointed out to give an idea of its potential.

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Saturday 1:20 pm - 1:50 pm

15-406

5:00

Simon Park*Asia University*

Using Instagram to help Japanese students connect in English

Paper

This paper details the usage of Instagram (a social media application) for group exercises in freshman English classes at a Japanese

10:00

university. Instagram was used as a means to motivate students and improve target grammar and vocabulary from the curriculum. Each student in a class created a private Instagram account and connected with the other members of their class. This platform was then used to create group tasks that supplemented the textbook-based curricula of two basic level English classes, according to the CEFR scale.

10:40

The Instagram activities were used in two classes and were based on content and activities from the textbook. The activities used features of Instagram such as the posting of photos and videos, slideshows, public comments and mentions, among others. Quizzes associated with the textbook and supplemental assessments were used to measure student progress. Student evaluations were also employed to measure progress and student engagement. There are implications for language teachers who are interested in exploring new ways of engaging their students, particularly those with low motivation and confidence in their language abilities. This paper also discusses some of the theoretical implications of social media use in language learning, particularly a social constructivist approach and authentic communication.

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Saturday 1:20 pm - 1:50 pm

15-407

Masumi Kai
University of Guam

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**Motivation of online learning
and students' outcomes**

Paper

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Teachers implementing e-learning agree that online education meets the needs of modern students whose daily life and learning style has been changing rapidly. Nevertheless, online language education is not yet prevalent and not widely accepted. There is a persistent argument that online language instruction is not as effective as a face-to-face instruction. The author has been teaching the online Japanese language course for several years. This is a full online course for the beginners level learners. The platform is Moodle and we use Zoom for students to practice conversation each other. In this presentation, we shall claim that success or failure of online language learning is not necessarily attribute to an online instruction itself. We analyzes students' motivations and expectations with respect to online courses and their outcomes. The questionnaire results and the students' final exam scores will be used for analysis. The questionnaire results shows why students choose an online course, what they expect for the online course. We use them as variables and examine correlation between these variables and learners' achievement at the end of the course. Another issue is the teacher's role in an online course.

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In online education, the role of teachers needs to be changed. The teacher needs to manage students' participants and progress more carefully and consistently, rather than just giving instructions and quizzes. In this presentation, we examine what kinds of problems online language education may have, and whether these problems can be overcome.

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Saturday 1:20 pm - 1:50 pm

15-408

11:20

Bradley Irwin
Nihon University

Enhancing community awareness and collaboration through digital storytelling created with a single mobile device.

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Paper

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Although digital storytelling is not a new pedagogic approach to language teaching and learning, recent advances in mobile device technology have made it much more accessible to educators and learners alike. This presentation will detail a case study conducted to explore the feasibility of students using their own mobile device to create engaging digital stories about the cultural assets and areas of interest of a rural university town in eastern Shizuoka. Eighty-three first year undergraduate students participated in a mixed methods, exploratory case study which combined classroom and fieldwork observations, survey data, and in-depth interviews to analyze their opinions and perceptions of using their own mobile devices to create digital stories. The data results were also used to assess the extent to which the project contributed to language learning, collaborative practices, and the enhancement of participants' community awareness. The findings showed that students could create interesting and entertaining digital stories using their mobile devices, meet (and in some cases vastly exceed) language learning goals, and that community awareness increased significantly. This presentation will serve as a guide for experienced and inexperienced educators alike who are interested in incorporating elements of mobile device digital storytelling into their teaching practice.

10:00

Saturday 1:20 pm - 1:50 pm

15-501

10:40

Philip Norton*Kyoto Sangyo University***Instagram as a means of promotion, communication, and education**

Paper

11:20

In a competitive environment where student course enrollment numbers have an impact on funding, course offerings, teacher hiring, and relevance within the university, promotion and communication are paramount. Instagram is a popular, image-based, subscribable SNS format that is a means to reach students and staff using a medium they regularly engage with. This presentation is an overview of the process, content, execution and initial evaluation of Kyoto Sangyo University's Tokubetsu Eigo departmental Instagram account. Our goal was to create visually attractive, regular posts that students and staff would be keen to receive and actually have a reason to read. Using cost-free resources including Canva.com design software and Pixabay.com royalty-free images we created posts in four categories: vocabulary building, study tips, study abroad and departmental news. Details on the setup and management of the Instagram account including sourcing of images and the creation of content will be given. Finally, the results of student and staff surveys will demonstrate the degree of effectiveness of this strategy and provide possible directions for further development.

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Saturday 1:20 pm - 1:50 pm

15-502

Lorna Beduya*Hiroshima Bunkyo University***Augmenting the language classroom**

Show & Tell

4:10

5:00

The pressing demands of education drives educators to reflect and transform the quality of instruction with various models of innovations and inventions. In line with this, teachers design materials that are more authentic and engaging to achieve goals and create meaningful lessons. This study is grounded on ISTE standards' indicators for teachers. Educators as designers, are guided to: create, adapt, and personalize activities that could foster independent learning and allow students to collaborate others in meaningful learning environments. Likewise, the SAMR model strongly supports any pedagogical tasks enhanced and transformed via augmentation. Thus, this paper

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determines students' perceptions in using Metaverse, an augmented reality application to flip the EFL classroom, identifies setbacks that hinders seamless integration of technology, and recommends ways to upgrade and improve Metaverse app as an educational tool.

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Saturday 1:20 pm - 1:50 pm

15-507

Jon Gorham, Tom Gorham
Chuo University

11:20

Trends in AI and machine learning that all language teachers should know: A beginner-friendly introduction

Show & Tell

1:20

How will ML/AI affect the language teaching profession? Are we preparing our students to succeed in a future that is vastly different than anything we've seen before? If you thought the invention of the Internet changed the world, get ready, because the rapid advancements in AI and machine learning have been predicted to result in even more profound societal changes. Come to this talk for an accessible, beginner-friendly introduction to the present-day classroom applications and future implications of AI and machine learning. This show-and-tell talk will provide attendees with concrete examples of areas in which computers have made tremendous advances, including understanding human speech, writing original texts, evaluating human emotional states, producing realistic spoken speech, translating languages, and identifying novel patterns in learning analytics. Then, attendees will take part in a active discussion to explore how these innovations may impact the future of our profession. Attendees will leave this presentation with a basic understanding of some of the general trends in ML/AI which may very likely change the face of language teaching as we know it. Some may even be inspired to start using some of these technologies in their own classrooms.

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Saturday 1:20 pm - 1:50 pm

15-605

Ming-chia Lin
National Academy for Educational Research

5:00

Evaluative stance on the move: Published and EFL proficiency-based learner abstracts

Paper

Adopting a contrastive corpus approach, the study described the element standards and evaluative stances denoting engagement,

- 10:00** graduation, and appreciation on rhetorical moves in EFL proficiency-based learner and published abstracts in applied linguistics. The Learner Abstract Corpus was compiled from Taiwanese post-graduate students' responses to timed research abstract writing assessment, totaling 185 abstracts. The LAS was classified into three sub-corpora (the LASC): the low-proficiency-level with 13,549 words, accounting for 39.15% of the LASC, the intermediate with 13,562 words, accounting for 39.18%, and the high with 7,501 words, accounting for 21.67%. The Published Abstract Corpus (PAC) was compiled from six prestigious journals, published from 2010 through 2016, totaling 42 abstracts. The two corpora were analyzed by the Antconc program 3.5.8 to concordance potential evaluative stances. The results reveal the misuses of element standards across the three LASC, and the underuses and overuses of dialogistic stances on the moves. The lower-level learners often expressed the evaluative stances at the intra-clause level, while the higher-level did so more at the inter-clause, discourse-semantic level. Furthermore, the published writers demonstrate the following writing features. On the results and conclusion moves, the published writers often express expansive engagement in the main clauses, and maintain their stances by deploying appreciation and graduation devices in the following clauses. On the background and results moves, the writers appraise one thing higher by a comparison with the other of lesser value. The findings suggest implications for automatic scoring of RA writing, and RA-writing material development based on the learner and expert corpora.

Session 3/4

Saturday 1:20 pm - 2:30 pm

15-401

- 3:30** **Charles Browne**
Meiji Gakuin University

Free online tools, apps and resources for teaching and learning core and special purpose vocabulary

4:10

Workshop

5:00

This presentation will discuss 4 free corpus-derived word lists that the presenter helped to create in order to help meet the needs of 2nd language learners of English, as well as introduce a large number of free online resources we've developed for teachers, students, researchers and content developers. These include interactive, gamified flashcards apps, vocabulary diagnostic tests, utilization of popular, free online learning platforms, and a wide range of vocabulary profiling tools and text creation tools. Lists include the New General Service List (NGSL), which is a list of core vocabulary words for EFL learners and a major update of West's (1953) GSL. Based on

Saturday

10:00 a carefully selected 273 million-word sample from the Cambridge English corpus, the 2800 words of the NGSL offer about 92% coverage for most general English texts. The New Academic Word List (NAWL) is derived from a 288 million-word corpus of academic textbooks, lectures and texts from a wide range of sources. When combined with the NGSL, the NAWL's 960+ core academic words provide approximately 92% coverage for most academic texts. The TOEIC Service List (TSL) is a corpus-derived list of words which occur frequently on TOEIC exams. When combined with the NGSL, the TSL's 1000 words provides 99% coverage of English that occurs on TOEIC exams. The Business English List (BSL) is a 1700-word list based on a corpus of 64 million words of business texts, newspapers, journals. When combined with the NGSL, it provides 97% coverage for most business texts.

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Saturday 1:20 pm - 2:30 pm

15-402

Daniel Mills

Ritsumeikan University

2:00

Modifying and validating existing surveys for quantitative CALL research

Workshop

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Survey research is an often used methodology in the field of CALL. However, many researchers use surveys that they have developed without following the rigorous process necessary to create a valid instrument. One solution is to adopt an existing survey, which has been validated through previous research and modify it for one's context.

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While this is certainly a simpler process than creating a survey from scratch, there is a procedure that must be followed to do it correctly. In this workshop, the presenter will demonstrate to attendees how to find existing surveys, adapt them for their research study, and ensure the validity of the modified instrument. In addition, the presenter will guide attendees through the process of translating an existing survey instrument, a necessary step for many conducting research in Japan. The presenter will also demonstrate how data collected through surveys can be analyzed to answer research questions. This workshop will provide attendees with hands-on experience as they work in small groups to modify existing surveys to meet the goals set forth in hypothetical research scenarios. The presenter, who has several years of experience and training in modifying and validating survey instruments, will serve as a guide during this process, facilitating the activities and answering questions. Novice researchers or those without extensive experience with quantitative survey research will benefit the most from this workshop, but researchers of all levels are welcome to participate and contribute.

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Saturday 1:20 pm - 2:30 pm

15-606

10:40

Blair Barr, Lisa Barker, Satchie Haga, Jack Hunsberger III, Sina Takada, Ivan Lombardi
Tamagawa University

11:20

**CALL & Learner Development
 Forum: Video sharing, recordings,
 quizzes, assessments, e-portfolios,
 and learning strategies in CALL**

LD Forum

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The Learner Development (LD) SIG Forum at JALTCALL 2019 is an interactive event featuring approaches for facilitating learner development in CALL while consulting with learners about their experiences. The aim of this forum is to critically explore the practical experiences of both learners and teachers in CALL. This LD Forum consists of 6 presentations. In one presentation, Sina Takada will present findings from interviews with English majors regarding their own use of tablets and smartphones in their language learning. In another presentation, Blair Barr will critically demonstrate how learners can use Google Forms to co-construct an extensive-listening library for classmates and future students. Also using Google Forms, Satchie Haga will present survey findings on the beliefs, attitudes, needs, and actions related to the use of mobile devices for peer assessment. In another innovative approach to teaching, Ivan Lombardi will show how students use recordings and the LMS Schoology to create 'speaking e-portfolios' that help the learners recognize their personal development in speaking classes. Also using e-portfolios, Saeko Toyoshima will reveal to us how learners shared their reflections based on video-sharing contents such as TED Talks. Finally, Lisa Barker and Jack Hunsberger will explain how teachers can help facilitate learning through the use of presentation software and spaced repetition software. After two rounds of presentations, time will be provided for reflection and discussion on key discoveries. At the end of the forum, written reflections will then be collected to initiate a shared reflective piece for the LD SIG Newsletter, Learning Learning.

10:00

Session 4

Saturday 2:00 pm - 2:30 pm

15-403

10:40

Brian Nielsen*Hokkai School of Commerce*

Moodle vs. Google Classroom: Advantages and disadvantages of each learning platform

11:20

Show & Tell

Google Classroom and Moodle are both free, blended learning platforms that offer a variety of benefits for both students and teachers. However, while Google Classroom has been enthusiastically adopted by many American high schools, American universities and colleges have opted to maintain 'closed' learning management systems such as Blackboard and Moodle. Why is this? Using site screenshots and slides, this presentation will help to explain this reticence on the part of higher institutions of learning by objectively outlining the main advantages and disadvantages of each learning platform in relation to the following aspects: teaching effectiveness; course management; site administration; cost and maintenance; data privacy and security; and integration with other systems. There will be a short question and answer time at the end of this presentation, where participants will be able to discuss points raised or ask for further clarification.

