





# **BUILDING LEARNING ENVIRONMENTS**

Kurume University  
June 3<sup>rd</sup> – 5<sup>th</sup>, 2011



# Table of Contents

Welcome to JALTCALL 2011!	2
Commercial Sponsors	5
2011 Conference Team	6
Announcements	7
Transportation &	
Room Information	9
Keynote Address Abstract	11
Plenary Address Abstracts	12
Keynote and Plenary Speakers	14
Presentation Abstracts	
Paper Presentations	16
Show & Tell Presentations	44
Workshops	65
Sponsored Presentations	69
Poster Presentations	71
Presenter Listing	76
Schedule	78
Notes	80
Map of the Kurume	
University Campus	back cover



## From Kurume University

Welcome to Kurume University!

We are very pleased to serve as the host of the 16th annual JALT CALL Conference.

Kurume University was established as Kyushu Medical School in 1928. It has since developed into a comprehensive private university, consisting of 5 faculties with 11 departments, 5 graduate schools and 14 research institutes. We have 2 campuses, 2 hospitals, and attached junior and senior high schools in Kurume City.

Kurume University's language education programs comprise offerings in English, German, French, Chinese, Korean and Japanese as a Foreign Language. To best help students reach their potential and meet future needs, our varied and dynamic course offerings are complemented by the latest in multimedia learning facilities.

The newest addition to the Mii Campus, the 1000 Building (Computing Center), is replete with state of the art CALL facilities, while the self-study room and language laboratories of the 800 building (Media Center) have recently been completely overhauled. Wi-Fi is campus-wide, and will be made available to participants of the Conference. We are proud our facilities and are sure you will find them well-suited to our purpose.

Finally, and also on behalf of the Kurume student and staff members who will be on-site to help out during the Conference, I hope you will have a productive and enjoyable three days with us. Do not hesitate to ask us if we can be of assistance at any time.

Arthur Meerman  
2011 Conference Site Chair

## From the Conference Chair



Welcome to JALTCALL 2011! On behalf of the conference team and SIG officers, I would like to warmly welcome all the delegates, presenters, and sponsors to the 2011 JALT CALL SIG Annual Conference, “Building Learning Environments”. This is our first time in Kyushu and we hope that you enjoy this part of Japan. A conference such as this one would not be possible without our presenters, who have come from around the world to share their latest research findings and strategies, and we are very grateful for the time and effort they have made.

We are especially delighted this year to bring you three excellent speakers. Our Keynote Speaker, Carla Meskill, is a Professor in the Department of Educational Theory and Practice, University at Albany, State University of New York. Her research and teaching explore new forms of technology use in language education as well as the influences of new technologies on developing language and literacy practices. In tandem, her work explores the nature of electronic literacy and its centrality in teacher professional development. On these and related topics she has published widely. Her Keynote Speech explores the kinds of online environments that language educators design and make use of in their blended and online teaching, which is directly related to our theme.

We are also very pleased to present one of our Plenary Speakers, Dr. Charles Browne, Professor of Applied Linguistics and Head of EFL Teacher Training Program at Meiji Gakuin University in Tokyo. He is an innovative CALL practitioner, as can be seen with his research and work in Second Language Vocabulary Acquisition as well as with language learning applications and support tools for online videos. In this Plenary session, he will begin by developing the argument for the importance of teaching high frequency vocabulary, citing some of his background research on the serious vocabulary gaps that face EFL learners in Japan. After a discussion of the differences between high frequency vocabulary needed for proficiency in reading and that for listening, he will then describe the theoretical underpinnings of several online tools he helped to develop for assisting students to be able to better comprehend unsimplified videos. We would like to express our gratitude to EnglishCentral for sponsoring Dr. Browne.

Dr. Mark Warshauer is a Professor in the Department of Education and the Department of Informatics at the University of California, Irvine, director of UCI's Ph.D. in Education program, and founding director of UCI's Digital Learning Lab. He has previously taught and conducted research at the University of California, Berkeley, the

University of Hawaii, Moscow Linguistics University, and Charles University in Prague. He was the Keynote Speaker at JALTCALL 2009 in Tokyo and he is currently on sabbatical at Waseda University in Tokyo. We are very delighted to bring him back to JALTCALL this year as a Plenary Speaker. His presentation will provide an overview of the transition in reading from page to screen and its importance for English language learning and teaching, illustrating the potential value of visual-syntactic text formatting (VSTF) and other new approaches. We would like to express our gratitude to Kurume University for sponsoring Dr. Warschauer.

We would like to express our deep gratitude to Site Chair, Arthur Meerman, as well as the administrators, staff and students of Kurume University for helping to plan, organize and work to make this an excellent conference. Without their help, this conference would not be possible.

This year, lunch will be served in the university cafeteria, “Zip” which is located on the first floor of the Media Center, not far from the registration desk. On Saturday, participants will be able to purchase a regular lunch prepared by the cafeteria. On Sunday, however, Japanese box lunches, “bento” will be available. If you wish to purchase a bento, please reserve and pay on Saturday at the registration desk. Sunday bentos will be on sale for 500 Yen until 2:00 pm on Saturday. You may also choose to buy lunch at a one of three convenience stores around the campus.

Our unparalleled Saturday evening “Networking Reception” will be held on campus on the second floor of the Student Union Building or “Gakusei Kaikan” from 6:30 to 8:30 pm in the “Keyaki Restaurant”. We invite all of you to join us at this very important social activity!

Finally, we would like to thank all the conference team members, who have worked unceasingly these past few months to prepare for a conference on this scale. Once again we invite anyone interested in helping out to let us know how you can contribute to future JALTCALL conferences.

Best regards,  
Robert Chartrand  
JALTCALL 2011 Conference Chair

[sig-coordinator@jaltcall.org](mailto:sig-coordinator@jaltcall.org)  
<http://jaltcall.org/>

# Commercial Sponsors

*We wish to thank the following sponsors for their important contributions*



**English Central** <http://www.englishcentral.com/>



**Pearson Longman**

**Pearson Longman** <http://www.longmanjapan.com/>

ELT Publisher Macmillan LanguageHouse



**Macmillan Language House** <http://www.mlh.co.jp/>



**Compass Publishing** <http://www.compasspub.jp/english/main.asp>



**Oxford University Press** [http://www.oupjapan.co.jp/index\\_en.html](http://www.oupjapan.co.jp/index_en.html)



**Chieru** <http://www.chieru.com/>



**Kurume University** <http://www.kurume-u.ac.jp/english/>



**Kurume City** <http://www.kurume-hotomeki.jp/en/>

# Conference Team

Conference Chair	Robert Chartrand
Site Chair	Arthur Meerman
Program	Glenn Stockwell
Scheduling	Jonathan Harrison
Vetting Chair	Glenn Stockwell
Conference Treasury	Douglas Jarrell, Kevin Ryan
Handbook Layout	Gary Ross, Paul Mason
Handbook Editor	Robert Chartrand
Publicity	David Ockert
Registration	Gordon Bateson, Douglas Jarrell, Hideko Yano, Bruce Lander
Associate Member Liaison	Gerard Levesque
Student Help Coordinators	Kathleen Brown, Paul Lewis
Website and Database Managers	Paul Daniels, Gary Ross
Conference Website Design & Programming	Gary Ross, Paul Yamagata–Madlon
Blue brick logo	Paul Yamagata–Madlon
Technical Support	Toshihiko Shiotsu
Pre–Conference Workshops	Joseph Tomei
Conference Support	Tom Gorham, Edo Forsyth

The JALTCALL 2011 Conference is the result of the efforts, energies, and input of many, many people from around Japan. To the presenters, our commercial sponsors, attendees, student staff and all who have helped in any way, the Conference Team says, “Thank You!”

## The Japan Association for Language Teaching

JALT is a large, professional organization with many overseas members. The 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 [jalt.org](http://jalt.org).

## JALT CALL SIG

The JALT CALL SIG’s primary purposes include researching and promoting the use of technology to assist language learning, and providing language teachers with opportunities to keep abreast of current thought and practices concerning CALL. Our members receive *The JALT CALL Journal*, the proceedings of JALTCALL (our annual conference), and discounts on one-off publications. CALL SIG members also have the opportunity to present and attend sessions from global CALL experts at both JALTCALL and our forums at the JALT national conference. Visit the CALL SIG at [jaltcall.org](http://jaltcall.org)



# Announcements

## Times and Room Numbers

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

## Video

This year the CALL SIG will take some videos of the Keynote and Plenary Speeches as well as a limited number of regular presentations. If you are a presenter, you may be asked whether or not you wish to participate in this video program. The video links will be posted to our conference website. Your cooperation is greatly appreciated.

## Twitter #jaltcall

For Twitter, please use our hashtag #jaltcall. Thank-you.

## Social Events

As you know, each year the conference team works hard to design our conference to promote informal networking and the interchange of ideas and information amongst our members and guests in addition to the formal reporting of research and various practices. Please enjoy the time between sessions and the lunchtime opportunities to meet new people and discuss the proceedings of the day. Welcome to the annual Networking Reception! Located in the Gakusei Kaikan 2nd floor, take advantage of this once a year opportunity to meet up with old friends, colleagues, drinking companions and make new ones! As always, there are many people in our professional community who we often know via print, electronic or other modes of communication, so now may be the best chance for a face-to-face chat with great food and drink in a great location. Enjoy!

## Lunch

Saturday: Lunch will be served in the cafeteria on the first floor of the Media Center, near the registration area. Go to the cafeteria counter, choose a dish and pay at the cashier.

Sunday: The cafeteria staff is off on Sunday, so we have prepared a lunch box bento service for you. Please choose and pay for a bento (500 yen) on Saturday at the registration area. Bentos will be distributed in the cafeteria on Sunday from 11:00 am to 2:00 pm. If you do not reserve a bento on Saturday, you will not be able to purchase a bento on Sunday. There are also some convenience stores

around the campus as well as a few restaurants. Please ask one of the student helpers for more information.

## **Cloakroom**

A cloakroom will be available near the reception area. You may leave your suitcase and other belongings there. Student helpers will staff the cloakroom on Saturday until 7 pm. If you attend the Networking Reception, please take your belongings with you and a separate cloakroom will be available next to the restaurant area. Please do not leave any belongings overnight in the cloakroom. The cloakroom will also be available on Sunday until 5 pm. While we will try our best to safeguard your belongings, neither JALTCALL nor Kurume University takes responsibility for any loss.

## **Smoking**

Smoking is not permitted in any building on campus. You are only permitted to smoke in designated smoking areas outside the buildings. There is one smoking area outside the Media Center, in front of the sports ground. There are benches and ashtrays available.

## **WiFi**

The Mii Campus is wireless. However, computer classrooms in the Computer Center do not have WiFi, since the desktop computers have Internet access. There is a WiFi lounge on every floor of the Computer Center to the right of the elevators. This area is surrounded by a panoramic view of the campus and has power outlets for your mobile device. You are encouraged to use this area if you like. Please consult the technical desk to obtain a temporary ID and PASSWORD.

## **Presentation rooms**

**Computer Center (1000 Building).** This new building contains the newest computers available and run Windows Vista. The presentation rooms are located on the fourth and fifth floors of this building. For example, room 1052 means Building 1000, fifth floor. Room 1044 means Building 1000, fourth floor. There are lounge areas on each floor next to the elevators where you can access WiFi and you can plug in your mobile device. Eating and drinking is not allowed in any computer classroom.

**Media Center (800 Building).** This building hosts the registration area (first floor), the publishers display area (next to registration) the poster area (second floor lobby), Keynote and Plenaries (82A, second floor). The LL1 – LL6 rooms are located on the 4th floor and the AV1 – AV4 rooms are on the 6th floor.

## From the Airport to Kurume

- Highway Bus—The easiest and most efficient way to get to Kurume from Fukuoka International Airport is to take the highway bus. It takes about one hour and costs 1,200 yen.
- Buses every 30 minutes. Wait at Bus stop #3. There are 3 lines, each for a different destination. The middle line goes to Kurume. Pay when you get off. Get off at the next to last stop, Nishitetsu Kurume, best part of town.
- From here, you can take a Nishitetsu bus (200 yen) to Kurume University Mii Campus. Get off at Asazuma (朝妻) bus stop. Please check our website for more information.

## Taxi

- You can also take a taxi from the Nishitetsu Kurume Station to Kurume University. A taxi (1,000 yen) will take you in front of the Computer Center. It takes about 10 minutes. Ask the driver to let you off at the bus stop before going up the hill to the Administration Building.
- To return to Kurume, you can go into the lobby of the Administration Building and pick up the white phone, which is a dedicated line to the taxi company. It usually takes about 3 minutes for a taxi to arrive.

## Bus Schedules

- There are frequent buses, even on Sunday. Schedules will be posted at the registration desk.
- Some buses go to Nishitetsu Kurume Station and others go to JR Kurume Station.

## Train Schedules

- There is a JR train station near the Mii Campus of Kurume University, Kurume Daigakumae . (久留米大学前) It is a short walk from this train station to the reception area (about 5 minutes.) in the Media Center first floor. The trains are, however, irregular and infrequent, so please check the train schedule before heading to the station. This train will take you to JR Kurume station, which is a Shinkansen station. Take the train in the direction of Hakata before taking trains towards Tokyo.  
Shinkansen
- It is possible to take the Shinkansen from JR Kurume Station to Hakata Station, but it is more expensive than the regular or express

trains. Please check the fares. Some of the trains connect directly to Osaka without changing trains at Hakata. Most of the time, though, you will need to change trains at Hakata Station, the main train station in Fukuoka City.

## Driving to the Mii Campus

When you come to Kurume University, don't forget to go to the **Mii Campus** (not the Asahi-machi Campus). It is about 10 minutes from the Kurume Interchange to the campus. You can park your car just next to the Gym, the visitor parking lot is open until 9:30 pm. Parking is free.

Do not park your car on the campus next to the buildings.

Here are some simple driving directions:

- Get off at the Kurume Interchange. After passing the tollbooth, there are two directions to choose from. Choose to go LEFT.
- Follow the road to the first traffic light and turn LEFT.
- Go straight about 50 meters and turn RIGHT at the first corner.
- Go straight (you will see Mr. Max on your left side) and go straight past the traffic light and you will get to a train crossing.
- After the train crossing turn RIGHT & drive over a small bridge.
- Go straight to the first traffic light turn LEFT. (You will see a high school on your left side—Nanchiku High School)
- Go straight, go past the traffic light & turn RIGHT at the first corner (you'll see Kurume University Parking Lot & Gym on the right)
- Go straight, do not enter the parking lot, and drive to the entrance gate (you will see some tall buildings on your right)
- Drive up the small hill and park somewhere on the right side.

## Media Center (800 Building) LL and AV Classrooms

This building contains the language lab classrooms as well as the audio-visual classrooms.

- The Conference Registration is located on the 1st floor lobby.
- The cafeteria is located on the 1st floor.
- The Poster Area is located on the 2nd floor lobby.
- LL1 to LL6 classrooms are located on the 4th floor.
- AV1 to AV4 classrooms are located on the 6th floor.

## Tourist Information

Please consult any of the student staff for information about what to do in Kurume. You may also look at Kurume Convention Bureau website for more information < [www.kurume-hotomeki.jp/en/](http://www.kurume-hotomeki.jp/en/) >.

**Dr. Carla Meskill,**  
State University of New York, Albany

Saturday 17:30–18:30

**Online Instructional Environments for Language Teaching:  
Designing the Conversation**

This talk explores the kinds of online environments that language educators design and make use of in their blended and online teaching. Central to these designs and their implementations is careful consideration of contemporary learners, the digital societies in which they live, and the daily digital practices in which they engage. The question of how online language learning activity can be both similar to and distinct from the quotidian is raised within the framework of global shifts towards ubiquitous connectivity and its discontents (Turkle, 2011). Examples of how language educators can and do take maximum advantage of both the affordances of online environment to orchestrate student engage with the target language, with consideration of their learners' extant expertise, dispositions, and proclivities for social connectivity will illustrate the promise of online and blended environments for effective instructional conversations. Critical roles for instructors are emphasized, and samples of online instructional conversations whereby language teaching professionals fully exploit the medium and its opportunities underscore the importance of pedagogical knowledge over technical skill in the future of CALL. While the design of online environments and the teaching processes made possible by them will be discussed and illustrated, of particular interest are the instructional conversations afforded by such designs and the growing empirical research that supports the effectiveness of conversation-centered language learning environments.

**Dr. Charles Browne**  
Meiji Gakuin University

Saturday 11:10–12:10

**Comprehending Authentic Video: The Importance of High Frequency Vocabulary**

Although there are now many online resources for accessing authentic video in and out of the classroom, this presentation argues that the gap between the average vocabulary size of typical Japanese EFL language learners and the amount of vocabulary needed to comprehend those videos is usually quite daunting. In this session, the presenter will begin by developing the argument for the importance of teaching high frequency vocabulary, citing some of his background research on the serious vocabulary gaps that face EFL learners in Japan. After a discussion of the differences between high frequency vocabulary needed for proficiency in reading and that for listening, he will then describe the theoretical underpinnings of several online tools he helped to develop for assisting students to be able to better comprehend unsimplified videos (as well as many freeware and shareware equivalents). Participants will be introduced to an approach for rating the difficulty of videos by their vocabulary content and developing targeted special purpose vocabulary lists based on corpus research of the transcripts of the videos, after which the presenter will demonstrate a spaced–repetition learning system for quickly acquiring knowledge of these new words in the context of authentic videos, a tool for bilingual captioning of the videos with clickable html dictionaries, and voice recognition software that quickly identifies which words the student is having difficulty with as well as the specific problems they are having.

### **Re-Imagining Reading in Digital Learning Environments**

The basic block paragraph format of texts hasn't changed much in the last 1200 years, but the transition from page to screen allows previously unimagined possibilities. This presentation introduces visual-syntactic text formatting (VSTF), which uses natural language processing techniques to parse sentences and present them in a way that highlights meaning. Specifically, VSTF breaks sentences up at salient clause and phrase boundaries, fits each row of text into one or two fixation eyespans, uses a cascading pattern to denote syntactic hierarchies, and creates visual clusters across multiple rows that help readers retain and integrate multi-phrase images in their mind.

