



Best Practices

JALTCALL Conference & ER Seminar

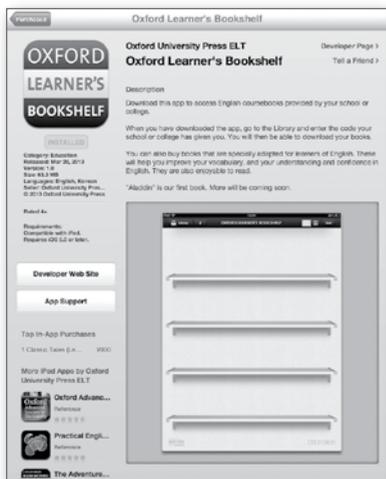
Shinshu University, Matsumoto



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From the site chair

Welcome to Shinshu University! This national university began in 1949 with the integration of five schools around Shinshu, the traditional name for Nagano prefecture. The School of General Education provides courses mostly for students who are based in Matsumoto for their first year. Many of the students continue their studies in campuses in different parts of the Prefecture.

Spread out around Shinshu, the university has been involved with distance learning for many years, pioneering video conferencing from 1985, and using language management systems (LMS) since 2004. The university has also had an ER programme since 2006, and the library now carries around 10,000 graded readers.

We are lucky to hold both these events together. Many teachers are interested both in extensive reading and in using technology for teaching, and in the potential of combining the two. We hope you enjoy this year's CALL Conference and ER Seminar.

We hope you also enjoy the atmosphere and attractions of Matsumoto city.

Mark Brierley,
Site Chair



From the conference co-chairs

Hello and welcome to the 20th Annual JALTCALL Conference! It is our honor, on behalf of the conference team and CALL SIG officers, to welcome all the presenters, delegates, and sponsors to the 2013 JALT CALL SIG Annual Conference, "Best practices in CALL." This year, we are celebrating the 20th Anniversary JALTCALL Conference in conjunction with the JALT ER SIG's 6th Annual ER Seminar. The event promises to be very engaging, with presenters coming from across Asia, Europe, and North America as well as attendees from all over the world. It would not be possible to put together such a great conference without the time and effort of our presenters in conducting cutting-edge research and developing innovative teaching strategies. We are immensely grateful for all of the work they have put into their presentations to help us showcase the best practices in CALL and ER.



This year the CALL SIG is pleased to bring you a wonderful Keynote Speaker, Dr. Dorothy Chun from the University of California, Santa Barbara. Her presentation, “Fad or Fundamental? Keeping up with CALL Technology,” is sure to provide great insight into her fields of research – L2 reading and vocabulary acquisition and CALL – and pique the interest of all those in attendance. Don’t miss this engaging presentation on Saturday afternoon!



We would like to express our deep gratitude to Site Chair, Mark Brierley, as well as the administrators, staff, and students of Shinshu University for helping to plan, organize, and work to make this an excellent conference. Without their help, this conference would not have been possible. Further, we would like to thank all the conference team members, who have worked relentlessly these past few months to prepare for a conference of this scale. As always, new JALTCALL team members are welcome.

Finally, the must-attend networking event of the year, our Saturday evening Networking Reception will be held on the grounds of the majestic Matsumoto Castle (weather permitting) from 6:30 to 8:30 PM. We invite all of you to join us in this essential social event to make new friends, catch up with old colleagues, and grow your personal and professional network! (Be sure to download your BUMP applications to share your personal data more easily).

Thank you for coming. Enjoy the beauty that Matsumoto has to offer, and have a great conference!

Robert Chartrand and Edo Forsythe
JALTCALL 2013 Conference Co-Chairs

From the ER SIG coordinator



Welcome to the 6th Annual Extensive Reading Seminar and the 20th JALT CALL Conference. I would like to extend my thanks to all of you for attending this joint event. I would also like to congratulate the CALL SIG team for this milestone and express the appreciation of the ER SIG for letting us join them and the hosts, Shinshu University, in presenting this special event. I have really enjoyed the process of working together with this experienced, competent group of volunteers and have learned a lot about successfully planning a major conference. Members of both SIGs and from the local area have put in an almost unimaginable amount

of hard work and used their valuable time to make sure that you, the participants, will have an informative and enjoyable experience. If you feel we have reached this goal, then I hope that while you are here you will take just a moment to thank the Shinshu University, Shinshu JALT, CALL SIG, and ER SIG volunteers you encounter. Finally, whether you are here as a learner, a presenter, a volunteer, or in some combination of roles, I wish you the best in having a great experience here.

Thomas Bieri
Extensive Reading SIG Coordinator

From the ER seminar co-chair

It is a great honor to be Co-Chair of the 6th Annual Extensive Reading (ER) Seminar held in conjunction with the CALL SIG at Shinshu University. This year's presenters are bound to raise the interest of many participants considering the wide range of topics covered during this joint event.

I am also expecting the ER SIG plenary speakers, Prof. Kunihide Sakai and Ms. Donalyn Miller, to expose us to approaches that will broaden our understanding and practice of ER.

Being quite familiar with Ms. Miller's work, I can already share some of the reasons which motivated the ER SIG to extend her an invitation to this event. In her first book, *The Book Whisperer*, Ms. Miller presents her positive and humanistic "techniques" to motivate readers. She considers, for instance, that we are all readers, some of us being just dormant. This approach has proven to be a powerful tool to reach out to students who I thought would never find pleasure in reading. At the academic level, Ms. Miller has also built a bridge between Dr. Krashen's input theory and the need for language output for which most teachers are held accountable in their institutions. I wholeheartedly welcome this reconciliation between hard research and teaching requirements, especially as both aspects are genuinely valued.

I can hardly wait to discover Prof. Sakai's work and further discuss Ms. Miller's reading strategies, and wish you to enjoy this JALTCALL Conference and 6th Annual ER Seminar as much as I will.

Sophie Muller
ER SIG Outreach Chair



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Pre-Conference Workshops	Paul Daniels
Handbook Editors	Robert Chartrand & Edo Forsythe
Handbook Layout	Paul Mason

The JALTCALL 2013 Conference and 6th Annual Extensive Reading Seminar is the result of the efforts, energies, and input of many, many people from around Japan. To the presenters, our commercial sponsors, attendees, and all who have helped in any way, the conference team says, "Thank You!"

The Japan Association for Language Teaching

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

The CALL SIG and ER SIG

The JALT CALL SIG's (<jaltcall.org>) purposes include researching and promoting the use of technology to assist language learning, and providing language teachers with opportunities to keep abreast of current thought and practices concerning CALL. The JALT ER SIG (<www.ersig.org/drupal-ersig/>) exists to help promote Extensive Reading (ER) in Japan.

Announcements

Times and room numbers

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

Video

This year the CALL SIG will take some videos of the Keynote and Plenary Addresses 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 streamed on VIMEO and posted to our conference website. Your cooperation is greatly appreciated.

Twitter #erjaltcall

For Twitter, please use our hashtag #erjaltcall. 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 after the Keynote Address on the grounds of Matsumoto Castle! (Please look for announcements in case of rain.) Take advantage of this unique opportunity to view the castle and 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 Asahi Hall Cafeteria (#11 on the campus map) from 11:30 to 13:30.

Sunday: The cafeteria is closed on Sunday, so we have prepared a lunch box bento service for you. Please choose and pay for a bento

on Saturday at the registration area. Bentos will be distributed on Sunday from 11:00 to 14:00. 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 interns 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. Please check for the exact times at the cloakroom. If you attend the Networking Reception, please take your belongings with you. Please do not leave any belongings overnight in the cloakroom. The cloakroom will also be available on Sunday. While we will try our best to safeguard your belongings, neither JALT nor Shinshu University takes responsibility for any loss.

WiFi

The Matsumoto Campus of Shinshu University is wireless. Please consult the registration desk to obtain a temporary ID and password.

Tourist information

Matsumoto City Tourist Office is offering 200 tickets for free entry to Matsumoto Castle and 13 other museums and sites in the city. These will be valid for three days: 1st, 2nd, 3rd June (Saturday to Monday). Please look for this information and other news at the registration area.

The Phonologics Solution

PROBLEM: How to quickly and economically identify international students needing pronunciation skills training.

SOLUTION: Phonologics' revolutionary Automated Pronunciation Screening Test (APST)

THE STORY: Faculty and students at Southern New Hampshire University (SNHU) were having difficulty understanding some international students. Tim DeMatteo, Director of the Institute for Language Education (ILE) at SNHU, offers pronunciation training, but needed a fast, accurate, objective intelligibility assessment.

"Face-to-face interviews are labor and time intensive," DiMatteo says, "but APST came to our rescue! APST tested the intelligibility of those international students appearing to need pronunciation training in groups, with results available in real time. The entire process took less than half an hour."

APST replaces traditional subjective manual tests. It does not replace a language coach; in fact, it can pinpoint areas where instructor and student can focus. The service is being piloted at a number of educational institutions, including SNHU, the University of California at San Diego, and Washington State University, as well as schools in China and Japan.

FREE TRIAL: Call us toll-free at (866) 607-9996 for a free APST trial. Or email us at info@phonologics.com. For further information about both Phonologics and APST see our website at www.phonologics.com

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Professor Dorothy Chun, PhD
Professor of Applied Linguistics and Education,
University of California, Santa Barbara

June 1st
Keynote Address:

Fad or Fundamental? Keeping up with CALL Technology

In addressing the theme of “Best Practices in CALL” I would like to share some of my experiences as a CALL developer and researcher and as the Editor of the journal *Language Learning and Technology* for the last 13 years. As a CALL developer, I have started with fundamental principles of second language acquisition and pedagogy in first determining my goals for a given CALL project and then trying to use technology to achieve those goals. Sometimes the project used the latest technologies, sometimes not. As a researcher and editor, I have sought to study and publish research on actual language learning outcomes of my own and others’ CALL projects. Early stages of research on a given technology often involve teachers following a new “fad” and using new technologies with their students, inquiring about their students’ reactions to and perceptions about these new tools. Later stages of research reveal actual effectiveness of these new technologies for L2 learning, confirming underlying SLA theories and what is essential to learning. While it is difficult to keep up with rapidly changing technologies, best practices are determined following systematic inquiry and research into fundamental learning principles.

Dr. Dorothy M. Chun’s research areas include: L2 phonology and intonation, L2 reading and vocabulary acquisition, computer-assisted language learning (CALL) and telecollaboration for intercultural learning. She has conducted studies on cognitive process in learning with multimedia and has authored courseware for language and culture acquisition. She edits the journal *Language Learning & Technology*.



Plenary Speakers

Kunihide Sakai

June 2nd

Plenary Address:

Extensive Reading and Tadoku

I will talk about some of the differences between Extensive Reading and Tadoku, the Japanese counterpart of ER which has been devised and developed to accommodate Japanese learners of English. I am hoping to suggest an improvement to the way ER is practised in Japanese classrooms.

Extensive ReadingとTadokuの違いについてお話しします。多読は日本の学習者に合わせて考え出され、発展してきたものです。日本でのExtensive Readingがさらによいものになることを願っています。

Donalyn Miller

June 1st

Workshop:

Reading in the Wild: Learning from Lifelong Readers

June 2nd

Plenary Address:

Creating Classrooms Where Readers Flourish

Imagine a classroom where students read 40 books a year, improve their reading ability, and develop a love for books and reading that lasts long after the school year ends. Donalyn Miller shares the classroom conditions and instructional practices that inspire and motivate her middle school students to read and the traditional practices that may inhibit students' reading."

Kunihide Sakai taught English at Denki-Tsushin University in Chofu, Tokyo, for 36 years and retired as associate professor in 2011. He is now director of not-for-profit organisation, Tadoku Supporters 多言語多読. His books include 「教室で読む英語 100万語」(Reading One Million Words in the Classroom), which triggered the spread of *tadoku* in many schools and universities around Japan. Sakai travels widely around Japan visiting schools and universities, explaining the inexplicable and promoting the unpromotable.



Donalyn Miller is a 4th grade Language Arts teacher at O.A. Peterson Elementary School in Fort Worth, Texas, and makes staff development presentations in campuses and conferences across the US. She shares her ideas and strategies for inspiring students to read in *The Book Whisperer*, and her new book, *Reading in the Wild*, will be published this November. She writes about teaching reading in Scholastic's Principal to Principal E-Newsletter, Education Week Teacher and on the Nerdy Book Club blog.



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CALL Presentation Abstracts

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

Paper Presentations

BAIERSCHMIDT, Jared

001

Kanda University of International Studies (Japan)

A Principled Approach to Utilizing Digital Games in the Language Classroom

Empirical research into the use of digital games for educational purposes has shown promising results such as increased learner motivation, improved learner retention of information, and increased learner interest in subject matter. Furthermore, in the field of language learning digital games have been used successfully in a variety of ways such as improving vocabulary acquisition, raising learners' awareness of audience in writing, and increasing learners' willingness to communicate. However, not all of the research into the use of digital games for language learning is positive; in some instances the use of games can actually interfere with language acquisition. This presentation will be a theoretical discussion of the use of games for language learning. First, the published literature on the potential benefits and risks of using digital games in the language classroom will be briefly examined. Next, three principles for deploying digital games effectively in the classroom will be presented and discussed. These principles, synthesized from the current published empirical research into the use of games for educational purposes, are guidelines educators can follow to help ensure that learning objectives are met when utilizing digital games. Use of these principles will be illustrated with examples from published research articles. An annotated bibliography with a list of references and suggested readings will be supplied to all presentation attendees.