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Saturday 2:00 pm - 2:30 pm

15-404

3:30

Gary Ross, Stephen Henneberry, Glen Norris*Kanazawa University*

Speaking with your computer: how AI can transform your ESL class today

4:10

Show & Tell

5:00

The presenter will demonstrate a free online speaking system, open to all, where students can practice speaking with the voice recognition and synthesis systems built into their browser, and have the computer analyze speech patterns. Online speech represents a major development in how learners can practice language by allowing them to practice role-play, drills, and open-ended speech outside of the classroom while the computer can respond in varying dialects, speeds taking on varying roles and identities, and then grade both their accuracy and fluency. Furthermore, machine learning/AI can analyze hundreds of thousands of responses and discussions to discover patterns that are impossible to discern in a classroom or indeed in any setting. We can

Saturday

- 10:00** discover common clusters of words, patterns, tenses that Japanese students might use more than other learners. Unsupervised machine learning can even discover patterns that we aren't looking for, and may enable us to assess speakers abilities with just a few questions. The system has been used extensively at Kanazawa University as part of the flipped classroom where students practice conversations or grammar points online in advance. Analysis of the data shows students who practiced in advance had a better understanding of the patterns when coming into the classroom thus allowing valuable class time to focus on the practice itself. (A separate paper presentation will explore the analysis of this data). The presentation will conclude with a discussion on the future of AI in the classroom particular in regards to speech.
- 10:40**
- 11:20**

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Saturday 2:00 pm - 2:30 pm

15-405

Andrew Gallacher
Kyushu Sangyo University

2:00

Student Perceptions of AI Chatbots in the L2 Classroom

Paper

2:40

Japanese university students (N=253) conversed with human and AI chatbot partners. Their perceptions of these interactions were captured via written feedback and qualitatively analyzed to gain a better understanding of the merits and demerits of using this form of technology for English conversation practice from the students' perspective. Results suggest that, in its current state, students perceive the chatbot used in this study as a novelty rather than a legitimate language-learning tool, and that it lacks the richness of interaction they could achieve with their peers. Ultimately, it is argued, that educators should be more critical of incorporating AI technology in the L2 classroom before it is ready for use, and that we should not feel compelled to do so until the evidence is in.

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Saturday 2:00 pm - 2:30 pm

15-406

Neil Cowie, Keiko Sakui
Okayama University

5:00

Motivation, goals and online language learning

Paper

As technology is becoming increasingly accessible, the boundary between being a technology consumer and producer is becoming blurry,

- 10:00** even for people who do not have a high level of technical experience and expertise. In this presentation, we describe the shift that two language teachers have made from being consumers to producers of a language learning site. The two teachers have been studying technology use in language learning over the last ten years and decided to create “home-made” learning materials on the online learning platform, Udemy. Through the process of creating and disseminating such courses, we have realized that how to motivate potential learners is the single most important key issue on which to focus. The attrition rate for online courses is notoriously high and in creating materials to hold the attention of unknown students it is difficult to decide what topics are of most interest, what the length of segments should be, and what style of videos, graphics and animations will make the materials most useful and interesting. In making these decisions a number of different motivational theories could be used.
- 10:40**
- 11:20**
- 1:20** We argue that goal theory seems to be the most useful principle to sustain motivation. Online learners need specific clear goals that are communicated in easy to understand, direct language and reinforced through regular feedback. Participants to this presentation will learn about technology-specific affordances and challenges of online learning and will take away a number of motivational tips that are useful for both wholly online learning and blended versions.
- 2:00**

Saturday 2:00 pm - 2:30 pm

15-407

2:40

Thomas Robb*Kyoto Sangyo University (Emeritus)***Gamifying MReader**

3:30

Paper

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5:00

MReader is a free app for tracking students’ extensive reading developed by the presenter. Since its inception in 2013, it has had some gamified elements such as a “progress bar” and level promotions, but we have now implemented further gamified elements inspired by “Candy Crush” that should stimulate increased reading. We hope to compare the number of quizzes taken and the total words to the cohorts of the previous two years. This enhancement will be optional and determined at the school level for all classes using MReader. The system will be built upon a set of badges for various levels of performance as well as a set of “challenges” that can be implemented for whatever period of time the school determines. They are displayed on each student’s home page, as well as on the class page (optionally) as a line of mini-icons next to each student’s name. There are badges for best class performance, school and world levels, with different colored badges within each type depending on the degree of achievement, with a “permanent” badge for those who continue to maintain

Saturday

- 10:00** their high level of activity. There are nine lifetime “words read” badges that students receive when they reach specific milestones, ranging from 10,000 words up to 2,000,000 words, with each successive one replacing the other as their totals climb. Examples of specific challenges include who can read the most words this week, or who can read at least 10 books in a specific series.
- 10:40**

Saturday 2:00 pm - 2:30 pm

15-408

- 11:20** **Euan Bonner, Erin Frazier, Ryan Lege**
Kanda University of International Studies

Hey Google: Create an AI assistant-based classroom activity to enhance language learning

Show & Tell

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Artificial Intelligence (AI) has become an ingrained aspect of daily life, from asking Siri what time the next train is to having Google Assistant control the mood lighting in your house. Speaking to an AI forces us to think of the proper way to communicate our intent in order to access the information we wish to acquire. Authentic communication strategies employed when communicating with an AI system like Google Assistant are easily applied within a language learning context through discourse analysis activities performed by students. This presentation will introduce a collaborative activity conducted between freshman and sophomore courses, in which learners create their own AI assistant conversation using Dialogflow and Google Assistant. The activity is designed to help students learn how conversations flow through a focused language analysis. This engaging communicative activity, which accesses all modes of communication, has the potential to be more engaging than a typical role-play activity within the language classroom. The activity also allows students to learn new digital literacies that will be of benefit as AI becomes a ubiquitous feature of modern society. Attendees will be introduced to how the project was implemented, how the software works, and participate in the creation of an example conversation.

10:00

Saturday 2:00 pm - 2:30 pm

15-501

10:40

Jeff Genet
Pocket Passport

Teacher's high: Nothing more satisfying than eureka moments

Sponsored

11:20

As a professional teacher, there is nothing more gratifying than those “aha” moments. The stream of endorphins that flow when students are interacting, engaging and excelling is what motivates us to teach and wakes us up in the morning. Blended learning provides students with greater opportunities to succeed especially when offering them choices as to how they will achieve particular objectives. Choiceboards provide students with the power to choose “how” to learn. They allow teachers to identify what students are interested in as opposed to prescribing what and how we feel they should learn. This interactive presentation will show how to identify and use student interests and preferences to stimulate active learning and engagement.

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Saturday 2:00 pm - 2:30 pm

15-502

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James Hall
Iwate University

Negative and positive aspects of using WordPress to facilitate reflective practice in pre-service teacher education

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Paper

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Technology should be used as a tool to make it easier for its users to accomplish their objectives. In this presentation, we will discuss our development of a lesson study application (LS APP) using WordPress to facilitate the reflective practice of pre-service English teachers. The LS APP allows users to record their observations of a lesson by taking video, pictures, and writing text and placing a label on them. These observations can be viewed by the teacher immediately after the lesson as feedback or can be used to facilitate a post-class discussion (lesson study). The LS APP has been employed in both Thailand and Japan; the positive aspects have been that it has enabled us to effectively archive student lessons, understand the different opinions of the observers, and been a useful source of feedback for the student-teachers. The negative aspects have been the challenge of being able to type observations and observe at the same time as well as the distractibility of the app; for example, if a

- 10:00** technical problem arises, which is often, the users' attention is more focused on the application rather than the class before them. In this presentation, Iwate University instructors will introduce the LS APP and pre-service teacher mentors from Thailand will share the insights about teaching and learning they have gained through using the APP as well as issues they have experienced. Understanding the negative and positive aspects of a technological innovation will enable users to make effective use of it.
- 10:40**

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Saturday 2:00 pm - 2:30 pm

15-605

Daniel K.G. Chan*National University of Singapore*

1:20

On the perceptions and use of a mobile messenger app for a foreign language class

Paper

2:00

Learning a foreign language is a difficult task as learners may not have the opportunity to practice between classes or have to wait for the next class to clear up doubts with the teacher. The progress of a learner could then be slow and demotivating. This paper discusses how the use of WhatsApp as a mobile messaging app may alleviate some of these problems, while expanding the course beyond the physical confines of the classroom. WhatsApp was chosen as the means of outside-classroom communication between teachers and students, as it was already in use by all course participants. In this paper, we will evaluate the perception and use of this app by teachers and students of a university-level French language course. After presenting its features and affordances that are relevant for mobile language learning (instantaneous one-to-one messaging, group chats, sharing and discussion of texts, images, videos, documents or web links), we will present the data on teachers' and students' perceptions on the use of this mobile messaging app, collected through online surveys and semi-structured interviews. The data revealed that while students were mostly enthusiastic and convinced about how this simple mobile communication tool is useful and effective for their ubiquitous learning, teachers on the other hand were more reserved and had concerns about intrusion into their private time and space. We will discuss how these challenges can be overcome and consider whether alternative mobile messaging apps may be adopted to achieve similar outcomes.

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Posters 1

Saturday 2:40 pm - 3:20 pm

15-513

10:40

Goh Kawai
Hokkaido University

CLIL and STEM English for electrical and electronic engineers

11:20

Poster

This is a case study of language teaching practice that was newly designed for 2018. We report qualitative learning outcomes and advice for instructors. We offered courses that used CLIL (content language integrated learning) for STEM (science technology engineering mathematics) intended for college freshmen in Japan having English language proficiency at CEFR (common European framework of reference) A2 or B1 levels. Part of the course material was questions from USA amateur radio license examinations. License exams for amateur radio (also known as ham radio) contain questions on electrical and electronic engineering (such as the Ohm's law), plus questions on rules and regulations (such as radio frequencies that we may transmit). The questions and answers, collectively known as the question pool, are publicly available. Amateur radio is suited to CLIL STEM because the content is within reach of many high school students but not widely known among learners. Before class, learners prepared by accessing an LMS to learn the material in the question pool. Learners said, heard, read, and wrote material in English, so that they could use those phrases in class. Preparation was limited by the reading proficiency of our learners. During class, learners engaged in conversations with each other and instructors. For instance, learners asked "What is the total resistance of two 50-ohm resistors in parallel?" or "What is the frequency of a radio signal with a wavelength of 6 meters?" The focus was on key phrases and task completion since the syntax for technical English is simple.

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Saturday 2:40 pm - 3:20 pm

15-513

5:00

Kazunori Nozawa
Ritsumeikan University

How to Get Published in a CALL Journal: Tips from an Editor

Poster

Writing a well-written research paper and publishing it for any academic journals is highly competitive and normally takes a long time.

Saturday

10:00

Even if we overcome the first hurdle by generating a valuable idea or piece of research, how do we then sum it up in a way that will capture the interest of the editorial board members (editors and reviewers)? There's no simple and right kind of formula for getting published because the editors' and reviewers' expectations can vary both between and within subject areas. However, there are some challenges that will confront all academic writers regardless of their own discipline. How should we respond to reviewers' valuable feedback? Is there a right way to structure a paper with a required stylesheet such as APA? Moreover, should we always bother revising and resubmitting? As a Co-editor or Editor-in-Chief who has a long-time (two decades) editorial experiences of a refereed CALL (Computer-Assisted Language Learning) electronic journal, the presenter will give some tips on getting published.

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Saturday 2:40 pm - 3:20 pm

15-513

Robert Hulse

Fukuoka Jo Gakuin University

2:00

The use and implementation of Google Classroom in a Japanese university

Poster

2:40

Google Classroom is a free web service developed by Google, its goal to make it easier for students and teachers to create, collect and grade assignments with the the aim of a paperless classroom. This poster will show the results of my research which aimed to gauge enthusiasm and student experience of Google Classroom among students at a Japanese university. My survey was completed by lower proficiency first year Japanese learners of English. The survey covered ares of how confident students felt using and how satisfied they were with Google classroom. The results showed that Google Classroom was generally well received, even by those who were using it for the first time. It was perceived by the majority of those surveyed as enhancing efficiency and helping with ease of submitting work. The research concludes the use of technology for the purposes of learning has numerous benefits for student development.

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Saturday 2:40 pm - 3:20 pm

15-513

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Peter Harrold*Kyushu Sangyo University***Integrating Creative Extensive Reading Activities into Xreading****Poster**

11:20

Xreading provides students with access to an extensive virtual library of graded readers. Teachers can then keep track of which titles the students access, the total number of words they read, their reading speed, and also whether they completed post-reading quizzes. However, setting students word targets or quizzes to monitor progress can potentially be bypassed by students who wish to avoid reading regularly or prefer to leave everything until the end of the semester. Therefore, this presentation will share how the teacher integrated short creative post-reading tasks into the students weekly digital reading assignment in an attempt to ensure students were engaging with the stories and reading regularly.

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Saturday 2:40 pm - 3:20 pm

15-513

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Jerald Halvorsen, Norihito Kawana*Sapporo International University***AI robot-assisted presentation skill training****Poster**

3:30

Due to recent rapid technology development, an AI (Artificial Intelligence) robot has reached the level where it can give instruction in language use and gestures. The poster focuses on how to apply these features of a robot to English presentation skill training. The procedure to be described in the poster includes the following steps. First, students make a powerpoint-based presentation consisting of pictures with accompanying descriptions. Secondly, the presentation data is uploaded to a robot management area in the Cloud. Thirdly, the descriptions are adjusted and gesture descriptors are added. Fourth, the modified presentation data is downloaded to the robot through WiFi. Then, the robot performs the prepared presentation in English, complete with gestures. The students observe its performance and imitate the robot until their performance has reached the level of the robot. There are two significant merits in this learning approach. One is that adding gestures, as well as creating the picture descriptions, gives students more creative ideas and motivation, as

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10:00 well as allowing for more lively and productive presentation training. The other is that the students can improve their English skills more effectively through the synchronization practice that the robot-assisted training facilitates. The students practice their presentation at the same time as the robot, repeating their delivery until a high level of achievement has been reached. Finally, the poster shows the results of a comparison between the final presentations following ordinary presentation practice and robot-assisted practice. The advantages and disadvantages of AI robot-assisted training will be summarized.

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Saturday 2:40 pm - 3:20 pm **15-513**

Hui-Hsien Feng

National Kaohsiung University of Science and Technology

1:20

**Utilizing keystroke logging for
EFL students' writing feedback:
A classroom-based study**

Poster

2:00

To measure second-language writing development, three criteria, accuracy, fluency, and complexity, are commonly used (Wolfe-Quintero, Inagaki, & Kim, 1998). Consequently, EFL writing teachers often provide corrective feedback related to accuracy and complexity, such as grammar issues, content expansion, and vocabulary variety. Writing fluency, however, typically receives less attention. Indeed, the struggles and pausing behaviors during the writing process are not captured by the writing products making feedback on fluency more difficult to generate than feedback on accuracy and complexity. Additionally, typical class sizes make it infeasible for teachers to sit next to all students when they write. This presentation will demonstrate using keystroke-logging and screen-recording devices as an innovative way to capture students' writing process and to provide corrective feedback. A group of English majors at university in Taiwan participated in this study. During the semester, they wrote four argumentative essays. They wrote their first drafts while using keystroke-logging and screen-recording devices to capture their writing process. The logs and recordings were analyzed to provide process-based feedback, including grammar mistakes, typing speed, and time for conceptualizing and translating ideas. After revising their first drafts, students were given product-based feedback related to accuracy and complexity on their second drafts. Surveys and interviews inquiring into students' attitudes towards the product- and process-based feedback were conducted. Preliminary results suggest that students' writing fluency and quality improved between their first and last essays. Overall, students exhibited positive attitudes

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towards this feedback approach which also raised their awareness on writing process.