VSTF makes reading easier by automatically providing the kinds of meaning clues that are signaled via intonation in oral communication but are typically absent in written texts. By deploying a more streamlined presentation of material, it also allows readers to proceed more efficiently down the page with less confusion and loss of visual focus. Research on use of VSTF among both college and secondary students has found that students using VSTF read 20% faster, comprehend 25% more of what they read, and, after an academic year of VSTF usage, increase their reading proficiency in English substantially, even when the proficiency tests are given in traditional block format. English language learners benefit the most.

This presentation will provide an overview of the transition in reading from page to screen and its importance for English language learning and teaching, illustrating the potential value of VSTF and other new approaches.

# Keynote & Plenary Speakers



**Carla Meskill** is Professor, Department of Educational Theory and Practice, at the University at Albany, State University of New York. Her research and teaching explore new forms of technology use in language education as well as the influences of new technologies on developing language and literacy practices. In tandem, her work explores the nature of electronic literacy and its centrality in teacher professional development. On these and related topics she has published widely. Dr. Meskill is the former director of the Technology Assisted Language Learning (TALL) project, Language Advocacy Project (LAP), co-editor of MERLOT and currently serves as associate editor of Language Learning Technology.



**Charles Browne** is Professor of Applied Linguistics and head of the EFL Teacher Training Program at Meiji Gakuin University as well as Senior Science and Pedagogy Advisor for EnglishCentral ([www.englishcentral.com](http://www.englishcentral.com)), Senior Academic Advisor for GoFluent ([www.gofluent.com](http://www.gofluent.com)), and co-founder and patent-holder of the language learning software at Lexxica, ([www.lexxica.com](http://www.lexxica.com)). During his 25 years in Japan, Dr. Browne was also a Professor of English at Aoyama Gakuin University, Director of Sony Language Laboratories, National Chairman of the JET Program, and served in a variety of positions for the Ministry of Education. He publishes widely on the topics of teacher education in Japan, second language vocabulary acquisition, and CALL (Including co-editor of *New Perspectives on CALL for the Second Language Classroom*), and writes a monthly column on teacher education for Taishukan's Eigo Kyoiku magazine.





**Mark Warschauer** is Professor of Education and Informatics at the University of California, Irvine and, during 2010–2011, a Visiting Scholar at Waseda University. Previously, he has taught or conducted research at Moscow Linguistic University, Charles University in Prague, and the University of Hawaii. Dr. Warschauer's research focuses on the intersection of new technology use with language learning, literacy instruction, and educational reform. He is the author or editor of nine books including *Laptops and Literacy: Learning in the Wireless Classroom*. His newest book, to appear this September, is *Learning in the Cloud: How (and Why) to Transform Schools with Digital Media*.

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

## Paper Presentations

001

ANTHONY, Laurence  
Waseda University (JAPAN)

### **A, An, and The: Automatically Identifying and Correcting the Most Common Errors in English Article Usage**

It is well known that non-native speakers of English, especially Japanese, Korean, and Chinese students, struggle to master the articles 'a/an' and 'the' (Na-Rae Han et al., 2006). As a result, many teachers will dedicate much time to identifying and correcting article errors in learner writing, often with little success (Ferris et al., 2000). Similarly, many textbooks and website resources offer detailed explanations of the English article system and provide examples of article errors and exercises to help learners. However, despite this wealth of information, the problem of article usage continues to trouble students in the writing classroom. Recently, there is growing evidence to suggest that a more effective way to treat grammatical errors, including article usage, is through indirect feedback (Bitchener et al., 2005). In this approach, teachers identify errors in learner output, but the correction of those errors is a task left to the learners. This opens up the possibility for creating a simple but effective computer-based article tutorial system that automatically identifies article errors in learner writing and provides enough feedback so that the learner can diagnose and correct the problems without the need for a teacher. In this paper, I will first report on a study that identifies the most common article errors found in university student writing. I will then describe how these results are applied in a preliminary computer-based article tutorial system that automatically identifies these common errors and guides students as they improve their writing.

002

BRINE, John (with Fuyuki Murasawa, Paty Cortez)  
University of Aizu (JAPAN)

### **Wikigloss: An eReader for Vocabulary Support**

Recent research in second language acquisition finds that supplementing language learner input with vocabulary, form and

structure improves learning. In addition, deficiencies in vocabulary knowledge can cause difficulties for ESL university students who are reading for meaning in academic areas of study. However, learners can be made aware of linguistic form through a process referred to as noticing. Furthermore, research indicates that ESL students acquire more vocabulary when they have access to computer-mediated glosses and dictionaries. This paper considers the design of a touch display eReader to support noticing in reading tasks for use in both individual and social contexts among Japanese university EFL students. Several phases of development and implementation in this project are described. The main objective of this project is to develop practical results demonstrating the applicability of the gloss method on portable multi-touch displays (iPad) for vocabulary look up. We use computer science-related content from Wikipedia and then process it through Wikipedia Miner Wikifier and OpenNLP. We are still identifying the potential implications and constraints of eReader use. Following the development of an eReader for individual use, we intend to create a system for shared information gap activities that includes both lexical and syntactical features.

CASTELLANO, Joachim

Kanda University of International Studies (JAPAN)

003

### **Campus-wide Open Wi-Fi: The Keystone to Learning Environments**

This paper argues that the most fundamental building block of learning environments is campus-wide open Wi-Fi Internet access. Campus-wide open Wi-Fi has become a standard feature at many American universities at all levels: from community colleges to top tier institutions. In Japan, however, campus-wide open Wi-Fi is not common. This paper proposes that to maximize the learning potential at Japanese universities, particularly those that specialize in language education, it is absolutely critical that Japanese institutions both expand and open up their campus Wi-Fi networks. The presentation will report on why American universities have invested heavily in these Wi-Fi networks, from practical considerations such as cost to theoretical arguments posited by deans and presidents of leading universities. Wi-Fi is not only the right technology now, but it is technology geared for the future as evidenced by the growing number of Wi-Fi capable devices both mobile and fixed: smartphones, tablets, gaming consoles, etc. The presentation will share survey data gathered by the author on the state of Wi-Fi at 20 Japanese universities, and Japanese university students' attitudes on Wi-Fi Internet access. The author will also discuss an ongoing effort to expand Wi-Fi access at the institution where he is employed. Finally, attendees will be invited to share their views on this topic, discuss strategies for campus implementation, and perhaps organize a campus-wide open Wi-Fi movement in Japan.

004

**Think vs Click: Five Golden Rules in Building Virtual Learning Environments in Higher Education**

During last years important efforts have been made in order to build virtual learning environments in different institution in Japan. Now, we start to realize that not all educational institution succeeded in the implementation of technology in language learning. We should agree that usually the majority of these projects fail to incorporate principles of effective learning. The aim of this paper is to reflect on some capital aspect we should not forget when building virtual learning environments: is learned on skills, is emotionally engaging, provides mental models for learners, makes the learning real, provides opportunities for practice and reflection.

CLARO, Jennifer  
Kitami Institute of Technology (JAPAN)

005

**EFL Online Resources Wiki—A Collaborative Tool for English Language Learning**

Wikis are collaborative online tools that can be used for many purposes in EFL classes. In this ongoing study, three technological university classes each made their own EFL Online Resources Wiki. In small groups, students searched the Internet for websites in English and in Japanese that would support their English language learning. Together they tried out websites and by evaluating and negotiating in English selected those they found the most useful. Students each posted one URL and a short description in the class wiki. Students then visited several sites posted by other groups, used the resources available in the website, and reported in the wiki on the usefulness of the resources. Both the process and the product of this exercise require students to engage in English use in a real world exercise that is motivating and useful. In the process stage, students use their English and 21st century skills like Internet searching and evaluation of an online resource. By discussing and collaborating on the selection of websites in English, students practice useful English and get used to using the Internet for independent English study. Most importantly, students are actively using English to produce something useful to themselves and others. Self-evaluations were taken into consideration by the teacher, who assigned team and individual grades. Pre- and post-study surveys were conducted to measure variables such as familiarity with using the Internet for English language study, satisfaction with making and using the wiki, and how often students used the wiki.

CVITKOVIC, Robert (with Nicholas Bovee)  
Cyber University (JAPAN)

006

### **Evaluating your Online Content: Getting Down and Dirty**

Building an online learning environment (OLE) is a complicated endeavor, especially one that is effective, well designed, and engaging. It requires specialized knowledge of the subject, instructional design, human psychology, and cultural awareness—all this in addition to IT skills. Because OLEs have the added burden of marrying technology with pedagogy, and because of the substantial effort required to create one, the ability to effectively evaluate an OLE is important. Using technology for its own sake is never the answer. After all, why design an e-learning activity if you can do it cheaper, simpler, and faster without the use of technology? Hence the need to have methods of evaluating the effectiveness of OLEs and e-learning in general. This paper reviews methods for evaluating the effectiveness of e-learning modules, online tasks, and technology. Instruments were culled from self-determination theory, game based learning and e-learning literature over the past ten years. There is a discussion of questionnaire items, the constructs, and the theories that ground them. Constructs such as task engagement, level of motivation, task presence, learning satisfaction, achievement outcomes, players' needs satisfaction, and task interest are discussed. The authors' experience with a number of these measurement scales in their own work on 3D-ILEs (3D-Immersive Learning Environments) is examined as one example of measuring the effectiveness of technology.

DANIELS, Paul (with Andrew Oberg)  
Kochi University of Technology / Surugadai University (JAPAN)

007

### **Self-paced Study via the iPod Touch**

This paper outlines a study on the use of mobile language learning activities to support content-based course material. An instructional method supported by personal mobile devices was compared with a traditional teacher-centered method for the acquisition and retention of course material. Over 120 Japanese university students enrolled in a first-year ESP course were assigned to either an experimental or a control group. The experimental group studied the identical material as the control group but did so using Apple's iPod Touch personal mobile devices. Furthermore, the subjects in the experimental group were allowed to study at their own pace rather than being actively directed by the instructor as the subjects in the control group were. The curriculum for both the control and experimental groups was based on the course textbook (Science English: Communication Skills for Scientists and Engineers, P. Daniels, 2007, Tokyo: Thomson). A standardized pre-test as well as 3 achievement tests were administered to all students and the results of the control and experimental groups were then analyzed using Independent Samples T-tests supported

by Mann–Whitney tests. A survey was also administered to the students at the end of the course. The presenter will discuss the test and survey results and will also give details on the development and administration of the mobile language learning activities.

FAGEEH, Abdulaziz

King Khalid University (SAUDI ARABIA)

008

### **Effects of hypermedia–driven advance organisers on EFL college students' learning of English and their attitudes towards EFL learning**

This study investigates the effects of learners' use of advance organizers on EFL (English as a Foreign Language) learning from hypermedia–based units in TOEFL course for EFL department students at level 8, KKU, Abha. To that aim, 50 students in two classes were selected to function as the experimental and control groups for the present study through random assignment of the sample. Pretesting occurred for assessing group equivalence and launching pretest scores as the comparison criteria for post–administration of the aptitude and attitude tests used in this study. After four months of the experiment, analysed data indicated improvement in performance on the language proficiency test as well as an enhancement in the experimental students' attitudes towards learning English, while the control group remained unchanged in terms of performance on aptitudes and attitudes.

FAGEEH, Abdulaziz (with Abdullah Almelhi)

King Khalid University (SAUDI ARABIA)

009

### **An evaluative study of college EFL students' motivation for learning and their perceptions of pedagogy and design of an e–learning environment**

The purpose of this study was to investigate college students' motivation to learn English, their attitudes towards reading in English, and perceptions of transactional distance and social presence as a framework for evaluating virtual college online learning. The investigation began with a sample of size of 33 EFL college students enrolled in a web–based Reading and Comprehension II course taught by the researcher. The students' attitudes and perceptions were evaluated in light of their learner profiles and reading comprehension achievement in the course. The study could illuminate some potential relationships between the participants' attitudes and their academic performance in reading comprehension. The students who passed the course appeared to possess positive EFL reading comprehension attitudes, higher motivation, and lower perceptions of transactional distance than the students who failed the course. Social presence did not appear to be different between passing and failing students. Future

studies should include larger sample sizes in multiple virtual EFL college settings in longitudinal e-learning evaluation research so as to shed greater light on the relationships of the virtual college students' attitudes and perceptions of their academic achievement and learner profiles.

FAROUCK, Ibrahim (with Mark Holst)  
Otaru University of Commerce (JAPAN)

010

### **Developing Japanese Students' English Communication Skills in a Social Based CALL Environment Using S-BaLL.**

The most challenging aspects of English learning among Japanese college students is the development of communication skills. This can be attributed to the widespread use of grammar-translation curricula used during pre-college and even college education, combined with inadequate exposure to authentic communication situations. Thus there is a disconnect between English skills developed in formal education and English skills identified by Japanese companies as being most useful in the global market. In an effort to narrow this gap, many Japanese universities continue to invest in the use of CALL environments, which can be used for social learning to encourage communication skills. However, due to the lack of an established pedagogy to use CALL for communicative purposes, some university CALL classrooms have ended up being used for listening and reading or drill-based TOEIC preparation. This study therefore proposes Social-Based Language Learning (S-BaLL) for the CALL environment, which allows a blend of drill-based TOEIC preparation and social learning. Individual students identify difficulties at the drill-based TOEIC preparation stage and engage in group activities to solve the self-generated problems and other learning tasks by turn-taking. An experiment was conducted with a class of undergraduate students to ascertain their attitude towards S-BaLL, specifically how online speaking and chatting can encourage a more communicative style of learning. Results showed that almost all students were encouraged to participate, however some students preferred chatting to speaking. Additionally a few students found S-BaLL was not so helpful for TOEIC test preparation.

GOLDMAN, Melissa  
Sangji University (SOUTH KOREA)

011

### **Blogging and Bravery: A Student-Centered Pedagogical Approach to Using CALL Materials**

A multitude of CALL/MALL research on the Web exists. The author, however, could not locate a significant amount of research involving pedagogical approaches as to how educators in higher education were using CALL/MALL materials for EFL students in Korea. There seems

to be an absence of research in CALL/MALL long-term projects displaying a learner-centered and autonomous learning approach, particularly with student-produced blogs in Korean conversation and writing classes. This presentation highlights a class of sophomore English majors who took part in a long-term blogging assignment in an intermediate-level English conversation and writing class. The author was especially interested in gaging the students' level of confidence during their semester of weekly blogging and their reflective learning at the semester's end.

GORHAM, Tom

Teikyo Junior/Senior High School (JAPAN)

012

### **The Case for Including Video Games in Language Learning**

This study is in response to calls for further research into the efficacy of the use of video games in language learning environments. This paper will discuss the results of a survey of junior/senior high school students and secondary/tertiary English teachers regarding the use of video games inside and outside of school. It will highlight both the current antipathy that many teachers hold toward video games, as well as the positive neurobiological and psychological affordances that video games possess. Finally, it will describe the results of an experiment involving 125 Japanese junior high school students. The students in the control group were taught a unit utilizing all of the activities included in their textbook. Their learning gains were assessed by the administration of pre- and post-tests. The experimental group participated in activities involving the use of a PlayStation3 video game in addition to the standard textbook-based lessons. The experimental group was divided into sub-groups that had to employ teamwork and the target language to solve several levels of challenging puzzles. Moving the students out of the textbook and into a simulated game world addressed the problems and limitations of situated cognition. The video game-based activities were designed to foster some of the metacognitive skills necessary for successful second language acquisition: namely self-observation and self-regulation. The pre- and post-test results demonstrated that the experimental group made significantly higher learning gains.

GORJIAN, Bahman

TEFL Dept., Islamic Azad university, Abadan Branch (IRAN)

013

### **Teaching English Vocabulary through Web-Based Language Learning (WBLL) Approach**

This study investigated the role of WBLL approaches in teaching vocabulary of English as a foreign language (EFL). Teaching vocabulary as one of the sub-skills of reading skill is central in teaching syllabuses. It becomes vital in EFL contexts in which English



textbooks are taught through collaborative strategies via WBLL approaches. This research hypothesized that using WBLL approaches inside and outside classrooms may develop learners' vocabulary proficiency. To test the research hypothesis, 120 EFL learners were selected while they were learning vocabulary inside the classroom (i.e., blended learning) and outside the classroom (i.e., virtual learning). Each group included 60 participants. The material included a twelve-session internet BBC news package. Instruments were pre and post-tests which evaluated the effects of blended and virtual WBLL approaches before and after the treatment on the learners' vocabulary retention and recall throughout the spring semester, 2010. The results showed that there were significant differences between the mean scores of English vocabulary tests before and at the end of the research period. Findings also indicated that the blended group outperformed the virtual one significantly in developing their vocabulary retention rather than their vocabulary recall ( $p < .05$ ).

HAGERMAN, Craig  
Osaka Jogakuin College / Kansai University (JAPAN)

014

### **The Use and Misuse of Criterion**

This presentation will discuss the strengths and weaknesses of Criterion. Criterion is a web-based writing evaluation system developed by Educational Testing Services (ETS). The evaluation software used in Criterion is also used by ETS to grade the writing components of their TOEFL, TOEIC and GRE exams. Criterion is used by some high school and universities in Japan as an evaluation or revision aid. In some such institutions, Criterion is advocated for use in fostering process writing with L2 writers instructed to use the automated feedback to guide revisions. Supporters of Criterion speak of the technology in glowing terms, while detractors often have negative comments. The truth is likely somewhere between. This presentation will (1) describe the background and rationale for such automated writing evaluation (AWE) systems, (2) detail how the software behind Criterion operates, (3) examine the shortcomings of Criterion writing evaluation and finally (4) suggest ways that it may be more effectively used with L2 writers. Data for this study was obtained by submitting a sample essay multiple times with various modifications to see the effect these had on the score and feedback returned by Criterion. These findings will allow (process) writing teachers and L2 students to make better use of Criterion.