002

BECK, Jeanne

Hankuk University of Foreign Studies (South Korea)

Facilitating Synchronous and Asynchronous Communication in a Japanese CALL Room

In my second year (2010) of teaching English in Nagano Prefecture as an ALT on the JET Program, I conducted classroom research to fulfill the requirements necessary for my master's in TESOL program. Using Iida Fuetsu High School's CALL Room and an English communication class I posed the question, "What happens when students are given class time to use technology to communicate with the classmates and people around the world in English?" Having students use both synchronous – simultaneous; both people online chatting at the same time – communication and asynchronous – non-simultaneous – communication methods online in English, I observed which students were most willing to communicate, how students used the Internet applications, if natural leaders emerged in the groups and chat rooms, which application students were most comfortable with and enjoyed the most, and if students could gain confidence in their English speaking abilities from using various Internet-based applications. I devised lesson plans to teach students how to use chat rooms, AOL Instant Messenger, Facebook, Skype, and the question-and-answer site Formspring, where we set up an "Ask a Japanese student" page. During the course of the semester I collected work samples, written surveys, conducted interviews with the students, collected chat room logs, and journal entries, which I used to measure student success, as well as create mini-lessons throughout the class to improve students' English accuracy. Despite time limitations, the data I collected proved useful regarding how to better facilitate communication between students, and between students and others around the world.

003

BROOKS, Gavin

Kwansei Gakuin (Japan)

Developing Interactive Materials for Academic Listening

"Listening is probably the least explicit of the four language skills, making it the most difficult skill to learn" (Vandergrift, 2004). Because of this it is important that teachers and course coordinators plan their academic listening class in a way that gives students the opportunity to become familiar with all of the skills necessary to become good academic listeners. However, many teachers have

a “narrow interpretation of academic listening as ‘listening to lectures and taking notes’” (Lynch, 2011). This view of listening overlooks the challenges involved in the academic listening environment in which students are expected to not only understand and respond to the spoken language, but also “to interact with multiple sources of knowledge and to form collaborative relationship with other students.” (Roast, 2011) Current research into second language listening tells us that it is important that teachers develop listening materials that allow students to do more than just listen to prerecorded dialogues. These materials should give students the opportunity to become active participants in the learning process. This presentation examines how teachers can develop and use interactive materials to facilitate student engagement in the academic listening classroom. It looks at both the theoretical underpinnings and the technological and practical challenges involved in creating computer-based materials that are both engaging and pedagogically sound. The materials development process will be examined using examples taken from a coordinated academic listening program that demonstrate how these materials can be developed and implemented as a way of enhancing students’ academic listening skills.

CERVANTES, Seth, and OLSON, Rob

Tomakomai Komazawa University (Japan)

004

Teaching Face-to-face Communication through Instant Messaging

This presentation has two aims. The first aim is to explore similarities and differences between face-to-face communication and Instant Messaging (IM). By using the analytical tools of Conversation Analysis, the presenters challenge the idea that IM is “talking with fingers” by highlighting some key differences in interactional practices between IM and face-to-face communication. These differences could challenge rather than foster language acquisition. In particular, the frequent gaps of silence found between message transmissions in IM transcriptions and their almost non-existence in face-to-face communication is a vital difference that language teachers need to consider before using IM in the language classroom. The second aim is to show how the many similarities between face-to-face communication and IM may offer teachers opportunities to systematically teach interactional practices employed in face-to-face communication. One aspect of face-to-face communication that is similar to IM is that they both employ conversation openings and closings. Research has shown that foreign language textbooks rarely cover conversation and

openings and closings. The presenters end by sharing practical ideas on how language teachers can adapt IM activities to systematically teach aspects of face-to-face communication while avoiding some potential pitfalls.

005 **CHEN, Howard Hao-Jan, and YANG, Christine**
National Taiwan Normal University (Taiwan)

Examining the Impact of a Serious Game on Foreign Language Learning

It is widely believed that learning through gaming will be more motivating and engaging for students. There are many different types of computer games available. Some of these games include MMORPG (Peterson, 2006), adventure video games (Chen & Yang, 2012), mobile games (Liu & Chu, 2010), and Facebook games (Jean Lin, 2013). Several empirical studies have found that these games can facilitate second language learning. Although most of these games are useful for L2 learners, many of them are designed for English native speakers and the content and language are too difficult for EFL learners. Thus, it seems essential to identify computer games which are more suitable for beginning and intermediate EFL learners. After reviewing several different types of games, we found that a serious game called The Plague developed by a well-know Danish game company SGI (Serious Game Interactive) is very promising. To further examine the possible impact of this type serious game on language learning, this study invited 22 college EFL students to play this game. Through a pretest/posttest comparison and a user survey, it was found that the students not only learned new vocabulary items but also gained new content knowledge. Students further indicated that they enjoyed learning English in this interesting environment. Based on these findings, it is clear that serious games such as the Plague can benefit second language learners. It is expected that game companies can produce more useful computer games for foreign language learning.

CHIU, Wan-Yu, LIN, Zhi-Zhong, CHEN, Ya-Wen, and LIU, Gi-Zen
National Cheng Kung University, Tainan, (Taiwan)

006

English for Scientific Purposes: the Review of Applying CALL in Science-based English Learning Papers Published in 2008–2012

To date, the concept of English for Specific Purposes (ESP) has brought about a great impact on English language learning in various disciplines. Hence, more and more scholars value the practicability of English for bridging the gap between students' general English competence and their ability of practicing what they learn in the authentic discipline-specific contexts to other similar situations. With the development of science and technology, another inevitable trend in language instruction is applying CALL in the language courses. Therefore, this review paper aims to address the current English language teaching in the science discipline in the context of CALL. We examined the present teaching cases which adopt English for Scientific Purposes (ESP) teaching approach under the condition of CALL. In the literature review, we found that science-based literacy instruction is strongly tied with English language teaching, which can be divided into four parts according to four language skills: reading, writing, listening, and speaking. Therefore, we described the results of the teaching effectiveness in terms of the four language skills in the individual studies of ESP published in 2008–2012 and all of the selected studies are based on the teaching context of CALL. The research questions of the study included (a) In terms of four language skills, what has been done in current English for Scientific Purposes (ESP) classrooms? (b) How do the ESP courses related to the four language skills instructions live up to the concept of CALL in the literature? (c) What are the implications for teachers to adjust their instruction approaches? and (d) What are the directions for researchers to conduct their future studies? To answer these questions, we conducted the survey by extracting the related articles and teaching examples from three educational research databases, namely the Web of Science (WOB), Education Resources Information Center (ERIC), and the American Association for the Advancement of Science (AAAS). In the searching process, we consulted the databases with the terms such as Science Literacy, English for Scientific Purposes, four language skills instruction, and CALL to find the intended articles which are specified on journal articles rather than other document types. We compared the individual studies and the ESP teaching instructions on the basis of four language skills and within the context of CALL. Then, we provide the suggestions and implications

for ESP practitioners to further develop better educational approaches along with daily-novelty teaching tools and technologies to keep pace with times as well as offer the directions in the field for researchers to conduct future studies.

007

COWIE, Neil

Language Education Centre, Okayama University (Japan)

Learning from e-Learning Experts: Potential Teaching Roles and Approaches

The presentation will describe a research project carried out by two EFL university teachers based in Japan to find out what teachers who are experts in e-learning do in their classrooms. The term “expert” is somewhat vague but we found that the teachers that eventually took part in our study had a wide range of experience and knowledge in using e-learning. Evidence for their expertise was that all the participants had published in the e-learning field and all were developing new techniques for e-learning through, for example, computer games and specialist websites. We wished to investigate contexts and systems in different countries in order to gain as wide a perspective as possible. From June 2012 to March 2013, we visited institutions in five countries (Australia, Japan, New Zealand, Singapore, and the UK). We were shown around facilities, observed lessons in which digital technologies were used, and interviewed teachers. The visits and lesson observations provided background context for the interview transcriptions which were qualitatively analysed to identify three recurring themes: e-learning tools; teaching approach and role; and institutional issues. In this presentation, examples and implications from each of the three themes will be given; but the main focus of the talk will be to highlight the various ways in which expert teachers have to adjust their role and approach to take advantage of the affordances that e-learning can provide. In doing this we hope to show examples of expert teaching practices that other teachers can benefit from if they wish to introduce e-learning into their own classrooms.

008

DEBOER, Mark

Iwate University (Japan)

Discourse Analysis of an Online Forum

Although language research has been done on asynchronous dialogue in online forums, the research presented here will show how language is being used in a forum, not whether the language

is being acquired or not. Using Longacre's (1996) analysis method, I will examine notional structures and temporal successions using the dialogue from an online forum which was collected over a four week period in a first year university class. Student groups spent four weeks preparing for a PowerPoint presentation, discussing their PowerPoint slides and their scripts in online groups in Moodle. The teacher was not involved in any forum discussions. Students were able to upload and download their slides in the forum to share with their group, as well as make comments to each other in the forum thread. Analysis of the dialogue shows that the language used reveals how the students focused on the process of the creating their slides; conveying information to their group about what was done, what still needed to be done, and the changes needed. This also indicates time was spent working on slides not on the language used to reply to each other. This research has important implications. First, students used the technology effectively as a tool to help them communicate through the slide-making process. Second, how language was used denotes that students focused on the process of creating their slides. This approach to using online forums supports communication and learning how to collaborate in the process of learning a language.

GELUSO, Joe

010

Kanda University of International Studies (Japan)

Behavioral Profiling in the EFL Classroom: Learners' Analyses of Synonymous Words and Phrases

The last several decades have enjoyed an increase in corpus-based linguistic research, largely made possible by the advent of the computer and the subsequent ability to efficiently store and retrieve masses of data. One area in particular that has benefited greatly by corpus-based research is the Behavioral Profile (BP) study. BP studies allow for a fine-grained analysis of the distributional characteristics of lexical items, i.e., a detailed analysis of how words and/or phrases are actually used. For this reason, BP studies lend themselves well to the comparison of near-synonymous words and phrases. Indeed, the first corpus-based BP study appears to be Hank's (1996) analysis of the synonyms: urge, request, ask, order, and command. Following Hank's work, a number of BP studies have illuminated the differences in the behavior of synonymous verbs and, more recently, adjectives (Divjak, 2006; Divjal & Gries, 2006; Gries & Otani, 2010; Liu, 2010; Liu, 2013). However, as of yet there appears to be little-to-no research investigating the pedagogical applications of BP studies for EFL learners. After a brief review of the literature on BP studies, this presentation will report on a

pedagogical application of a BP study undertaken by students in an EFL class at a university in Japan. Students worked in pairs and identified a number of synonymous words or phrases that they had difficulty understanding. The students were instructed to conduct a BP study using tools such as the Corpus of Contemporary American English (COCA), Internet searches, and dictionaries. Students were charged with creating a packet of at least three pages addressing the following about their target synonymous words or phrases: (a) hypotheses or expectations about differences to be encountered; (b) frequent collocations and example sentences; (c) explicit rules about usage of the synonyms abstracted from the concordances; and, (d) a reflection comparing their initial expected differences and their actual findings. Examples of student work will be shared as well as interview data delving into students' perceptions of and attitudes toward the BP studies as a learning tool and their efficacy.

011

HARRISON, Jonathan, and VANBAELEN, Ruth

*Nihon University, College of Science and Technology
(Japan)*

Student Narrative: Solving Language Learning Issues with Technology

Technology is incorporated into education by administrators, teachers, and students. The reasons behind the decisions to incorporate technology are varied, but the general belief is that technology solves problems and advances society. However, recent research in CALL indicates that the majority of CALL-related research is descriptive in that it justifies the use of a technology that has been selected to be used for education, and only a small amount of research identifies a problem in practice and shows how a technology will possibly solve the problem (Stockwell, 2012). This presentation will look at what students perceive as problems in their own language learning and what technology they use to solve said problems. Students (n=10) are from a private science and technology university in the Kanto region of Japan and wrote their stories by completing narrative frames (Barkhuizen, 2013). The narratives focused on what technology means to these students and how they used technology to overcome issues and succeed as language learners. A few of the narratives will be told, and analyses of the narratives will be presented.

HUNTER, Lawrie

012

Kochi University of Technology (Japan)

Academic Writing Process: Cycling between Cmaps and Text Analysis

For mapping approaches to summarizing and argument mapping, graphics software and mapping software in general are preferable to pencil and paper because of ease of revision and restructuring. Among those software, Cmap Tools freeware has the further distinct advantage that it forces the user to specify the relations between links and thus reveals rhetorical structure or orchestration (or their absence) that is not visually apparent in text. Cmaps are Novakian maps, i.e., each link between two nodes is labeled with a phrase specifying the relation between those nodes. If we strengthen Novakian maps with several visual metaphors (e.g., up is abstract, down is concrete; up is overarching, down is subordinate) we get an even more compressed representation. This presents an altogether more powerful representation than that offered by mind maps. Grounded on a case study of a fruitful application of Cmap Tools, wherein EAP learners of academic writing for management discover intellectual leverage in argument mapping, this paper argues that Cmap Tools deserves a place amongst the essential tools for instructional discourse, particularly in settings such as EAP where the identification of rhetorical orchestration is difficult, where argument is often masked by other rhetorical devices, and where one's own thinking about an approach to a problem is complex and difficult to encode directly in text. To tentatively support its claims, this paper tracks EAP (English for Academic Purposes) learners' cycling between discourse analysis and concept mapping as they worked to unpack a paper that they had initially identified as a good model.