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Saturday 2:40 pm - 3:20 pm

15-513

Armando Duarte

University of Shiga Prefecture

Motivational factors of Quizlet usage

11:20

Poster

Why do some students use Quizlet for language acquisition while others seem to never log in? This poster presentation will look at the factors which influenced whether or not, and how much, students used Quizlet outside of class in a content-based instruction (CBI) context. The learners in this study were female non-English majors (n=27) who took a 90-minute compulsory English class once a week using a textbook about social issues around the world in a CBI class for one semester (15 weeks). Students used Quizlet to learn vocabulary words from the textbook which they were tested on throughout the term through quizzes and a final examination. Quizlet usage was comprised of approximately 20 minutes of free time to use Quizlet at the end of each class period. Students were free to choose to use Quizlet either on their smartphones or via classroom computer. In-class usage of Quizlet was verified visually by the teacher, while out of class usage, including frequency and length of usage, was self-reported by the students via a 10-item survey completed at the end of the semester. Factors which influenced Quizlet usage will be examined and suggestions for successful integration of this application will be introduced.

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Saturday 2:40 pm - 3:20 pm

15-513

Minami Kanda

Chiba Prefectural University of Health Sciences

Utility of smartphones as learning and assessment tools in EFL class

4:10

Poster

5:00

Digital technologies have opened up a variety of possibilities for language learning (Kern 2006; Carrier, Damerow, & Bailey, 2017). Computer-Assisted Language Learning and more recently, Mobile-Assisted Language Learning have transformed the ways in which we teach and learn languages (McCarty, Sato, & Obari, 2016). However, not all classrooms are equipped with computers, laptops, tablets, or audio/visual players. In such non-technology equipped

10:00

environments, university students' personal mobile devices have great learning-tool potential. This poster presentation addresses the utility of smartphones for enhancing EFL classroom activities, while carefully avoiding digital distractions. The presenter demonstrates ways to utilize smartphones in EFL class, by such functions as audio download and listening, cameras, web browsing and navigation, stopwatch timer, calculator, and voice memo recording. Smartphones can help students engage in classroom activities, by (1) listening to free audio MP3 download resources, (2) keeping and submitting in-class records by snapping pictures of hand-written logs using smartphone cameras, (3) assessing their English skills by free online tests, (4) measuring and calculating reading speeds in words per minute, and (5) audio-recording reading-aloud or shadowing activities for motivation and assessment. In addition, the presentation reports on a case study utilizing smartphones in university EFL extensive reading class. It offers pedagogical suggestions as to how to ensure that smartphones are used for educational purposes and learning benefits, and not for distractions.

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Saturday 2:40 pm - 3:20pm

15-513

Li-Mei Chen

Valdosta State University

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Using error codes and reflection logs to enhance online students' academic writing

Poster

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Instructors' grading and feedback direct students to identify their writing strengths and areas for improvement. Students' performance, in turn, informs instructors of their teaching decisions. However, it is time-consuming to grade students' work accurately and fairly, let alone doing so in the online context. Also, as recent studies pointed out (e.g., see Carless, 2006; Weaver, 2006; Still, 2010), the feedback online instructors provide often carries little to no effect on their students' future work because many students simply do not read the feedback. In this presentation, the presenter will demonstrate how to use error codes and embed reflection logs as a feedback dialogue to improve the efficiency and effectiveness of online writing assessments. The error codes and reflection logs motivate students to read the instructor's feedback carefully, supply helpful sources to help students revise their work, and provide an opportunity for students to analyze their writing strengths and weaknesses. Through reading students' logs, the instructor can learn about the causes of his/her students' writing errors and guide students to work on the target areas. Using error codes allows the instructor to document and compare his/her students' performances to each other and across

10:00 different essays. The instructor can then use the data to adjust his/her teaching accordingly.

Session 5

10:40

Saturday 3:30 pm - 4:00 pm
15-405

Vivien Lin, Gi-Zen Liu
National Cheng Kung University

11:20

Design and implementation principles for a ubiquitous writing application in EFL instruction

Show & Tell

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This case study explored how to best incorporate augmented-reality (AR)-based context-aware ubiquitous technology into an English as a foreign language (EFL) writing course (N=17) at a university in Taiwan. Context-aware ubiquitous technology such as GPS and QR codes allow learners to interact with an authentic learning environment by accessing context-bound learning materials and tasks at the right time and place. By using a design-for-learning approach combined with user-centered design principles, the study went through five stages of analysis, design, development, implementation, and evaluation (ADDIE) to discover an optimal channel to fit AR-based ubiquitous technology into a writing course. With a system architecture for the AR-based context-aware ubiquitous technology-supported writing application, the role of learning technology (LT) in facilitating metacognitive processes was fulfilled, to name a few, including goal-setting, cognitive learning, content learning, and self-monitoring. The learning system consisted of five challenge levels as part of metacognitive scaffolding, an instructional strategy implemented through the learning system. The tasks include prior knowledge connection with the use of a KWL chart, photo collage, concept mapping, self-questioning, as well as reflection. Furthermore, analyses of learners' perceptions and experiences—based on a needs analysis of target learners (N=113), a set of evaluation questionnaire (N=17), and semi-structured interviews (N=17)—led to themes on ubiquitous writing such as blended learning, learner autonomy, learning efficiency, ease of use, multimedia resources, and technology acceptance. Finally, a procedure for AR-based writing stages of goals, learning approach, technological mediation, instructional method, and instructional strategy, is suggested.

10:00

Saturday 3:30 pm - 4:00 pm

15-406

10:40

Erin Frazier, Daniel Worden, Steven Asquith*Kanda University of International Studies***AR classroom activities:
Technological advantage****Show & Tell**

11:20

Augmented reality (AR) is a technology that can enhance a learner's experience through the implementation of kinesthetic learning (Radu and MacIntyre, 2012), raising awareness of group dynamics (Wu et al., 2013; Xu et al., 2008), and potentially changing the way learners perceive the world with which they interact. This technology has not yet been fully explored within language learning or teaching, and at times, it is difficult to find activities that are appropriate for an educational environment. Over the past year research was conducted on a series of different AR activities. The data suggests that learners found value in the technology but also highlighted a few difficulties in applying AR to the classroom. This presentation will introduce several of the AR applications utilized during the research, while explaining the successes and challenges in accomplishing the classroom activities. Attendees of the presentation will have the opportunity to experience firsthand AR activities, which address concepts of pronunciation practice, presentation enhancement, and student produced materials. The presenters believe that attendees will leave with a basic understanding of how to apply AR within their own classroom by creating materials through free AR applications available on the Apple App Store or Google Play.

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Saturday 3:30 pm - 4:00 pm

15-407

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Hiromi Nishioka*Macquarie University, Waseda University***Language learning in computer-based
collaborative learning project****Paper**

5:00

With technological development, CALL practitioners have increasingly implemented project-based learning using technologies including collaborative digital storytelling projects. In studies of short-term collaborative learning tasks, an intensive body of studies has examined the process language learners construct knowledge of their target language with peers drawing on Language-Related Episodes (LREs); any segment learners are questioning or discussing their

- 10:00** language use with peers (Swain & Lapkin, 1998, 2002). However, research focusing on language learning in project-based learning is still limited. To enhance language learning in project-based learning, empirical studies need to investigate how learners engage in language learning during the project. This paper examined the process of language learning undertaken by learners of Japanese during collaborative digital storytelling projects. The study found that task division was a common practice among the participants working on the projects, whereas many studies of short-term collaborative learning tasks have examined language learning under a condition where learners discuss LREs with peers while working on the same part of their tasks. The findings also revealed a large discrepancy in the number of LREs discussed by a pair chose to work together throughout their project and the six pairs who completed their project by dividing their task. Discussing LRES with peers for language learning is not necessarily norm for the participants working on long-term projects. In interviews, the participants provided several advantages to resolve language problems by themselves using online resources over discussing LREs with peers. This presentation concludes by suggesting strategies to enhance language learning in computer-based project-based learning.
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- 2:00**

Saturday 3:30 pm - 4:00 pm

15-408

2:40 **Scott Bowyer**
Nagoya Gakuin University

Going paperless in the Japanese EFL classroom: Is it worth it?

Show & Tell**3:30**

The idea of the paperless classroom is an appealing one for many educators. Removing paper materials from the classroom can cut materials costs for institutions, while also reducing their carbon footprint (De Bonis & De Bonis, 2014). For teachers and students, the ease of materials management and ability to provide enhanced multimedia classroom activities are obvious positives (Rutson-Griffiths, 2014). Additionally, IT skills are highly sought after by businesses looking to employ graduates (Andrews & Higson, 2008, p. 413). This presentation reports on the experiences of an EFL lecturer at a Japanese university attempting a paperless classroom for the first time. The trial was conducted with first-year non-English majors enrolled in a two-semester English conversation course. In place of traditional materials, students used digital course materials provided through an online course management system. Dropbox was used by students for the saving of their work, and they used their smartphones for self-recordings and transcription activities. From the teacher perspective,

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- 10:00** going paperless had clear benefits for course creation, flexibility, and management. Many students expressed satisfaction with the class, particularly with the aid it provided them in improving their IT skills. However, a plethora of practical issues meant that a significant amount of class time was spent away from actual language learning.
- 10:40** This presentation will expound on the issues that the presenter faced, how they were dealt with, and suggestions for others interested in taking the paperless route.

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Saturday 3:30 pm - 4:00 pm

15-501

Ian Brown

Matsuyama University

1:20

Creative writing for any level on computers using Web 2.0 sites

Show & Tell

2:00

CALL is full of activities for higher-level students. However, when it comes to lower-levels, finding relevant, appropriate activities is far more challenging, particularly in the area of creative writing. Teachers may become disillusioned with CALL activities that are beyond the level of their students. This presentation will introduce two websites—appropriate for students at all levels—for creating interesting stories with intuitive templates and visual prompts. Students can easily create attractive, professional-looking stories or poems with little technical expertise, allowing them to concentrate on the primary task of creative writing, not on the complexities of using computers. ‘Storybird’ facilitates the creation of picture book stories or poems from its huge collection of art. Its free education account allows teachers to create classes that students can participate in without charge and with privacy protected. The other site covered in this presentation is ‘Five card flickr.’ It generates copyright-free images from flickr, the photo sharing repository, and—after students select five pictures at random—they write a story linking the pictures together. Finished stories are saved as links that can easily be shared with class members. These two CALL activities promote creative writing and enhance student motivation and satisfaction. The presenter will provide examples and task ideas, as well as practical advice on different ways to use these sites, gleaned from over 10 years of experience using these sorts of tasks. Creative writing can be a reality for students at any level with these two sites that facilitate vibrant CALL Web activities.

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Saturday 3:30 pm - 4:00 pm
15-502

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John Blake
*University of Aizu***Intelligent CALL: Using natural language processing to generate examples****Show & Tell**

11:20

Natural language processing (NLP) can be used to assist language learners analyze both native and learner language. This can be achieved through sophisticated NLP pipelines or relatively simple rule-based algorithms. This paper presents an intelligent computer-assisted language learning (iCALL) approach to learning English by using NLP to generate language. A suite of iCALL tools was created that generate examples for learners and provide controlled practice on grammatical features. Based on user input, particular language structures can be automatically generated. This enables users to create their own individualized practice activities as they select the content while the iCALL tool generates the form of the language. Prototypes of iCALL language generation tools were designed, developed and tested by computer science majors taking a course on computational linguistics. One of these iCALL tools generates short answers to closed questions. This enables learners to write closed questions, and see the positive and negative answers automatically displayed. Preliminary feedback from both teachers and learners on the beta versions was positive. Learners showed high levels of engagement. Lower level learners enjoyed writing questions, predicting answers and then checking their predictions. More advanced learners enjoyed trying to beat the tool by writing a closed question that the tool was unable to answer correctly. In both cases, learners were engaged, on task and interacting with the iCALL tool in English. The deployed versions of these freely-available open-source iCALL tools will be demonstrated.

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Po-Ya Angela Wang*National Taipei University of Technology*

Multimedia English teaching and assessment tasks for learners of basic English proficiency level

The United Nations Educational, Scientific, and Cultural Organization, proposes four core principles in designing learning activities: learn how to know; learn how to do; learn how to live together; learn how to be. By using Information and Communication Technology, teachers can efficiently reach such goals with the help of multimedia as this combines texts, sounds, and video. Multimedia can be used to achieve self-learning, cooperative learning, and to enable learners to apply what they have learned in real situations. Besides, the privacy function of multimedia tools enables instructors to give explicit informative feedback, which plays an important role in language learning, without hurting students' feelings. Current study reports on a questionnaire distributed to 408 non-English major students from different English proficiency levels at National Taipei University of Technology. The questionnaire aimed at analyzing students' needs in English learning and their preference in English teaching methods. The result indicates that 76% of students from different levels favor multimedia-based teaching activities. However, Hua (2015) has indicated that higher level students are more active than lower level students in the same multimedia learning environment, thus a need arises to design appropriate activities for students of basic level. In this study, different multimedia tools were incorporated into a series of teaching activities aiming to reduce students' affective filter, allow a silent period, and simulate real language use contexts that can train students' receptive and productive skills. Accordingly, problem-based learning tasks were designed as authentic assessment tasks to help students reapply what they have learned.