015

HARRISON, Jonathan (with Ruth Vanbaelen, Ian Ellsworth)  
Nihon University, College of Science and Technology (JAPAN)

**Handwritten versus Keyed Responses to TOEFL-like Writing Items**

The English Communication (EC) curriculum at a private sci-tech university in Chiba uses online testing to measure achievement of course guidelines. A Moodle CMS was used to create quizzes with both multiple-choice items and essay items. The essay items were similar to the independent speaking task items from the speaking portion of the “New” TOEFL. A rubric for scoring was created by the presenters. Poor results from first semester EC:Cultural Appreciation 1 sub-courses led to an interest in hand-written responses versus keyboard input responses. Students in 2 classes of EC:Business 2 (n=36) completed both handwritten and online keyed written items at the beginning and the end of the course. The hand-written responses to TOEFL-like writing items were done in weeks 2 and 10 of the course. The keyed responses were done between weeks 1–3 and weeks 11–12. Responses were rated by 2 independent raters using a 5-point scoring rubric. Results indicated that achievement between both groups was similar. However, average handwritten entrance (3.56) and exit ratings (3.72) were 1 point higher than average online entrance (2.26) and exit ratings (2.51). These results seem to indicate that students write more complete answers, including more reasons and details, when writing by hand. Further research is needed to determine the factors that led to these results and implications for future online tests with this type of written response item which may measure computer literacy more than English writing skills.

016

HENNEBERRY, Stephen  
The University of Shimane (JAPAN)

**Commenting Strategies in an eTandem Blog Exchange**

This presentation is based on a tandem blogging project between an English class at the University of Yamanashi (Japan) and a Japanese language class at the University of New Hampshire (USA) between 2007 and 2010. Each group of students contributed to a group blog in their target language, and then in their role as native speakers, commented on the target language blog of their partner class. In this way all participants acted as both language learners and language experts in the exchange. The study explored the communication strategies of the participants in this exchange by looking at the types of interaction in the commenting portion of the blogging process. The study found that disparity in second language ability led to difficulties in the exchange, including low participation and shorter contributions by the lower level group. In addition, the study identified different corrective strategies that were employed by the different cultures, which both contributed to and detracted from the social distance of participants. The nature of these differences was the different ways

that compliments were used in the exchange, particularly when used in conjunction with explicit corrective feedback. While the American students tended to surround corrections with compliments, using a kind of ‘sandwich strategy’, the Japanese students were more direct when offering corrective comments. It is unclear if this was a result of cultural influences or the inequity of language skills in the partnership. In addition to these findings, the study concluded that blogs served as an effective medium for intercultural language exchange.

HOLSTER, Trevor A. (with Bill Pellowe)  
Fukuoka Women's University (JAPAN)

017

### **Using a Mobile Audience Response System for Classroom Peer Assessment**

Peer feedback not only helps keep the class focused while a classmate gives a presentation, it can actually engage the learning process. However, actually using the data from such feedback surveys can be so time-consuming for teachers that the process is a detriment to in-depth analysis. In this presentation, the presenters will first demonstrate an open-source student response system (SRS) that includes a peer feedback module. Using this SRS, the teacher creates a feedback survey that students can access through any device that contains a web browser (laptop, iPad, iPod Touch, mobile phone, etc.). The students can reuse this survey to give feedback on each of their classmates' performances (such as speeches, presentations, poster sessions, etc.). The teacher can then use this SRS to create data files that are compatible with many-faceted Rasch measurement (MFRM) software which is also available for free. This allows the teacher to perform in-depth analysis on the data that was collected. The presenters will demonstrate sample data collected from a proof-of-concept pilot study and explain how to understand the results of the analysis. This presentation is aimed at classroom teachers, assumes no previous experience with the software demonstrated, and will be especially useful to those who want to do research on peer feedback.

HUNTER, Lawrie  
Kochi University of Technology (JAPAN)

018

### **Gadgets pwn Us? A Pattern Language for CALL**

The IT environment, particularly web 2.0, suggests collaboration and sharing of successful practice and materials. To date, efforts in this direction have not been thrilling; issues of findability and matchability appear to be obstacles. In that light, the Pattern Language Network project, which ended in March 2009, worked to create an Alexander-esque pattern language for e-learning. The project did generate an array of ‘patterns’ for the representation of practice in, and for application to, e-learning work. The product of the project

was arguably successful, but whether that product was an actionable pattern language is questionable. This paper explores the notion of a pattern language as implicitly defined by Alexander et al. in “A Pattern Language” and explicitly defined elsewhere, and proposes a framework for the creation of a pattern language for CALL in the era of web 2.0. As well, the paper takes some salient notions from the design world and seeks useful equivalents in CALL work. For example, the ‘formal financial expression’ proposed by Jaron Lanier in “You Are Not a Gadget” is reworked as ‘formal learning design expression’. The notion of ‘story arc’ in literary criticism is recast as ‘task arc’, ‘acquisition arc’ and ‘knowing arc’. To activate this presentation, participants will be given graphical brainstorming challenges, the results of which should point to elements for inclusion in a pattern language for CALL. For example, the ELT notion of ‘scaffolding’ and the WIRED notion of ‘gadget’ will be intertwined in a provocative open framework.

JARRELL, Douglas

Nagoya Women's University (JAPAN)

019

### Getting Students to Use a Database of Easy-to-read Stories

The presenter has created a database of short passages from a daily email magazine for false-beginner and lower intermediate readers. The approximately 1300 stories were written over a period of 6 years and have been categorized in a number of ways to increase their usability. First of all, they are organized by theme so that learners and teachers can search for specific topics of interest. The passages are also dated by the year, month and date that they were first sent out. The date field allows learners to use the database for simple research projects such as finding out what was happening at a certain time in the past. The passages have been parsed and categorized according to grammatical functions that Japanese learners find difficult, e.g., the passive voice, relative clauses, the past continuous, and the present perfect. Finally, a search window allows users to look for single-word examples or multi-word chunks. This presentation will show how a series of quests can encourage learners to explore the various aspects of the database. The presenter will also discuss learner reactions to the quests.

KAISER, Mark

UC Berkeley (USA)

020

### Grammar Assessment in a Translingual/transcultural Curriculum

The foreign language profession's transition to an emphasis on developing our students' translingual/transcultural competence (2007 MLA Report) raises questions about assessment in general, grammar assessment in beginning language classes, in particular. All too often curricular change is not accompanied by concomitant changes in the

methods of assessment. This paper will examine a computer-based formative assessment tool used in elementary Russian at a major U.S. research university. By using the computer as the medium of assessment, instructors were able to create tests that a) have a much more significant listening component; b) incorporate multiple mechanisms for feedback to the students; c) incorporate more aspects of the L2's culture into the test; d) enable students to take variants of the test multiple times over several days, thereby giving students greater control over their progress and grade in the course. The presentation will include a description of the theoretical foundations of formative testing (see Bachman & Palmer 1996), the computer-based test design, the various methods of feedback provided to students in our formative tests, the methods used to test transcultural competency, as well as the overall place of this computer-based test in the calculation of final grades. We will also present data on the efficacy of computer-based formative testing as a means of developing grammatical and lexical proficiency. Key Words: assessment, computer-based testing, formative testing, curricular design.

KUNICHIKA, Hidenobu (with Akira Takeuchi)  
Kyushu Institute of Technology (JAPAN)

021

### **A Support System of Gathering Ideas for English Paragraph Writing**

We will present a support system of gathering ideas for English paragraph writing for users who have insufficient knowledge of English paragraph writing. Before writing paragraphs, people gather ideas which would be written in the paragraphs. When users gather ideas by using our system, they draw labeled cluster diagrams. In the diagrams, related ideas are linked and labeled with their roles. There are some kinds of English paragraphs, and the structure of each differs from the others. Although it is necessary to draw appropriate labeled cluster diagrams for a kind of paragraph they will write, users who have little knowledge of the structure of the paragraph may gather ideas lacking in cohesion or not be aware of missing information. In order to discover such situations, the system diagnoses labeled cluster diagrams by comparing labels in the diagrams with components of "paragraph development schemata", which express the structures of English paragraphs, that is, components and their order of each kind of paragraph. For ideas lacking in cohesion, the system tells users to consider ideas and labels by pointing out labels linked each other although each label is used in a different kind of paragraph, suggesting labels, and giving examples of labeled cluster diagrams. For missing information, the system leads to gather necessary ideas by giving questions; e.g. asking the reasons of an opinion when there are no reasons although the opinion is written.

022

KUO, Yu-Ling (with Gi-Zen Liu, Gwo-Jen Hwang)  
National Cheng Kung University (TAIWAN)

**Identifying Learning Effectiveness of Context-aware Ubiquitous Learning with the Phenomenological Method: A State-of-the-art Review**

Context-aware ubiquitous learning (u-learning) is an emerging field of learning technology, and it provides new educational practices for knowledge development and transfer, which are vital for written and oral communications via language. To date, most u-learning studies aimed at the applications in different academic and industrious fields as well as the evaluation of learning effectiveness via various ubiquitous computing devices (including PDA, smart phones, wireless communication, RFID readers and sensors, or QR codes); however, few studies focused on the analysis and formation of learning models in u-learning. In order to give a clear theoretical concept of u-learning for future educational research and development, the authors of this paper explored how learning effectiveness could be identified via u-learning surroundings, u-learning design, and human-computer interaction in recently published studies. The authors collected and analyzed u-learning studies published in 2005–2011, and followed the procedure proposed by the phenomenological review method, including (a) identifying meaningful statements, (b) giving meanings to those statements, and (c) creating thick descriptions. Finally, the authors reported the current developments in u-learning, and provided the connection between learning effectiveness and u-learning design and surroundings. The result demonstrated that the successful u-learning originated from the personal and strategy-based learning design; furthermore, the design factors would influence learners' recall, learning achievement, and motivation. Moreover, the review study also revealed that proper u-learning design would increase learning effectiveness, and interested researchers might apply the identified learning model behind the u-learning design as a consideration to construct or refine their u-learning.

023

LAI, I-Chun (with Yu-Ling Kuo, Gi-Zen Liu)  
Taiwan Institution: National Cheng Kung University (TAIWAN)

**Review of Mobility and English Vocabulary Learning in Mobile Environments**

Research concerning mobile learning (m-learning) has received a growing attention and has been explored by many scholars and practitioners worldwide in recent decades. With cutting-edge technology proliferated, mobile devices such as mobile phones and personal digital assistants (PDAs) are made available in developed and developing countries. Various applications of incorporating mobile technologies into English language teaching (ELT) have been injecting new perspectives into computer-assisted language teaching and

learning area, which has increased the amount of relevant studies and thus has made a new impact on the academic and educational fields. Since mobile learning related papers have piled up in a rapid speed, this review paper chooses two foci, including mobility and English vocabulary learning in mobile environments. For mobility, we link it to context and time, owing to its “anywhere, anytime” characteristics, and then center on its learning and pedagogical applications. As to English vocabulary learning, we emphasize the development of educational features, technical features, usability, and content in m-learning contexts. This review uses the procedure of the phenomenological method, including identifying meaningful statements, giving meanings to those statements, and creating thick descriptions based on previous studies (Randolph, 2009). Positive outcomes are identified in terms of the relationship between mobile application and English learning; factors such as continuous learning motivation contributing to successful learning achievements are probed. In addition to discussing and synthesizing the studies, the overview of the discovered phenomena, limitations of this review, and implications for future research will also be presented at this conference.

LIU, Gi-Zen

National Cheng Kung University (TAIWAN)

024

### **Developing research questions in CALL with an intelligent tutoring system**

Many CALL researchers have been attempting to propose various ways and dimensions to identify, explore or investigate the complicated attributes, processes, outcomes, impact, effectiveness, and other aspects of CALL. To solve a problem or to advance knowledge in CALL research and practice, the first step for us is to raise and define a research question clearly. A number of studies and theories have investigated the use of various technologies in CALL in different situations and environments. However, so far there has been no method or system specifically designed for interested researchers and practitioners to develop applicable CALL research questions in an organized way with effectiveness and efficiency. In this National Science Council (NSC) funded research project, the researcher developed an intelligent tutoring system (ITS), with which a user can develop research questions in CALL. This so-called “ITS4CALL” online system effectively and efficiently guides a user to generate a research question with a selected set of “WHs,” dimensions, variables, and values, all of which are synthesized through a long-term literature review of CALL. In addition, in order to learn what has been done to develop something new, a user can also learn from the previously used research questions in relevant CALL studies, which are published in the major CALL journals and provided by this system. It is expected that users can take advantage of this “ITS4CALL” system to create

more novel, meaningful research questions, with which they will advance knowledge and solve current problems in their CALL research.

LOCKLEY, Thomas

Kanda University of International Studies (JAPAN)

025

### **Japanese Students' Experience of ICT and Other Technology Prior to University: A Report on a Survey**

It is often commented upon that many students seemingly lack Information and Communication Technology (ICT) skills when entering Japanese universities. This paper will look at the experience young Japanese people have had of using technology at home and in schools, in particular ICT, prior to entering university. It will also look at the literature on home and school computer usage and ownership. By means of a questionnaire (N=105), enacted at a private university specializing in foreign languages in the Kanto area, the paper will show that students have in actual fact engaged with numerous technologies in a large variety of situations. It will suggest some reasons why this experience does not seem to transfer to the university context with the aim informing teachers, learning advisers and universities on how best to manage curricula and use of ICT in class during the first months of university education.

MATSUOKA, Rieko

National College of Nursing, Japan (JAPAN)

026

### **Effectiveness of TLT software program**

This study examines the effectiveness of using computer-assisted language learning (CALL) program named 'Newton e-learning' featuring TLT (testing-learning-training) software in English acquisition for Japanese college students. The developer's brochure (2010) states that by 'testing' learners know their own proficiency levels, by 'learning' they are supposed to learn only the items that they have not acquired, and by 'training' they need to repeat the items they have not learned until they acquire them. In order to find out the degree of effectiveness, the following three frameworks are used. The first one is Warschauer's three historical phases consisting of behavioristic CALL, communicative CALL, and integrative CALL (1998), the second one is the SLA model called interest hypothesis composing of 'input', 'apperception', 'comprehension', 'intake', 'integration', and 'output' (Krashen, 1982; Gass, 1997; Chapelle, 1998, 2001), and the last one is the criteria consisting of six items, which are introduced by Warschauer (1998). In conclusion, the TLT software program has been proved to be reasonably effective in SLA. First, it belongs to the latest Integrative CALL because of web-based system, while the behavioristic nature of repetitive drills-and-practice



provides some disciplinary effects on its users aiming successful SLA. Regarding the feasibility of this program related to 'Interest Hypothesis', it seems able to follow each stage. Lastly the TLT software has satisfied the six criteria. Even in the era of drastic advancement in CALL, the TLT system looks successful in SLA in the Japanese context which welcomes an authoritative and demanding instruction to some degree. Based on these findings, this 'Newton e-learning' system is going to be used for the author's college instead of other CALL systems: NetAcademy and CASEC. In an actual pedagogical site, one student out of several students who tried this CALL system succeeded in raising her CASEC score 709 comparative to TOEIC 710 into 765 comparative to TOEIC 830 after practicing this software program for one month. In an informal interview, she stated that this program is very effective and useful.

MEADOWS, Martin  
Nayoro City University (JAPAN)

027

### **CALL-based, University English Courses: Are Students Ready?**

This paper reports on a long-term study into the day-to-day use of computers among first-year university health and welfare majors at a small university in Northern Japan with the purpose of improving delivery of a CALL English course employing network-based communication activities. An anonymous questionnaire was given across four years to students registered in the course. Results were compiled and compared between years, revealing that students have restricted familiarity with and access to computers and the Internet outside the university computer labs. A growing preference for mobile, rather than PC-based, technologies was also apparent. These results suggest that teachers who use CALL pedagogies need to show flexibility in their methods so as to accommodate students with limited personal access to computers, provide technological support to students who are less adept at computer use, and make efforts to incorporate mobile technologies in their classes where possible.

MURPHY, Philip (with Dirk MacKenzie)  
Kanda University of International Studies (JAPAN)

028

### **Faculty and Administration in Collaboration: Overcoming Technology Issues**

The following study was conducted at a university in Japan specializing in foreign language studies. One morning, when university administration took a snapshot of student computer usage in a computer-equipped classroom, it was discovered that about 50% of computers were not in use. Considering teacher demand for access to these classrooms, this result was perceived by administration as problematic. This study, therefore, began in an effort to explain

the situation more clearly. While the initial focus was on factors influencing student computer use in class, it became clear that the larger issues of both Internet and technology access were also problematic. Accordingly, data was collected via a teacher survey (n=39, response rate=61.9%) with questions covering: classroom design; internet connection speed; wireless access across campus; mobile learning technology; performance of student and teacher computers; sharing of student computers; sound and projection systems; and support for existing technology and technological innovation. Faculty perspectives were gathered: (a) in order to gain a greater understanding of the technology-related needs for the teaching/learning environments, and (b) to help improve access to the Internet and technology across campus. Findings were used in a collaborative effort by faculty and administration to improve Internet access and allocate CALL resources more effectively in order to maximize usage. For example, one finding is that teachers would prefer to reallocate computers in order to create extra computer-equipped rooms (albeit with fewer computers). The implications of the findings for both administration and teachers are discussed.

MURRAY, Adam (with Andrew Blyth)  
Tokai University (JAPAN)

029

### **A Survey of Japanese University Students' Computer and Internet Literacy**

The aim of high school education is to prepare and provide students with knowledge and skills for both their future careers and further study. However, there have been some concerns expressed by some university teachers regarding first year university students' computer and internet literacy. Consequently, two surveys several weeks apart, were administered at universities in Aichi and Shizuoka prefectures to determine students' computer and internet knowledge and skills, past learning experiences, and their current needs as tertiary students. The first survey contained questions about generic and specific software, hardware, and internet knowledge and skills, as well as their learning histories. Further, queries of independent-home use of computers were asked. Later in the semester students were surveyed a second time to enquire which skills they considered to be vital for their current needs in university. The results suggest that many students have not been adequately prepared for university by high schools, and some students lack even the most fundamental computer, internet, and hardware knowledge and skills. The data also shows which specific knowledges and skills are perceived by students as being more important for their current needs. Ramifications and recommendations are discussed.