KENNEDY, Olivia, and MILLS, Daniel

013

Omi Brotherhood Schools (Japan)

Frozen by Fear: Can Digital Scaffolding Help Students Start Writing?

While students in junior and senior high schools in Korea, the United States and Britain use computers and mobile devices to research, learn, and connect with the world around them, most Japanese students are still reading outdated textbooks and composing essays with pencils. One common reason given for this dependency on analog tools in a digital age is the fact that the

Japanese writing system is notoriously difficult to learn, and that technology might provide students with a crutch that could prevent full acquisition of this important skill. However, there is no viable reason why students should not be allowed to use computer technology for the composition of writings in English. Since word processing software provides students with tools such as grammar and spell check, it may serve as both an instructional and affective scaffold for Japanese students who are reluctant to attempt to write in English. Therefore, research that investigates the efficacy of such scaffolding is needed to improve the teaching of writing in the Japanese classroom. In this presentation the researchers will describe a quasi-experimental study conducted at a private junior high school in Shiga, Japan. Participants were asked to write short compositions using pencil-and-paper and Microsoft Word, and their writing was then analyzed for length, grammar, and vocabulary usage. Statistical analysis was used to compare performance between the writing produced in the two mediums.

014 **KOHNKE, Lucas, and JARVIS, Andrew**
Hong Kong Polytechnic University (Hong Kong)

Student Valuations of Two e-Resource Platforms within a Blended Learning Context

e-Resources have become an increasing component of course design and English language teaching at the university level. At the Hong Kong Polytechnic University English Language Centre, both Moodle and ePortfolio were recently introduced into core courses in preparation for the new 4 year curriculum. This presentation will report findings about undergraduate student perceptions and preferences of using Moodle and ePortfolio as part of blended learning courses. All students in the research experienced both of these platforms in two successive courses they undertook. English for University Studies is the first course which has an essential e-learning component based in Moodle. Students then progressed onto Advanced English for University Studies which uses ePortfolio for an assessed element of the course. Using the data collected from 120 students through a web-based questionnaire, the study answers which types of e-resources students found useful in terms of their language learning, study skills and achieving the course outcomes. In addition, we wanted to find out to what extent students valued the online course components and whether this differed depending on the online platform used. The presenters will describe the findings of the study and discuss implications for educators and course designers to aid them in the successful integration of e-resources. After this presentation, educators and

other stakeholders will have a deeper understanding of student perspectives of the value of blended learning utilizing VLE.

LIU, Gi-Zen, LU, Hui-Ching, and LAI, Chun-Ting
National Cheng Kung University (Taiwan)

015

Examining Mobile Assisted Language Learning (MALL) Projects Published in 2008–2012: A State-of-the-art Review from Selected Journals

With the advancement of artificial intelligence and development of learning technology, mobile-based devices have been seen as emerging communicative tools in our daily life. Mobile technologies have not only changed people's life styles, but also have influenced students' ways of learning. Recently, mobile learning has caught many educators' and researchers' attention. Within the past ten years, many studies have investigated the effectiveness of using mobile devices in facilitating language learning. The purpose of this review paper is to provide an overview of previous research related to mobile assisted language learning and some practical implications for both educators and researchers who intend to use mobile devices in language learning classrooms and studies. In this review paper, the researchers searched the available literature in the SSCI. Through keywords (m-learning and mobile learning) search and review of title and abstract, finally total 25 mobile learning articles with specifically focusing on the field of language learning and technology were selected. The review was limited to journal articles published from 2008 to 2012, and excluded review papers, editorial materials or other document types. After the data collection process, the researchers used text mining techniques and adopted Mobile Learning Task Model to categorize and analyze these 25 journal articles in order to examine the trends of mobile assisted language learning (MALL) in these studies. In addition, new findings of MALL in this period as well as potential aspects for future MALL research were also identified. The results showed that more researchers intended to investigate the effectiveness and efficiency of MALL by using newly developed mobile devices, such as smartphones and iPads, which are considered beneficial with some exciting challenges to users, academics, and pedagogical practitioners. Furthermore, different from previous mobile learning projects conducted before 2008, more and more recently published studies in 2008-2012 have paid more attention to the development of learners' higher cognitive levels, including abilities of application, synthesis, and evaluation. However, some research is needed to further investigate the communication between

learners and their development of cognitive learning during the learning process and through various mobile devices.

016 **MACLEAN, George**
University of the Ryukyus (Japan)

Teacher Use of Technology in Several Japanese Junior High School Settings

The use of computer technology for classroom instruction has become an integral part of education in some settings whereas its use in other settings is barely in evidence. This study will examine the use of technology in junior high schools located approximately 100 kilometers from Tokyo. Descriptive statistics will be presented based on approximately one hundred teachers' responses to a 65 item questionnaire. Results will be discussed based on an analysis of responses using the Willingness to Use Technology (WUT) instrument (MacLean & Elwood, 2009) as well as from responses to a set of ego-permeability questions. Further issues, such as institutional support for technology use, as well as community and student expectations will be considered. Results suggest that, while teachers are using technology for a limited number of applications, full implementation of technology is yet to be accomplished, particularly where classroom instruction is concerned.

017 **MCLEAN, Stuart, and KRAMER, Brandon**
Temple University (Japan)

The Effectiveness of Electronic Paired-Associate Vocabulary Learning

Recent research has shown that paired-associate learning is an effective way to acquire second language vocabulary (Webb, 2005; 2007; 2009). However, much research in the field has measured only small-scale vocabulary learning (Nakata, 2008). Expanding upon a previous quasi-experimental pilot study (McLean, Rush, & Hogg, in press), this presentation describes the findings of a fully experimental study (randomized assignment of treatment within classes) investigating the effectiveness of vocabulary learning by Japanese university students (hensachi around 48) from an online flashcard website, Extensive Reading (ER), combined online flashcard website use and ER, and grammar translation. Time on task for all groups was controlled through novel methods which other researchers may find useful. The results provide evidence of the efficaciousness of out-of-class deliberate vocabulary study online,

and the limited efficaciousness of ER in regard to lexicon size development. Interestingly, while the grammar translation group demonstrated no vocabulary growth, it also demonstrated no gains in grammatical knowledge on the CELT test. This provides further evidence for the removal of grammar translation from university syllabi. The vocabulary-testing instrument utilized was Nation and Beglar's (2007) vocabulary size test. The study also examines the difficulties that should be considered when trying to conduct a large-scale, longitudinal, vocabulary acquisition experimental study with university students.

MOORE, Jana

018

Ferris Women's University (Japan)

Self-Reflection in the CALL Classroom

One advantage of the CALL classroom in language learning is the ability to create an autonomous learning environment. As Gunn (2011) noted, not all cultures encourage independence, and so the CALL classroom can become a place where learners can find their own learning style. However, this advantage is only present when learners are taught, and given the opportunity, to reflect on their language learning journey. Benson (2011) considered reflection an opportunity towards self-management of learning. In a Japanese women's university, learners in an Intensive English Program (IEP) were introduced to the use and benefits of the Internet, as well as specific language programs, in a CALL class. Given freedom to explore their language learning from the use of bilingual programs tailored for their English language level to the wide world of the Internet, learners were asked to explore, report, and reflect on their activities each class. Data gathered in weekly reports as well as an end-of-semester final report were analyzed and coded. Themes garnered from the reports indicate learners' ability to understand what they had learned, what they still needed to improve, future goals, and future intentions with language learning and CALL applications. These self-reflective themes indicate a movement from a dependency upon the teacher towards becoming an autonomous learner who is able to successfully use the CALL environment for language learning. This will be of interest to those who are looking to add a new idea to their learning autonomy practices.

019 **NATUSCH, Barry**
Nihon University (Japan)

Porting PowerPoint Content to Final Cut Pro X

Twelve seven-minute long films on the topic of digital media were made between September and December, 2012. Material was taken from an earlier PowerPoint course. Most films focused on the history of some aspect of media such as Internet development, search engines, online education and online shopping. Students watched the films on YouTube and wrote answers to questions on a class blog before attending the weekly discussion session. The reasons for creating the films using Final Cut Pro X are discussed from a technical perspective. Students generally reacted favorably to this blended online and in-class approach compared with having the course material presented only in-class on PowerPoint as in previous years. In this session, the rationale for using film in an educational context will be discussed by referring to the contemporary narrative theory of Sachs *et al* (2012). The results of the media course experiment will be reported on quantitatively using the learning module statistics and qualitatively using responses from questionnaires.

020 **OCKERT, David**
Nagano City Board of Education (Japan)

Apples & Hippos: The Positive Results of a Video Intervention on Student Confidence and WTC

This presentation will report the results of a longitudinal study which tested for the influence of a video intervention on Self-determination theory (SDT; Deci & Ryan, 1985) motivational orientations, confidence, anxiety, and foreign language willingness to communicate (FL WTC; McCroskey & Baer, 1985) amongst junior high school (JHS) students in Nagano, Japan. The surveys were administered before and after the video intervention. The purpose was to test the impact of a video intervention on the third component of Dornyei's Ideal L2 Self theory, which is comprised of the (a) Ideal L2 Self, (b) Ought-to L2 Self, and (c) L2 Learning Experience, which concerns situated motives related to the immediate learning environment and experience. Research questions addressed are: Will the use of video to record students in the classroom influence their motivation, increase confidence and WTC, lower anxiety and have a positive influence on student identified regulation (student Ideal L2 Selves)? Four classes were involved in the study. Class A

had no in-class video taken; Classes B, C and F were filmed but not individuals; only Class B had individual filming and self-viewing. As a result, class B is the experimental group and classes A, C, and F are control groups. The results show that the class that received the intervention (self-viewing) had an increase in identified regulation (Ideal L2 Selves); intrinsic orientations stimulation, accomplishment, confidence, WTC, and a decrease in anxiety. These results indicate that the Ideal L2 Self-System may be a sound pedagogical foundation for successful long term acquisition of English for Japanese students. The use of technology to positively influence student affective variables will also be discussed.

PALMER, Roger

021

Konan University, Hirao School of Management (Japan)

Teacher Collaboration using iPad Tablets

This paper investigates the convergence characteristics of the iPad, exploring ways the affordances (Adami & Kress, 2010) of the device both limit and encourage certain kinds of behaviour. The language instructors involved in this action research study endeavoured to examine aspects of their professional practice, reflect upon it to determine best practices, and record the changes that took place in their own teaching. Qualitative measures of written entries plus videos and still pictures, along with synchronous live chat which tended to replace the 'permanent record' of asynchronous mail, were analysed to identify observable changes in the teachers and learners using tablet technology. 'Normalization' (Bax, 2003) could be seen in meeting the needs of the teachers, students, and researchers. What began as a loose form of collaboration evolved into sharing ideas, developing materials, planning lessons, and exploring effective ways of using tablet technology. The study results address ways that reflective practice on teacher collaboration and new technologies can inform pedagogy, and how reflections act upon and change teachers. The presenter will detail how this collaborative project was conceived and established, ways to record reflections, the power of the reflective process, and research findings based on social semiotics and convergent mobile designs (Kress, 2010). In terms of teaching applications of the findings, there will be hints concerning using tablets in class, and classroom techniques to involve students actively through using tablets. The current research suggests that the affordances of the iPad tablet itself are key factors.

022

PAN, Iting, and CHEN, Hao-Jan*National Taiwan Normal University (Taiwan)*

Evaluating the Accuracy of a Mobile Speech Recognition Application for Chinese as Second Language Learners

Automatic speech recognition (ASR) technology has been widely used in computer assisted language learning, and recently has been adopted in mobile devices. These ASR applications allow users to transcribe their speech into text for various purposes. However, most applications are designed for native speakers. The usability and accuracy of these applications in recognizing non-native speakers' (NNSs) speech remains unanswered. To investigate if the ASR products can be used by NNSs, a preliminary study was conducted. A group of 20 advanced Chinese as second language (CSL) learners and a group of 20 Chinese native speakers were invited to use iFly, a state-of-the-art Chinese ASR application, to examine if iFly would perform differently in recognizing NSs' and CSL learners' speech. Participants were required to complete three different tasks, including reading short sentences, long sentences, and a whole paragraph. The results showed that the average accuracy of the three tasks can reach 91.3% by NSs (short sentences: 95%, long sentences: 91.8%, and paragraph: 87%). As for the advanced CSL learners, the accuracy rate of short sentences (89.4%) was better than long sentences (71%) and paragraph (69%), resulting a mean average of 76.47%. Based on the preliminary findings, it seems that iFly tool could generally better transcribe NSs' oral production than CSL learners'. In terms of the text types, the tool was found to perform better in transcribing CSL learners' production of short sentences, but it was comparatively poor at transcribing CSL learners' complex oral production. Furthermore, given its mobility and high accuracy for transcribing short Chinese sentences, the iFly dictation tool might be used to assess lower level CSL learners' oral competence. The potentials of using this mobile ASR tool for oral language assessment will also be discussed.