10:00

Saturday 3:30 pm - 4:00 pm

15-605

10:40

James York, Koichi Shibata, Hayato Tokutake
Tokyo Denki University

The effect of VR-based computer-mediated communication on learners' foreign language anxiety

11:20

Paper

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Foreign language anxiety (FLA) is a form of anxiety which threatens learners' self-perception and self-esteem caused by an immature command of the FL. Language researchers have been aware for some time that FLA is a considerable barrier to successful language learning. In the CALL literature, the potential of computer-mediated communication (CMC) has been explored as a potential method of alleviating FLA. The seminal work of Satar & Özdener (2008) showed that text-based synchronous CMC (SCMC) may have a positive effect on reducing low-level learners' foreign language anxiety. However, few studies explore the effect of oral SCMC on learners foreign language anxiety. This is especially true for video-enhanced SCMC and virtual reality (VR) modes. Regarding VR, Melchor (2017) found that communicating through an avatar "shielded" learners from their interlocutor and thus had a positive effect on reducing FLA compared to face-to-face communication. This presentation introduces the results of research which used a counterbalanced 1 x 3 factorial design to investigate the effect of mode of communication on low-level English learners' FLA. As part of a technology-mediated TBLT approach to SLA, 30 learners (15 dyads) completed a spot-the-difference task in three different SCMC modes: voice-only, video-enhanced, and VR-based. Findings based on survey data (using an adapted version of Horwitz' FLA classroom anxiety scale) suggested that the VR mode was most successful in reducing learners' FLA, followed by video-enhanced SCMC and voice-only SCMC reducing FLA the least. Possible reasons for these results are discussed along with future research aims.

Saturday

10:00

Saturday 3:30 pm - 4:00 pm
15-606

10:40

Jon Edwards
Tryalogue

Maximizing learner engagement with multimedia and digital tools

Sponsored

11:20

It's an ongoing challenge to get learners to open their books outside of class time. While it might seem self-evident to teachers that pre-viewing and reviewing material can boost a learner's understanding and retention of new information, only the most motivated learners seem to put this into practice on a regular basis. Many ELT publications now come with multimedia and digital learning applications, but these are not always effective. Developers of language-learning applications could learn from game developers, who have figured out how to use reward systems to keep users coming back. The presentation will cover some aspects of gamification as applied to language learning. Then, we will showcase how a learning app developed for a course book makes use of these features to get learners studying outside of class.

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2:00

Session 5/6

2:40

Saturday 3:30 pm - 4:40 pm
15-401

Erin Noxon
Kyoto Prefectural Sagano High School

3:30

Google Classroom use in Japanese schools

Workshop

4:10

5:00

Google Classroom is a free learning management system (LMS) available to anyone as long as they have a Google account anywhere in the world. It is an amazing tool that can be used to enhance your classroom using all of the available Google apps such as Docs, Sheets, Slides, and Drive. A teacher can very easily distribute an assignment, schedule that assignment, and set a deadline. Since some prefectures prohibit students from having social media accounts, Classroom can be an effective and approved way to communicate with students outside of class in a safe space. It allows students to have a moderated forum in which to ask questions in a non-stressful way in and out of class. Depending on the levels of the learners, learning can easily be differentiated within the platform as teachers have the ability to provide work to individuals, groups, or the whole class. I am a Google Certified Innovator and Educator Level 2 and have been

Saturday

10:00

using Classroom and the other Google Apps for many years. In this workshop we will cover the basics of how to use Classroom, from setting it up and adding students, to distributing and then monitoring assignments. We will also cover advanced options such as grading, providing feedback, and distributing assignments to groups. The goal of the workshop is that the participants will be able to create their own Classrooms, and then be able to decide their own level of use within their blended or fully digital classrooms.

10:40

11:20

Saturday 3:30 pm - 4:40 pm

15-402

Jonathan Andreano, Jason Wolfe

Kaichi Nihonbashi Gakuen

1:20

Optimizing the creation of instructional materials using spreadsheet-based merge tools

Workshop

2:00

While many of us actively emphasize the importance of time-management and organization skills to our own students, to what extent do we follow our own advice in our practice as educators? One area in particular that needs attention is the making of instructional materials. Despite the fact that most experienced educators, make and use worksheets that follow some sort of recognizable pattern, creating a curriculum's worth of worksheets for many is still a monotonous and time-consuming affair - significantly restricting how we use our non-instructional hours. This presentation will demonstrate a simple and intuitive method for streamlining and optimizing the creation of instructional materials using spreadsheet-based merge tools (e.g. Autocrat, Mail Merge). Attendees will learn the fundamentals for utilizing these tools as well as be provided with in-practice examples for how they have been used to support skill-development programs (reading, writing, vocabulary) through effective and intuitive material design, facilitate greater levels of differentiated instruction, and provide increased opportunities for individualized student feedback.

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Saturday 3:30 pm - 4:40 pm

15-403

5:00

Todd Beuckens

Ritsumeikan Asia Pacific University

How to PUSH listening lessons

Workshop

This presentation will look at how teachers can PUSH listening lessons in order to increase their students' exposure to language rich

Saturday

- 10:00** input. PUSH stands for Produce, Use, Share and Host, and in this presentation attendees will learn how to create a robust online listening library in minutes using various free tools on the web. Teachers will also learn how to produce unique listening lessons to meet their teaching needs, as well as how to find various free listening materials online. The presenter will also show how students can use various lessons and how to assess participation and achievement. Finally, the presentation will show how to share and host lessons for free, so students can access them anytime on a mobile device or computer. While this presentation will focus on listening lessons, the basic premise of the presentation could also apply to setting up an online reading program as well. The presentation will also give special focus to mobile devices and how smartphones can be utilized to increase student engagement. This presentation will demonstrate a live, free model attendees can access on their smartphones for free.
- 10:40**
- 11:20**
- 1:20**

Saturday 3:30 pm - 4:40 pm

15-404

2:00 **Paul Goldberg, Tom Robb**
Xreading

The essential elements for a successful online extensive reading program

Workshop

- 2:40** Digital libraries and other resources for online extensive reading such as Xreading, ER-Central, and Read Oasis are now commonplace, and there is growing amounts of research that support online extensive reading as being both preferred by students and pedagogically sound. However, providing students with a large library of digital graded readers, or even printed books, does not ensure they will actually do any reading. Similarly, just because a teacher fully understands the main principles of extensive reading, and believes in its benefits this does not guarantee the success of an extensive reading program. At least initially, students need to be motivated to read, and that can be accomplished with a well-planned and implemented program. The presenter of this workshop has advised dozens of universities and high schools on their extensive reading programs, and from this experience has come up with certain elements that when present increase the likelihood of a program's overall success, including students doing significant amounts of reading. Participants of this workshop will learn about these elements, and how to implement them in their own classes.
- 3:30**
- 4:10**
- 5:00**

10:00

Session 6

Saturday 4:10 pm - 4:40 pm

15-405

10:40

Arnon Chaisuriya*Chulalongkorn University Language Institute*

Readiness for computer-based English tests among college students in regional Thailand

11:20

Paper

This survey research was conducted to assess Thai college students' readiness for taking high-stakes computer-based English tests which are offered more widely and regularly. The data were collected from 589 university students in five regions. The questionnaire solicited their opinion regarding their readiness in terms of computer skills and English language skills. The computer skills included online registration, using a mouse, typing in English, and operating audio equipment. The English skills consisted of reading, writing, listening, and speaking. In addition, students were requested to show opinion regarding the test delivery mode (computer-based or paper-based) and the cost of taking the test. It was found that Thai college students in local areas highly agreed that English was very crucial for their future career, and there should be a computer-based test center in every province operated by the government offering a test for free or at a minimal fee. The respondents were highly ready for computer-based English tests in terms of computer skills. The data showed that although they had less confidence in typing, they should be able to operate the testing equipment with ease. However, they had only moderate levels of readiness in English language skills. Consequently, it is recommended that more intensive English language tutoring be organized for students in Thailand's regional colleges and universities.

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Saturday 4:10 pm - 4:40 pm

15-406

Paul Daniels*Kochi University of Technology*

5:00

Auto-grading speaking tasks in Moodle

Show & Tell

This presentation will introduce a novel Moodle plugin that can be used to design and deliver speaking tasks which are automatically scored by a computer. The plugin, designed by the presenter, is a new Moodle question-type that allows language teachers to easily author

Saturday

10:00

speaking tasks with embedded images, audio or video. A range of speaking activities can be created which include imitative, intensive, responsive, interactive, and extensive tasks. The plugin integrates Google's speech recognition engine with a text scoring algorithm to provide immediate speech feedback to learners. Participants will have an opportunity to evaluate the auto-scoring function of the Moodle plugin. The presenter will also illustrate how auto-graded speaking tasks can be easily created within Moodle. The plugin is freely available as open-source code on GitHub, and is compatible with the latest versions of Moodle.

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Saturday 4:10 pm - 4:40 pm

15-407

Michael Schraudner

Tokai University

1:20

Advanced techniques for student filmmakers

Show & Tell

2:00

This presentation will focus on techniques to improve student films by highlighting a variety of cutting edge apps and methods to help students produce higher quality videos and make the most of the filmmaking process. Watch basic assignments come alive as students use green screens, teleprompters, and advanced video editing tools that are surprisingly simple to teach. In addition, the presentation will offer some strategies to improve video quality, acting, and camera work. No longer will your students produce shaky, poorly rehearsed videos that were created on the fly. Using smartphones, students will be able to record and edit their project in its entirety.

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Saturday 4:10 pm - 4:40 pm

15-408

Leigh Morgan

UTS Insearch

4:10

The key is three: why group size matters and activities to play

Show & Tell

5:00

In the language classroom we often ask students to work in groups. Teachers usually carefully consider how many students they should allocate to each group. Kendra Cherry (2018) explains a psychological concept, known as 'Social Loafing' in which a few members of the group participate less than the others. The cause of this behaviour is influenced by a number of factors, including the size of the group. One solution to 'Social Loafing' is to try to conduct activities

Saturday

- 10:00** in groups of three. In this presentation we will look at a few computer and smart phone assisted activities that are used successfully for groups of three at a university language college in Sydney, Australia. Demonstrations will include Quizlet for group races, Kahoot for competitive quizzing and Goosechase for language hunting adventures. Participants are encouraged to share their own suggestions for fun computer-based activities at the end of the presentation.
- 10:40**

Saturday 4:10 pm - 4:40 pm

11:20

15-501

Maki Terauchi Ho

Obihiro University of Agriculture and Veterinary Medicine

Google「20%ルール」を英語教育 に: 暗記学習から自律学習へ

Show & Tell

1:20

一般的に英語は暗記することが最重要と考えられているが、そのように暗記した英単語、文法の大部分を実際のコミュニケーションに活用できていない場合が少なくない。非効率的な暗記学習法を離脱し、英語の使用を通して学習者の自律性を促すことが重要だと思われるが、コミュニケーション重視の授業法が学力の低下を危惧させるなど学習法についての議論は尽きない。Googleの「20%ルール」とは、勤務時間内の20%を普段の業務とは異なるものに当てて良いという制度である。そうすることにより、自主的にやりたいことを行い、その結果Gmailのような画期的な発明を促したりして、効率化を促進するという考えである。アメリカの教育現場でもこの考え方が注目され、授業中の20%の時間を自主的に考えたプロジェクトに費やすという形で用いられ、成果を挙げている。この発表では、実際に大学1年生の授業で「20%ルール」に基づいたプロジェクトを行い、その結果について論ずる。施行法、プロジェクトに必要なCALLツール、留意点なども論ずる。また、プロジェクトを行っていない前年度の学生との比較も行う。

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Saturday 4:10 pm - 4:40 pm

15-502

4:10

Adelina Castelo

Macao Polytechnic Institute

Using an app for improving pronunciation and listening comprehension

5:00

Paper

Apps for language learning can be valuable tools for fostering the skills of learners. However, there are some concerns about their pedagogic quality and it is generally recognized that awareness must be raised among teachers and program planners on how to evaluate, select, and use them. Different evaluative frameworks have been proposed and studies on the effects of learning outcomes are

10:00

needed. Various studies show the positive impact of computer assisted training on pronunciation, but it is important to evaluate how the use of an app, easily available online, can influence pronunciation development. Consequently, the goal of this study is to observe the effects, on pronunciation and listening comprehension, of using the app “Fun Easy Learn European Portuguese - 5000 Words” as an informal learning activity outside of the classroom—combined with face-to-face classroom instruction—during a 2-week period. The participants are 12 Chinese native speakers learning Portuguese as a Foreign Language as 1st year undergraduate students majoring in Portuguese Language. A pretest and post-test assessed the participants’ pronunciation and listening comprehension of words included, and non included, in the app. A questionnaire presented after the post-test explored the users’ views and experience on this learning activity and the properties of the app. The presentation will show: (i) functioning of the app; (ii) how it was integrated and assessed in the teaching situation; (iii) the results obtained with its usage; (iv) specific recommendations on how to combine an app with face-to-face classroom instruction to develop pronunciation and listening comprehension.

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Saturday 4:10 pm - 4:40 pm

15-507

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Atsushi Iino
Hosei University

Making the most of videoconferencing in task-oriented instruction to improve speaking skills

3:30

Paper

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5:00

Effects of using videoconferencing in an EFL context has focused on attitudes such as anxiety in speaking and willingness to communicate. However, improvement in language skills, speaking in particular, has not been studied enough, especially with reliable standardized tests. In this study, about 20 Japanese EFL learners who took a seminar to improve speaking skills experienced videoconferencing weekly with a conversation partner living the Philippines. Pairs of the learners taking opposing positions in a certain topic had to persuade their Filipino partner as a role-play task. They continued to do this weekly task 20 times a year for two years. Their progress was measured with ACTFL Oral Proficiency Interview in the beginning and end of every academic year for three years, from 2016 to 2018. The results indicated the students made progress of about one level with a medium level of effect size (Cohen’s d range .03-.07) each year. For example, some of the students improved from Intermediate-low to Intermediate level 1, and others from IM-level 1 to Level 2, depending on their beginning

- 10:00 level and effort in pre- and post-task engagement. By continuing the same program for two years, it was found that they improved two levels in ACTFL scales with strong effect size ($d=1.26$). The results indicated that instruction with its goal of a role play task through videoconferencing has a positive effect on EFL learners' speech improvement, but it takes rather a long time with individual differences.
- 10:40

Saturday 4:10 pm - 4:40 pm

15-605

11:20 **Clarence Green**
Nanyang Technological University

Linguistic complexity in different subjects: how to use corpus data to assist discipline-specific language education

Paper

1:20

This paper presents a corpus study of linguistic complexity in the textbooks of 8 disciplines used in the Singapore education system. Singapore is a multi-lingual country where English is often an additional or second language, and English is the sole medium of instruction in k-12 and tertiary education. The focus of the paper is on enhancing disciplinary literacy (DL). DL is a pedagogy and research program aims to understand and teach the linguistic differences amongst disciplines. Recent work on secondary school vocabulary across disciplines has shown that the lexical demands of subjects vary significantly (Authors, 2018, 2019), however limited studies have been done on the linguistic complexity demands of disciplines at different levels (Ortega, 2015). In this study, linguistic complexity is measured at the clause, phrase and lexical levels, across eight disciplines represented by a corpus of secondary school textbooks recommended for use in Singaporean secondary schools. A corpus of 200 secondary school textbooks constitutes the data for this study, consisting approximately 16 million words and covering 8 disciplines. The data was parsed using the software TAASSC and TAALES (Kyle, 2018). As Gardener et al. (2018) and Biber et al. (2016) have recently argued, linguistic complexity across the disciplines is understudied, limiting the information that can be used to inform pedagogy. In this study therefore, innovative natural language processing systems are used to extract an unprecedented number of complexity measures, and discriminant function analysis is employed to describe features that best differentiate disciplinary writing.