NATUSCH, Barry  
Nihon University (JAPAN)

030

### **Mixed Media: Filmmaking Principles and Techniques Applied to Educational Media Design**

Educational media such as static visuals, movies, audio recordings, slideshows, CALL, games, messaging, and the internet can be useful for teaching languages, when they are relevant to learner objectives and appealingly designed. Educational media, which are a mixture of two or more standalone media, are also beginning to appear. For example, PowerPoint may be used as a platform to produce a film. The question arises whether such mixed media provide a richer learning resource. Following a theoretical approach arising from connectivist learning theory (Siemens, 2005), and extrapolating from the concept of dual modality that multimedia enhance cognitive load (Mayer, 2001), an experiment was set up to investigate whether enhanced or mixed multimedia (e.g. PowerPoint based movies) might be more motivating for language learners and assist them in developing their language proficiency than using a single educational technology (e.g. PowerPoint). To test this hypothesis, an experiment was carried out. A module on learning strategies was prepared in a short film (an entertainment medium) based on a PowerPoint platform, and the same material was summarized using only static PowerPoint slides (a didactic medium). An experimental group of 12 Japanese university students was taught using the film and a control group of a matched class of 12 Japanese university students was taught using the PowerPoint slides. A questionnaire was distributed to gather quantitative data and self-reported impressions. It was concluded that didactic media can be enlivened by grafting on elements of entertainment media. Methods of doing this are outlined.

PAGEL, James (with David Reedy)  
Aoyama Gakuin University (JAPAN)

031

### **Building Learning Environments**

As a way to provide ideal learning environments, the English instructors of the College of Science and Engineering at a leading private university in Tokyo have been preparing for a major reform in the English curriculum. In previous JALTCALL conferences, the authors outlined the background and process of transformation within the English curriculum. A department-wide e-learning program was implemented through a system called "pairing" as a unique way to create multi-skilled classes, and various motivation strategies were examined. Student questionnaires were administered to measure motivation levels and to collect feedback on the efficacy of the e-learning program. A needs analysis was conducted to obtain data on student and faculty views of the current curriculum. The authors have cross-referenced pre-test and post-test scores,

departmental categorizations, routes of university entrance, and e-learning completion rates to determine which students are most likely to succeed and those at the other end of the spectrum. As the department-wide reform in the English curriculum comes to its final stage, the authors will focus on the various aspects of pre-testing and post-testing. The paper will feature the stages of pre-testing and post-testing including how the instructors dealt with the motivational variables of placement tests, and the rationale behind the shift from using the TOEFL iBT to the current TOEIC Bridge test.

POULSHOCK, Joseph

Tokyo Christian University (JAPAN)

032

### **Mobile Learning: Accessibility, Time on Task, and Enjoyment**

Extensive reading (ER) is an established best practice in language education (Day & Bamford, 1998; Nation, 1997; Waring, 2006), but learners can benefit from the power of ER only if they average reading a high quantity of words per day. Nishizawa's (2011) longitudinal research even shows that if learners read over three million words per year that this can equal the benefits of one year study abroad. Clearly then, learners need ways to help them maintain their time on task (TOT) for extensive reading. There are many ways to increase reading time, but this study looks at how we can use technology, especially mobile phones to increase TOT for extensive graded reading. Specifically, this paper looks at the relationship between four factors: (1) accessibility, (2) TOT, (3) enjoyment, and (4) difficulty, and it focuses on these two questions. If learners have graded stories sent to their mobile phones every day, will this accessibility increase reading time on task, and if students read more, will they also enjoy reading more? Moreover, how does textual difficulty relate to accessibility, TOT, and enjoyment? In a previous study (Poulshock, 2011), data from two groups clearly pointed to a pattern that we might call the CUE principle. The more learners \*carry\* content on their persons, the more they will \*use\* it and \*enjoy\* it. Additionally, difficulty or absence of stress may have been a factor. If we label absence of stress as -S, then we may also have a CUE-S principle at play here. This current study attempts to replicate results for the CUE principle with two new groups of learners. These learners were required to receive short graded stories in their phones every day. The results show that when learners carry easy stories in their phones, they will tend to read and enjoy this content more.

ROBB, Thomas  
Kyoto Sangyo University (JAPAN)

033

### **An Update on the MoodleReader Module for Extensive Reading Quizzes**

The Moodle Reader Module is a freeware, open-source module has been developed as a means for teachers around the world to share a database of quiz material for “Graded Readers” and to make them easily accessible to their students. It is currently being used by some 15,000 students in approximately 70 universities and secondary institutions around the world. The Reader module allows quizzes to be randomly generated from a larger set of items for each book. Teachers can easily install the module on their own Moodle system, download the quiz material for those textbooks in their graded reader library and configure its operation to their own preferences. The database is password protected and currently contains quizzes for over 1000 popular titles. This presentation will describe the current state of development and implementation of the module as well as to describe how teachers can use it in their own schools even if they do not have a Moodle server available. Statistics will be shown the conclusively demonstrate its effectiveness over the entire Kyoto Sangyo curriculum of 3000 students. New features such as the automatic notification of new and updated quizzes will be introduced.

ROBB, Thomas  
Kyoto Sangyo University (JAPAN)

034

### **The Anatomy of a Makeover—MoodleReader v2.0**

MoodleReader, an add-on module for Moodle has become increasingly popular, which although gratifying, has also increased the requirement for administrative support. After a brief outline of MoodleReader, the presenter will present the new interface design which will allow school administrators to create courses, assign teachers and upload user information without use of the standard Moodle interface through a simple Excel CVS upload. The new version, which will run under Moodle 2.0 will also contain a new method for assigning book reading levels, allowing the Extensive Reading Foundation headword system, the Yomiyasusa system or the lexile system to be used for this purpose. Finally, the presenter will show fresh data on the effectiveness of the module, based on test results over three years with some 2500 students per year.

035

### **Implications of Students' Changing Modes of Online Communication**

Many teachers are faced with the situation of keeping up and catching up with their students' changing modes of interaction with continual developments in online communication. The first step is to find out what modes students are using and how they are using them. This paper will focus on such information by discussing the results of a questionnaire looking at types of online communication use which was given to students at a university of education in Japan. In particular, students were asked about the balance between their use of e-mail, phone texting, and social networking sites. They were also asked where the latter were used, whether they were globally or domestically based, what site features were used and length and frequency of use. Students were also asked about their experience of living, studying, or travelling abroad, to see what kind of relationship there was with the previously mentioned modes of communication. Following introduction of the data, implications for language learning and teaching will be discussed, including the optimum modes (e-mail, social networking or others) for learner:learner interaction, for teacher:learner interaction, and for building up and reinforcing links made through online international exchange activities and study abroad experiences, whether short-term or long-term. Issues related to teachers' involvement and intervention or non-intervention will also be considered.

036

### **Increasing English Spoken Output through Weekly Timed Free Speaking Practice**

The purpose of this study is to investigate how providing opportunities for students to do solo English free talking using recording software in CALL impacted on total words per minute (WPM) in pre tests and post tests. During fifteen weeks, 230 1st year students in the faculties of Pharmacy, Fisheries, Economics, Environmental Studies, Technology and Dentistry increased their solo recording time from three minutes by practicing weekly towards a goal of 10 minutes. Students prepared for free speaking by listing and Mind Mapping ideas. After reviewing, students did free speaking without interruption. Pre test and post test words per minute were calculated in two ways by students. Data shows that 219 students out of 230 increased their total words per minute. Only 3 students reported the same words per minute in one or both of the calculations. Feedback from students described free speaking as an activity that they benefited from. The ideas most students chose to talk about were self introductions, family, their major area of study

and famous historical figures. Solo free speaking improvements would have an important impact on motivation to continue to practice English solo speaking independently. The nature of solo free speaking would make it ideal to incorporate into weekly English speaking practice in EFL CALL environments.

RUTHVEN-STUART, Peter (with Andrew Johnson, Adam Smith)  
Future University Hakodate (JAPAN)

037

### **Designing and Managing Online Collaborative Learning tasks for 500 students: lessons learned so far.**

This paper is a report of an ongoing attempt to facilitate online collaborative language learning amongst 500 university computer science students. Not wanting to perpetuate the 'data transmission' style of eLearning, it was decided to make collaboratively written compositions an important component of four fully online Moodle courses. In order to monitor and enhance the effectiveness of these collaborative tasks an action research project was initiated. Students' attitudes were gathered using a mixed methods approach: surveys, interviews and focus groups. Students of all levels report that they believe that the opportunity to work with peers outside of their regular cohorts is helping to improve their negotiation and interpersonal skills. Furthermore, results of pre and post language proficiency tests indicate that these tasks have had a positive impact on their language skills. On the negative side, some students expressed a concern that other students were riding on the coattails of more advanced students. A comparison of students' collaborative writing task grades with their proficiency test scores reveals that when placed with higher level students, lower level students are rewarded with grades that are higher than their individual proficiency would warrant. However, it appears that the advantage accrued to these students is diminished over time: the more collaborative tasks there are, the more likely it is that every low level student will benefit equally from being placed with higher level students. It is hoped that the lessons learned in this project will be of interest to anyone considering designing online collaborative tasks.

SAYENKO, Tetyana  
Nagoya University of Commerce and Business (JAPAN)

038

### **Using i-movies in Teaching Public Speaking to EFL Learners**

This paper discusses the results of the experimental study based on the use of i-movies in teaching Public Speaking to Japanese learners of English. Twenty 3rd year university students majoring in English participated in the experiment. The results of the study suggest that watching and analyzing video recordings of their speeches allowed the students to notice and correct the mistakes they made, and thereby made it easier for them to improve all the components of their speech

delivery: voice projection and loudness, pronunciation and speaking fluency, eye contact and gestures. There was an obvious correlation between the number of i-movies students made, while practicing each speech, and the degree of improvement in their speech delivery. Using i-movies also increased student motivation and the time they spent on homework.

039

STOCKWELL, Glenn  
Waseda University (JAPAN)

### **Focusing on the Message: Examining Communication in Virtual Worlds and Text Chat**

Virtual worlds have started to feature more prominently in the second language learning literature over the past several years, and programs such as Active Worlds (Toyoda & Harrison, 2002) and Second Life (Peterson, 2010) have been examined for their applicability for learning a second language. While they have generally received positive feedback from learners, most notably because many learners indicated that they felt less concerned about making mistakes when they were able to hide behind avatars, there has also been criticism in that technical difficulties in the early stages hindered with the communication between the learners, and that learners primarily engaged with text chat with little manipulation of their avatars (Deutschmann, Panichi, & Molka-Danielsen, 2009). Given the difficulties in getting learners used to using virtual worlds and the predominance of text chat in such environments, the current study sought to investigate the differences between the actual communication that occurs in a virtual world and the communication that takes place through more conventional text chat software. Post-intermediate learners of English engaged in information-gap communication tasks in small groups through Second Life and the text chat component of Moodle. The content of the exchanges was investigated for the quantity and quality of language produced and the nature of the exchanges, and the use of avatars in Second Life were examined to determine how they were used. Learners were also asked about their preferences regarding the virtual world and the text chat.

040

SUN, Yu-Chih  
National Chiao Tung University (TAIWAN)

### **Microteaching on YouTube: Professional Growth of Language Teachers**

This article presents a case study of microteaching on YouTube in a post-graduate level second language writing course in Taiwan. The study was designed to investigate how pre-service teachers adopt the technology into their microteaching and their reflection and perceptions of the gains in the process. Data were collected thorough



interviews, observation, analytical notes, YouTube lessons, and students' reflection and evaluation reports. The results of the study indicated that profound change needs to be made to prepare the teachers for the demands of teaching in the 21st century and effective integration of new and emerging technologies in teacher training program become crucial. The results of the study showed that through the infusion of YouTube technology, it enriches microteaching by encouraging pre-service teachers to learn from different points of views and to explore the meaningful catalyst for integration of media and technology in teaching practice. It is crucial to connect learning content with media and technology to help develop clearer understanding of the topic, cultivate productive and enriched learning culture, and skills portable for future career. ,

TING, Kuang-yun  
St. John's University (TAIWAN)

041

### **Developing Evaluation Criteria, Based on Learners**

A wealth of podcast material has been made available to millions of users. It is an excellent teaching resource but not one which has been designed for learning. As the use of podcasts in language learning has increased, so has the need for evaluating them if their utilization is to enhance the pedagogical process. To save time and effort, teachers need to establish their criteria for their choice and take into account their students' perspectives. This presentation will discuss a survey conducted among learners and show how their evaluation of podcasts can be a valuable indication of their usefulness. The participants in this study were university students, all in grade 3. They were English majors with four hours of English per week. The results of the survey are discussed based on the content of podcast, its length, the language used and its technical design. Learners' comments suggest that the most important issue for them is its practical applications. For this reason, research information about a podcast's applications can help teachers exploit a motivating source of creative techniques.

TSAI, Pi-hua  
Mackay Medical School (TAIWAN)

042

### **Spice Up Computer-assisted Pronunciation Training through Collaborative Learning**

Spice up computer-assisted pronunciation training through collaborative learning Abstract While computer-assisted pronunciation training (CAPT) software provides learners with unlimited input, and individualized feedback in a private, stress-free environment, some learners consider practice with CAPT to be monotonously mechanical, and thus detrimental to their sustainable learning. This present study investigated the impact

of the collaborative learning on the learners' practice with CAPT software. This study involved 60 Taiwanese college students who were divided into one experimental group and one control group. The experimental group (i.e., the Collaborative CAPT Group) practiced pronunciation by using the CAPT software with peers while the control group (i.e., the Self-Access CAPT Group) practiced along with the software independently. Both groups practiced for ten weeks reading the texts adopted from a play, Cinderella, provided online by MyET, the CAPT software designed in Taiwan. The data collected for analysis include the recordings of the students' reading of the texts in a pretest and a posttest, and their weekly Chinese learning logs. Though the result of quantitative analyses did not show significant group differences, the qualitative analyses of the students' reflections showed that the Self-Access CAPT Group was found to have reported more self-monitoring of language learning and production while the Collaborative CAPT Group had higher frequency in reporting their gains and improvement in linguistic components (i.e., fluency, intonation and segmental pronunciation), as well as developing strategies to deal with their learning difficulty. The analysis of the students' description of their interactive patterns revealed that their collaborative learning with peers seemed to have increased their learning motivation and is beneficial to their acquisition of English pronunciation. A layered approach to CAPT will also be proposed based on the findings of this study.

VANBAELEN, Ruth (with Jonathan Harrison)

College of Science and Technology, Nihon University (JAPAN)

043

### **Improving Student Motivation to Complete Online Tests for an English Communication Program**

Until 2008, a sci-tech college with campuses in Tokyo and Chiba offered its students (sophomores and higher) an English Conversation course. Individual teachers were free to decide upon the content of their classes. From 2009, the program was redefined and renamed as English Communication. Under this label, eight subtitled courses were designed and gradually implemented during a two-year period. For each of these courses, guidelines for teachers and output goals for students were created. To verify if guidelines are taught in a sufficient manner, student achievement is measured by online tests using Moodle. This presentation will first briefly describe the change from a program with a single conversation focus and undefined content to a program with a multiple four-skill focus and defined content. Next, the presentation discusses the online test component and how the authors are aiming to improve test completion numbers. Students are required to take a pre- and post-test and receive 10% course credit for doing so. Confronted with less than adequate test completion percentage when first implemented, the authors analyzed various

factors including student questionnaire feedback, teacher–teacher and teacher–student communication in order to improve student motivation. The flexibility of the program will be shown through a description of previous and ongoing adjustments. How this resulted in improved student motivation is indicated via changes in student test completion numbers over a three (ECI 2009 to ECI 2010)–semester period. Finally, test–related issues such as the 10% course–credit system will be discussed.

WANG, Shudong (with Kozo Hirose, Toyokazu Iizuka, Seiichi Nakai)  
Shimane University (JAPAN)

044

### **When E–learning Serves TOEIC—Critical Success Factors**

TOEIC is the most commonly used tool to assess people's English ability in Japan. As a result, it is not surprising that a great deal of e–learning content is designed specifically for TOEIC purposes, and many universities heavily integrate e–learning into their English curriculum with the hope of improving students' TOEIC scores. However, according to the data we have collected, e–learning does not bring immediate improvement in TOEIC results unless it is well managed and used with suitable target students. This paper reports how e–learning has been woven into the English curriculum in the authors' university and how we seamlessly blended e–learning in with our regular face–to–face teaching in the second semester of 2010 for the first year students. After half–a–year study in the e–learning blended classes students achieved an average increase of TOEIC score of 67, an increase over the previous TOEIC result achieved 10 months before, without big gaps between different departments. This is believed to be a success in e–learning integrated TOEIC preparation classes. Besides the objective data, subjective feedback from 881 students (response rate of 89%) also showed that e–learning integrated classes were welcomed and well received by the students. Based on various data we have at hand, this paper concludes that if e–learning for TOEIC is managed at institution level, the critical success factors are: 1) Clearly set learning goals for students. Completion of the goals should be taken into account in students' final grade assessment. 2) Frequent outside classroom online communication between teachers and students. Students' emails should be answered immediately, and their online progress and performance assessed. 3) Regular assessments in the form of mini–tests. 4) Proper level of e–learning content and assignment workload for students. Although the above conclusions are strongly supported by empirical data from 990 students at the authors' university, of course the factors for success are not limited to the above, and they may vary as the learning environment changes.