023

REINELT, Rudolf*Ehime University (Japan)*

Employing Student Learners as Speaking Partners in the 2FL German Oral Exam

The presenter's elective, conversation-oriented university beginners' German as second foreign language course concludes with a year-end oral exam. After only two terms of thirteen weeks of

90-minute classes (meeting twice per week), learners speak with a new native speaker in the target language for two to three minutes in person or through a Skype audio conference. However, in order to optimize the course and in cases where no native speakers are available, advanced learners may be an alternative as exam speaking partners. This study reports on an experiment where a continuing learner with the presenter was employed in such a way. In particular, part one briefly introduces the background and the aim of this study. Part two presents the theoretical approaches and practical preparations to employing learners as speaking partners, and the hypothesis that they can appropriately rate and serve as speaking partners, and methods to research this. Part three gives a recorded demonstrative example with a second year student at the presenter's Ehime University. Part four presents support for the hypothesis from the results of the cases so far in terms of content, inter-rater correlation and severity. The concluding part five mentions advantages and disadvantages of this approach, and outlines the future development of a course program integrating this in advanced courses presently being developed by the presenter at his university.

ROSE, Oliver

024

Kansai Gakuin Daigaku (Japan)

Using Gamification to Motivate Vocabulary Review

In this presentation we will discuss the design of a vocabulary learning online/mobile game called Lex Word Game. My goal in designing the Lex app was to aid the review of vocabulary in a more appealing way than flashcards and the other limited types of digital vocabulary-learning activities available. The game uses vocabulary imported via API from the flashcard website Quizlet, which means that the users' teacher or the users themselves can upload vocabulary to be practiced. The format also allows for various possibilities of hint given for the target word, such as L1 translation, cloze sentence, L2 definition and more. I designed the game itself to be cognitively engaging, with a design that requires a deeper level of processing and production than the more common passive multiple-choice format vocabulary learning activities. The Lex game screen shows a field of letters within which the answer to a given question or clue (e.g. cloze sentence/English definition/L1 translation) can be spelled out. This interaction has more flow and is more playful than having the user simply type a response or select a multiple-choice answer. Lex also employs various other game design mechanisms to hold the users' attention, including nested goals with clear feedback at each stage, game aesthetics

which are colorful and musical, rewards of points for speed and accuracy, and interactive flow utilizing the mobile touch-screen functionality. Importantly, in order to be a genuine learning activity rather than merely entertaining, the app includes progress tracking, review and reference capabilities. In order to find out whether the design of Lex is indeed effective, we carried out a small research project comparing a standard online flashcard system with the Lex game to see students reactions in terms of engagement and motivation. Several classes of university students' used both applications in a CALL lab, their preferences were monitored and opinions gathered through an online survey. The results showed that students did find the game format more engaging and enjoyable than the same vocabulary data presented in flashcard format.

025

SÉROR, Jérémie, HAMEL, Marie-Josée, and DION, Chantal

University of Ottawa (Canada)

Step by Step! Learning to Use the Screen Capture Technology in Second Language Writing Classrooms

This presentation explores the implementation of screen capture video technology (SCT) (Barbier-Spinelli & Jullien, 2009; Geisler & Slattery, 2007) by second language writing teachers as a means of scaffolding and enriching learners' reflectivity and metacognitive awareness of the complex array of decisions and steps that characterize the writing process. Findings presented are drawn from case studies (Duff, 2007) of university second language writing courses where the use of SCT was adopted as a pedagogic tool. Field notes, observations, relevant course documents and assignments (including screen capture videos produced by teachers and students) as well as interview data and questionnaires were collected to explore teachers' and students' perspectives of the benefits of SCT for the development of writing skills. The findings presented in this paper highlight the integral role that various forms of technical and pedagogic support play in helping teachers familiarize themselves with this new technology and incorporate it in their curriculum design. Results highlight specifically how the adoption of SCT pushes teachers to rethink traditional teaching practices in order to take full advantage of a tool that enables learners to visualize their writing processes in a more dynamic and multimodal manner (Galbraith, van Waes, & Torrance, 2007). Implications will focus on principles stemming from this work for the training of teachers interested in harnessing for their own classrooms SCT as a powerful way of offering students a new window on their writing.

SÉROR, Jérémie

026

University of Ottawa (Canada)

Writing with Others: Exploring Digital Strategies in L2 Writing

Technological innovations and the prevalence of digital environments as the medium of choice to produce and engage with texts have dramatically transformed higher education and the development of advanced literacy skills (Stapleton, 2010). However, to date, studies of second language writers' screen-based learning and digital interactions remain limited as have analyses of the rich array of visual, social, and linguistic resources which new forms of digital literacies have made available to students as they compose texts for their courses (Pew & Miller, 2005). This paper reports on a two year project which drew on screen capture technology (Barbier & Spinelli-Jullien, 2009; Geisler & Slattery, 2007) to record and analyze L2 writers' composition processes as they completed on computers assignments for L2 writing classes at a large Canadian university. Observational data from the digital recordings of participants' moment-to-moment on-screen actions are triangulated with observations, questionnaire data, and semi-formal interviews to illustrate the profound impact that digital writing environments have on L2 writing development. Findings underscore the role digital spaces play as environments where students not only strive to master literacy skills and conventions but also experiment and fine-tune digital strategies that will help them navigate and take full advantage of the multimodal and interconnected nature of digital literacies. Implications focus on the need to rethink the L2 writing classroom with digital strategies in mind as well as a recognition of how embedded in the resources and voices of others digital forms of writing have become.

STAMPER, Suzan

027

Hong Kong Institute of Education (Hong Kong)

Building an iPad Community of Practice

At a leading research and teaching university in the United States, a multidisciplinary Community of Practice (CoP) on "Teaching and Learning with Mobile Tablets" was established in 2010 with faculty members from Communications, Physical Education, Library Science, Computer and Information Technology, Music, Geology, and English. The goal of the CoP was to explore whether iPads promote student engagement, enhance small group collaborations, and assist in the creation and sharing of ideas. As a community, the

teachers met biweekly to review current literature, collaborate on group projects like presentations and journal articles, and discuss applications (both specific iPad apps and various educational uses for apps). As a member of the CoP from 2010 to 2012, the presenter explored the uses of iPads in intermediate reading and grammar courses in the English for Academic Purposes (EAP) program. The focus of this presentation will be to briefly describe the CoP, its organization, and its activities. The presentation will then highlight the presenter's experiences – participating in the community and sharing a class set of 22 iPads in EAP courses – to encourage more active learning and class participation using Google Doc forms, eClicker, Popplet, Dragon Dictation, SpellBoard, Flashcards Deluxe, and other apps to create activities for specific reading strategies (i.e., guessing vocabulary in context, determining pronoun reference, diagramming the structure of paragraphs, note-taking, noticing cohesive devices, reviewing grammar, creating vocabulary lists). This presentation will conclude with a summary of the CoP's findings, limitations, and successes.

028

STANLEY, Iain*Miyazaki International College (Japan)*

Is Professional Development Really Effective, or Can We Do More to Facilitate Greater Use Among Staff of Technologies such as Moodle?

The use of technology is almost ubiquitous in education today, particularly at the tertiary level. One form of technology that is used in education at all levels is the Course Management System (CMS). Well known examples of CMSs include Blackboard and Moodle. This paper will present data of a study that examined how effective professional development initiatives are in influencing the use of Moodle among faculty at a language university in Japan. A professional development program was developed over a number of years and implemented at the university. This presentation will examine the PD initiatives themselves, in relation to best practice procedures, and explore how they were perceived. It will also look at the impact they had on faculty members. It will then go on to examine other factors which may have impacted upon faculty in their decision to use Moodle. The presentation will use Everett Rogers' Diffusion of Innovations as its theoretical framework, and use Rogers' five variables as a starting guide to work from. In particular, it will focus on the variable relating to institutional best practices and norms. Finally, it will make recommendations regarding effective PD practices, and what kind of practices educational

institutions can implement in order to maximize the effect of PD programs in relation to use of CMSs by staff.

THOMAS, Michael

030

University of Central Lancashire (United Kingdom)

Augmenting Reality in the Language Classroom: Learner Creativity, Agency, and Ownership with Mobile Learning

The increasingly widespread availability of smartphones among university students presents a powerful convergent device to enable language learners to engage in creative, task- and problem-based activities in which they collect data or access open educational resources (OERs) in meaningful contexts. This paper reports on a study which embedded QR codes in language learning materials with international students at a UK university. Using a smartphone to read the codes, the IELTS 6 level learners were able to access and create their own supplementary OER content to aid their in-class and autonomous learning in Business English communication. Drawing on a mixed methods approach using student interviews and surveys, data were collected to evaluate the use of QR codes to engage learners with interactive social media content such as YouTube videos. Findings suggest that learners were able to (a) engage in the creative production of content-based and language learning resources that could then be circulated for peer review and collaborative learning, and (b) learners felt enhanced forms of ownership and agency. Recommendations arising from the study locate the findings in the context of current research on the potential of augmented reality in education and identify challenges and opportunities presented by its use in language learning.

TING, Kuang-yun

031

St. John's University (Taiwan)

Using Podcasts in CLIL

The use of podcasting has attracted the attention of teachers because it is content-rich and is of wide general interest. In addition to the benefit of its multimodal facilities, the main advantage of podcasting lies in the variety and the controllability. Many podcasts provide an authentic context including those which are vocationally orientated so that learners can access the podcasts in relation to their interests or their study. For this reason, this study explores student perceptions of acquiring specific subject knowledge using a Content and Language Integrated Learning (CLIL)

environment. The study took place at a national university of science and technology in 2012, over one semester of 16 study weeks in an undergraduate course called Computer Assisted Language Learning. 38 students in a different discipline, e.g., business, computer science, and electronic engineering and grades studied the module in the classroom. The project was conducted using a task-based approach in order to enhance learning opportunities for self-directed learners. Students were free to choose a podcast based on their majors. After one month, all students introduced their specific subjects. In this way, it was expected that they would be more beneficial to learning. Finally, this paper provides a number of suggestions for practical techniques for teaching specific subjects through podcasting. First, students should be given a lot of guidance before they start surfing for podcasts. Second, podcasts chosen by students or recommended by teachers should be reviewed carefully before adoption. The investigation suggests that the optimum level of English proficiency for students to make full use of linguistic advantage of podcasting is pre-intermediate.

032

WU, No-Wei, CHEN, Yi-Wen, and LIU, Gi-Zen*National Cheng Kung University, Tainan (Taiwan)*

Emerging Trends of Implementing Learning Technology in Special Education: The Latest Review of Selected Journals Published in 2008–2012

As electronic learning (e-learning) becomes increasingly popular in education worldwide, Learning Technology (LT) has been widely accepted and applied into various learning environments and activities. Recently, LT has also been gradually adopted by researchers and teaching practitioners in Special Education field; however, there has been little review-based research available to practitioners and researchers. Purposefully this review-based study found some important factors representing the overall research trends and patterns in the field. Therefore, further examination should be noticed from different research directions, e.g., distributions of research purposes. This study examined the trends of LT implementation in Special Education field, thus providing a comprehensive analysis from 29 studies in the past five years (2008–2012). Specifically, two research questions were posed to investigate the trends: (a) What are the major research purposes, methodologies, and outcomes addressed in the studies of implementing LT into Special Education field? (b) What types of LT are mainly used in assisted learning with Special Education students and for what kinds of disabled students? In order to provide a reliable and valuable

investigation, the study conducted a systematic review with rigorous research criteria. Major findings indicate the distributions of research purposes, research methodologies, research outcomes, types of LT tools used, and types of Special Education students that mentally disabled students have been especially focusing on. The findings and implications are expected to provide references and suggestions on the use of LT in the Special Education field.

YAMAUCHI, Mari, and HASHIMOTO, Takako
Chiba University of Commerce (Japan)

033

Effective Implementation of Meaning-focused Output Activities for Japanese EFL Learners

For university EFL teachers in Japan wishing to encourage seemingly shy students to use English productively and meaningfully, using blogs for meaning-focused output activities can be a great option. Blogs can provide students with a real audience, and blogging can be less threatening compared to oral communication. Yamauchi's previous case studies of using blogging with her students, at approximately A2 to B1 level of the CEFR, placed emphasis on how to motivate them to engage in online output activities outside the classroom. Key motivational factors will be briefly discussed in this presentation. The latest implementation of student blogging in 2012 placed more focus on how to help students improve their interlanguage. As detailed in the presentation, the new implementation involved the following changes: (a) among errors found in their posts, particular types were picked and stressed in language-focused exercises using their posts, to help them become more aware of how to structure English sentences; (b) collaborative projects using iPads in class that involved both spoken and written output were introduced to offer more engaging and challenging tasks. The post-course survey shows students' overall satisfaction with those output activities, and positive changes in how they use and learn English. Preliminary analysis of their initial and final writing data indicates reduction in the percentage of T-units with stressed error types. To analyze students' writing data more efficiently, a program is being developed by the authors to convert a blog backup file to a spreadsheet that displays blog posts with relevant data.

034 **YANG, Ting-Yu, and CHEN, Hao-Jan**
National Taiwan Normal University (Taiwan)

Comparing the Grammar Feedback Provided by ETS Proofwriter and School Teachers

In Taiwan, senior high students are required to write English compositions to pass the college entrance exam. To prepare students for the exam, teachers often have students practice writing and provide feedback on students' essays. However, with more than 40 students in one class, giving feedback on students' writing is a burden for English teachers. To reduce teachers' load, many online writing applications have been developed, serving as an alternative way to help teachers correct essays. These online tools claim to provide instant and thorough feedback on learners' essays. However, few studies examine these new tools' performances, and the quality of their feedback mechanism remains unclear. This study thus aims to investigate the employment of an online writing application for correcting students' compositions and to uncover whether the tool can provide constructive feedback for its users. A total of 144 essays by 90 senior high students were used to test ETS Proofwriter. The same essays were also corrected by two human raters for comparison. The results showed that one fourth of the feedback messages provided by ETS Proofwriter were false alarms (i.e., when a correct usage was flagged as an error or when the checker detected a true error yet flagged the error with a wrong label). In addition, many common errors identified by human raters were left untreated or rarely identified by the tool, such as errors in prepositions, verb tense, and word form. The results of this study reveal that ETS Proofwriter has room for improvement before it can provide thorough and accurate feedback for its users, and it is also suggested that language teachers and learners should treat the generated feedback with caution.