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Saturday 4:10 pm - 4:40 pm
15-606

10:40

Kevin Pothoven
Mangosteems (iJapan)

**Teaching English with authentic
video - Integrating authentic video
into the best TEFL Practices.**

11:20

Sponsored

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The widespread availability of online video has been one of the most visible manifestations of the internet. In education, innovative start-ups such as Khan Academy have shown that clear, concise and simple instructive videos can help students learn complex concepts across a wide range of academic disciplines. Conversely, authentic video – video originally created for purposes other than education (for information or entertainment) – has not yet been widely exploited as an educational resource. It is in the field of Teaching English as a Foreign Language (TEFL) that the usefulness of authentic video is now being acknowledged by language-learning experts, teachers and learners alike, and this evolving practice has spawned a number of specialized platforms and services dedicated to making the use of authentic video in the teaching of English convenient, effective and affordable. This workshop is intended as a guide to integrating authentic video into best TEFL practices, particularly for the current “digital native” generation of English language learners – teens and young adults - who have grown up with online video not as a technological innovation, but as a part of their everyday reality. All attendees will be given opportunity to pilot a brand-new video platform at their institution.

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Saturday

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Keynote

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Saturday 5:00 pm - 6:20 pm

17-309

Evgeny Chukharev-Hudilainen
Iowa State University

Turning research into practice: design principles of ICALL applications

11:20

Keynote

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Intelligent computer-assisted language learning (ICALL) applications have become increasingly popular in the recent years. Powered by natural language processing and machine learning technologies, they enable new kinds of learning experiences. However, bringing these applications into practical classroom settings is still a big challenge, largely because the dialog among computer scientists, applied linguists, and language educators is often lacking. Many ICALL applications, unfortunately, end up doing a great job at showing off cutting-edge technology, but may be less helpful for teachers and students than would be desirable. In this presentation, I will focus on three design principles of ICALL applications: adaptivity (i.e. the ability to provide personalized learning experiences based on individual student's needs), scalability (i.e. the ability to reduce the time teachers need to spend creating instructional materials), and most importantly, effectiveness in helping students attain language-learning goals. Using several real-life examples, I will illustrate how language teachers and students can benefit from participating in the full cycle of ICALL tool development, starting with needs analysis and classroom-based action research, to laboratory research in second language acquisition, to the development, deployment, and evaluation of the tools.

Sunday

10:00 Sunday

Session 7

10:40

Sunday 10:00 am - 10:30 am

15-401

Robert Cochrane
Baiko Gakuin University

Redefining the Japanese Digital Native

11:30

Paper

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Current Japanese university students appear addicted to their smart-phones, but are they using digital technology for learning? Do they want to? The concept of the Digital native suggests they are adopting technology to learn in new ways, while quantitative data from CALL studies suggest that students avoid using technology for language learning. Do we know how Japanese youth feel about ICT? This presentation will discuss a qualitative case study which examined students' experience learning and utilizing digital technologies to complete a group infographic poster project. Eight groups of four female university students in a first year Academic English Communication Skills class were introduced to online collaboration tools, research resources and infographic software in order to create a poster for presentation. Open-ended surveys, and activity logs were analyzed to explore how students were experiencing instruction and use of digital tools for language learning to gain insights that will guide responsible and effective instruction of technology for learning. Student experiences were mixed but the results suggest that the technology itself was not the sole source of struggle for these students. Lack of time management and social skills played a role in student difficulties. Research design, results and future implications will be discussed in addition to the researcher's current doctoral work on challenging the assumptions associated with the notion of the Digital Native, especially in the Japanese context.

Sunday 10:00 am - 10:30 am

15-402

Rich Porter
Nagoya University of Foreign Studies

Creative Uses of QR Codes in the Classroom

Show & Tell

Numerous instructors may be unaware of how creative use of QR codes in a regular classroom helps instruction. This "Show and Tell" mostly applies: (1) to the first week of the semester and (2)

Sunday

10:00

sporadically during the remaining weeks. As to the former, the presenter demonstrates how learners, using personal mobile devices, can more easily access the weekly homework web page with a QR code generated by the instructor. Another explanation relates to use of a QR code that accesses iTunes or Google Play for students to download apps, such as Google Sheets, for subsequent assignments. As to the latter, attendees will learn how QR codes help students expedite access to Google Forms for in-class surveys with the learner's smartphone. A final category relates to special situations. Here, for instance, an instructor showing slides, but forced to use an under-sized TV screen, can enhance viewing of the text by students in the back of the room. Such student, by using his/her mobile device to capture the QR code originating from the URL of the slides, can improve viewing. Meanwhile, throughout the "Show and Tell," attendees will discover various ways to display the codes. These ways include the use of projectors, TV screens, handouts, and improvised business cards.

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Sunday 10:00 am - 10:30 am

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15-403

Yo Ehara

Shizuoka Institute of Science and Technology

Leveraging AI for reading support systems by permitting AI errors

3:20

Show & Tell

4:00

Artificial intelligence (AI) is under great attention for its applications in language learning/teaching. Current AI technologies, however, cannot make perfectly accurate decisions: they generate some errors. For example, current AI-based dialogue systems cannot create perfectly natural responses, causing some unnatural responses, which are considered as errors. Educational contents for students need to be perfectly accurate, which makes the use of AIs in education difficult owing to their erroneous features. To this end, we propose a general approach to work around this problem: we avoid employing AIs to generate educational contents for teaching; rather, we use manually checked educational contents, and AIs would solely be used to select the content to be provided to students. As an example, we propose a system to support language learners' reading. Given a foreign-language text and a target student, the system automatically makes a personalized selection of the word in a text that is unfamiliar to the student. Then, the system embeds the selected unfamiliar word's gloss into the text in the student's native language so that the student can read the text without consulting dictionaries. In this application, the glosses are taken from entirely manually written dictionary, and no machine translation is employed. Thus, even if the system makes

Sunday

10:00

selection errors, the glosses provided to students have no error. The automatic selection is based on a small vocabulary pre-test that takes about 30 min per student. We show our system's selection accuracy and our recent efforts for a smarter selection.

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Sunday 10:00 am - 10:30 am

15-404

Lucy Skidmore
University of Sheffield

11:30

Using voice assistants for language learning: a case study for Alexa

Show & Tell

2:00

Voice assistants (VAs) have the potential to be used as effective tools for language learning, but little is known about the extent to which this is possible. This project investigated the feasibility of using Amazon's VA Alexa for Japanese language learning. Alexa's capacity for accommodating language learning features was analysed through the development of an Alexa skill called 'Japanese Vocabulary'. This was followed by a user study (N = 10) which gathered feedback through user testing and a questionnaire. Findings from the development stage showed that Alexa skills can facilitate features found in language learning apps such as gamification and spaced repetition. In contrast, there is limited scope to facilitate meaningful target-language speaking practice due to Alexa's lack of integrated multilingual ASR and TTS technologies. Findings from the user study showed that the participants expressed an overall positive response to 'Japanese Vocabulary'. The skill's capacity for personalisation and adaptability was rated highly, and the lack of in-depth pronunciation feedback was reported as a negative feature. Overall, the findings from the project indicated that Alexa can be used as a simple but effective supplementary language learning tool for beginners, and it is best suited to the practice of small language units through cue-recall tasks and quizzes. The results provide an insight into how VAs can be best used for language learning and act as a starting point for further studies in 'voice-assisted language learning', a potential avenue of interest within the field of Intelligent CALL.

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Sunday

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Sunday 10:00 am - 10:30 am

15-405

10:40

Evan Simpson
The British Council

What are we really testing? Digital literacy and Aptis

Paper

11:30

Digital literacy is often described as a set of competencies required for full participation in a knowledge society. These days the knowledge, skills, and behaviors necessary for the effective use of an ever-increasing number of digital devices and platforms which are used for the purpose of communication, expression, and collaboration are an essential aspect of communicative competence. This session will focus on the analysis of items from the Aptis exam which is a four-skill English language assessment designed to address the aforementioned issues and evaluate test-takers' general English proficiency. Additionally, we will review the development processes of adapting traditional constructs for the digital era, while considering the validity and practicality of these items and the relevance of the constructs which they are measuring. Finally, an interactive activity will then ask attendees to consider the future of assessment on digital platforms and what new constructs may need to be defined in order to accurately assess students in the future. The aim of this activity is for participants to not only think creatively about how to measure performance within both established as well as in shifting target language use domains, but to also consider what constitutes validity and practical use of such platforms for language learners in alignment with current mediums of communication.

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Sunday 10:00 am - 10:30 am

15-406

Chris P. Madden
Seikei University

Facebook Secret Groups: From highly motivational to total failure

Show & Tell

The presenter will explain his ongoing research project using Facebook Secret Groups for students to upload videos of themselves talking. Students do this, as well as watch and comment on classmates' videos, all for homework. In his first two years, using two classes per year (TOEIC 450 Freshmen and Sophomores), the results were extraordinarily positive, leading him to attempt the project with

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a very low level class (TOEIC 200), along with the same two classes in the third year. In the first semester, the new class seemed to be enjoying it, and their questionnaire results were similar, but in the second semester everything changed. He will detail what went right, and what he suspected went wrong, with the help of the students' written explanation. Data on over 220 students will be shown from a questionnaire asking them to evaluate this program for motivation and confidence. This year, his fourth with the project, sees him using the same two classes as the first two years, and he will share details on how to run this program and best utilize Facebook Secret Groups to motivate students for speaking, listening, reading and writing outside of the classroom.

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11:30

Sunday 10:00 am - 10:30 am

15-407

2:00

Keith Barrs

Hiroshima Shudo University

Human Assisted Language Learning (HALL)

2:40

Paper

3:20

4:00

Continuing the trend of flipping a classroom, where traditional homework activities become classwork and traditional classwork activities become homework, advances in computer technology and Artificial Intelligence (AI) are flipping the educational roles of computers and humans. Computers will teach, and humans will assist. As one example, is the Quizlet Live vocabulary teaching program, which has become very popular in classrooms around the world, a situation of computers assisting the human teacher (CALL) or humans assisting the computer teacher (HALL)? This presentation discusses such issues of the impact of AI on the field of language learning, using as a starting point ideas raised in Yuval Noah Harari's book *21 Lessons for the 21st Century* (2018). In particular, his discussion of the two human deficiencies of connectivity and updatability, in comparison with computers, will be examined in the context of curriculum development and classroom-based language instruction, where the impending irrelevance of the hard-to-connect and hard-to-update human language teacher is becoming clearer. The overall aim of this presentation is to encourage an exchange of opinions on how to futureproof at least some aspects of the human teachers' role in language learning environments.

Sunday

10:00

Sunday 10:00 am - 10:30 am
15-408

Erin Noxon

10:40

Kyoto Prefectural Sagano High School

Developing cloud and basic computer use skills through blended learning in Japanese public high school

11:30

Paper

2:00

Due to the intensive study done by Japanese high school students in order for them to effectively pass entrance exams, there is not enough time dedicated to computer skills, including editing and basic typing, putting them at a disadvantage. The author designed an EFL class that could introduce these skills through a research-based blended learning environment. The class met for two sessions a week. In the first session, students used Chromebooks to make presentations and posters, and edited G-Docs in order to complete their performance tasks. In the second, students had three stations, each for 15 minutes.

2:40

One station was self-driven pronunciation practice using G-Docs, the second was team-driven watching videos on iPads, the last was a teacher-driven station using textbook-based dialogues. Students were surveyed over the course of the year on the technology tools they used, their feelings on use, and opinions on what they learned; their results were used as data. Their own work completed over the course of the year was also used as data. The results show that they felt they were engaged and developed their skills over the course of the year. The course design, the tools that were used in the class including Elllo.org, G-Drive apps, and Classroom, are all free to use and will be explained. Attendees will be given all of the materials used in this course and will be able to use them freely in classes. We will discuss how the course was re-designed this school year after the results.

3:20

4:00

Sunday 10:00 am - 10:30 am
15-501

Armando Duarte, Mayumi Komoda

University of Shiga Prefecture

Cross-institutional tech usage: Findings and trends

Paper

The approach of the year 2020 brings with it several changes to English education in Japan. Among these changes, increased technology literacy for teachers and technology usage for students are among the changes being supported by MEXT (MEXT, 2011). These coming

Sunday

10:00

changes raise several questions, such as “How much is technology already used by Japanese and non-Japanese teachers of English?” and “How does technology use differ with teacher age or teaching experience?” This research presentation will explore these factors in technology usage among teachers at the secondary and tertiary level. Seventy-two teachers, consisting of 36 Japanese teachers of English and 36 non-Japanese teachers of English, were surveyed in the summer of 2018 about their technology usage (in this case, meaning PC, smartphone, or tablet usage by either teacher or student for either class activities or homework). Demographic information, such as age and teaching experience, was also collected. The researchers will present their findings in these areas, including comments from technology-skeptical teachers and suggestions for increased technology usage using prefecture-level supported initiatives from Saga prefecture.