045

**PLENARY SPEECH: Re-Imagining Reading in Digital Learning Environments**

The basic block paragraph format of texts hasn't changed much in the last 1200 years, but the transition from page to screen allows previously unimagined possibilities. This presentation introduces visual-syntactic text formatting (VSTF), which uses natural language processing techniques to parse sentences and present them in a way that highlights meaning. Specifically, VSTF breaks sentences up at salient clause and phrase boundaries, fits each row of text into one or two fixation eyespans, uses a cascading pattern to denote syntactic hierarchies, and creates visual clusters across multiple rows that help readers retain and integrate multi-phrase images in their mind. VSTF makes reading easier by automatically providing the kinds of meaning clues that are signaled via intonation in oral communication but are typically absent in written texts. By deploying a more streamlined presentation of material, it also allows readers to proceed more efficiently down the page with less confusion and loss of visual focus. Research on use of VSTF among both college and secondary students has found that students using VSTF read 20% faster, comprehend 25% more of what they read, and, after an academic year of VSTF usage, increase their reading proficiency in English substantially, even when the proficiency tests are given in traditional block format. English language learners benefit the most. This presentation will provide an overview of the transition in reading from page to screen and its importance for English language learning and teaching, illustrating the potential value of VSTF and other new approaches.

WINDEATT, Scott (with Khaled El Ebyary, Jonny Laing)

Newcastle University (UK)

046

**Computerized Feedback on Student Written Work: Contrasting Evidence of Student Reflective Practice**

Automatic Writing Evaluation (AWE) systems are increasingly being employed in the marking of large-scale tests such as TOEFL, and providing computer-based feedback (CBF) on students' written work. Use of these systems can reduce the teacher's workload by providing automatic feedback, increase the student's access to individual feedback, and, by encouraging students not just to accept, but to critically reflect on the feedback comments and then use them to produce improved second drafts, promote the development of learner independence. However, evidence of the effectiveness of such CBF systems, particularly with ESL writers, is limited. In this paper we report the results of studies that were carried out on two groups of students, one in Egypt and one in the UK, using the same AWE/CBF system (Criterion). We will discuss possible explanations

for differences in the results with these two groups, including the influence of different levels of linguistic proficiency among the learners, the particular circumstances in which they were studying, the effect of particular features of the software, and the nature of the feedback comments the software provided. We will discuss a comparison of the feedback provided by the software on a selection of essays, and the comments provided by human markers on the same essays. We will then offer practical suggestions for encouraging learner independence through the use of such software, and will conclude by identifying areas that merit further research.

WIZ, Charles (with Paul van Schaik, Michael Vallance, Stewart Martin)  
Yokohama National University (JAPAN)

047

### **The Vocabulary Load of Problem Solving in Immersive Virtual Environments**

Virtual reality (VR) and immersive virtual environments (IVEs) provide rich opportunities for learners to interact without the need for geographical co-location. The three dimensional quality and the ability to modify the environment through building and creating persistent artifacts, provide opportunities for learners to engage each other in realistic and authentic learning activities. Even though a significant number of studies have explored how to best use VR and IVEs for learning and teaching, little or no research has been carried out to explore the vocabulary needed for successful interaction. This study explores the vocabulary used for collaborative problem solving in the virtual immersive environment Second Life. During a two and a half week period, four pairs of non-native English speakers (four graduate students from an English university and four undergraduate students from Japan) interacted in Second Life to program robots to navigate a series of mazes. The programming tasks varied in complexity based on the number of actions needed by the robots to navigate the mazes and communicative restraints that limited the type and amount of information that the teams could provide to each other. An frequency and range analysis of the vocabulary used by participants, based on chat logs and transcripts of video tapes of intra-team communication, will be presented. The data will be compared to commonly used word lists as well as the British National Corpus. Recommendations for preparing students to engage in collaborative problem solving in IVEs as well as suggestions for future research will also be provided.

## Show & Tell Presentations

BEAUFIT, Paul

Prefectural University of Kumamoto (JAPAN)

048

### **Blending Learning Opportunities: Outer and Inner Spaces**

This presentation derives from a university-wide faculty development session on behalf of a blended learning working group at a small public university in Japan. For background, it begins with brief reflections on a previous faculty development session about e-learning, highlighting clusters of challenges, concerns, interests, and risks. These highlights include, for example: challenges of faculty and infra-structural readiness, concerns about time necessary and appropriate paths for development and implementation of plans for e-learning, and the risks of exposure to cyber attacks or violation of intellectual property rights. Next, the presenter proposes two multi-dimensional “compasses” to help orient educators who are interested in exploring opportunities for blending face-to-face and online learning resources. The first compass provides perspectives from educational psychology, namely Bruner’s interactions, and the second provides additional perspectives on various learning and teaching options for blended learning. Then, as additional background for illustrations of blended learning activities, the presenter shares statements of purpose, outlines course goals, and points out freely available resources for implementing a learner-centered approach. After providing closer looks at online and computer-based resources, a course wiki and a project blog in particular, the presenter explains purposes, processes, and products of two blended learning activities. One of these activities exploits a wiki, campus email and a free concept-mapping program (FreeMind) for purposes of visualizing vocabulary collections. The second leverages Google Forms and Spreadsheets to elicit students’ reading preferences and to produce classroom displays and blog posts.

BOVEE, Nicholas (with Aaron Gibson)

Kyushu Sangyo University (JAPAN)

049

### **DIY CALL: blended learning with SCORM Flash authoring software**

This presentation provides an overview of a Flash-based CALL development project designed to complement the Communication Spotlight textbook series (ABAX ELT Publishers). It uses SCORM (Sharable Content Object Reference Model) compatible modules created with the commercial Flash authoring software Articulate Quizmaker, and is delivered on Moodle 2.0. The presenters will: 1) demonstrate SpotLine and show how it, together with the textbook, helps foster blended learning, 2) demonstrate how in-house CALL applications can improve upon commonly used commercial

educational software that is unconnected to school curricula, and 3) introduce the software applications used to create SpotLine and present the total costs required for the project. It is hoped that by the end of the presentation, audience members will feel empowered to custom make their own CALL applications that better suit their specific educational contexts.

BROADAWAY, Rick  
Kanazawa Gakuin University (JAPAN)

050

### **Making a Moodle Website to Accompany a Textbook: Beginner to Advanced Techniques**

Moodle is a free open-source course management system (CMS) that can be used in and adapted to a wide range of learning environments. One orthodox way of using Moodle is simply to build a Moodle website to accompany a traditional print textbook designed for classroom use. Having a Moodle website allows teachers not only to simplify a variety of tasks, or in some cases fully automate them, but also to enable a wholly different kind of learning experience for the students. However, Moodlizing a textbook can be a time-consuming and, for some, a technically-challenging enterprise. This presentation will give an overview of this process, providing both a beginner-level, step-by-step explanation of how to design and build a course but also an introduction to more advanced techniques, such as how to customize the layout and functionality of the website to adapt to particular teaching strategies or learning goals. In addition, the presenter will invite discussion on the corollary theme of time management as teachers using CALL technology in this way try to balance their traditional teaching role with their new role as Do-It-Yourself content developers. Attendees who bring their own web-enabled device (laptop, Ipad, etc.) to the presentation will have the opportunity for some hands-on experience.

CAMPBELL, David  
Obihiro University of Ag and Vet. Med (JAPAN)

051

### **An Activity Using the Moodle Database Module in a Blended Learning Environment to Practice All Four Skills**

In this presentation I will share a simple four skills activity that can be set up in the Moodle database module that can “kill many birds with one stone.” In many activities in the foreign language classroom there are logistical problems that need to be overcome. For example, in a class with a large number of students it can be difficult and time consuming to create pairs or groups. If you want people to have multiple partners, again there is the problem of moving students around and the delays involved in the process. If the activity is paper based then there is the problem of collecting and distributing the

paper. If the instructor wants to get an idea of the students' output, there is the added burden of sorting through all those pieces of paper and the delay that it involves. By creating an activity using the Moodle database module in a blended learning environment the instructor can give the students the opportunity to practice speaking, listening, writing and reading quickly and easily while monitoring student output and providing timely feedback.

CLINGWALL, Dion

Fukuoka University (JAPAN)

052

### **Building a Basic CALL Course for Middle and High School English Teachers**

Computers have become an integral component of language learning. Thus English teachers should be encouraged to promote the use of CALL. Unfortunately, research has shown that many teachers, particularly those at the secondary level, feel unprepared or unable to do this. This is due to a variety of factors including age, lack of training, or an overburdened schedule. However, one of the most prominent reasons identified is the teachers' lack of familiarity with available resources. As secondary students tend to be tech savvy with a high level of computer proficiency, it is incumbent on educators to properly utilise this default resource. By offering teachers a course that gives them the confidence to act as a bridge between available CALL resources and their students' use of computers, it can act as a catalyst for furthering English education and the role of CALL within it. Through the work carried out with four groups of Korean middle and high school English teachers (roughly 200 participants) a basic CALL for Teachers course was developed. . Prior to participation in this course, the overwhelming majority of in-service teacher participants used CD players as their only technological support. However, following the course all teachers surveyed indicated they would use CALL in some form as a complimentary teaching resource. This presentation will discuss the structure of a basic CALL course and how introducing it to middle and high school English teachers, can lead to an increase in the use of CALL in the secondary classroom.

FELLNER, Terry

Saga University (JAPAN)

053

### **CUE: Get to know what is happening at the College and University Educators' SIG?**

This sponsor presentation of the CUE SIG. The presenter will let people know what is happening at CUE, the upcoming CUE conference and publishing opportunities with the refereed journal "The OnCUE Journal". (CUE SIG presentation)



FORSYTHE, Edo  
Hirosaki Gakuin University (JAPAN)

054

### Calling Culture in EFL Classes

Instead of forbidding cell phone use in English classes, I welcome cell phones and use them as learning tools. In classrooms without Internet access, cell phones can provide a link to the outside world for teachers to take advantage of. In Japan's advanced information society, Internet access via a cell phone provides amazing opportunities for exploring cultural aspects of lesson topics. In this session, I will present three different ways I have used cell phones to enhance classroom activities that keep students engaged in learning. Participants will discuss how mobile phones can be used for practicing reading, speaking and listening both in and out of the classroom. After presenting my techniques and discussing the successes and pitfalls I've experienced, attendees will practice these techniques using their own cell phones to learn about culture. The session will conclude with time provided for discussions, questions and answers. Attendees will take away specific methods for incorporating the use of cell phones into their lessons to better engage today's learners as soon as they get back to their classrooms.

GAMBLE, Craig  
Momoyama University (JAPAN)

055

### Integrating Moodle into University TOEFL Classes

An increasing number of students are taking university TOEFL (Test Of English as a Foreign Language) classes as they are either more serious about improving their English ability or are encouraged to study abroad. To do well on the TOEFL examination, they need to be both highly motivated and be given the chance to study and review a variety of material as many times as they need to reach a high level of mastery. However, providing students with enough encouragement and opportunities to study the TOEFL skills outside the classroom presents a challenge for most teachers. Some of the obstacles teachers face include deciding the best method for providing the necessary materials, how to properly motivate students and how to create an environment that fosters autonomous learning. This presentation will look at how incorporating the multimedia module, Nanogong through Moodle, a course management system, into regular TOEFL preparatory classes will resolve these issues.

GOLDBERG, Paul  
Kwansei Gakuin University (JAPAN)

056

### Using Xreading.com to Enhance an Extensive Reading Program

The realization that extensive reading programs benefit from the implementation of formal assessment is becoming more widespread.

This is evident in the growing use of online quiz systems such as Xreading and the MoodleReader. Quizzes can ensure that students are doing the required reading, and in fact can motivate students to read more. Xreading, now in its third phase of development, is a collaborative learning, teaching, and assessment tool that, among other features, allows teachers to easily download and print the appropriate quiz for each student in a class. The quiz database consists of almost 500 titles and is continuously growing. The latest version of the system has been enhanced with new features, including an automated grading system for the quizzes, the ability for students to take quizzes on their cell phones, and a function that allows instructors to post messages for their students. Xreading is also a valuable resource for students. Through the site, students can access information including reviews of graded readers and character lists. The newly added book rating system suggests graded readers based on students' preferences and profiles. Students are also able to create and share information regarding thousands of graded readers with their classmates as well as with students around the world.

GROGAN, Myles (with Kevin Ryan, Paul Daniels)  
Momoyama Gakuin Daigaku (JAPAN)

057

### **Recipes for Wired Teachers—the next generation!**

The first issue of Recipes for Wired Teachers was a great success. The simple format and clear instructions helped to make ideas easily accessible, whether people were just starting out with computers and language learning or had been working in the field for some time. Many people came forward to share their ideas, and many more used the ideas to start their own classes or ideas. Times have changed since the publication of JALTCALL's Recipes for Wired Teachers in 1999, and JALT CALL has moved on! In this presentation, we introduce the next stage of recipes, and the new format the recipes will take. This project will be launched at JALTCALL 2011, and we hope to produce a print collection of the best submissions for JALTCALL members (to pass to your friends who don't live on the net, or to browse through when you are out of wireless range!). Come along and find out how to post your ideas for using technology in the classroom. Whatever your tricks and tips are for your classes we want to hear from you. Besides web-based lessons, we are looking for ideas using cellphones, i-pads, audio recordings, video, portable applications, and any other form of technology available to teachers. As long as you have an idea other teachers can use or adapt, we want to hear from you! (CALL SIG presentation)

HARRIS, Justin  
Kyoto Sangyo University (JAPAN)

058

**Students creating meaning in the CALL environment: Four task-based projects for the CALL classroom.**

Task-based and project-based pair and group work is popular in language learning due to the potential it has to motivate students and to promote authentic language use. This presentation will focus on ideas for how to create meaningful opportunities for language use through projects and tasks within a CALL environment. Specifically, it will introduce a number of activities utilizing commonly available software and free web-based applications that allow students to create and play with language through a 'meaning-based approach' (Willis & Willis 2007). These include; (i) the use of student created online surveys; (ii) digital stories in a variety of forms; (iii) Wiki-based group project work and; (iv) student-created quizzes and tests. These projects will be briefly outlined and, as the presenter has used each in a number of different class situations, possibilities for adjustments due to level and class-size will be discussed, along with various possibilities for pre-task and extension activities. Finally, student feedback in the form of questionnaire results and student interviews will be provided to highlight the potential of such approaches in the use of technology to unleash student creativity and to enhance motivation, (both student and teacher!). Willis, D., & Willis, J. (2007). *Doing Task-based Teaching*. Oxford: Oxford University Press.

HEDBERG, Karl  
The University of Shiga Prefecture (JAPAN)

059

**A Simple and Inexpensive Way to Monitor a Learner Access Center**

Encouraging students to take control of their own learning is a principle that almost all teachers share. Therefore getting our students to read outside of the classroom is paramount for true progress to take place. A well-organized learner access center is essential for schools to provide their students with the materials needed to take control of their own learning. The presenter will demonstrate how he is using the Bookpedia software program and an old Mac computer to manage an ever-growing library of books that now number over 1,300 titles. Since the adoption of Bookpedia, the number of books being borrowed from the library has increased greatly. The software has many features that make it a very useful tool for teachers. In addition to its main purpose of allowing schools to keep track of books, the software also allows teachers to monitor the number of books being borrowed by each student and the titles of their choices. The software is simple and intuitive enough for even young learners to use, which we have discovered has been very empowering for the children. This presentation is aimed at those who are looking for a simple and economical way to monitor their learner access center.

060

### iPads as Teacher Tools

The portability and power of Apple's iPad make it an excellent tool for teachers. This presentation will cover the use of an iPad in the language classroom for student assessment and course management. The discussion is based on one teacher's use of an iPad for a semester as a portable device in a university English conversation course. The iPad was used by the teacher in many ways, ranging from student assessment to presentation of course content. The use of the iPad as an assessment device allowed the teacher to input student data and grades while students were on task and the teacher monitored classroom activities. The portable nature of the iPad allowed the teacher to input data while walking amongst the students, and also allowed for its use as a reference tool in one-to-one discussions with students. The iPad was also used in conjunction with both projectors and overhead document cameras for presenting slides, websites, and notes to the class. The discussion will include information about setting up your iPad for use in the classroom, applications used in the process, and lessons learned.

061

### Speech-making Classes for EFL: A Blended, Multi-modal Approach

This presentation documents how a teaching team developed a public speaking class for low-level communication students in a university EFL program. The course was created collaboratively by three teachers over four years using a blended learning approach—combining face-to-face and online technologies. The critical face-to-face technologies included timed pair switching in standing lines, small-group speech assessment, and non-verbal communication role plays. The key online technologies included weekly quizzes, peer-assessment and video recording via an open source learning management system. Several custom-programmed LMS modules that supported speech-making will be demonstrated including an embedded video recorder for students and an iPad participation tracker for teachers. The presentation will first outline the pedagogical principles in the course, explain a 15-week syllabus, and describe presentation techniques, and assessment procedures. These blended procedures were able to increase the use of non-verbal modalities and reduce the drudgery of speech-after-speech assessment, two critical steps towards improving the extremely time-intensive process that hampers the effectiveness of large speech classes. Perhaps more important than describing the successful aspects of the design, mistakes made and technologies abandoned over the three years will be covered in detail. The teaching team is eager to build a cross-university community for

mass collaboration on the authoring of speech-making materials. As a start, the full course content will be offered free to all participants as a standard Moodle course zip file available in a JALTCALL-supported repository. All materials, code and custom designs are released under a general public license.

HIRSCHEL, Rob  
Sojo University (JAPAN)

062

### Survey Monkey as a Tool for Peer Feedback in Presentations

In the communicative language classroom, teachers often assign oral presentations, many of which are collaborations among students (Falchikov, 2005). Along with the notion of collaborative learning, has come the notion of collaborative feedback and evaluation. The teacher is no longer the sole distributor of feedback or grades (Nunan, 2004). Peer assessment has clearly become an important part of many L2 curricula. As concerns oral presentations, fellow students often have unique and legitimate perspectives not always captured by the stodgy old teacher. After all, the teacher has at most two ears, two eyes, and one lifetime of experience. Take the students into account, however, and there are many more eyes, ears and lifetimes of experiences giving feedback on and evaluating a presentation. Why not tap into these extra resources? Part of the problem has been the old method of using scraps of paper and hand-scrawled notes. It was time-consuming, inefficient, often illegible, and nigh impossible for teachers to incorporate into grades. Enter a computer-equipped classroom and a subscription to Survey Monkey. Students can now type their feedback and evaluations directly online where it can be immediately accessible to the instructor and to the presenting students. This presentation will demonstrate how to effectively use Survey Monkey for peer assessment, how teachers can moderate the feedback if desired, and how teachers can incorporate evaluations into the final presentation grade. There will additionally be a focus on some of the lesser known benefits of peer assessment as determined by both students and teachers.