035 **YANG, Hui-Mei, and CHEN, Hao-Jan**
National Taiwan Normal University (Taiwan)

A Study on Multi-Word Expressions Based on Chinese as Second Language Spoken Learner Corpus

Multi-word Expression (MWE) is one of the important elements of spoken language, since the uses of MWEs often affect language comprehension and language production. It is, however, not easy to understand L2 learners' commands of MWE without the help of spoken learner corpora. Through collecting and analyzing

language learner corpora, teachers and researchers might better understand L2 learners' uses of MWE. A detailed analysis on spoken learner corpus can help teachers and material/test writers to better understand L2 learners' lexical competence. However, compiling a spoken learner corpus is difficult and time-consuming because it takes much time to collect students' oral production files and laboriously transcribe the audio files into text. At National Taiwan Normal University, we spent two years collecting and transcribing the CSL (Chinese as Second Language) learners' oral production. These CSL oral data were recorded while students were taking the TOCFL (Test of Chinese as a Foreign Language). Currently, the corpus size is about 770,000-word. These precious oral data was produced by CSL learners from three different first language backgrounds- English, Japanese, and Korean. This study attempted to investigate the high frequency MWEs used by these three different groups of CSL students. Through the detailed analysis of the high-frequency MWEs produced by CSL learners, we can better understand CSL learners' command of MWEs. In addition, it is also useful to compare and contrast the MWEs used by these three different L1 groups to determine if there is any differences among the three groups. The MWEs from CSL learners were further compared with the MWEs used by native speakers to uncover the patterns of overuse and underuse in CSL interlanguage.

Show & Tell Presentations

BAILEY, Rich

036

Asia University (Japan)

Smartphones and Smart Flashcards in and out of the Classroom

Smartphones are making rapid and dramatic changes in how our students access and process information. Over the last two years at Asia University, I have incorporated spaced-repetition software (SRS) flashcard websites and smartphone applications with approximately 200 Japanese university students in seven different EFL classes with the goal of exploring the language acquisition potential of SRS systems both in and out of the classroom. The web based SRS flashcard systems used were AnkiWeb and Quizlet, and the smartphone applications were AnkiMobile, AnkiDroid, and Flashcard Elite. Overall, this incorporation of these systems has been successful, with several students embracing the full potential of SRS flashcards. Many classroom logistics and student use challenges and problems were identified and overcome. However, this

project also revealed that SRS flashcards may not, in fact, be the appropriate system for certain language learning environments. This presentation will discuss the ongoing project and present the pros and cons of different systems (both SRS and non-SRS) and procedures. Attendees will leave knowing how to choose and implement an appropriate smartphone-based, SRS flashcard system for their own classrooms.

037

BIERI, Thomas E.

Nanzan University, Japan

Creating an Interactive Tool for the Introduction of Extensive Reading

This show and tell is about using presentation software in kiosk mode to create a Stand-alone Instructional Resource (StAIR) to introduce Extensive Reading to learners. In this session, the process of creating and developing the resource, including some useful techniques and some challenges, will be discussed. Also, the resource will be demonstrated and its use by university students in Japan described. In addition, attendees will be told how they can access and adapt this resource for their own teaching context. This presentation is expected to be of most benefit to people with limited or basic skills with PowerPoint and those interested either in developing instructional tools or in encouraging Extensive Reading. In pedagogical terms, this StAIR is based in direct instruction, with embedded video, images and text explaining the principles and practice of ER. However, it also involves indirect instruction and experiential learning with interactive quizzes and role-plays built-in. Additionally, it encourages an independent and autonomous form of language learning. The resource itself can be accessed by individual learners and leverages commonly available technology to explain and encourage Extensive Reading. The targeted learners are at upper elementary English level and above and the objectives are for them to:

- Learn the basic principles of Extensive Reading
- Contrast Extensive Reading with Intensive Reading
- Learn the benefits of doing Extensive Reading
- Learn how to choose and use appropriate materials
- Explore materials
- Learn expectations of teachers.

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

038

Facebook Groups: Facilitating L2 Interaction Outside of the Classroom

The two presenters will describe how they used Facebook groups with a 2nd-year English for Academic Purposes class at a Japanese university to encourage L2 interaction outside of the two 90-minute lessons per week. Two Facebook groups were established, one for homework tasks and another for social comments with students regularly posting to both groups over the duration of the course. The presenters will describe setting up the groups, the various homework tasks that were assigned, and how the social Facebook group was used by students. Examples of students' posts will be shown to highlight the potential pedagogical advantages Facebook may offer. Finally, results of a questionnaire to discover student opinions of using Facebook to support their learning will be included.

DANIELS, Paul
Kochi University of Technology (Japan)

040

Moodle, Multimedia, and Mobiles

Mobile devices such as tablets and smartphones are rapidly becoming the platform of choice for learners to access information both in and outside of the classroom. At the same time, eLearning and course management system developers are struggling to catch up with this mobile frenzy. Because multimedia plays an integral role in language learning, it is important to assess how mobile devices can best be used to interact with online learning content. This presentation will illustrate how mobile devices are being used to access and upload online course material. More specifically, presenter will demonstrate how iPads, iPods and Android devices can be used to capture and upload multimedia files to the popular Moodle course management system. The first part of the presentation will outline common HTML5 media files and explain how Moodle and mobile devices can work together to capture, upload and render media files. The presenter will then demonstrate existing Moodle multimedia plug-ins such as Nanogong, SlideShow, VoiceShadow and VideoBoard. Participants who bring along a mobile device will be able to experiment with the different media capture and upload functions of each Moodle plug-in. The presenter will also discuss the advantages and disadvantages using native apps versus

HTML5 web-based apps to capture and upload multimedia to Moodle. The presentation will conclude with a discussion of how these tools can be used, as well as how they can be improved, to better support language learning activities.

041

ELAM, Jesse

Komazawa Daigaku (Japan)

Tasked-Based Learning, Feedback, and Uptake Using Time-Paired Practice (TPP)

At Komazawa University, we are using an innovative Task-Based Learning approach called TPP (Time-Paired Practice <www.study-suite.com>), which utilizes random impromptu interactions accompanied with a copious amounts of Corrective Feedback (CF) to help students notice and correct their errors. The EFL classroom is a very dynamic environment, and social variations make Corrective Feedback (CF) a “complex phenomenon” (Ellis, 2012, p. 137). Thus, as Hendrickson (1978) points out, there have been 5 major questions that have plagued Linguistics for ages: “Should students be corrected? When should they be corrected? How should they be corrected and who should do the correcting?” (as cited in Ellis, 2012, p. 136). Instead of trying to solve these issues from a global standpoint, we must reflect on our own teaching settings to determine which kind of CF leads to repair and uptake. At Komazawa, it is our belief that we learn best from self- and peer-correction, so we embrace mistakes, as they are the key to understanding language. Over the spring semester of 2011, four Oral Communication III classes were surveyed and ten students were recorded over a five-week period in hopes of establishing a suitable CF framework for the TPP context. In this Show and Tell, we will look at these results and discuss the theories which drive the TPP methodology and how you can use them to create a student-centered Task-Based Learning environment for your students.

042

FIRTH, Mark

Obirin University (Japan)

Student-made Videos: A Seamless Workflow for the iPad

This presentation will describe how teachers can incorporate the use of student-made video recording using tablets in their EFL classes. The presenter will demonstrate a seamless workflow for students to do each of the necessary steps including recording, publishing to YouTube and sending links to Moodle forums for self

and peer assessment. Student-made videos are one of the three types of video for language teaching purposes as described by Shrosbree (2008) and the benefits of using such videos are well documented for both self assessment (Tsutsui, 2004; Weaver & Cotrell, 1986) and for peer assessment (Guardado and Shi, 2007; Otoshi and Heffernen, 2008). The presenter will show examples of student video projects whereby speaking tasks in a standard listening and speaking course were modified to include student-produced video recordings. Finally, the potential challenges and drawbacks of using video recordings will be described. It is proposed that the approach described overcomes the some of the issues encountered by Brown, Castellano, Hughs, and Worth (2012) including connectivity, unfamiliarity, and incompatibility.

FITZGERALD, Chris, and MULLEN, Martin
Meisei University (Japan)

043

A Practical Introduction to Learner ePortfolios

As technology plays an increasing role in the EFL classroom and in the life of the language learner, one way in which this technology can be harnessed is through the creation of personal websites known as ePortfolios. These websites help to build learners' personal and academic identities as they progress through an institution, allow students to integrate material from different courses and times, facilitate a process of reflection on the students' goals, progress, and outcomes, and help students to share their materials with other students, both within and beyond their own institution. Despite the wealth of evidence highlighting the merits of ePortfolios, the extent to which they have been embraced in the Japanese EFL field is limited. This presentation hopes to encourage more teachers to invest in ePortfolios by providing simple instructions on how a basic ePortfolio can be set up using Google Sites, and further advice on how pages can be installed on the website, how documents can be uploaded, how the site can be managed by the teacher as well as the student, and finally, how the site can be shared with others. The aim of this presentation is that even teachers generally hesitant to use technology in the classroom will leave with both the practical knowledge and the motivation to incorporate ePortfolios into their teaching repertoire.

044 **FITZGERALD, Chris**
Meisei University (Japan)

Getting Organised With Classroom Management iPad Applications

For many teachers, it can be a struggle to continually keep attendance tables, grade sheets, behavior sheets, student profiles, and various other records organized. Since the emergence of Apple's iPad three years ago, there has been much speculation as to how this device will transform the way we teach. This presentation demonstrates some iPad applications which can help teachers to manage many aspects of their classroom. Apps such as TeacherPal, Teacher's Assistant, Easy Grader, Mental Case, Observation 360, and Simple Gradebook will be presented and compared to highlight how a teacher's mobile device can be a convenient classroom management tool. These apps, though highly effective, can be daunting when first approached, especially for teachers who may not be overly technologically literate. The demonstrations here will give attendees the opportunity to see these apps in action and get past the initial learning curve that might make teachers abandon them. The apps shown can not only enhance administrative aspects of teaching, but this presentation will also show some ways in which they can be incorporated into pre-existing tasks to make them more manageable and fun. It is the aim of this presentation to have each attendee leave with at least one app that will reduce the time and effort which they put into classroom management and maximize time on lesson planning.

045 **FORD, Ashley**
Chubu University (Japan)

Film-making: A Motivating, Language-Generating Task

Film-making is an attractive tool that stimulates interest and motivation in the English class and provides copious opportunities for meaningful language output. However, in practice, it can be difficult for teachers to structure activities or to envision the language outcomes of language students when using this tool. This presentation is for teachers who want ideas on how film and film-making tasks can be incorporated into the language classroom. It will discuss an upper-intermediate level content-based English course on film. In this course, students not only learned about film in English, they also used the material to collaborate on a film-making project. Participants will explore the structure of the film-making process

as well as language activities that can be implemented during each step. Student work and feedback will be discussed in terms of quantity and quality of student language output as well as implications in motivation. It will conclude with a brief discussion on how these types of activities might be adapted to fit participants' program/school/class.

FORSYTHE, Edo

046

Hirosaki Gakuin University (Japan)

Autonomous Language Practice using Technology

This presentation will demonstrate three web-based programs which can be used by both teachers and students for autonomous foreign language practice. The websites to be demonstrated are: The Mixxer, MyLanguageExchange.com, and Livemocha.com. The presentation will first explain how each site works by briefly demonstrating the account creation process, steps needed to find language partners, and by showing how students can take advantage of these powerful tools. Each site's pros and cons will also be discussed so attendees know what pitfalls to look out for when beginning to integrate these tools into their curricula. Then the audience will brainstorm ways each website can be incorporated into existing lesson plans to supplement students' practice sessions. The presenter will also provide details of how he uses these websites in his English classes as well as in his own language practice. Finally, we will explore how teachers can use this tool to practice their own foreign languages. Attendees will come away with an understanding of the strengths of each tool as well as some clear ideas of how these sites can be used to supplement existing curricula and to assist students in developing an autonomous language learning strategy. Handouts will be provided for note-taking. 日本語でも説明できますから英語や外国語の先生も参加して下さい。

GATTON, Bill

047

DynEd Japan

Tools for Best Practice in Blended Learning, the DynEd Records Manager

This brisk review of the widely used DynEd Records Manager will cover all basic functionality with a specific emphasis upon support for Blended Learning. Topics covered will include: setting targets, evaluating progress, coaching support, class lesson plans, class or homework extension material, analysis of student data, weekly

detail and class reports, and grading. We will examine live data and also evaluate and compare the data between various programs at universities, for corporate training, and K-12 schools. This session will be ideal for teachers and administrators using DynEd or those curious about how best practice in Blended Learning can be developed.