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Sunday 10:00 am - 10:30 am

15-502

Yuka Akiyama
University of Tokyo

2:40

Role of digital literacy on the development of social interactions: Case of Japan-US eTandem

3:20

Paper

4:00

Although the quality of personal relationships greatly impacts the success of telecollaborative activities, few studies have examined the role of multimodality, in particular, the role of digital literacy, in the development of social interactions. Using interactional sociolinguistics and multimodal discourse analysis concepts, the study examined how eTandem dyads utilized technological affordances, their bodies, and the surrounding environment, inside and outside the designated curricular modality of Google Hangouts. Out of 30 dyads who participated in the eTandem project between Japan and the U.S., the study took a case study approach and selected three dyads who demonstrated contrasting behaviors and perceptions about the project. Analysis of their discourse data revealed that, while the most successful dyad utilized screen sharing to create what I call virtual joint attention and resorted to various multimodal resources to increase social presence (Short et al., 1976), the least successful dyad suffered from the limited sense of social presence due to the way they used the material surround (e.g., electronic dictionary). The other dyad, whose interactional behavior changed after a critical incident of “coming out,” started to communicate “in the wild” by utilizing Facebook Messenger. Consequently, their shared repertoire (i.e., intertextuality, Becker, 1995) increased, allowing them to establish a

Sunday

10:00

community of practice. Based on the findings, I argue that we need to consider the impact of medium on interactional processes and emphasize the digital side of eTandem by placing digital literacy learning as one of the primary goals and benefits of engaging in telecollaboration.

10:40

Posters 2

Sunday 10:40 am - 11:20 am

15-513

11:30

Mamoru Takahashi

Akita Prefectural University

How to combine extensive reading and CALL

2:00

Poster

In this presentation, a statistical analysis of ER activities and the effect that they have on standardized test scores will be examined. During their first academic year, freshman students at a Japanese four-year university employed Extensive Reading as the main, outside-of-class, supplemental English activity in their CALL class. A TOEIC Bridge test was given at the beginning and at the end of the year to assess overall language skill improvement. Using a t-test and a variance analysis, the scores of the TOEIC Bridge tests and the number of words each student read were analyzed. The number of words they read was estimated by using MReader. The students showed a strong, statistically significant, improvement between the two tests. There was also a weak, though statistically significant, correlation between the amount that was read and the level of improvement they exhibited between test scores. These findings suggest a positive correlation between ER and the final scores.

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Sunday 10:40 am - 11:20 am

15-513

Satchie Haga

Rikkyo University

Mobile-based peer assessment in a Japanese university: Student impressions and lessons learned

Poster

As smartphone and other mobile devices become ubiquitous in classrooms researchers and teachers continue to explore how to exploit mobile technologies to enhance learning in the classroom. One area that has seen considerable growth is a mobile-based assessment. Computer-assisted assessment is increasingly used in classrooms to

Sunday

10:00

promote student learning, higher cognitive skills, and reduce teacher workload. However, despite the increase of technology-based assessments, there is little research conducted on mobile-based peer assessments (Nikou & Economides, 2018). This study explored the use of Google Forms on student smartphones for peer feedback within the Japanese context. 143 Japanese university students were surveyed on their beliefs, attitudes, needs, and actions related to using Google Forms on their mobile devices for peer assessment of oral output, specifically discussions and presentations. Results focus on: 1) overall trends and typical responses and 2) the critical factors affecting credibility and reliability for Japanese learners. Guidelines, limitations and practical implications for the effective utilization of mobile technology for peer assessment in Japanese contexts are discussed.

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Sunday 10:40 am - 11:20 am

15-513

John Blake
University of Aizu

2:40

Tense and aspect identifier

Poster

3:20

4:00

Learners of English need to know the form, function, meaning and appropriacy of the choices of tense and aspect. In English, the relationship between tense and aspect is particularly complex. Textbooks and pedagogic grammar books tend to classify English into 12 pedagogic tenses (e.g. present perfect simple, past continuous, etc.). Basic Internet searches discover websites that explain the form and function of these tenses, and numerous examples of each tense can be found. However, no online tool was discovered that could identify the tense and aspect of sentences submitted by users. The Tense Identifier is designed to fill that niche by harnessing a natural language processing pipeline to automatically classify verb groups into the most likely tense. This tense identifier assigns tense to the input sentences based on the particular permutations of parts of speech and specific words. For example, to identify present perfect continuous, the system needs to match “has + been + verb +ing” or “have + been + verb +ing”. From this, the verb group can be assigned the correct tense. This free online tool names the tense used in any simple sentence. This tool can be used to learn the tense system either inductively by inputting numerous sentences and working out the rules, or deductively to confirm whether sentences input conform to the rule. Practical suggestions on how to incorporate this tool into classes will be given.

Sunday

10:00

Sunday 10:40 am - 11:20 am

15-513

10:40

Ben Olah

Wayo Women's University

Computer Assisted Conversation Assessment and Tag Question Error Frequency

11:30

Poster

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This presentation is about a computer program called Timed Paired Practice (TPP) that was developed to empirically assess the conversational ability of students using an algorithm which allows for detailed analysis of errors. The program was used for an English oral communication course at a Japanese university and the students were required to have unscripted conversations in pairs in front of their peers. The computer program essentially acts as a timing device with the teacher deciding when a significant error occurs which would stop the timer. The program does not determine what the errors in the conversations are. Once the teacher stops the conversation, the type of error that occurred was input into the computer system by the teacher and the computer records all the data. All of the conversations were recorded using an audio recorder and then transcribed by the researcher. These conversations were then analyzed to investigate which form of tag questions caused the students to make the highest number of errors. This is the first time that research of this kind has been carried out using the Timed Paired Practice software. One of the most problematic areas for Japanese students learning to converse in English is how to ask and answer tag questions. After analysis of the errors made during the course, it was apparent that students in the class had a great deal of difficulty with common tag questions and often reversed the polarity of the answer that was expected by the person asking the question.

Sunday 10:40 am - 11:20 am

15-513

Christopher Tempest

Sojo

Quizlet use inside and outside the classroom: implementation, use, and student feedback

Poster

With an extensive flashcard library, multiple study modes, and custom deck creation, Quizlet has rapidly become one of the most used

Sunday

10:00

digital flashcard programs. Quizlet was recently implemented as part of a compulsory English communication curriculum at a Japanese university. Students in the course accessed the platform via student tablets or personal smart phones via the available app. Quizlet was mainly utilised to assist in students' vocabulary development. This

10:40

vocabulary development primarily consisted of vocabulary decks with direct L1 translations and contextual sentences with missing target items. First the poster will briefly introduce Quizlet, its main features and rationale. Following this, homework assignment, completion, and tracking will be outlined. Next, features of Quizlet

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that were used as class activities will be detailed, including features such as Quizlet Live, spelling and speaking activities. Technology permitting, some of these activities will be demonstrated alongside examples of decks used. The poster will also summarise the results

2:00

of feedback from 95 students who took a survey about their use of Quizlet. Such topics will include students' satisfaction, preferred study modes, appropriate amount of homework, and Quizlet Live.

2:40

Sunday 10:40 am - 11:20 am

15-513

Renato Germinario
Asia University

Grading Assignments and Tests Using Google Forms

3:20

Poster

4:00

Teachers are often confronted and burdened with stacks of student assignments and tests to grade--an unnecessary problem when solutions are available using Google Forms. Instead of students taking paper tests, for example, they can access and complete tests using a computer or smartphone. Although most teachers are familiar with Google Forms, many teachers have not experienced the benefit of using Google Forms with an add-on, software that gives Google Forms additional features and abilities. This presentation will introduce the Flubaroo add-on. It is a valuable addition to an assessment toolbox. This poster presents the required steps to produce a Google Form assignment or test, how to install add-ons, and how to grade an assignment or test using Flubaroo. Participants will easily acquire the necessary skills to streamline their workflow.

10:00

Sunday 10:40 am - 11:20 am

15-513

10:40

Joe Lauer
Hiroshima University

Utilizing Facebook in cross-culture discussions

Poster

11:30

A comprehensive study in 2018-19 investigated whether university students and teachers in various countries find using Facebook in EFL and ESL classes enjoyable and useful for improving writing skills. The popularity and effectiveness of using Facebook was measured in three ways: First, a review of the literature summarized what other studies have found. Second, in an applied linguistics study, Facebook was utilized in five university writing classes in Japan, and each class was matched with a university class in either Peru, the United States, Taiwan, Indonesia, or Vietnam. During one semester, students engaged in “Cross-Cultural Discussions,” writing about various topics such as food, holidays, personal hobbies, and travel spots. At the end of the semester, their enthusiasm for the activity was measured by counting the number of words and entries which they had made during the semester. Third and finally, the popularity of using Facebook in the classes was measured by giving the approximately 200 students and five teachers in the various locations a questionnaire. The review of the literature, the applied linguistics study, and the questionnaire all found mixed results concerning the popularity and usefulness of utilizing Facebook in ESL/EFL classes. For example, in the questionnaire conducted by this researcher, 59% of non-English major Japanese students, when asked how much they enjoyed the activity, either answered “Not much” or “Not at all.” The makeup of the classes (average TOEIC scores, etc.), the set-up of the project, and the activities-responses from the students will be explained in detail.

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Sunday

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Plenary 2

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Sunday 11:30 am - 12:30 pm
15-606

Makimi Kano

Kyoto Sangyo University

**What can corpus linguistics do
for the language teachers?**

11:30

Plenary

2:00

As a corpus linguist as well as a university teacher of English, I will discuss how corpora can be relevant to language teachers. My linguistic studies particularly concern how new words develop and change over time. In our faculty, I currently have several on-going CALL-related projects. While my colleagues and I are constantly measuring the effectiveness of our teaching methods, my interest lies in the linguistics aspects of the teaching materials. For example, in our extensive reading (ER) program, which is designed so that students can read books of their interest regularly, we see some progress over the semesters in their reading speed but not so much in their grammar or vocabulary level. If we investigate the nature of the texts in the ER readers, we see why. Many corpus tools are available to teachers, and they help prepare materials for classes, or even to check the validity of collocations or grammar points. People's linguistic instincts are not always accurate, and the language itself is constantly changing. Corpus linguistics is a great way to see the "actual" use of a language, so that we do not prescriptively instruct students on what is "correct." I will introduce some useful tools anyone can use and show how I have used them, in the hope that language teachers make more use of the corpora of billions of words that are now available to them.

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Session 8

Sunday 2:00 pm - 2:30 pm
15-401

Rab Paterson, Kaori Hakone

*Toyo University / Tokyo Gakugei University International
Secondary School*

**Next generation tools - next
generation learners**

Show & Tell

Augmented Reality (AR) and Virtual Reality (VR) apps are the new kids on the block in education. The presenters here demonstrated and taught a range of AR / VR educational apps to children from

Sunday

10:00

elementary through junior high to high school at the international schools they work for in Tokyo. These children will be the next generation of university students and workers in a few years, so their reactions and feelings towards these types of apps will be invaluable for educators planning on incorporating them into their teaching workflows, especially as these types of apps are poised to become more and more commonplace in society. Therefore this session will start with an overview of the apps used, why those particular apps were selected, and a rundown of the types of tasks the students completed with the apps. Then the session will provide a report on both the students' reactions to, and their further suggestions for using these types of apps in their learning, as well as teacher feedback from the other side of the educational divide by illustrating the pros and cons of each and the type of teaching approaches they support. After this session teachers should be well prepared to make an informed decision on whether to try using these (and other) AR/VR apps in their classrooms.

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Sunday 2:00 pm - 2:30 pm

15-403

2:40

Hideto D. Harashima, Thom Rawson
Maebashi Institute of Technology

Learning analytics in Moodle: A first look

Show & Tell

3:20

4:00

In any teaching situation, teachers wonder if students are making progress on schedule, if there are some who lag behind others, or even if any are on the verge of dropping out. These are serious concerns for the teachers who rely on LMSs to support the classroom instruction. Learning Analytics (LA) is a way of measuring student engagement in a digital class and also reporting the effectiveness of any particular lesson. Sophisticated LA tools also provide teachers with detailed information on the behavior of each student. This enables teachers to differentiate between students meeting with success and those having struggles or being "at-risk." A growing number of LA plugins and blocks have become available for Moodle. The presenters have explored some of those in-house LA plugins as well as a third-party one. The tools provide various types of information including the chronological access distribution, the transition of assignment submission and active user numbers, the number of individual forum posts, levels of difficulties with each question in a quiz, and the interrelation between participants in a forum. The presenters will report how each of the LA tools graphically reveals different aspects of students' learning to the instructors. They will also introduce some student-led analytics, where the students are asked to report activities and also to analyze those learning data using a database

Sunday

10:00

and spreadsheet. The audience will learn the basics of what these methods of LA can do and also some ways in which they might apply them to their teaching.

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Sunday 2:00 pm - 2:30 pm

15-404

Chad Cottam, Troy Rubesch
Kwansei Gakuin University

11:30

**Video-based self-reflection of
English language presentations**

Paper

2:00

Advances in mobile and video technology now offer unprecedented options for interaction, reflection, and assessment in the language learning classroom. However, in the case of video-enhanced feedback through self-reflection, the implementation of such technology as a powerful tool to enhance noticing remains under-explored. The presenters will introduce a study that utilized student self-reflections during preparation for presentations, involving more than 200 Japanese undergraduate students enrolled in a mandatory academic English course. The course involved presentation skills including physical aspects such as eye contact, posture, and gestures; as well as language-based aspects such as voice control, enunciation, and effective use of transitions. These skills were to be assessed in a final presentation in front of the whole class. After giving video-recorded practice presentations, students were initially asked to reflect on and assess their own performance using a standardized rubric. They were then asked to watch the video recording of their presentation and self-assess their performance using the same rubric. The researchers found by comparing the results of these two self-assessments, differences were illuminated in how students perceived their performance immediately after their presentations and after they reviewed the video recordings. The presenters will discuss their findings, along with implications for presentation courses for L2 learners; with particular focus on the effective use of video software as a classroom tool. Audience participants will come away with ideas on how to better conduct video assessment and self-reflective practice in their own classes.

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Sunday 2:00 pm - 2:30 pm
15-405

10:40

Richard Arber
Kwansei Gakuin University

Engaging EAP Students Beyond the Classroom Using Google Classroom

Show & Tell

11:30

For EAP learners based in Japan, the opportunity for immersion in academic language can be extremely limited. While exposure to authentic aspects of genre and language are scant, we now have various forms of social media and educational applications at our disposal.