KASJAN, Andreas  
Kyushu University (JAPAN)

063

### Developing an Expressions Module for Beginning FL Learning using Cell Phones, 携帯電話を初修外国語学習用のツールの開発研究

本研究は、日本学術振興会の補助(基盤研究B: 80253524)を受け、2010年度～2012年に実施される「初修外国語による携帯電話用表現モジュールの開発研究」という共同研究である。研究代表者・分担者は九州大学、阪南大学と東北大学の初修外国語の教員および九州大学の情報科学の教員である。本研究では、初級レベルのドイツ語、フランス語、スペイン語、中国語、韓国語、エスペラントによる携帯電話用表現モジュールを開発し、携帯

電話を外国語学習のツールとして用いるコンテンツの提供を目指している。開発する教材は、各言語で同じ内容(学生向けの旅行の時に必要な表現)を扱う。各ユニットは、4行程度の短い会話から構成され、文字と画像のついた音声ファイルになる。(OLE SIG presentation)

KAYA, Tadayoshi

Gakushuin Women's College (JAPAN)

064

### **The Effects of ICT Language Teacher Training on Their Students**

The necessity of ICT teacher education has been discussed in recent years (e.g., Hubbard and Levy, 2006; TESOL Technology Standard Framework, 2009). However, the transition from teacher training to classroom teaching is not fully explored yet. Therefore, the present project, funded by the Japanese government (MEXT), aims to empirically investigate the effects of ICT teacher training on learners as well as on teachers, and to explore how teacher training should be conducted to benefit learners. The research questions are: (a) How do language teachers utilize their knowledge obtained from ICT training in class? (b) How do the teachers trained in technology influence the performance of language learners? First, four teachers will participate in ICT training sessions and learn how to apply several digital techniques to their classrooms: CALL management system, iPad, corpus-based search, video-conferencing, MP3 player, online authentic videos, text-to-speech, and electronic dictionary. Then, with the obtained ICT knowledge, the trained teachers conduct language lessons to approximately 100 students for two months. The data obtained from language tests, questionnaires, and video-recordings will be analyzed quantitatively and qualitatively. The presentation will briefly explore the necessity of ICT training for language teaching. Then, the design of the ongoing research will be explained, and the results from various types of data will be presented. The findings of the study will indicate how ICT training should be conducted to fully benefit language teachers and learners.

KIMURA, Tetsuo (with Akio Ohnishi)

Niigata Seiryo University (JAPAN)

065

### **Moodle UCAT Beta Version: A Computer-adaptive Test Module Based on Rasch Model**

UCAT is a BASIC computer-adaptive testing program developed by Linacre in 1987. It is simple but very effective algorithms. First, new items can be introduced into the bank at any time. The difficulty level of the new items can be guessed intelligently without degrading the resulting ability estimates since poor calibration of a few items is not deleterious to Rasch measurement (Wright and Douglas, 1975; Yao, 1991). Secondly, existing items can be recalibrated with minimal impact on previous test-taker measures. The authors converted the

original UCAT program written in BASIC so that it runs on Moodle 2.0, one of the most popular course management systems. Beforehand three item banks of English—vocabulary & grammar (Vgm), listening comprehension with dialogue (Dlg), and listening comprehension with monologue (Mlg)—had been constructed using the difficulty calibrations obtained from previously administered tests to 222–297 students. Randomly assigned three groups of students took one of the three tests (Vgm, Dlg, Mlg) with Moodle UCAT and answered questionnaire about computer-adaptive test. The length of the tests, item exposure of each item banks, and ability estimation precision will be compared and discussed. And students' reaction to the tests will be summarized and reported. Due to the fact that Moodle UCAT is still a beta version, the authors warmly welcomes any suggestions or advice about how it could be improved or amplified.

LAUER, Joe  
Hiroshima University (JAPAN)

066

### English Podcasts: The State of the Art

In a study performed earlier this year, two questions were asked: 1) Are podcasts really effective in improving English skills?, and 2) If so, which podcast programs are the best for students learning English in Japan today? The research found that theoretical studies do indicate that podcasts probably improve English skills. But the applied linguistic research findings are a little more mixed, with some studies finding positive results, and other studies finding no strong correlation. This presentation will briefly explain about those findings. To answer the second question, 57 podcasting sites available for free through iTunes were analyzed. A comprehensive point evaluation system was established, with the best podcasts being interesting and pedagogically sound, and having Japanese support, full transcripts, comprehension exercises, longer files, and rich archives. It was found, for example, that some of the best sites for intermediate-level learners are The Daily English Show, ECC 英会話 Podcasting, Let's Read the Nikkei Weekly, Gaba G Style, VOA Special English, BBC World Service: 6-Minute English, and Weblish: メディア英会話. Video podcasts received some of the highest scores in the study. The presenter will use a computer to give the audience a glimpse of the best podcasting sites. Ten minutes at the end will be given for discussion.

LAVIN, Richard  
Prefectural University of Kumamoto (JAPAN)

067

### Tablet Computers and Blended Learning Environments

The presenter received in the 2010–11 academic year an internal university grant to buy seven Apple iPads to use in language classes. The iPads, delivered in July 2010, were used in a variety of classes

in the second semester of that year. This presentation begins with a brief overview of the process of applying for and administering the grant project, followed by an overview, again brief, of the practical challenges encountered during the project. These include buying software through the university's accounting system; and syncing, charging, and updating all iPads in time for class. The presenter then develops the notion of blended learning on campuses with wireless tablet devices. Until recently, instructors have generally had to choose (where any choice is available) between face-to-face learning in a regular classroom and more-or-less pure e-learning in computer labs, owing to limitations in the types of spaces available on campuses. I argue that blended learning has until now largely been limited to e-learning activities outside of class, sandwiched between face-to-face learning sessions in class. The low cost and light weight of iPads, and the "shareability" (Bray, 2010) realized by the absence of barriers like laptop lids, for the first time make practical another kind of blended learning, in which e-learning and face-to-face learning occur at the same time and in the same space. The presenter discusses the implications for the types of learning environments that may now become achievable.

LOUCKY, John Paul

Seinan JoGakuin University (JAPAN)

068

### Improving Online Reading and Vocabulary Development

This study furthers research in three crucial related areas: 1) comparing various online glossing and vocabulary learning tools; 2) language teaching and learning using a more natural bilingualized approach to developing online reading skills in a second or foreign language; and 3) comparing the relative level of enjoyment and effectiveness students experience when using various CALL programs. This paper applies recent insights into vocabulary learning behaviors and functions online and investigates whether teachers can help learners increase their use of online glosses to improve their vocabulary learning by giving them automatic mouse-over instant glosses versus optional, clickable, mechanical access. The authors compare Japanese college students' actual use of three types of glossing when reading similar texts online. The findings suggest that an expanded glossing system that helps encourage deeper lexical processing by providing automatic, archivable glosses would be superior for digital vocabulary learning.



MBOUTSIADIS, Bill  
Meisei University & University of Toronto (JAPAN)

069

### **Digital Storytelling Motivations—Giving Digital Storytelling Motivations—Giving Students A Reflective Voice On Study Abroad Experiences**

This presentation will discuss an ongoing and exploratory research project that engages university students in using digital storytelling as one of the approaches to giving them a voice through reflection and self-assessment of their study abroad experiences. The study examines the motivational potential of digital storytelling use in higher education settings for language learning. Specifically, it explores how digital storytelling can be used as an effective communication tool for facilitating reflective practice and self-assessment of the learning process that is based on constructivist principles, critical pedagogy, and transformative learning theories. The study will investigate twenty students that are enrolled in a new content driven, comparative study course titled, “Multiculturalism—Diversity in Societies.” The study considers questions about whether digital storytelling can enhance self-efficacy and in what way it can improve digital literacy skills of students and create independent learning opportunities for language acquisition and critical discourse. The results of this study will assist educators to design their curricula with DS in their instruction so that students can be active and self-directed learners. The research also includes a discussion of challenges and other important considerations that students and educators should be aware of before implementing the use of Digital Storytelling in the classroom, and concludes with an overview of the research that has been and needs to be conducted on the effectiveness of Digital Storytelling and its impact on students’ critical understanding, motivation and L2 language acquisition. Various websites and software that are available will be introduced.

MCDONALD, Kurtis  
Kobe College (JAPAN)

070

### **Why Should Language Teachers Care about Open Access?**

The ongoing move to promote open access to scholarly communication and educational resources undoubtedly stands to impact all those involved in academics to some degree in coming years. Two key areas of open access content may be of particular interest to language teachers: open access journals and open educational resources. Although definitions differ somewhat, the concept of an open access journal typically refers to an online scholarly publication that allows users to freely read, copy, download and distribute articles in a digital form (Palmer, Dill, & Christie, 2009; Schmidt, Sennye, & Carstens, 2005). While they may include open access journal articles if they are used for instructive purposes, open educational resources (OER), or open courseware (OCW), essentially

refer to “learning materials that are freely available for use, remixing and redistribution” (“Open educational resources,” 2010, para. 1). This presentation seeks to provide an overview of the most important aspects of the open access movement in relation to language teachers engaged in both academic research and the search for supplemental materials for use in class. The many potential benefits of open access for language teachers and their students will be outlined, as will the numerous factors which currently serve to constrain this potential. Finally, the implications of open access on the future of the academic world will be raised and the need for more robust support of the open access movement on the part of all language teachers will be highlighted.

MILLS, Daniel

Ritsumeikan University/E English House (JAPAN)

071

### **Time Flies: Freeing Time in the Classroom with Technology**

As teachers of English as a Foreign Language, working in countries where our students do not have many opportunities to communicate in the target language, many of us struggle with the fact that a large amount of class time is being used to teach discrete skills which are necessary to provide the proper scaffolding for more communicative, student-centered activities. This is especially true in the teaching of young learners where vocabulary knowledge and phonics instruction seems to form the bulk of classroom activities. One private language school in Shiga, Japan has found a solution to this by providing students with vocabulary instruction, for use outside of the classroom, in the form of YouTube videos which were created using common Mac applications such as Keynote and Garage Band. This Show and Tell will demonstrate how these videos are being used in this school as well as provide attendees with ideas and suggestions on how they can develop similar media for use in their own classes.

MYNARD, Jo

Kanda university of International Studies (JAPAN)

072

### **Learning Environments that Facilitate Reflection and Discussion**

The presenter describes three learning environments used to facilitate a “Computer Assisted Language Learning” course for third year university students majoring in English. The aim of the course was to raise students’ awareness of various technology-based tools for language learning, and also to enable students to critically evaluate their own language learning needs and select appropriate methods and tools. The first environment was the classroom where various computer-based tools were introduced, explored and critically examined by the students. The second learning environment was Moodle which was used to manage the course and provide links,

grades and structure. Thirdly, In order to facilitate more interactivity, an online social networking site, Ning, was also used as an integral part of the course. The presenter discusses how a combination of the three learning environments enabled the students to critically evaluate their own language learning needs, select appropriate resources and engage in ongoing reflection and discussion about the tools they chose. The presenter will highlight some of the main strengths of the two online learning environments and some of the limitations. Extracts from students' online interactions where they discuss and reflect on their learning activities will be shown.

NAGANUMA, Naeko  
Akita International University (JAPAN)

073

### **Moodle in Use: How University Students Use and Perceive Moodle**

More and More teachers at various educational institutions have started using Moodle, which has been a very popular course management system mainly because it can be downloaded for free and it has evolved thanks to collaborative effort all over the world. This study will investigate how university students and instructors at an English-medium university in northern Japan actually make use of Moodle and how they perceive the use of the system. The university installed and started using Moodle in 2004, and since then, Moodle has been used by over a thousand students for administrative and educational purposes. However, no research has been done to find out what students actually think of the system and how instructors use the system for their individual courses. By interviewing instructors and implementing a qualitative on-line survey on students, this study would like to find out the following: (1) how students and instructors find Moodle effective; (2) in what ways students and instructors find Moodle effective; (3) how students evaluate the use of Moodle by instructors and administrators; and (4) what aspects in Moodle students and instructors think should be improved. This study expects to uncover the actual reactions toward the use of Moodle and possible aspects for improvement through the use of online survey from a large number of student evaluations as well as through interviews with instructors.

NORRIS, Glen  
Ishikawa Prefectural University (JAPAN)

074

### **A Simply and Motivating Way to Enhance the English Classroom and Blog**

The presenter will introduce how Vokis were used as a language learning tool in a university English class in Japan. The presenter set out to find ways in which the English classroom, as well as an English class blog could be further enhanced for a more motivating learning

experience. One of the aims was to bring what the students were practicing in a classroom setting to an online one. In this case, an English blog was created to allow students to publish and interact with each other's classwork. This in and of itself can be very rewarding, but students were asked to create a Voki or avatar that would give their blog posts a more human element, thus complementing the speaking they were doing in their weekly classes. By using Voki, a website that allows users to create their own speaking avatars, students in this second year English conversation class were able to express themselves in a fun and non-threatening way. In addition to being highly motivating, Vokis, this presenter found, were very easy to set up, use, and embed into blogs. For English teachers, speaking avatars are able to add a more dynamic even human feature to the online experience. It is especially useful for teachers and students alike who are not well versed in all things technical.

O'BRIEN, Myles

Mie Prefectural College of Nursing (JAPAN)

075

### **An Authoring Program for Browser-based Multiple-choice Exercises with Optional Sounds and Images**

A program enabling very simple construction of multiple choice exercises for browser deployment will be demonstrated. The interface has three boxes, each of which is a placeholder for a text, sound, or image. The text which will appear as the question or hint can be entered into any of the boxes by typing directly, pasting, or dragging. An mp3 sound or JPG, PNG, or GIF image can be inserted into another box by dragging a file from any location into the box, or just by entering the file name in the same way as text. The third box functions similarly. Images dragged in are previewed as thumbnails and sounds generate a Play button for testing. To generate a question it is only necessary to have at least one item of any type in one box. Six other boxes accommodate the correct answer and up to five distractors. Any number of questions may be added to an exercise. Also, background color and the dimensions and font size of the answer boxes are freely adjustable. The desired name is then entered, and the complete exercise folder, ready for network uploading, is generated by one button click. Each question will appear in the browser with the text, sound, and image items in the vertical order as originally entered. Sounds are represented by a Play button, and can be paused or repeated. The program is available for free download, and will work on Windows, Mac, or Linux, provided Adobe Air is installed.

PALMER, Roger  
Hirao School of Management, Konan University (JAPAN)

076

### **Constructing Quality Hybrid Learning Environments**

This paper seeks to demonstrate the effectiveness of blended learning, situating it in increasingly common learning environments (Bonk & Graham, 2005) combining virtual and face-to-face (F2F) learning. These expanding zones of interaction promise a dynamic interplay of in-class teaching with unconstrained online access, described by Rosen (2010) as Whatever, Whenever, Wherever (WWW). Yet one danger inherent in bridging the print and digital divide is that the effectiveness of F2F instruction may suffer if technology is added for its own sake. The presenter addresses this conundrum, offering materials that he developed as a qualitative solution: printed texts for F2F instruction built into an integrated package with an online lab as its digital nerve-centre. Quality is derived and maintained by design, with the various media and modes of instruction assembled together. The blended environment, it is argued, is ideally suited to the needs of Generations Y and Z (Dziuban et al, 2004), and at the same time offers a safety net for other learners to migrate into autonomous online study supported and guided by in-class facilitated learning with an instructor. Hence ICT, far from being an add-on, acts as the cement to bind learning within the extended interface: instant feedback, just one of its benefits, impacts on motivation (Dornyei, 2001) to maintain engagement in study. In discussing the materials and their applications, the presenter anticipates that participants will be able to conceptualize and utilize the models in their own teaching environments.

PELLOWE, Bill  
Kinki University (JAPAN)

077

### **Mobile Devices for Quizzes, Surveys and Peer Feedback**

The presenter created an open-source student response system (SRS) that creates quizzes and surveys that students can access with portable media devices such as iPod Touch, iPhones and any other device with internet access and a web browser. These surveys and quizzes not only help the teacher evaluate the effectiveness of the lesson, but also help students maintain an active attention and interest during the lesson. An additional feature is "homework windows", which sets a specific starting and ending date and time for students to complete a quiz or survey outside of class. A new development is peer review surveys. Teachers can create a survey for students to provide feedback to their classmates, and then match this survey with a class so that each student has a survey dedicated to themselves. This can be used for student poster sessions, speech contests, classroom presentations, etc. When students take a quiz, they receive instant feedback on their answers, and they have the option of trying the question again

(although they lose some points for multiple attempts). The teacher has instant access to records of each student's participation, with the option of storing the students' quiz results in an online grade book. The presenter will demonstrate the surveys and quizzes, and report on the second year of using this system in a university program (five teachers, 230 students across eight classes). The source code is freely available so that participants can use these tools with their own students.

ROSS, Gary

Kanazawa University (JAPAN)

078

### **The Smartphone Revolution: iPhone and Android in the classroom**

Smartphones (and tablets such as the iPad) are a key technology for the coming decade. Essentially a pocket computer that users have with them at all times, the smartphone enables students to post pictures, movies and text, taking English out of the classroom and motivating students to express thoughts and ideas on the move. Students can also study vocabulary and grammar wherever they are with instant and motivating feedback. This presentation will demonstrate uses of smartphones (and tablets) in the classroom: there will be examples of integrating the phone into speaking classes in imaginative ways, into writing classes for larger projects such as presentations, and as a tool for continual vocabulary assessment. The presentation will explain some of the key differences between the iOS (iPhone & iPad) and Android platforms, and how to deal with a mixed environment including students who don't have a smart phone. Time permitting there will be a brief introduction to resources for writing your own apps.