048

HARRISON, Jonathan, and VANBAELEN, Ruth

*Nihon University, College of Science and Technology
(Japan)*

Facebook in Education for Beginners

In terms of Internet traffic and users, Facebook is the leading social networking service in the world. Recent research suggests it is also possibly the most preferred educational networking service by university students in the United States. This presentation will describe how Facebook was used to support classroom work in multiple courses at a science and technology university in Japan. Facebook's versatility can be an advantage as it can be used simply as a bulletin board or messaging system, or at a more advanced level, it can function as a complete course management system. Some of the main issues regarding the use of Facebook in education, including safety, privacy, school policy, motivation, attention span, and multitasking will be discussed. Options on how to "friend" students and acquaintances safely will be given. Also, the differences between Pages and Groups will be explained, and how to set up Pages and Groups will be demonstrated. Finally, participants will have a chance to discuss their experiences, posts, and posting styles that they feel have worked to educate students.

049

HAWKINSON, Eric

Seibi University (Japan)

DPS, iBooks, and ePUBs, Oh My! Choosing a Platform for Your eBook

The digital publishing world is still very much fragmented. As an educator it can be difficult to choose which platform is best. When designing courses that utilize any kind of electronic distribution of materials there are many considerations such as platform, file type, security, intellectual property rights, and more. As e-learning turns to massive open online courses (MOOCs), technology use of the audience varies greatly. This is one reason instructional designers want materials to be available to as many devices as possible.

This presentation takes a look at three popular digital media types to see which one might be right for your needs: ePUB – a free and open e-book standard by the International Digital Publishing Forum (IDPF), iBook – a proprietary iBook format (IBA) generated with the iBooks Author tool by Apple Inc., DPS – a digital publication generated with Adobe InDesign. Production costs, learning curves, required skill sets, and distribution methods of these platforms are compared. As an example of workflow from design to distribution, a publication made by the presenter with Adobe Digital Publishing Suite (DPS) is discussed and briefly demonstrated.

JARRELL, Douglas

Nagoya Women's University (Japan)

050

Mobile Learning and Writing

The presenter sends out an English email magazine five days a week to encourage a modified form of ER. The content is topical, consisting mostly of news and anecdotes. Since the beginning of 2011, readers have been invited to submit stories for the Friday edition. A number of readers have become regular contributors, but the stories inevitably require editing due to length restrictions and English errors. In this presentation, the presenter will provide data on this extremely self-motivated contributor population, analyze their contributions, and discuss the contribution of the email magazine to writing in a foreign language. Then he will suggest ways in which the email magazine can be used as a source of input in a writing or 4-skills class.

KAWANA, Norihito

Sapporo International University (Japan)

051

Digital Books for Effective Learning

E-learning has already proven to be a powerful and effective way to learn language because of its characteristics such as usability, accessibility, repeatability, and manageability. Now digital books with e-learning functions have received increased attention as SNS, mobile tools, and “cloud” environment – online – are within our reach. In this presentation, iBooksAuthor, a very powerful, free app for making a digital book is introduced to show how easily a digital book can be created, what functions can be used in such a book, and what kind of educational achievement can be expected. Then two sample digital books are examined: one is a digital textbook adopted from original eLearning contents. This digital

textbook includes stories with both built-in and original dictionaries and a memo to save information on the stories, sound files, various quizzes, video study, and a word index. The other one is a digital study report compiled from the data of an overseas field-work study trip. It comprises texts, video files, interview sound files, and photos with captions. With each sample digital book the presenter will explain the procedure of its usage including how to save and share in the cloud. Finally the presenter will discuss the texts in terms of their educational effect, as well as the time and effort necessary to create an innovative but low-cost digital book.

052

KITAO, S. Kathleen

Doshisha Women's College (Japan)

Using Data-Driven Learning to Teach Speech Acts

Data-driven learning is an approach to language learning in which students study examples of authentic language and find patterns of language use. This inductive approach to learning has the advantages of being learner-centered, encouraging hypothesis testing and learner autonomy, and helping develop learning skills (Tian, 2005). The approach has grown out of corpus linguistics, and it has been used to help students learn grammar and vocabulary usage. In addition to using the approach to teach lexical or grammar items, it is also possible to use it for teaching speech acts. The British National Corpus has a section of spoken language, and Mark Davies at Brigham Young University has developed a corpus of soap opera subtitles. In addition, subtitles that have been downloaded from DVDs of television programs and movies can be compiled to be used as a corpus. In this presentation, I will contrast inductive and deductive learning, show the advantages and disadvantages of using data driven learning to teach speech acts, and provide an example of an exercise using data-driven learning to find the strategies used in apologies.

053

KNIGHT, Tim

Shirayuri College (Japan)

Bridging the Gap Between Old and New Media for Technologically Tentative College Students.

There have been several resource books for using newspapers in the classroom, as well as textbooks with activities to help students learn the basics of print media English. It is clear, however, that online newspaper reading – as addressed in a presentation at

CALL last year – is becoming the norm. Many of the activities for print media are still valuable as a start for media awareness. But the presenter wanted to guide his students towards a more active response to the news media, and towards integrating a more active use for their electronic devices, while also giving them a chance to develop their English. The presenter will explain, with audio and video examples, how his students moved into collaboration, production, and sharing from their own phones and classroom computers in journalism English and general, oral English, university courses. The students, who were only familiar with basic technological functions of the devices, wrote and recorded news stories and arts reviews, before sharing and commenting on each others' work through the use of free and easy-to-use applications such as VoiceThread and various voice recording apps. The teacher-presenter, who was involved in helping to bring students' work together, will explain how students use their own devices to navigate problems such as university equipment failure and a pay demand from VoiceThread.

LANDER, Bruce

Kurume University (Japan)

054

5 Essential Websites Every Teacher Should Know

Technology has shaped the students that we teach in recent times. Learners of today seem to be surrounded by and constantly immersed in technology. Tapscott (1999) refers to the young of today as the “Net Generation.” Prensky (2001) claims that today's students are no longer the people our educational system was designed to teach. Instant access to information, in the form of high speed Internet, Wi-Fi, and more recently the introduction of smartphone technology, means that information and learning through such sources is more viable now than ever before. Such developments in technology can be seen to have considerable implications for education, in relation to the growing need to prepare young people for a life saturated by technology and rapid change. Everybody knows the value of the Internet in learning a foreign language. Current translating and voice recognition tools have advanced so much since their initial introduction, that it is now quite difficult to tell if a student has actually written their own piece of homework themselves. This presentation will introduce five essential websites that every foreign language teacher in this worldwide digital age should be using. Each website encourages autonomous learning and perhaps most importantly, allows students to learn collaboratively without relying on translation software. Every website introduced today incorporates elements of

voice recognition, text to speech dictation, online flashcards, interactive dictionaries, collaborative learning through wikis, and mobile technology. All five websites, which are completely free, will be explained in detail with demonstrations given on their simple user-friendly interface.

055

LAURENCE, David

Chubu University (Japan)

Here and There: An Authentic Orientation Program

Students preparing for study abroad often find themselves facing many unknowns: not only about study, but about the basics of life in a foreign country. The ubiquity of Internet-mediated communication tools provides a useful forum for relieving this anxiety through communication with faculty at the destination school prior to departure. Faculty and graduate students at a Japanese university and its sister school in the United States collaborated to create and administer a pilot orientation program to prepare Japanese students for study abroad, connecting them directly with graduate students at the destination university working as part of their CALL pedagogy practicum. The course used a combination of synchronous and asynchronous online communication and a wide variety of pedagogical tools, focused around a Moodle and the use of Skype. Students had first-hand, real-time access to authentic information about all aspects of their upcoming study-abroad experience, from classes to dorm life to information about the city in which the university is located. This presentation will describe the planning and implementation of the course's first two years, focusing on administrative and teaching issues and continuing implementation of lessons learned, with an eye towards continued improvement of the online orientation course. The presentation will also touch on the outcomes of the course, both as a cultural orientation and language course for the Japanese students, and as a teaching practicum for the instructors in the United States.

056

LIU, Gi-Zen

National Cheng Kung University (Taiwan)

Research and Development of a Tutorial System for English Academic Journal Paper Writing

Graduate students in Taiwan and other countries face the needs and pressure of English academic journal paper writing and publication. To develop refined English journal papers requires excellent

logic and argumentative skills, as well as advanced English language writing knowledge. Hence, English journal paper writing has always been considered one of the biggest challenges for graduate students because most doctoral students, and some Master's students, are required to submit their findings and contributions to English academic journals. Some graduate students are also required to write English dissertations or theses in order to graduate. Accordingly, the researchers of this project developed a tutorial system for English academic journal paper writing with a Chinese interface for language learners of English: EJP-Write. EJP-Write provides guidelines and language writing assistance for English journal paper writing. The tutorial system will introduce English journal paper genres, guide users to build up their central ideas in each section of the journal paper, help them practice topic and supporting sentence writing, lead users to develop appropriate paragraph length, assist English learners in studying the concordance of the language, offer useful sentence patterns for arguments and transitions, detect grammatical errors, and synthesize references through self-developed corpora. It is hoped that EJP-Write will help non-native English speakers refine and improve their writing skills through the writing process of English journal papers and will help them produce well-organized journal articles with proper language and sentence uses. Some design and development issues of the system will be discussed in this presentation.

MEHRING, Jeff

Ohkagakuen University (Japan)

057

How To Flip Your Class Using Sofia.org and Google Forms

The flipped classroom is the common instructional approach where teacher-created videos featuring instruction of new concepts are viewed outside of scheduled class time, in turn freeing teacher-student time for more collaborative efforts in class. Class becomes the place to work through problems, advanced concepts, and engage in collaborative learning. The flipped classroom means increased interaction and personalized contact time between students and teachers, a blending of direct instruction with constructivist learning, an environment where students take responsibility for their own learning, and a class where all students are engaged in their learning. To create a more participatory classroom and build student's background knowledge, I decided to redesign my classroom and incorporate the inverted, or "flipped" classroom style. In this show and tell session, I will demonstrate how I have integrated Google Forms and the sofia.org website to create and embed my flipped tutorials into an LMS. I will demonstrate how a

teacher can use Google forms in combination with videos, to gain insight into students' weaknesses or misunderstanding thus creating a class where learning is just-in-time. The goal is for participants to gain the skills and confidence necessary to successfully flip their classroom after the conference. This workshop is open to all levels of educators and only requires basic computer skills.

058

O'BRIEN, Myles

Mie Prefectural College of Nursing (Japan)

Responsive Web Design

As PC sales decline and the popularity of smartphones and tablets continues to increase, it has become desirable, if not essential, for web-based CALL material to be comfortably usable on small-screen devices. Also, we may require material that looks good and is easy to use on any screen – small, large, or in-between. However, we will certainly wish to avoid the need to make separate HTML pages for different devices. This is where the concepts of Responsive Web Design (RWD) – webpages which adjust themselves depending on the space available – can help. The term, coined in 2010 by Marcotte, is now a buzzword and RWD use is growing rapidly on the web. The presenter will explain the principles of RWD: fluid grids (adjustable columns with text reflow), flexible images (resizing within suitable limits), and media queries (finding the browser content area size). This is easy to follow for anyone with a basic knowledge of HTML and CSS, and will be illustrated by examples, both contrived for illustration and taken directly from the web. Although commercial software tools are not essential for producing RWD-based pages, the web-design software giant, Adobe, has been quick to identify RWD as an important development, and in February 2013, released a preview of Edge Reflow, a WYSIWYG tool to aid RWD, as part of its Edge suite of HTML5-oriented tools. The presenter will show how this tool, in conjunction with others, can speed up RWD page production.

059

POULSHOCK, Joseph

Tokyo Christian University (Japan)

Learning the AWL Online

The Academic Word List (AWL) contains 570 word families that are probably the most important words for learners to acquire after the top 2,000 words of the General Service List (GSL). Many online resources exist for teaching the AWL, but some of them

have serious pedagogical problems. They present words out of context, or the context contains words that are more difficult and less frequent than AWL words. This presentation introduces a free website (<toeicvocab.com>) that presents the AWL words in quizzes and in the context of well-written and easy to parse sentences. More importantly, all the context words for the target words come primarily from the GSL top 1,000 words and secondarily from the GSL top 2,000 words. That is, all the context words are easier than the target AWL words. The AWL words are presented in the form of short and fun quizzes of 30 words each, and learners can easily take one quiz in about 10-15 minutes. When a quiz is completed, learners can note unknown words for future review. The quizzes also contain a hint function, which can be turned on and off for each question. Currently hints are provided in Japanese, and other languages are under development, including Korean, Spanish, and Chinese. In addition to the short quizzes, the site also provides vocabulary learning tips and short instructional videos to help learners acquire the most important academic words in a cost free, efficient, and effective way.

ROBB, Thomas

060

Kyoto Sangyo University (Japan)

Un-Moodling Moodle Reader – A Look at a More User-friendly Version

MoodleReader is a plug-in for Moodle that allows students to take quizzes on the graded readers that they have read under controlled conditions. Students receive a randomized set of 10 questions which they must answer within a specific time limit. The quizzes that they can take can be restricted to just those at their own reading level, and the frequency of quiz-taking can be set to force the students to read regularly throughout the term. Unfortunately, Moodle is not so easy to use for the uninitiated, and due to its increasing popularity (25,000+ students), it has become difficult to provide the level of support that many teachers require. In order to allow more schools to use the program, but at the same time reduce their need for support, we have created a browser-based version of MoodleReader dubbed Mreader which is much more intuitive for both students and teachers. Unlike MoodleReader, students go directly to their own homepage when logging in; teachers are taken directly to their class page. Most of the settings for each school are placed in the hands of a single *school admin* who has copious help screens available to help with the initial set-up. This presentation will describe the rationale for the new site, the principles behind its construction and finally a demonstration of its

major features. Participants will be allowed to log into the site on their laptops or hand-helds.