2:00

Recent research would suggest that many of these generic communication tools are becoming increasingly integrated into English language curriculums. For this study, one group of EAP learners participated in a beta run of Google Classroom, an app-ready educational resource designed for creating tasks, distributing materials and grading student submissions. The students participated in building and contributing to this resource in tandem with their year-long EAP programme. This study looks at the how the application is currently being used to develop the writing, reading and research skills of learners by analysing how they share, contribute, submit assignments, gain feedback and integrate site content into their summative coursework. This study seeks to understand how to engage students in participation of online classrooms, understand how they participate and what learner outcomes can be best derived from such resources. This presentation discusses the implementation of this approach and how it can be improved for wider learning in EAP contexts.

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Sunday 2:00 pm - 2:30 pm
15-406

Benjamin Rentler, Derrick Apple
Ritsumeikan Asia Pacific University

Understanding the acceptance of e-learning at a Japanese university using the TAM model

Paper

In the Japanese university context, student and faculty acceptance of technology is a rather under-researched field. Due to this lack of research and our university's move towards promoting e-learning, this project aimed to examine the reception of the Manaba learning management system (LMS) currently in place at Ritsumeikan Asia Pacific University. The university is currently using Manaba for assignments

Sunday

10:00

and assessments for the intermediate and upper-intermediate course levels. Although Manaba has only been in place for 2 years, we believed that it was necessary to analyze student and staff perceptions of its utilization in order to improve its implementation in the future.

10:40

Therefore, in order to understand student and faculty perceptions of Manaba's use, a quantitative survey was designed and modified from the Technology Acceptance Model, the most widely used theoretical model to classify a user's technological acceptance. The quantitative TAM survey, consisting of 17 questions, was distributed to 446 students and 16 English lecturers based on the categories of perceived self-efficacy, perceived enjoyment/ease of use, perceived usefulness, and behavioral intention of Manaba. The results of the survey indicated that students and lecturers leaned favorably toward accepting the new technology in place. We believe that these results could offer valuable insights for universities seeking to effectively implement an LMS for homework and assessment purposes.

11:30

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Sunday 2:00 pm - 2:30 pm

15-407

2:40

Hisayo Kikuchi, Dennis Harmon

Aoyama Gakuin University

The applicability of multiple application tools to English language class

3:20

Show & Tell

4:00

Interactive media and communicative technology have drastically changed our educational settings. Now, almost all students utilize smartphones and the internet more often than traditional computers. In our Show and Tell presentation, we will demonstrate some new media tools and how to effectively use them for new and innovative approaches for cross-institutional tasks and inter-cultural understanding online. Mainly, we will discuss such applications as Flipgrid, Kahoot!, and Houseparty. These applications are free to use and have several unique functions but can possibly be used in combination for convergent effects. That is, while using one to generate a specific task another application can be used to supplement and maintain a diversity of tools to maintain high interest and student motivation in a class environment. These tasks can give students the tools necessary to expand knowledge, develop new skills, and opportunities to make new friends. Using these software solutions educators can explore a multitude of topics with students and they can autonomously explore, discuss, and develop ideas in discussion groups. However, we will also discuss the challenges with these solutions such as differing English proficiency levels, digital social cultures and ethical issues occurring when students interact in these more informal settings.

Andrew J Barnes
Waseda University

**Online written corrective
e-feedback: learning outcomes
and student study habits**

Course Management Systems (CMS) arm teachers with new ways to engage with students, including facilitating Written Corrective Feedback (WCF). This study, using Moodle online CMS, examined the effect of WCF - when viewed at home - on learning outcomes and student study habits. Participants were English majors at a Japanese women's university in Tokyo (age: $M = 19.6$, $SD = 0.6$). They were divided into a non-feedback Control Group ($n = 27$) and two treatment groups: Group A ($n = 16$); Group B ($n = 17$). Thirteen consecutive weekly assignments were submitted within the Moodle, to which written comments were provided. In addition, Groups A and B received indirect WCF with metalinguistic-codes hyperlinked to grammar explanations and examples. Group A's WCF initially focused on to-infinitives for three weeks, then three weeks on articles; Group B's WCF focus order was reversed to examine sequence effects on learning outcomes. Assignments 3, 6, 9 and 12 were analyzed for fluency ($Total_Word_Count/Total_T-units$) and accuracy ($Correct_Instances/Total_T-units$), and acted as pre-, mid-, post-, and delayed-post-tests. When pre- and delayed-post-tests were compared, no significant differences within-or-between groups were found for fluency and accuracy. Additionally, participants' Moodle activity-logs were examined to see how feedback was used and then compared against a study-habit questionnaire. Only 6 of 33 participants across treatment groups checked their feedback on a weekly basis. Furthermore, interest in grammar pages decreased rapidly. This was in stark contrast to what students reported via questionnaires. Thus, calling into question their reliability, alongside the (in) effectiveness of take-home WCF.

Sunday

10:00

Sunday 2:00 pm - 2:30 pm

15-501

10:40

Brent Jones, Ritsuko Tatsumi
Konan University

Online tools for supporting high school - university EFL collaboration

Paper

11:30

The High School - University Collaboration Project has become a major focus of efforts by the Ministry of Education, Culture, Sports, Science and Technology (MEXT), including efforts aimed at increasing communicative competence in English among Japanese youth.

2:00

With this in mind, the current presentation outlines an action research project in which a small group of high school students in western Japan received a series of English lectures and debriefing sessions via teleconferencing. These content-focused EFL lectures had a business and economics focus, and a combination of reflective journaling and descriptive feedback (Rodgers, 2006) was used to explore cognitive and affective reactions to these collaborative experiences.

2:40

Findings included high overall satisfaction with the learning experiences but at the same time highlighted some of the challenges (e.g., linguistic, curricular, technical) this type of collaboration entail.

3:20

This presentation will focus on the technical aspects of delivering and recording these interactions as well as analyzing qualitative data collected throughout the project. Participants will go away with a list of tools, best practices and key considerations for their own Secondary-Tertiary Cooperation endeavors.

4:00

Sunday 2:00 pm - 2:30 pm

15-502

Shaun Allen
MU

Assisted reading of original, ungraded text using an online worksheet with embedded media

Show & Tell

Academic courses and the demands of professional development may require learners to grapple with reading texts that are lexically and syntactically demanding. This exercise aimed to lighten the cognitive burden by preparing an online guided-reading activity using readily available tools: Google Forms with YouTube content embedded. The text was arranged in manageable units: paragraphs accompanied by human voice-over, each to be embedded as a video in the

Sunday

- 10:00** online worksheet. On accessing the worksheet by personal device, the learner would follow the instructions and complete the tasks: (1) read and listen to each portion of the text by playing the videos; and (2) answer questions, beginning with a multiple-choice gist-reading comprehension check. On completing the worksheet, the learner would submit the form and receive a score with feedback. *The human voice-over was an audio recording in which a course instructor was reading the text aloud: learners were therefore able to match the visual, orthographic representation of the text with a phonological realization. Such support is vital given (a) the uncertain relation of English spelling to sound and the likely abundance of unfamiliar vocabulary; and (b) the frequently nested syntax of academic prose, with which many learners are likely to struggle. Sensitive reading aloud at the level of the clause, the sentence, and the paragraph will place stress appropriately and vary intonation to convey meaning precisely, helping to guide the learner through the labyrinth.
- 10:40**
- 11:30**
- 2:00**

Sunday 2:00 pm - 2:30 pm

15-605

2:40 **Jeff Genet**
Pocket Passport

Could you be the reason your students aren't succeeding?

3:20

Sponsored

4:00

It's no secret that students who attend class on a regular basis perform significantly better than those who do not. Rather than enforce attendance by making it mandatory, attendance can be promoted by the inclusion of assessment. Regular assessments give both the student and the teacher detailed up-to-date information in the students' development and learning requirements. Furthermore, it also allows teachers time to modify their approach. This flexibility for the instructor gives them time to implement pedagogical changes which will motivate students to not only attend but to excel in class. This presentation will show how some simple-to-use online tools and best practices will motivate and inspire your students.

Sunday

10:00

Session 8/9

Sunday 2:00 pm - 3:10 pm

15-402

10:40

Louise Ohashi
Meiji University

Listen Up! Useful materials for intensive and extensive listening

11:30

Workshop

2:00

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4:00

Language learners can gain much from engaging in listening tasks, with both intensive and extensive listening offering opportunities for language development. During intensive listening tasks, learners listen for specific information such as particular words and phrases or details. This type of listening is generally done with short oral texts and has pre-set tasks that listeners aim to achieve through the tasks. It may focus on areas such as vocabulary, grammar and pronunciation, or learners may need to find answers to comprehension questions. Materials may be challenging for learners and they may need to listen multiple times. On the other hand, during extensive listening, learners are exposed to a large amount of materials that they can comfortably understand without the need to stop and listen again. The focus is not on understanding each and every part or analysing the text for discrete learning points. Rather, the aim is to gain a global understanding and to listen for enjoyment. This session introduces useful listening materials that have been tried out by the presenter and her students, showing how they can be used for intensive and extensive listening and sharing feedback from students who have used these tools for in-class and out-of-class learning. In this session, participants will learn about TEDICT, Storyline Online, The Fable Cottage, ABC News Shower, Lyrics Training, ELLLO and Voice of America. Demonstrations will be given and participants will be invited to try using these tools during the session.

Session 9/10

Sunday 2:40 pm - 3:50 am

15-401

Jonathan Andreano, Jason Wolfe
Kaichi Nihonbashi Gakuen

SketchUp: 3D Design and the next language learner

Workshop

Murphey's (2013) Value Added English is when students learn something meaningful or useful in English and the tool or information

Sunday

10:00

learned can enrich their lives outside the classroom. This presentation will introduce a design-based approach for language learning using SketchUp, a cloud-based 3D modeler that can be used to take learning beyond the “material.” By utilizing the design cycle in conjunction with a scaffolded project-based learning framework, language learners can maximize opportunities to engage in various communication styles (interpersonal, interpretive, and presentational), and create digital and physical solutions that advance their design-thinking and problem-solving skills. As part of this presentation, we will discuss examples of past assignments, implementation challenges, instructor observations on student behavior, as well as the multidisciplinary transfer we have seen.

10:40

11:30

Sunday 2:40 pm - 3:50 am

15-403

2:00

Thomas Robb, Makimi Kano
Kyoto Sangyo University

More student talk using the PeerEval app

Workshop

2:40

PeerEval is a free app created by the lead presenter that allows the students to evaluate other student speakers on a range of criteria set by the instructor, interactively as they listen. The results for each speaker can be viewed on the speaker's own device when the speaking session is complete, while the instructor can view or download all of the results for use in grading. The app makes it easy to have multiple simultaneous small group presentations since it frees the instructor of the need to evaluate each presentation. The app encourages more frequent presentations or small talks since the instructor no longer is burdened by the need to evaluate each individual or to input student evaluation sheets into a spreadsheet file. Both speakers will discuss their actual experience using the app in the classroom. Assuming the availability of Wifi for the participants, the presentation will include a demonstration with the participants evaluating each other in small groups on an impromptu talk.

3:20

4:00

James Devereux
J.F. Oberlin University

A web app for giving real-time feedback on common speaking mistakes

One way a teacher can create a high-quality learning experience is by providing individualised feedback on learner mistakes. In writing classes, this is often done by using correction symbols which highlight the category of error, where it occurred, and invite student reflection. However, in speaking classes it is difficult to employ such an approach for two reasons. Firstly, it is troublesome to record student speaking and provide access to these recordings. Secondly, it can be too time-consuming to provide much individualised feedback in large classes. To solve these problems, a web app was developed by the presenter and three classmates at Le Wagon coding bootcamp in March 2019. The app harnesses the power of student smartphones to record paired conversations that take place at the front of the classroom. While conversations are in progress, the teacher has the ability to log mistakes in real-time via keyboard presses, which are saved alongside the conversation audio. After the lesson, homework assignments are automatically generated which allow students to listen back to their recordings and see their and their partner's mistakes together with the time at which they occurred. At each mistake there is a space for students to reflect and write what they or their partner could have said differently to make the conversation more correct and natural. By providing feedback and opportunities for student corrections in this way, the app aims to encourage students to think about their language use in order to improve future performance.

Gregory Sholdt
Konan University

Building language classroom research skills through online collaboration

Conducting classroom-based research allows language teachers to extend beyond their own settings and contribute to their field; however, a strong understanding of research methodology is essential to

Sunday

10:00

execute meaningful studies. Opportunities to develop these skills while working full-time in remote locations in Japan are limited. The goal of this presentation is to report on the use of online applications to support a unique professional development project that helped language teachers gain skills and knowledge related to conducting

10:40

quantitative research. Thirty-two teachers from around the country joined the project in the spring of 2018 and independently conducted a small-scale study on engagement in an extensive reading activity using Xreading in their own classrooms. Participating teachers connected through an online discussion forum and resource center built with Google applications in order to discuss issues, raise questions, and share ideas about the research process while making use of online resources. Live meetings and lectures were provided through a web-meeting application to guide participants through each step of the process. The goals for the teachers included developing skills and knowledge in fundamentals of quantitative research, connecting with a community of EFL teacher researchers, and producing a manuscript with potential for publication. The presenter will provide an overview of the project and the critical role of the online applications and then discuss successes and issues encountered before providing recommendations others considering this kind of online collaborative work. This project was supported by a JSPS Grant-In-Aid.

11:30

2:00

2:40

Sunday 2:40 pm - 3:10 pm

15-406

3:20

George MacLean
University of the Ryukyus

Enhanced feedback protocols for oral presentations and subsequent uptake of the -s morpheme

4:00

Paper

In this presentation I will discuss my experiences fostering a reflective learning environment via (A) the delivery of near-immediate teacher and peer feedback and (B) subsequently requiring students to submit reflections about their learning experiences using cloud computing (G Suite for Education). Certain pedagogical tasks limit teachers' abilities to provide immediate feedback, such as when students are giving presentations. I will explain how cloud computing can help to overcome such challenges, notably by videoing students and incorporating teacher feedback into the video such that students are receiving critical feedback about their language production and also their presentation skills. Thereafter, based on students' comments and their reflective learning assignments, I will discuss (1) whether students were able to understand corrective feedback about use of the

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-s morpheme (plural -s, third person -s, possessive -s) and (2) whether more accurate use of the -s morpheme occurred thereafter (uptake).