RUBESCH, Troy

Kanda University of International Studies (JAPAN)

079

### **Chatbots: Engaging Language Practice Inside and Outside the Classroom**

Artificial Conversational Entities, commonly known as "chatbots," are computer programs which simulate text-based chat, producing interactive experiences which are remarkably similar to text-based chat with a human interlocutor. Chatbots are often cited as a future trend in language learning for their ability to provide conversation opportunities to foreign language learners. Chatbots have been shown to reduce communication anxiety among university language learners. Some studies show that students actually prefer chatting with chatbots to chatting with human counterparts. This capability for authentic, real time conversation practice has much potential for EFL learners who can be reticent to engage in conversations with other English speakers. Classroom techniques have been developed which allow

teachers and learners to optimize the language learning potential of chatbots. For example, a focus on language form can be fostered by encouraging students to practice certain grammatical forms in their text conversations or by analyzing conversational transcripts for use of specific language. Also, when used in concert with commonly available voice recognition software, chatbots can provide students with meaningful and engaging spoken communication practice as well. The proposed “Show & Tell” presentation will discuss the above issues. After a brief introduction of relevant literature addressing chatbots as language learning tools, the presenter will introduce techniques for using chatbots for both independent and classroom study. A number of Internet-based chatbots useful for language learning will be demonstrated. Participants will leave this interactive presentation with a greater understanding of the potential of using chatbots as language learning tools.

RYAN, Kevin  
Showa Women's University (JAPAN)

080

### **Building a Personal Language Learning Environment (PLLE)**

As learning moves beyond Web 2.0 many of us start putting together a network of friends and experts to help with research and learning, a Personal Learning Network (PLN). Add a way to set up a personal learning profile, a way to aggregate (pull together) information and resources, tools to to edit and publish our own information, helper applications and services to fill the gaps, and a recommender to clear a path when we get lost or frustrated, and you have a PLE. Focus this PLE on language and a PLLE is born. We look at how to build one for our own use, and how to encourage students to do the same. Email [tokyokevin@gmail.com](mailto:tokyokevin@gmail.com) if you need more specifics before you decide.

SMITH, Brad (with Neil Millington)  
Ritsumeikan Asia Pacific University (JAPAN)

081

### **Creativity & Motivation: ESL Learners and Micro Social Networks**

This presentation will focus on the results of student surveys and teacher reports after using a private social networking site for two pre-intermediate ESL classes at Ritsumeikan Asia Pacific University. By using freely available social networking software called ELGG, the presenters created a small-scale facebook-style site that only their students could access and use. Throughout the semester, the students were surveyed about their feelings on the website and whether their overall English ability, creativity, and motivation had improved because of it. The presenters report the survey results and their own impressions of the project's effectiveness as well as the possible implications for ELGG's future use in ESL classrooms.

SONGER, Robert (with Chihiro Oguma, Tatsuya Yamamoto, Kenji Wada)  
Kanazawa Technical College (JAPAN)

082

### **Design and Construction of a TOEIC Word Structure Database for Japanese Engineering Students**

Vocabulary acquisition is an essential part of gaining proficiency with a second language; however, it can also be one of the most arduous when students are unable to make meaningful connections to newly encountered words through commonly employed rote learning techniques. In their native language, Japanese students may infer meaning of a new word based on existing knowledge of the Chinese ideograms with which it is written. In English, however, associations based on word parts are not so obvious. In order to help students in their fourth and fifth years at a Japanese College of Technology gain deeper understanding of TOEIC vocabulary, the idea of a contextual etymology-based study tool containing the breakdown information of word structures was conceived. Given the nature of development time and resources, Rapid Application Development (RAD) techniques were employed while working closely with the professor and a sampling of students from the English for International Communication class. Specifically, paper and functional prototyping, interviewing, and shadowing activities provided insights into the learning habits and desired features related to an online study tool. While additional features are being planned to add learning context, functions for exploring word morphemes and affixes, etc., presently the focus is on structuring a database of word etymology information to be used in a learning strategy for building word associations and improving the dynamic reception capabilities of students preparing for the TOEIC.

083

WHITE, Bill  
Kinki University (JAPAN)

### **Portable Apps for CALL**

This presentation will focus on how the use of 3 portable applications, Firefox, Audacity, and OpenOffice, can alleviate many problems that occur in many CALL Labs for both the student and instructor. I limit my discussion to three points. (1) Concern with the variety and complexity of CALL labs and software. (2) Restrictions on computer resources that limit the lab experience. (3) The lack of English operating systems—which means the students work largely in their native language rather than the target language. The solution I offer is free with the exception of the cost of a USB memory device. The three applications I introduce, Firefox, Audacity, and Open Office 3.0 are free and open source as well as easy to use and implement in the classroom. All of these applications will run from any USB device such as, iPod, SD Card, Thumb drive, etc.



WILSON, Joshua  
Kansai Gaidai (JAPAN)

084

#### **Four Letter Words: Developing an iPhone Game for Language Learners**

In the TESOL field we've seen how video and the internet have transformed language learning by allowing learners access to an unlimited amount of language in a medium they enjoy. The next phase of technological development is the interactive medium of video games, a medium in which the learner/player can participate actively in a dynamic learning environment. Four Letter Words, an iPhone game for English learners, intends to blaze a trail to this brave new future. In this show and tell the presenter will take the participants on the rocky ride of design, development, testing, and sales of the application, discuss pedagogical and practical decisions behind the game, and offer participants a chance to play it for themselves. There will also time enough for a look at the current state of games for language learning and expected developments coming down the line this year and next.

WOLFF, Gary  
Meiji University (JAPAN)

085

#### **Japanese University Students Use Content 2.0 Online Forum to Share Their Views of the World**

As a supplement to the textbook "World Interviews" (Craven, 2006) which interviews young people from 16 different countries around the world, Japanese university students taking a Spoken English 2 class share their cultural views of the world through the Content 2.0 online forum. This paper describes the system's key features and how it was set up, shows sample webpages, reports on the results of the project including internet traffic statistics and feedback from the students, and evaluates the prospects for using the Content 2.0 system again in the future as a viable computer-aided language learning medium.

YASUDA, Masami  
Kwansei Gakuin University (JAPAN)

086

#### **The Merits and Demerits of an iPad in WELL (Web Enhanced Language Learning) in Teaching Writing for Large University EFL Classes in Japan**

This presentation shows how Web Enhanced Language Learning (WELL) and CALL in general can be augmented by a new gadget: iPad, reviewing a one year pilot study of using an iPod by the instructor in a regular university EFL classes. An iPad was used as an instructor mode to present in class as much contents and materials as possible. An iPad was used as a show and tell gadget for the class, while students had no iPads, but an access to the internet from each

client PC in a CALL lab. No textbook was assigned, and related web and wiki pages, and review quizzes were compiled by the instructor. Web links and quiz results were announced via a campus BBS. Review quizzes and the final exam were administered totally online. Teaching with WELL or CALL begins with some warm up and topic related activities, students' own internet research to gather material with guided questions, followed by an oral presentation in class based on their research, and compiling reports using Microsoft Word in the consecutive following week. Some students used Power Point for in class presentation. Mainly the paper will describe how much the actual lesson activities required compiling web pages and quizzes and the content preparation on an iPad, with some demonstrations if possible. An assessment or grading of student papers was literally a trail and error pilot study comparing feasibility of grading on an iPad and by paper. The paper will discuss some minor problems using an iPad in teaching, and ways to deal with them.

YORK, James

Tokyo Denki University (JAPAN)

087

### **ELTTube—Reasons for Using YouTube and a Selection of Practical Activities.**

Recent statistical data suggests that approximately 70% of access to YouTube comes from outside the U.S. This implies that there is a good chance our students are familiar with this Internet-based video source. In this presentation, I outline several reasons why we should use videos found on YouTube in our classrooms, including motivational, affective and cognitive reasons. I will also introduce a variety of practical YouTube-based activities including a modified dictogloss activity, the use of music videos and a 'what happens next' style activity. All introduced activities can be used as they are or may be modified to suit teachers' individual needs.

ZAORSKI, Spence (with Yoshiko Kishi)

Osaka University (JAPAN)

088

### **Development of a Drupal-Based Web Site Allowing Students to Share Community-Oriented Project Work with Japanese-Speaking People Worldwide**

Students in an advanced level college Japanese class in the United States were challenged to help solve the problem of limited information about their local community being available in Japanese by finding out what Japanese people want to learn more about their community and then creating publicly accessible content on the Internet. In the process, students learned more about the city they live in and applied their Japanese language skills to real-life situations as they carried out research, wrote content for the web site, and

responded to comments by users of the site (both local community members and worldwide users interested in their city). A web site created with Drupal, a popular open source content management system, provided an easy-to-use platform that allowed students to post content (including media such as photos and videos) and interact with site visitors through comments, gave teachers simple administrative control over site content, provided spam protection (since public commenting was being used) and Japanese language support. Our presentation will include advice for teachers who want to try similar projects (in particular, technical advice for easier design/deployment of project web sites).

## Workshops

BROWN, Ian J (with Bill Pellowe, Robert Chartrand)  
Kyushu University (JAPAN)

089

### **Hands On in an iPod Learning Environment**

Come experience an iPod-equipped classroom firsthand. The presenters use a classroom equipped with 40 iPod Touch devices when teaching a multi-media English language course. This workshop will allow participants to actually see and experience the activities of an iPod touch learning environment in action in a live iPod classroom hands on with the iPods. Since the release of the iPod Touch in 2007, educators worldwide have seen great potential for this device in education. Kurume University was one of the first universities in Japan to take up the challenge not only to use them, but also to establish a dedicated iPod classroom-learning environment, which is now going into its 4th year. iPod devices were used due to their lower cost in setup compared to that of a computer based classroom. Furthermore they take up less desktop space and are less intrusive in a class that combines use of online multimedia resources with traditional teaching methods. The core course using this classroom is a Movie and Music class, and this workshop will chart a sample of activities used in this course showcasing how an iPod classroom differs from other classrooms. Participants will also be able to see in action the specially designed quiz and survey program, designed by one of the presenters, that runs on the iPods linking up to a computer database. Further to sampling the activities used in the classroom, the workshop will look at the setup of the classroom, security issues and practical considerations in its operation, and conclude with discussion on further potentials for use of the iPods. By the end of the workshop, participants will have tasted the iPod learning environment, and will have had a chance to experience and understand the possibilities this learning tool can provide in language learning.

090

**Improving Fluency and Conversation Skills through Storytelling, Pair–Recording and Audio Forums**

A focus on developing fluency through storytelling and pair–recording can help Freshmen English students develop reflective and interpersonal skills, while also taking into account what McCarthy calls the interactive nature of fluency development, in which “fluent speakers contribute to each others’ fluency; they scaffold each other’s performance, to make the conversation flow.” A key component of this cooperative construction of meaning across speaker turns is the set of conversation strategies known as “active listening”. At Nagasaki University the presenter has developed a curriculum for the freshman English Communication I course that focuses on three key components: developing fluency through storytelling and talking journals; improving conversation skills and increasing spoken interaction through pair–recording and audio forums; and testing improvements in fluency and conversation strategies through a recorded speaking exam at the end of the course. In this workshop, the presenter will discuss the design of the speaking exam and its mix of teacher, peer and self–evaluation grading criteria. We will also look at a range of pair–recording activities that can be done in the computer room to practice active–listening, paraphrasing and managing interaction in conversation. The presenter will look at the audio forum and model short samples of student posts and conversations. Finally a story–map to help students improve their stories through an awareness of the five parts of a story will be introduced.

091

**Template–based Mobile Content Design**

This hand–on workshop will guide participants through the process of creating mobile learning content using web–based templates. Four different language learning activity templates will be illustrated, and include a vocabulary flashcard/quiz app, a reading app, a multiple–choice app, and a listen & type app. Participants will be able to create language activities with text, images, audio or video using a traditional web browser. The activities can then be accessed via a mobile device. Participants will have access to an Apple iPod Touch device to test the applications, but to create sample iPod/iPhone content, please bring along a computer.

FRIEDMAN, Gregory  
Meiji University, Department of Global Japanese Studies (JAPAN)

092

### **Exploring the Place–Time Continuum: Asynchronous Written and Oral Environments for International Peer Communication and Geographic Exploration**

Asynchronous online environments allow language learners to interact without regard to participant time and location. Such environments can bring learners who are from or living in different locations closer together as they collaborate in teaching and learning about one another's culture and geography. This workshop will show how, using web-based software, English learners in Japan and Japanese learners in the United States shared their questions and answers about one another's lives and cultures, in both text-based and voice-based asynchronous environments. It will also showcase a virtual tour guide project involving simultaneous use of online mapping software and asynchronous voice communication, through which students created and took part in online virtual tours of their hometowns and other locations. Workshop participants will be given an opportunity to enter as well as create these environments.

FRIESEN, Kenlay  
Sapporo Gakuin Daigaku (JAPAN)

093

### **Creating a Community of Writers in a Creative Writing Class**

The focus of this workshop is developing a community of creative writers utilizing the Moodle Forum module. The most effective on-line writing task, posting writing in interactive Moodle Forums, will be the primary focus of this workshop. Through both reflecting on their own writing, and reading others' writing with a critical eye, students progress and gain confidence in their creative writing ability. Developing audience awareness is a key component of learning to write well. However, creating an authentic audience in a creative writing classroom can be complicated and time consuming. One of the advantages of Moodle Forum is that all students can see others' work, can respond to each other immediately, and can edit their work accordingly, in this way creating a student audience. The presenter will share some samples of successful student writing to show how integrating on-line student interaction in Moodle Forum has contributed to the creation of a community of writers and a discernible improvement in creative writing ability.

PHILPOTT, Andrew  
Himeji Dokkyo University (JAPAN)

094

### **The Basics of Blended Learning**

Blended learning is mixing new technologies (computers and the internet) with traditional classroom teaching techniques. This

workshop will examine new ways of blended learning with technology (CALL). Activities based around things such as blog writing, YouTube, social networking, internet websites have been proven to be highly motivating for the students. If the students are motivated then their learning will be accelerated. This workshop will first detail exactly what blended learning is. Then it will look at how teachers can create their own blended learning lessons. Then I will detail some blended learning activities that I have trialled in class and found to be very motivating, even for students with low motivation to learn English. Participants of this workshop will leave with many ideas about how to incorporate new technologies into their classrooms. Blended Learning in CALL is important because it gives students multiple ways to learn content. Having the blend is more effective than pure CALL as the blend provides various contexts which invoke the students' interest on different levels, if not all.

REINELT, Rudolf  
Ehime University (JAPAN)

095

### **Native Speaker Web Conferencing for Testing zFL German Beginners**

Web conferencing has recently been used in FL instructional contexts by teachers, teacher trainers and students on advanced CEFR levels, such as from B1 upwards (The European Union-funded NIFLAR project: Jauregi 2008), as well as with highly advanced students at a high-ranking university and future language teachers in Japan and Germany (Hoshii 2010). This presentation takes the uses of this media one step further by having first year German learners on the beginning A1 and A2 levels speak successfully over Skype with unprepared but “willing” native speakers in the target language country in the course final oral examination. In particular, this presentation first briefly introduces the reasoning for the author's German course and previous developments of the course final oral examination. Next, a study is presented on how to use Skype on the beginners' level for oral testing with native speakers, and how the dyads can be assessed. A practical example in video and transcribed form in the next provides the audience with hands-on practice. The results of administering this test to a number of students and assessing the learners are presented in part four. The conclusion considers both summarizes advantages of and proposes necessary improvements of the test instrument and outlines further research tasks. This presentation uses German as an example, but the media uses, practices and theoretical ramifications are relevant to all foreign language teaching. (OLE SIG presentation)

ROBB, Thomas  
Kyoto Sangyo University (JAPAN)

096

### **The Moodle GIFT Format and Making Quizzes for MoodleReader**

This workshop will explain the utility of the GIFT format for quickly creating quizzes in Moodle, and will then go on to explain how it is used to create quizzes for MoodleReader, the moodle module where students can take quizzes on their extensive reading. We will also discuss the various question types and which are most suitable for testing reading comprehension.

## **Sponsored Presentations**

BETHELL, Colin  
Oxford University Press (JAPAN)

097

### **What is the future for publishers and those who write in the digital age?**

The digital age is forging ahead. Can or should publishing keep pace? Now is an important time, unique in history. However, the digital age shows patterns that have been seen before. This presentation will explore with delegates the role of publishing in education, both historically and in this digital age. The focus will be on answering delegates' questions, comments and concerns in order to help them pursue their own digital, teaching and publishing objectives and surmount the challenges they face when doing so. This discussion-based presentation will be moulded around the delegates' questions and will therefore be applicable to any teacher with an interest in electronic media in the classroom.

BROWNE, Charles  
English Central (JAPAN)

098

### **English Central: Learning English via Authentic Video**

In this session, after a brief demonstration, participants will use and then exchange ideas on how to get the most out of English Central's speech recognition, graded-listening, vocabulary learning and class management tools.

HALLIDAY, Darren  
Macmillan LanguageHouse (JAPAN)

099

### **Inside the Award Winning GLOBAL eWorkbook**

The GLOBAL eWorkbook was not only awarded joint winner of the ESU (English-Speaking Union) Book Award, but also received the ESU President's Award for the Global eWorkbook. The President's award is presented for innovation and good design in the use of

technology for the teaching, learning and advancement of English as a first, second or foreign language. The eWorkbook represents an evolution in self-study materials for students. Within a rich multimedia environment it provides a wealth of resources for the learner, enabling them to continue their studies at their own pace, and in their own time. If you are looking for a blended learning solution and or are interested in what makes an award winning product, come along to the presentation and take a look. The GLOBAL eWorkbook. The leading eWorkbook.