061

ROSS, Gary

Kanazawa University (Japan)

The LMS Reinvented: A New Learning Environment for the Online and Mobile Flipped Classroom

The presenter will be demonstrating a new learning management system (LMS) and website designed and programmed from the ground up to meet the needs of teachers and students in the new landscape of drag-and-drop usability, sharing of information, blended learning, and “content-everywhere” in multiple devices such as mobiles, tablets, and the PC. A major feature of the system is the ability to create a family of online explanations/videos and associated quizzes through a drag-and-drop interface. To ensure the students attain mastery at each stage teachers can set requirements for each step before the student can progress. The system is particular suitable for use in the “flipped” classroom, a new learning system whereby students learn concepts through online instruction and quizzes prior to their introduction in the class. This flipping of the traditional order of instruction increases the time that teachers can interact with students, while the pre-quizzing approach of attaining mastery as opposed to post-testing ability motivates students to attain their long-term language goals. A number of problems were discovered when initially attempting to use Moodle for the task. Firstly, many students wanted to use their mobiles for quick practices on the move, and Moodle was clunky and slow for this purpose. Secondly, students and teachers found Moodle’s old-school interface confusing and slow, particularly for quiz input. The presenter, therefore, wrote a new LMS from scratch. While not as featured as Moodle, it’s designed to be easy to use, mobile-friendly, and extendable. There are also a number of features built-in, such as text analysis tools and a smart flashcard learning system. At the end of the presentation, teachers will be shown how they can start with the system themselves.

062

RYAN, Kevin

Showa Women’s University (Japan)

EFL and MOOCs

The trend of the year for Educational Technology in 2012 was MOOCs. The perspective of this presentation is from a user of the

first MOOC (CCK08) and onward. From simple roots with large groups of people (more than 1,000), MOOCs have changed in the last year with the introduction of large, corporate MOOCs which are consortiums of universities like Edx, Coursera, and Udacity. Many educational institutions are joining the wave and developing online courses that contain elements of MOOCs. We look closely at what a MOOC is, how they developed from online educational roots, and the differences between xMOOCs and cMOOCs. We then look at how they might fit into an EFL situation. If time permits we can discuss how that will affect Japan in particular. Audience participation throughout will be encouraged.

SHUCART, Stephen, and TAKAHASHI, Mamoru
Akita Prefectural University (Japan)

063

Using Visual Images to Aid Vocabulary Acquisition

The use of visual images has a long history as an effective memorization tool, and most of us have fond memories of associating colorful pictures with the letters of the alphabet when we were children. From the Memory Palace of the Ancient Greeks to Joshua Foer, the winner of the US Memory Championship and author of the best seller *Moonwalking with Einstein*, experts in the field of memorization have shown how the ability to create lavish images has helped to break the limits in the realm of memorizing new words and other items, and they have revealed detailed accounts of their use of imagery as a memory aid. In this presentation, we will elucidate the use of visual images in both their theoretical and practical aspects. First, we will show the audience the theoretical aspects based on the latest findings in the fields of neuroscience and second language vocabulary acquisition, and then we will demonstrate the practical application using visual examples from the Javascript-based Moodle vocabulary quizzes we use in our CALL lab. The most efficient use of online resources, such as the selection of eye-catching Google images and animated GIFs, will also be covered. The audience will see how imagination is an important facet of language learning.

SILSBEE, Steven
Momoyama Gakuin Daigaku (Japan)

064

Fantasy Baseball and the EFL Classroom

Although the topic of sports is found in almost every textbook, many texts tend to focus on linguistic structure at the expense

of developing communicative competence (Gomez-Rodriguez, 2010). Teachers might find themselves wondering what they can do to make the material more communicative-friendly, while at the same time keeping students motivated. This is especially true when dealing with students with low motivation. Fantasy sports have long been a hobby for millions of people (Davis & Duncan, 2006), but their use in the EFL classroom is undocumented. The Internet allows sports enthusiasts to easily partake in an organized fantasy event, thus creating an excellent opportunity for language teachers to do something both fun and communicatively useful. This presentation will focus on the use of fantasy baseball as a technique for teaching English to specialized “sports” classes at a medium-sized university in Osaka, Japan. The classes are composed of students who are involved in university athletics and who, for the most part, exhibit low levels of motivation and overall language ability. The speaker will begin with an introduction to fantasy baseball and the rationale for incorporating it into the EFL classroom. Focus will then shift to the implementation and management of the website used to run the fantasy league. Issues regarding areas of motivation, willingness to communicate, and communicative language teaching will be addressed, followed by questions from the audience.

065

SMITH, Matt*Sugiyama Jogakuen University (Japan)*

Autonomy Through Student-Generated Websites

This presentation will detail the implementation of a project in which third-year university students with little knowledge of computers beyond word-processing and social networking sites created their own websites. This was done as a homework project outside of a classroom ill-equipped for direct CALL instruction, through the use of tailor-made tutorial videos. Without the direct assistance of a teacher, students were able to access the tutorial videos, watch them at their own pace, and follow the tasks allowing them to incrementally increase the size of their websites, adding additional elements each week. Over a seven-week period, students created individual sites that shared required elements but featured unique content created by each student. Students were encouraged to visit each other’s sites and leave comments, critiques, and praise. The presenter will outline the weekly stages through which students constructed their websites, and explain how the project was administered, the tutorial videos made, and the student output checked. The presenter will give a quantitative analysis of the students’ websites, correlating the scope of the

websites with independent test data. An analysis of supplementary qualitative data gathered through semi-structured interviews with each of the students will show that student perceptions of independence, personalisation, and feelings of satisfaction are closely related to both the quantity and the quality of the output. All data show that, for the majority of students, participation in the website creation project resulted in positive learning outcomes in the areas of practical computing skills, writing, and reflective language learning.

STAMPER, Suzan

066

Hong Kong Institute of Education (Hong Kong)

Mobile Technology in an English for Academic Purposes Course

How can reading comprehension be assessed in a university-level English for Academic Purposes (EAP) class? What reading strategies are effective? How can mobile technology be used to enhance learning and engage students in EAP reading courses? This show-and-tell session will describe how mobile technology was used in a course offered at a university in the United States to provide practice in, and clarification of higher-level grammatical structures and development of academic reading skills. The objective of the course was to help non-native speakers of English develop their academic communication skills, primarily in the comprehension, interpretation, and analysis of texts, and their critical thinking skills, including the ability to analyze and synthesize material that they read. In this course, students used and practiced their grammar and reading skills in written assignments, which included responses to and analyses of authentic academic readings, mainly from sociology textbooks on topics like cross-cultural communication, social time, the importance of being beautiful, and non-verbal communication. The presenter will begin by briefly introducing the course and will then summarize a few key strategies for reading and note-taking. Next, the presenter will show several examples of iPad and iPhone apps (i.e., mindmapping apps) and Google Doc forms incorporated into reading tasks. Finally, the presenter will share limitations and opportunities for using mobile technology with these reading comprehension exercises in an EAP course.

067

THOLLAR, Simon

Hokkaido Information University (Japan)

The Design and Application of a Serious Game to Improve Auditory L/R Discrimination

We discuss our experience of developing a game-based learning system which focuses on improving L/R discrimination through the design and implementation of a serious game. The game uses an adventure format, and presents a series of simple challenges where the player is instructed to perform a simple task in a virtual adventure. The player/learner chooses among several items with similar pronunciations (minimal pairs), which appear on the screen. As the player progresses, the level of difficulty and the number of choices increases, further challenging the learner. The player is unable to proceed further in the adventure unless the oral command is correctly understood and acted upon. Keller's ARCS model for learner motivation is applied in developing and creating a suitable learning environment to enable the learning objective to be effectively realized as a valid, serious game. The importance of making a game which can be played on a non-Flash touch-screen device is also recognized with the game being written in HTML5, also allowing it to be played on conventional computers. The game currently includes 32 separate minimal pairs and four game characters, providing over 200 possible listening challenges. It is hoped that the game format will help interest and motivate students while providing them with the chance to improve their listening skills.

068

WILSON, Josh

Kansai Gaidai University (Japan)

The Video Game Revolution Has Begun with Trace Effects

Video games for language learning are no longer a potential technology of a distant future – the gaming revolution has begun. This past year the US Department of State released Trace Effects, an immersive, 3D, online video game for beginner to low-intermediate level EFL learners. Trace Effects is an ambitious endeavor, and while not without significant flaws, sets a clear precedent for the use of video games in language learning. Players in the game assume the role of Trace, an accidental time-traveler from the year 2045 who must overcome challenges in a variety of communicative contexts to find his way home. Along the way he travels across the United States and meets a diverse cast of characters, helping them

solve problems in order to gain the assistance he needs. The game's website also features comics to accompany each of the seven chapters of the game; vocabulary, grammar, and listening review exercises; and single- and multiplayer mini-games. In this three-part show-and-tell, the presenter will first briefly introduce the gameplay and UI, then will present a critical review of the game with an analysis of the learning objectives and pedagogical outcomes. Finally the presenter will provide highlights from interviews with the developers concerning the design considerations and challenges they faced developing the game.

YASUDA, Masami

Kwansei Gakuin University (Japan)

069

eBooks and Text to Speech Tools on an iPad in EFL

iBooks or eBook reader on an iPad works not only with books purchased from iBookstore, but also other materials in ePub and PDF format imported from other sources. This paper shows how to register eBooks on iBooks as well as a few special ePub or PDF readers on iPad, and to make the most of text-to-speech (TTS) technology. It discusses the potentials of such technologies in EFL language teaching, even in a one-iPad classroom. Recent iPads offer greatly improved text-to-speech interface, or what is called Speak Selection, which constitutes the most widely appreciated assistive technology in iOS 5 and 6. Speak Selection reads aloud any selected text on an iPad with an option of having each word highlighted as it is spoken, that is, in a karaoke mode. This can make it easier for the reader to track what he or she is reading. Apple has called the iBooks' VoiceOver option as a feature that will "change your reading habits." Now that the Speak Selection with Define and TTS interface extends from iBook to other versatile applications such as ePub readers, PDF, Internet browsers, or even text editors, iPads can be a strong candidate for a classroom presentation gadget, in particular, FL or EFL/ESL teaching. Join us to discuss how challenging it is to make use of eBooks with text-to-speech technology to boost reading and presentation skills in EFL courses, as well as the future of eBooks in school textbooks.

070 **YORK, James**
Tokyo Denki University (Japan)

Language Learning in Minecraft

MMORPGs and social worlds feature prominently in literature regarding second language acquisition in virtual environments. There is, however, a virtual world that fits somewhere in the middle of these two categories: Minecraft. While possessing the typical qualities of a social world such as Second Life, Minecraft also features ludic components often found in MMORPGs. This mixture of gameplay and socialisation provides for a unique language learning domain that will be introduced as a part of this presentation. Presentation content will be supplied directly from the author's Minecraft server with language learning activities and examples provided. Affordances for language learning will be defined with reference to sociocultural theory and task-based language learning methodology.

Workshops

071 **AZIMI, Mardelle, and LUSTER, Michelle**
California State University, Fullerton (USA)

Using the Digital Highway to Learn; Sites Accessed for Science, Technology & Engineering

English for Science, Technology and Engineering (ESTE) is an emerging, critical strand at the cutting edge of English for Academic Purposes in Intensive English Programs in American universities. Insufficient published teaching materials in these diverse, ever-changing fields have necessitated demands for innovative dynamic solutions through CALL. Incorporating Johns & Price-Machada's (2001) results delineating students' needs in transitioning to American university culture, presenters demonstrate how they have dynamically incorporated CALL, the optimum pedagogical tool, in global, content specific, learner-centered applications. By utilizing materials via dedicated websites, interactive programs, and real-world applications, attendees will discern the need for blending CALL (Pegrum, 2009), facilitating teachers to guide students focusing on various disciplines in ESTE to become motivated autonomous learners (Chapelle & Jamieson, 2009). The presenters demonstrate exciting, tested CALL-driven lessons which enhance student learning in academic and scientific fields,

resulting in knowledge and skills that transcend traditional EFL/ESL student expectations (Brown, 2007). The synthesis of CALL material identifies the importance of academic scientific vocabulary (Coxhead, 2006) through online content utilizing critical thinking and extended reading skills. As a result of this workshop, participants will be equipped to successfully implement ESTE into their programs. A handout will be provided that includes essential websites, template-lessons, and classroom applications.