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Sunday 2:40 pm - 3:10 pm

15-407

Richard Bailey

Tokai University (Shonan)

Improving teacher/student rapport with spaced repetition flashcard applications

11:30

Show & Tell

2:00

The ability to recall students' names and faces is invaluable. It helps establish rapport with students and shows concern for them as people, not just numbers. It also allows teachers to call on students directly in class, for both positive and negative reasons. However, the logistics of taking or collecting student photos, creating paper flashcards or name cards, organizing, and learning student names and faces can be overwhelming, especially at the beginning of a semester with many large classes. To address those difficulties, I currently use a spaced repetition flashcard app to easily and quickly create, study, and review five years of student flashcards (over 700) in less than five minutes a day. This presentation will introduce the use of Anki, a spaced-repetition software (SRS) flashcard smartphone application to create and learn students' names, faces, and other information. Based on successes and problems with using this system, topics such as how to efficiently take and organize photos, create and format flashcards, use appropriate tags (for study, cramming, and identifying students), and effectively study will be discussed. Other flashcard application options will also be discussed. At the end of the presentation, attendees will be able to understand the advantages and disadvantages of this system and whether or not it is appropriate for their teaching.

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4:00

Sunday 2:40 pm - 3:10 pm

15-408

Mark Firth

J. F. Oberlin University

Using online news articles for academic writing and discussions

Show & Tell

This presentation showcases how teachers of EFL university and adult classes can adopt current topics found in online news articles for their English language classes. Rather than adapting the content and vocabulary according to learner levels, this approach is based on

Sunday

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the four main characteristics of the Task-based Language Learning and Teaching (TBLT) approach as prescribed by Rod Ellis (2003). Importantly, it embraces Long's (1996) Interaction Hypothesis which stresses that the conditions for second-language acquisition are especially favorable when a breakdown in communication requires

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learners to negotiate for meaning, modify their speech to make it more comprehensible, and provide feedback to others. It is proposed content about recent issues found on online news sites facilitates meaningful activities whereby learners are more likely to be compelled to convey their thoughts and opinions about real-world topics

11:30

(Lightbrown and Spada, 1999). The presenter argues that input comprehensibility through interaction activities in class can be increased by using original online news articles, and as a result, learners are better able to focus on the more salient linguistic features of what they read. Upon attending this session, participants will be provided

2:00

with several practical ways in which news articles found on specific online sites can be readily utilized for academic writing and discussions in their own classes.

2:40

Sunday 2:40 pm - 3:10 pm

15-501

Peter Ilic

University of Aizu

3:20

Kernel-based Principal Component Analysis of mobile collaborative activities

Paper

4:00

This presentation details the application of Kernel-based Principal Component Analysis, a machine learning technique, to data collected during mobile collaborative activities. The goal of this research is to gain a deeper insight into how mobile devices such as smartphones, can be utilized in a learning environment to exploit the obvious affordances while reducing the negative influences of the technology. The target data is time series data, so the number of variables is large. Conventionally, for this type of data, we needed to reduce the number of variables to obtain stable latent factors (variables that are not directly observed but rather captured) in the data. Principle Component Analysis is a well-known analysis to reduce the number of variables. However, if the number of variables is 'very' large, such as is the case with our target data, the conventional principal component analysis loses much of the information contained in the original data. In order to overcome this problem, Kernel-based Principal Component Analysis has been proposed as a Machine Learning technique. The merit of this analysis is to obtain the latent factors of the data in higher dimensional space than the dimension of the observational space to obtain more accurate results to explain the

10:00

latent structure of the original data. This paper exploits the merit of the Kernel-based Principal Component Analysis in order to better understand the use of mobile devices for collaborative learning activities in a blended learning context. The presentation include research background, techniques used, and finally the results and conclusions.

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Sunday 2:40 pm - 3:10 pm

15-502

11:30

Markus Rude
Nagoya University

Using QWERTY keyboards like chorded keyboards: Typing syllables with multi-key strokes for language learning.

2:00

Paper

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4:00

Paul Mason's JALT-CALL paper (2012) criticized mechanical typewriter formatting methods that persist until today (e.g. using spaces instead of styles for paragraph formatting). This research criticizes another legacy from mechanical typewriting: the sequentiality restriction. Though much research was done on chorded keyboards, and stenographers do type through chorded input (simultaneous multi-key strokes), most people utilize sequential QWERTY keyboards requiring single-key-sequential input. Why not typing text on a computer like playing chords on a piano, by striking several keys together? Chorded input is not proven to be quicker than serial input; however, the sequentiality restriction is a burden: it causes typos and restrains the human hand from developing more efficient typing gestures through co-articulation of all fingers. Inversions ("fathre" for "father") or permutations ("het" for "the") need not be called typos, but could be accepted as regular input. Correction software already handles many and could handle most of such "errors" or "chords". The paper presents this general idea plus two prototypical applications to develop pronunciation skills and awareness of syllabic structure: In the one for Japanese, chords express moras (e.g. "ka," "shi," "n") and thus realize units of the Japanese alphabet with single strokes; typing becomes more natural. In the one for German, chords express syllables (e.g. "der," "die," and "das" = "the"); therefore, typing with German speech rhythm (succession of long and short syllables) can be approximated by typing successive syllables sequentially and chorded (slowly and quickly); ingraining the rhythm could be facilitated. Both applications are demonstrated.

Jonathan Harrison*Nihon University, College of Science and Technology***CALL extracurricular reading pilot project**

Paper

Reading is one of the main skills tested through standardized tests of English in Japan, and standardized tests are moving toward integrated task items. With the goals of increasing student enjoyment in reading, improving reading skills, increasing participant active vocabulary, and exposing students to integrated tasks, an extracurricular CALL project was initiated in the second semester of 2018 at a science and technology university. The goal was to create a completely online or mostly online engaging reading environment. The course consisted of 4 stages: registration, readings, tasks, and completion. Registration and completion consisted of a vocabulary quiz and a survey. In total 27 readings of 100-400 words were created covering 6 themes believed to be of academic and career interest to the participants: university, business, math, science, humor, and international. The vocabulary was leveled for ease of readings, and the stories each had 2 parts: a main text which ended with a choice or question and a solution with a short explanation or in the case of humor, a punch line. As post-reading tasks, participants were asked to complete either a conversation, an online quiz, or a journal writing. Results regarding participant engagement with the online materials including readings, quizzes, vocabulary lists, and entrance and exit surveys and tests will be discussed. The authors hope that this project will lead to a more expansive 100% online or blended learning module which can build participant reading skills and increases scores for standardized tests which focus on both business and academic skills.

Kevin Reay Wrobetz*Kobe Gakuin University***Utilizing smartphone AI assistants for communication activities in the second language classroom**

Paper

The ever increasing presence of AI software with verbal interfaces integrated into the heavily saturated smartphone market has provided

Sunday

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educators working in second language acquisition (SLA) environments with more opportunities than ever to utilize verbal interface AI software as an instructional tool. Of particular pedagogical interest is the manner in which verbally interfacing AI smartphone software may be utilized in SLA learning environments to improve

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a wide range of second language (L2) communication skills such as pronunciation, syntax, and negotiation of meaning. Smartphone AI assistants not only incorporate an experience similar to AI chatbots, but the verbal interface of smartphone AI software coupled with

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the text feedback displaying what language the software has identified as verbal input provides students with an unbiased, third party assessment of how phonetically discernible their L2 pronunciation is. Considering the host of potential benefits that smartphone AI assistants may have in the second language classroom, this research

2:00

examines the results of integrating smartphone AI assistant software into a communicative English course at a university for one academic year (n=26). The communication activity conducted with the AI software provided teams of students with specific information (e.g. the temperature in London) that each team had to verbally retrieve from the smartphone AI software. The results of the study, as is supported

2:40

by quantitative and qualitative data, suggest that using smartphone AI assistants for communication activities may have positive effects on the quality of pronunciation, syntax, and negotiation of meaning.

3:20

Sunday 3:20 pm - 3:50 pm

15-407

Joe Geluso, Aysel Saricaoglu
Iowa State University

4:00

Telecollaborative project-based learning: A case study

Paper

Several changes have taken place in the field of language learning as a result of globalization. The need for language learners to communicate virtually with those who are geographically and culturally distant has resulted in the concept of telecollaborative learning (TL) (Brandl, 2012; O'Dowd & Waire, 2009). This study combines TL with project-based learning (Beckett, 1999). We report on a study which saw students enrolled in an introductory linguistics class at a university in the Midwestern United States (n = 32) and a university in Turkey (n = 32) complete a project via telecollaborative pairwork. The pairs were given questions related to first and second language acquisition, and worked to complete tasks debating ideas, collecting and analyzing linguistic data, drawing conclusions, and sharing their projects with others. Employing a systemic functional linguistics perspective and a mixed-methods approach, we provide insights

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into students' perceptions of the strengths and weaknesses of this approach to teaching and learning. We argue that this approach to PBL was beneficial linguistically not only for the Turkish students who worked in their L2 with their US counterparts, but also for the US students who gained experience working with EFL learners and were able to compare their own L2 experiences (usually Spanish) with learners of English. Finally, our findings offer insights for effective PBL experiences in cross-cultural telecollaborative contexts as well as enrich the PBL and TL literature.

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Sunday 3:20 pm - 3:50 pm

15-408

Sandra Healy, Olivia Kennedy

Kyoto Institute of Technology

2:00

Japanese validation of the Smartphone Addiction Scale

Paper

2:40

Rapid technological developments and the increase in smartphone ownership in recent years have led researchers to examine the problematic usage of mobile phones. Various studies have reported positive correlations between excessive smartphone usage and difficulties with interpersonal relations, meeting school and work commitments, physical health problems and behavioral addiction (Akin, 2012; Choi et al, 2012; Kim and Lee, 2012). As a result, researchers have developed various scales to measure levels of smartphone usage and addiction. This study is the first to establish a valid and reliable Japanese version of the Smartphone Addiction Scale (SAS) for adolescents developed by Kwon et al (2013). Meticulous forward-backward translation of the 33 mono-dimensional questions was undertaken, and the resulting questionnaire administered to 600 first year undergraduate students at a national university in Kyoto, Japan. To further strengthen this validation, a Japanese version of the Smartphone Dependence Scale (J-SDS) designed and implemented by Ezoe et al (2016) was also administered. The instruments themselves, and the similarities and differences between them will be discussed in this presentation, along with the results of both questionnaires, and the validation process. Attendees will be invited to reflect on ways to assess their own students' smartphone usage and addiction levels. Kwon, M., Kim, D-J., Cho, H., & Yang, S. (2013). The Smartphone Addiction Scale: Development and Validation of a Short Version for Adolescents. *PloS One*. 8. Ezoe, S., Iida, T., Inoue, K., & Toda, M. (2016). Development of Japanese Version of Smartphone Dependence Scale. *Open Journal of Preventive Medicine*. 06. 179-185.

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4:00

Miles Prowse*Chiba University/ Tsuda University*

The importance of encouraging learners to engage in a meta-discourse about their digital (online) learning

We should encourage our language learners to engage in a critically evaluative meta-discourse about the online platforms which they use: their processes (including data, algorithms, automation and AI) and the pedagogic rationale underpinning them. This is alongside how any such critical evaluation applies to their learning of language itself. This consideration should be both an implicit and explicit characteristic of the design of online courses and their spaces for our language learners. The presentation draws upon the author's own experience of course design using Moodle for online language teaching/ learning. As such, the design approaches that will be discussed incorporate spaces for critical discourse amongst students themselves (deus-ex-machina) and with their teacher. The example spaces discussed are: Moodle Forums/ Moodle Wikis. Course designs for three very different courses are covered: academic writing (B2/C1), extensive reading (B1/B2/C1) and TOEIC (B1/B2). There is a focus on study groups online (Moodle) and how to structure these in terms of course design/ realization. Themes discussed and which participants will subsequently have a greater awareness of will be: meta-language for thinking critically about digital learning; understanding/ developing digital scholarship skills; understanding themes around critical digital citizenship; relevance of topic in relation to the prior three considerations (content based academic writing); relevant choice of book/ literary theme in relation to the first three considerations (extensive reading). Examples will be provided of online practice (and design), as well as student commentary. The framing of the discussion will refer to post- human pedagogy.

Hao-jan Chen*National Taiwan Normal Univ.***Investigating the possible impact of a VR app on second vocabulary learning**

Paper

To explore the potentials of the VR technology, we conducted a study to investigate the possible impact of a 3D VR vocabulary learning program called House of Languages, which was developed by Fox3D VR. Two groups of junior high school students in Taiwan were invited to join the experiment. One group ($n = 29$) wore the Oculus Go VR headset and played the program, and the other group ($n = 24$) simply used the pictures taken from the screenshots of the VR program. The results showed that the immediate posttest scores of both groups are significantly higher than the pretest scores. Moreover, the picture-based group ($M = 15$) also significantly outperformed the VR group ($M = 8.3$) in the immediate posttest ($t = 2.789$, $p = .007$). However, there are no significant differences between the two groups in the delayed test. The findings suggest that both groups could learn some new words, but the VR group did not outperform the picture group. Based on the user survey, the outcomes might be influenced by VR devices. Several students indicated that they felt dizzy when playing the VR game and it was tiring to find the objects in the VR environment. Another possible reason might be related to the fact that the vocabulary items in the VR app disappeared very quickly. This design might not help learners to memorize the words. Although VR seems to be an attractive technology, the issues related to the VR hardware and the software design, however, should also be carefully considered.

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Roundtable

Sunday 4:00 pm - 4:45 pm

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Douglas Jarrell
Nanzan University

The impact of AI and machine learning on language education

Roundtable

2:00

Our special Roundtable Discussion features Keynote Speaker Evgeny Chukharev-Hudilainen and Plenary Speakers Makimi Kano and Hiroaki Ogata. They will be exchanging views on the growing impact of AI and machine learning in the field of language education and responding to audience questions.

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Venue Information

Aoyama Gakuin University, Aoyama Campus

Access

Access info in English: https://www.aoyama.ac.jp/en/outline/map_directions.html

Access info in Japanese: <https://www.aoyama.ac.jp/outline/campus/access.html>