PALMER, Roger  
Pearson Japan (JAPAN)

100

### **Blended Learning in Content-based Programs**

Building on recent developments in information and communications technology (ICT), blended learning spans in-class and online environments, and has been shown to be motivating and empowering: motivating in the sense of online labs providing instant feedback; and empowering in allowing students to find a place, time and pace to match their learning needs. However, current changes have brought enormous challenges for instructors, having to keep abreast of changes in technology, and to find new ways of teaching to embrace fluid face-to-face and virtual learning situations, while at the same time dealing with digitally adept generations of students. Participants will be introduced to a content-based model that has been implemented in a private university, in which a broadly social constructionist model makes English language the means or medium of instruction and the subject matter the end. First results indicate that seemingly simple acts of making print materials available on a course Moodle, with students being able to manipulate and edit them, can create blended courses that are more genuinely constructivist and constructionist in nature, and point the way towards building new learning environments.

SCHWARTZ, Alan  
EnglishCentral (U.S.A.)

101

### **Using EnglishCentral to Build a Classroom with Authentic Media**

This session will introduce participants to a series of free online tools available on EnglishCentral ([www.englishcentral.com](http://www.englishcentral.com)) for easy creation of an online classroom using authentic video. During the session, participants will learn how to create a customized video channel for their students by selecting content from over 40 topics, ranging from famous speeches to the environment to celebrity news. Participants will then learn how to use that video channel to set goals for their students, and track their progress for pronunciation training, vocabulary training and cloze activities. Bio: Alan Schwartz is the Founder & CEO of EnglishCentral. He began his career as an



English Teacher in China on Princeton in Asia, and then spent the last 10 years as an executive in the speech recognition industry before starting EnglishCentral, with backing from Google Ventures and Atlas Venture.

## **Poster Presentations**

BERMAN, Jon  
Seitoku University (JAPAN)

102

### **Placing Books Online: The Next Step**

As an ESL instructional tool the author has placed twenty-five Aesop's Fables on the Web. On this website, students while in classroom read these and the difficult words have been defined. In addition, students listen to the text and after take an online comprehension quiz to determine how many questions he or she got correct. This web site has been used for a couple of years. What is so nice about this online model is the flexibility. By using the same template and a bit of customization, it possible to put any readings online, define the necessary vocabulary, have the text read out loud, add a multiple choice test, and many other types of additional exercises. Now comes the next step. What is being attempted is the merging of a paper format textbook and the Web. It would be the ideal to put much of the paper textbook online, and use the Web as a supplemental. To the author's knowledge, this has not been done before, and yet in time this model may become the norm.

GETTINGS, Bob  
Hokusei Gakuen University (JAPAN)

103

### **Audio & Video for EFL in Moodle 1.9 and 2.0**

As Course Management Systems (CMS) become more sophisticated, presenting and recording audio or video as part of a EFL course becomes simpler and more convenient. This poster will describe some of the opportunities for recording and delivering multimedia audio and video in Moodle. In particular, Moodle, an open source CMS that is used widely in EFL in Japan, has undergone a major upgrade from version 1.9 to 2.0. While the number of filters that manage and display multimedia have increased in 2.0, Moodle does not have a standard interface for recording audio or video. There are a number of third party addons to Moodle which can allow users to record sound or video, but many of them will no longer function in Moodle 2.0. On the other hand, websites that do allow recording online, such as YouTube or VoiceThread, can be embedded into a Moodle site or assignment with filters or using HTML. This poster will summarize a three-month project during which both standard and third party filters or addons

and external site functions embedded into Moodle pages were tested using Moodle 2.0 in EFL conversation and content-based classes. These resources will be rated for compatibility with Moodle 2.0, performance, adaptability to teaching goals by the presenter and also for user friendliness, by students.

HIRATA, Yoko

Hokkai-Gakuen University (JAPAN)

104

### **A Student-Centered Project Using Websites**

In recent years, online or web-based courses have been recognized to be one of the effective methodologies in English language education. This is for the purpose of maximizing the efficiency and quality of teaching approaches and improving students' overall language proficiency levels. The development of the Web has also provided students with various educational opportunities to do their tasks. Studies on web-based learning have indicated the considerable benefits of using the information on the Web in the classroom (Felix, 1999; Kung and Chuo, 2002; McBride, 2002). Although educational approaches based on the Web are regarded to allow students to be active in their own learning (Walraven et al., 2009), there appears to be very little research on how to help students make the most of them (Coates, James & Baldwin, 2005). Since using the web technology in the language classroom is a new development in Japan, the implementation of this technology in combination with language learning should be thoroughly explored. The purpose of this study is to examine Japanese students' perceptions of a web-based project which was aimed at encouraging students to make the most of various websites for their learning. The project was intended to provide students with ample opportunities to use the web as a multi-purpose tool to accomplish various real-life tasks. The presentation will show a student-centered and socially oriented language project which was introduced to a blended learning course for undergraduate students.

PEREYRA, Glichelle

Kanda University of International Studies (JAPAN)

105

### **Wikifying the Language Classroom**

The field of Computer-Assisted Language Learning (CALL) is certainly a growing one; and as newer technologies emerge, language teachers are also finding ways to incorporate them into their lessons. One area that has not received much attention until recently is the use of educational wikis in the language classrooms. There are now several free wiki hosting services (i.e. Wikispaces, Wikia, Google Sites, PBWorks, etc.) that simplify the creation and development of individual wikis without actual knowledge of HTML. These sites allow students to easily work together online, thus, adding a new

collaborative dimension to the class, while also extending discussions outside the classroom and giving learners more opportunities for their own construction of knowledge (Boulos, Maramba et al. 2006). In addition, they provide teachers with an online tool to monitor and interact with their students as they work on their assignments. This poster presentation will show how Wikispaces was effectively used in a Japanese university English class with the educational aim of advancing the students' editing, research, typing and writing skills through a series of collaborative, student-centred projects. It will also include discussion about how the students first reacted to the experience, and what kind of challenges the teacher and students faced throughout the semester.

RUBESCH, Troy  
Kanda University of International Studies (JAPAN)

106

### **Enhancing the Student Website of a Self-access Learning Center**

The presenter will provide a description of an ongoing project to enhance the student website of a self-access learning centre (SALC) at a university in Japan. Since its creation in 2009, it was noticed that the website was not receiving as many visits as had been anticipated. With the aim of expanding the learning environment of the SALC for student access anywhere and anytime, the presenter undertook a two-year project to make the site more engaging, useful, and user-friendly. The main goals of the project include increasing relevant content, simplifying accessibility, and increasing the integration with SALC facilities and materials. Key steps of the project include:—Updating the website's front page feed (integrated with Twitter) with frequent announcements, reminders, tips, and promotions to generate student interest in SALC facilities and events.—Active promotion of SALC events such as the semesterly photography competition and the workshop series—Updating resources and activities links for language learners and their blurbs providing simple explanations of internet-based sites—Creating a regular "What's New in The SALC" intra-departmental email to be archived on the website to remind students of SALC resources and events—Expanding the photo portion of the website (integrated with Flickr) by adding more photos and captions. The project will continue for another year, but so far, reaction has been extremely positive. Visits to the site have dramatically increased from an average of about 20 hits per day in 2009 to over 160 hits per day in 2010. Those interested in self-access and autonomous language study, language learner website design, and materials development for independent study are encouraged to attend this poster session.

107

SLOBODNIUK, Adam (with Jennifer Gordon)  
Kanda University of International Studies (JAPAN)

**Pronunciation: The Multifaceted Benefits of Incorporating the Use of Technology**

Pronunciation is often taught with little student practice undertaken once they leave the classroom. Our poster presentation demonstrates a series of meaningful task based activities enabling students to effectively practice pronunciation both inside and outside the classroom. We cover a broad range of phonological areas ranging from anatomy to the social-linguistic features of pronunciation. Students monitor their progress through the recording and analysis of their speech production. The benefits of using these strategies are not limited to a marked improvement in pronunciation but also increased student motivation and student autonomy.

108

YAMAUCHI, Mari (with Mitsumi Uchida)  
Chiba University of Commerce (JAPAN)

**Overcoming Barriers to Student Engagement in Using English Online**

Japanese university students not majoring in English have few opportunities to use English outside of the classroom. In this study, online learning environments have been used to compensate for this disadvantage of EFL contexts. The authors chose Moodle forums, which provided a secure platform for students to experiment with online interactive English activities, such as discussions, sharing work, and posting comments. Also, one of the authors connected one of the classes to the Moodle network, which allowed students to roam into associated classes. These scenarios will be described in more detail in the presentation. Before commencing our pilot studies, it was anticipated from a literature review and previous university classroom observations (Yamauchi 2009; Stout 2010; Kikuki & Otsuka 2008; Kiyota 2008; and Maeda 2009) that most students had limited computer experience (*vis-à-vis* cellphones), some had negative feelings about learning or using English, some were reluctant to engage in dialogue, and classrooms provided limited access to ICT. These observed attributes were thought to inhibit participation in online activities outside of the classroom. This presentation summarizes three case studies using Moodle for out-of-class activities, and presents student performance data and feedback to discuss the relationship between the above limitations and the motivation of students to participate. In brief, features of learning technology, characteristics of instructional settings, appropriateness of student skill sets, attitudes toward language, and dispositions toward dialogic interaction may be implicated in student behavior. Based on these findings, suggestions will be made to overcome the above limitations and increase student engagement.

FORSYTHE, Edo  
Hirosaki Gakuin University (JAPAN)

109

**Round Table Discussion: Taking your First Steps Into Call**

If you've wanted to begin using technology in your classroom but weren't sure how or where to start, then join us for a chance to ask questions of some more experienced users of technology in language learning. The discussions at this session will try to answer your questions and give you the tools you need to begin blending your instruction and engaging your students in your lessons more.

(Ed. Note: This is a Round Table Discussion. Not a Poster Session.)

# Presenter Index

Note: Numbers are page numbers, not presentation numbers.

- ANTHONY, Laurence 16  
BEAUFIT, Paul 44  
BERMAN, Jon 71  
BETHELL, Colin 69  
BOVEE, Nicholas (with Aaron Gibson) 44  
BRINE, John (with Fuyuki Murasawa, Paty Cortez) 16  
BROADAWAY, Rick 45  
BROWN, Ian J (with Bill Pellowe, Robert Chartrand) 65  
BROWNE, Charles 12  
BROWNE, Charles 69  
CAMPBELL, David 45  
CASTELLANO, Joachim 17  
CASTRO YAGUE, Mercedes 18  
CLARO, Jennifer 18  
CLINGWALL, Dion 46  
COLLINS, William 66  
CVITKOVIC, Robert (with Nicholas Bovee) 19  
DANIELS, Paul (with Andrew Oberg) 19  
DANIELS, Paul 66  
FAGEEH, Abdulaziz 20  
FAGEEH, Abdulaziz (with Abdullah Almelhi) 20  
FAROUC, Ibrahim (with Mark Holst) 21  
FELLNER, Terry 46  
FORSYTHE, Edo 47  
FRIEDMAN, Gregory 67  
FRIESEN, Kenlay 67  
GAMBLE, Craig 47  
GETTINGS, Bob 71  
GOLDBERG, Paul 47  
GOLDMAN, Melissa 21  
GORHAM, Tom 22  
GORJIAN, Bahman 22  
GROGAN, Myles (with Kevin Ryan, Paul Daniels) 48  
HAGERMAN, Craig 23  
HALLIDAY, Darren 69  
HARRIS, Justin 49  
HARRISON, Jonathan (with Ruth Vanbaelen, Ian Ellsworth) 24  
HEDBERG, Karl 49  
HENNEBERRY, Stephen 24  
HENNEBERRY, Stephen 50  
HINKELMAN, Don 50  
HIRATA, Yoko 72  
HIRSCHEL, Rob 51  
HOLSTER, Trevor A. (with Bill Pellowe) 25  
HUNTER, Lawrie 25  
JARRELL, Douglas 26  
KAISER, Mark 26  
KASJAN, Andreas 51  
KAYA, Tadayoshi 52  
KIMURA, Tetsuo (with Akio Ohnishi) 52  
KUNICHIKA, Hidenobu (with Akira Takeuchi) 27  
KUO, Yu-Ling (with Gi-Zen Liu, Gwo-Jen Hwang) 28  
LAI, I-Chun (with Yu-Ling Kuo, Gi-Zen Liu) 28  
LAUER, Joe 53  
LAVIN, Richard 53  
LIU, Gi-Zen 29  
LOCKLEY, Thomas 30  
LOUCKY, John Paul 54  
MATSUOKA, Rieko 30  
MBOUTSIADIS, Bill 55  
MCDONALD, Kurtis 55  
MEADOWS, Martin 31  
MESKILL, Carla 14  
MILLS, Daniel 56  
MURPHY, Philip (with Dirk MacKenzie) 31  
MURRAY, Adam (with Andrew Blyth) 32  
MYNARD, Jo 56  
NAGANUMA, Naeko 57  
NATUSCH, Barry 33  
NORRIS, Glen 57  
O'BRIEN, Myles 58  
PAGEL, James (with David Reedy) 33  
PALMER, Roger 59

- PALMER, Roger 70  
 PELLOWE, Bill 59  
 PEREYRA, Glichelle 72  
 PHILPOTT, Andrew 67  
 POULSHOCK, Joseph 34  
 REINELT, Rudolf 68  
 ROBB, Thomas 35  
 ROBB, Thomas 35  
 ROBB, Thomas 69  
 ROBINS, Anthony 36  
 ROSS, Gary 60  
 RUBESCH, Troy 60  
 RUBESCH, Troy 73  
 RUHL, Michele 36  
 RUTHVEN-STUART, Peter (with Andrew Johnson,  
 Adam Smith) 37  
 RYAN, Kevin 61  
 SAYENKO, Tetyana 37  
 SCHWARTZ, Alan 101  
 SLOBODNIUK, Adam (with Jennifer Gordon) 74  
 SMITH, Brad (with Neil Millington) 61  
 SONGER, Robert (with Chihiro Oguma, Tatsuya  
 Yamamoto, Kenji Wada) 62  
 STOCKWELL, Glenn 38  
 SUN, Yu-Chih 38  
 TING, Kuang-yun 39  
 TSAI, Pi-hua 39  
 VANBAELEN, Ruth (with Jonathan Harrison) 40  
 WANG, Shudong (with Kozo Hirose, Toyokazu  
 Iizuka, Seiichi Nakai) 41  
 WARSCHAUER, Mark 42  
 WHITE, Bill 62  
 WILSON, Joshua 63  
 WINDEATT, Scott (with Khaled El Ebyary, Jonny  
 Laing) 42  
 WIZ, Charles (with Paul van Schaik, Michael  
 Vallance, Stewart Martin) 43  
 WOLFE, Gary 63  
 YAMAUCHI, Mari (with Mitsumi Uchida) 74  
 YASUDA, Masami 63  
 YORK, James 64  
 ZAORSKI, Spence (with Yoshiko Kishi) 64

## Saturday Schedule

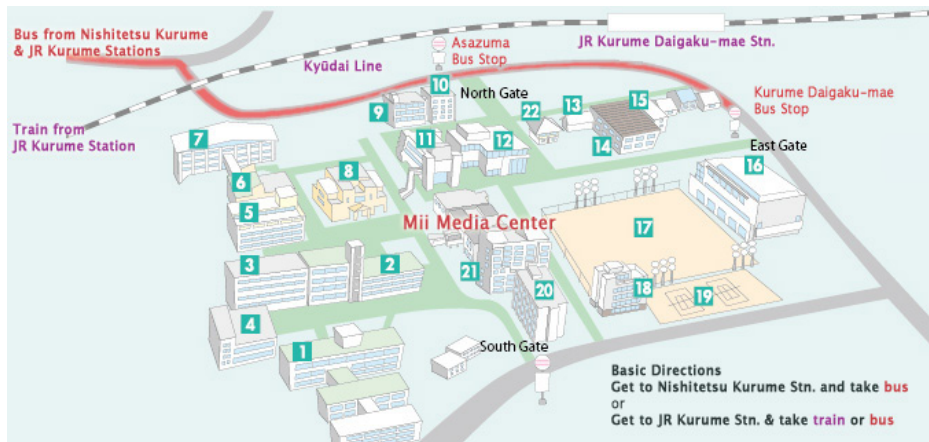
08:30 – 17:00	Registration
09:10 – 09:20	Opening Ceremony (room 82A)
09:30 – 10:10	Session 1
10:20 – 11:00	Session 2
11:10 – 12:10	Plenary Address (room 82A): Charles Browne
12:10 – 13:10	Lunch (Cafeteria)
13:10 – 13:50	Session 3
14:00 – 14:40	Session 4
14:50 – 15:30	Session 5
15:40 – 16:20	Session 6
16:30 – 17:10	Session 7
17:30 – 18:30	Keynote Address (room 82A): Carla Meskill
18:30 – 20:30	Networking Reception (Gakusei Kaikan 2nd Floor)



## **Sunday Schedule**

08:30 – 14:00	Registration
09:30 – 10:10	Session 1
10:20 – 11:00	Session 2
11:10 – 12:10	Plenary Address (room 82A): Mark Warschauer
12:10 – 13:10	Lunch (Bentos in Cafeteria)
13:10 – 13:50	Session 3
14:00 – 14:40	Session 4
14:50 – 15:30	Closing Panel (room 82A)





## Kurume University Mii Campus

Registration and publisher display area are located in the Mii Media Center (800 Building) on the first floor. (number 21 in the picture above).

Poster display area in in the Mii Media Center 2nd floor.

LL1-6 rooms are located in the Mii Media Center 4th floor.

AV1-4 rooms are located in the Mii Media Center 6th floor.

The Computer Center (1000 Building) is number 20 in the picture.

Rooms 1043 and 1044 are located in the Computer Center, 4th floor.

Rooms 1051- 1053 are located in the Computer Center, 5th floor.

The Networking Reception is located on the 2nd floor of the Gakusei Kaikan Keyaki Restaurant (number 12 in the picture). .

There is a direct line Taxi telephone in the Administration Building 1st floor (number 2 in the picture.) Wait for the taxi in front of this building.

Convenience stores can be found at the North and South gates.

Free visitor parking is in front of the Mii Arena (number 16). Note: the parking gate at the Mii Arena closes at 9:30 pm. Please use this parking lot if you are staying most of the day.

There is also limited parking in front of the Administration Building. This parking area is always open. Please use this area if you are staying for a short time or after 6pm.