BEAUFAIT, Paul

072

Prefectural University of Kumamoto (Japan)

Blending Minimalist Solutions: EnglishCentral, Google Forms, and Vocabulary Size Tests

This workshop will introduce participants to a variety of free and freemium online tools and venues that the presenter uses in combination, primarily to: (a) Promote learners' autonomous engagement in online language learning and practice activities, mainly: a. video-viewing: listening, and optionally reading along; b. vocabulary study: recognition, recall, and spelling; and c. speaking practice: both pronunciation and prosodics; (b) Manage and monitor learners' approaches to, extents of engagement in, and outcomes from those online learning activities; and (c) Investigate learners' vocabulary sizes before and after extended periods of such online activities, in order to gauge their effectiveness. Following brief explanations and illustrations of the presenter's current practices, the workshop will provide hands-on experience with Google Forms that the presenter uses for gathering information from participants. The presenter also will point out Vocabulary Size Tests that participants can take to assess their own vocabulary sizes, and, as time allows, ease them into learner and teacher interfaces at EnglishCentral. It will be to participants' advantage, if they come prepared to access existing Gmail or other webmail accounts. However, if they don't have such accounts, the presenter will encourage them either: (a) to obtain Gmail accounts on the spot, with the help of others who have them; or (b) to sit in during the workshop with others who do have them. Towards the end of the workshop, the presenter will ask participants to reflect briefly on the affordances, benefits, and challenges that blending online tools and venues such as EnglishCentral, Google Forms, and Vocabulary Size Tests entails.

073

BESSETTE, Alan

Poole Gakuin University (Japan)

VoiceThread for Student Presentations

VoiceThread is a multimedia slideshow that allows students to create stories or presentations. It provides learners with the opportunity to tell their own stories and to interact with each other by commenting on and or asking questions about their classmates' VoiceThread projects. In addition, because VoiceThread is on the Internet, students can collaborate on VoiceThread projects. The ability to comment and collaborate in VoiceThread is its most important pedagogical feature. The purpose of this workshop is to introduce and demonstrate how VoiceThread can be used to produce student presentations. First, to give participants an idea of what can be done, the presenter will show examples of student work. Second, the presenter will describe the steps necessary to create a successful presentation. Learners must be shown how to use VoiceThread, they have to plan for their presentations and they have to have a clear idea of how they will be evaluated. The presenter will explain how he approached these three steps. Finally, the presenter will lead the participants through the creation of their own presentations so that by the end of the workshop, the participants will be confident that they can show their students how to create similar projects. VoiceThread is not difficult to use, but participants should be familiar with downloading and uploading images and recording software. VoiceThread is not free. A single instructor's license for one instructor and 50 students costs US\$99 a year. Department and site licenses are available, but cost a lot more.

074

ELLIOTT, Darren

Nanzan University (Japan)

Creating Digital Video with Students

Not only are digital video recording devices becoming cheaper and easier to use, but most of us will have at least one of them in our bag at any time, offering educators another set of tools for language learning. However there are still obstacles. In this practical workshop, the presenter will evaluate the various devices available, give advice on issues such as security, hardware, software, storage and editing, and outline tasks including transcription, screen casting, storyboarding, and demonstration videos. The presenter will

share a selection of movies created by his own students, and the materials used to prepare for and reflect on the task cycles.

FERREIRA, Daniel

075

Ferris Women's University (Japan)

Error Correction and Learner Autonomy in the EFL Writing Class

Error correction in the EFL writing curriculum is a practice both teachers and students agree is important for writing proficiency development (Firkins, Forey, & Sengupta, 2007; Van Beuningen, De Jong, & Kuiken, 2011). This presentation is inspired by research that suggests student dependency on teacher corrective feedback yields few long-term benefits for the developing writer. (Bruton, 2009; Lee, 2004). Encouraging the learners to view mistakes as part of the learning process needs to be followed up with post-writing activities that help them become more accountable and more autonomous in developing accurate texts. In this presentation I will show how I use technological resources to scaffold the learners' approach to error correction that has positive knock-on effects for writing accuracy.

GATRELL, David

076

British Council Hong Kong (Hong Kong)

All in the Game: Digital Game-based Learning

Computer games dominate our students' free time, whether they are playing games or talking about them. Understanding digital games and integrating them into our teaching will not only help us understand what makes our students tick – it can also help bring more imagination, curiosity, and fun to our classes and cultivate collaboration, communication, creativity, and critical thinking. Gamers worldwide already use English online to discuss in-game strategies and share their interest in gaming. Yet digital games can also be exploited within the classroom to accomplish the twin goals of Communicative Language Teaching – for learners to use English for meaningful purposes, and to have a real impact on the world – while retaining all the fun and satisfaction intrinsic to gaming. So how can we harness the power of games as teachers and materials designers, even if we aren't experienced gamers ourselves? The key to successful digital game-based learning is to embed skills development and language practice within the tasks we design. Throughout this very practical and hands-on workshop,

participants will try out language- and skills-focused activities based on a selection of online games: simulations, narrative multimedia, and point-and-click adventures. In doing so, we will explore innovative ways of repurposing and integrating these and other game genres into our teaching. We will also consider how to evaluate and select appropriate digital games for our classrooms and design tasks and materials to suit the age, level, needs, and learning styles of the people we teach. In every case, careful attention will be paid to lesson planning, to make sure that regardless of the learning context – elementary, high school, or university – digital games do not simply exist as stand-alone activities, but serve as meaningful learning experiences that are firmly rooted in the lesson and course objectives.

077

GATRELL, David

British Council Hong Kong (Hong Kong)

Redefining Learning: Using iPads in the Classroom

Interested in integrating iPads into your elementary or high school classroom? In this highly practical 90-minute workshop developed by the British Council Hong Kong Teacher Development Unit as part of a continuing training programme for local state school teachers, participants will explore the most pedagogically useful core functions of the iPad. They will then try out a series of tried-and-tested classroom activities exploiting a range of free, easy-to-use apps before reflecting on how to move forward in integrating iPads into their teaching. In each activity, attention is paid to task design and careful lesson planning. Using the SAMR model, it is shown how iPad-based learning can help teachers move beyond the mere substitution and augmentation of existing practice and result in the modification and redefinition of what we do in the classroom. Guidance is provided on how to set up and implement iPad-based tasks to ensure they appeal to visual, auditory and kinaesthetic learners and are motivating, engaging, and student-centred. Supported by video footage of Hong Kong elementary and high school students using iPads in the classroom, this workshop demonstrates how iPads can be employed, not only to develop students' language skills but also to promote the twenty-first century skills students need: collaboration, communication, creativity, critical thinking, and problem solving.

JONES, Brent

078

Konan University, Hirao School of Management (Japan)

Significant CALL Experiences

This workshop will walk participants through the course design and development process, with an emphasis on Computer-Assisted Language Learning (CALL) contexts and content. Highlighting the work of Fink (2003) in the area of Significant Learning Experiences, we will explore the different types of learning in Fink's Taxonomy (foundational knowledge, application, integration, human dimension, caring, and learning how to learn) while familiarizing ourselves with his course design framework. Participants will be challenged to consider how each phase of this framework might inform and influence their own course design decisions, specifically the adoption of web-based technologies or other IT to promote the acquisition of a new language. Using examples of courses recently developed for a content-based English language program for university students in Japan, the presenter will discuss how Fink's concepts of backward design (what's important now and years after the course, and what should students do in the course to succeed?) and forward assessment (imagining students in a situation where they would use the knowledge/skills, and focusing the learning on realistic meaningful tasks) have helped in both re-vamping existing courses and developing new ones. One development in our program that will be highlighted is the use of IT to support a genre-based approach to language instruction. Participants will go away with several job aids to assist them in their own curriculum, course, and lesson planning endeavors.

MIZUNO, Kunitaro

079

Fukuoka Prefectural University (Japan)

From Reading Books to Sharing Books: Creating a Reciprocal Reading Community on the Internet

Conventionally extensive reading classes exclusively focus on quantity of words which an individual reads, and the act of reading is considered an internalized cognitive process bound inside individual heads. Differing from the cognitive and individual approach, this workshop proposes a sociocultural approach to extensive reading which considers human cognitive development taking place in a situation where we interact with cultural tools and our peers. The IRC ver. 5 website, which was set up in 1999, creates a reciprocal reading environment on the Internet where

students across classes and universities share their reading experiences through reaction reports that bind the readers together and reflect on their perspectives on the stories. The quantity of reading is also facilitated in the social context of the IRC where 400 words/km is visualized as a bar graph on the Reading Marathon page. In this workshop you and your students are invited to utilize the IRC and have exciting reading experiences that cognitive and individual approaches to reading cannot provide. The following features of the IRC are demonstrated: Search function in terms of genres and EPER levels, Reaction Reports Library for about 3500 books, Popular Reaction Reports, Popular Books, IRC Dictionary of Quotations, Reading Fan Club, Reading Marathon, Reading Stars, Comment Olympics, POP Gallery, and My page. You will learn how to use these features and see the educational value from the results of questionnaires completed by 434 students among five universities in Japan. These features will make your students' act of reading active, collaborative, and reflective.

080

PFEIFER, Brian*Nippon Steel & Sumikin Intercom (Japan)*

Evaluating Digital Games with LOGA

Self-access language learning tools still fall short of the appeal and replayability of non-educational games. The problem may be related to two questions: Why are some games better than others? and, How should game architecture be linked to language learning pedagogy? As one step towards answering these questions in an ongoing project, the presenter has developed LOGA (Learning Objectives and Game Architecture), a rubric for analyzing computer software and comparing it to the theories of narrative and paidia (Ang and Zaphris, 2005), ludology of games (Frasca, 1999), and game motivation (Malone, 1980). LOGA also rates replay potential through examining issues of player choice, the number of possible correct solutions, and the number of possible winning strategies (Olthouse, 2009; Ang & Zaphris, 2005). The presenter will detail how LOGA's elements describe the relationship between digital game architecture and pedagogic intent, and how LOGA can aid teachers and parents when selecting software. Participants will then be guided through a series of practical exercises to gain mastery of the concepts behind LOGA and the experience necessary to implement the rubric in their own context. The workshop will include time for discussion of the implications for game design. By the end of the workshop, participants will be able to use LOGA to evaluate the potential of language learning games and game designs.

ŞEN, Aşlı Abak, and YILDIRMIŞ, Meltem Akbulut
İstanbul Şehir University (Turkey)

081

Discuss with Us

This paper presentation aims to introduce the Discuss With Us website which was designed by the presenters specifically for Istanbul Şehir University Preparatory Program students in Pre-Intermediate and Intermediate levels, and has reached to the short-listing stage in the category of Local Innovation in the International ELTons Awards which is held by British Council. The product blends two learning environments in a higher education setting – face-to-face and online learning environments – by making use of interactive rather than transmissive strategies, and this in turn contributes to the goal of creating a collaborative classroom atmosphere by breaking the nature of teacher-centered discussions with computer-mediated discussions. Therefore, it is a great example of a blended learning environment. This workshop will be conducted as follows. First, the reason why this website was created and what students can do using the product will be discussed. Then the pedagogical benefits of the product will also be mentioned. The presenters will further discuss whether this style of learning increases learner autonomy by shifting the authority from teachers to learners. Next, the evaluation of the project for which the prime body of data was collected by means of an online feedback form and online discussions, and also qualitative and quantitative analysis conducted for the collected data will be discussed. The focus for the discussion will be how beneficial the website has been on foreign language development, based on the students' performance in the speaking exam that they had taken before starting to use the Discuss With Us with the ones after the implementation of the product throughout the seven week module. At the end of the workshop, audiences will have the chance to test the website. To serve this purpose, they will be provided with two virtual computers where they will start their own online discussions as the discussion function only works at İstanbul Şehir University network.

082 **WILSON, Josh**
Kansai Gaidai University (Japan)

Using PowerPoint and PowToon to Create Dynamic Animated Presentations

If you're ready to flip your classroom with animated presentations but have been intimidated by the quality and expense of videos made by the likes of RSA Animate and other video-scribers, rejoice! Your dreams of animating presentations will no longer be stymied by the complexity of After Effects or paucity of your drawing talent. You can produce eye-catching presentations with either the old standby, PowerPoint, or a new animated presentation tool, PowToon. Both allow educators to create presentations with the dynamic animations and artwork we've become accustomed to seeing in professional works. In the first half of the workshop, the presenter will introduce a few of the lesser-known features of PowerPoint and briefly demonstrate how to use PowToon. Participants will set up a trial account for PowToon and within minutes we'll get to work experimenting with the software and making a few simple videos. We'll convene for a brief discussion of the relative merits of the tools in the second half of the workshop and then have a rapid design competition in which participants will compete to animate an explanation of a specific grammar point. Along with having a good time creating and watching explainer videos, participants will gain proficiency with the tools and be able to decide which software better suits their video-scribing style and needs. Participants are welcome to investigate the software and preregister for an account at <www.powtoon.com>.

Poster Presentations

083 **JOHNSON, Michael S.**

Using Your Teaching Experience During Job Transition

This poster session will show how I used my ESL teaching experience and knowledge of technology during job transition in my local community. Often teachers face a gap in employment as they change jobs, move residence, go back to school, and raise families. This presentation will explain how to use this time to further develop ESL knowledge and skills, strengthen one's resume, and network with colleagues. Also, how to keep up-to-date in the field and how to prepare for the move back into your teaching career

will be explained. One area that will be covered is collaborative developmental wikis where colleagues meet to research and create materials enhancing understanding, furthering education, including, but not limited to, concepts of CALL and E-learning. Within these sites, CALL colleagues from around the world may easily form research groups to build up our knowledge base and create new understanding. Some examples will be presented of ways to use technology during this transition time. Web 2.0 media allowed me to maintain an online ESL presence through various social, interactive sites. Utilizing portable technology (iPad) allowed greater availability to these sites to easily maintain an ESL teacher identity and network with other teachers. Some ideas on how to do this will be presented. Finally, I will briefly cover some ways this time can be used to reevaluate the direction of your teaching career.

**KELLY, Lawrence, KELLY, Charles, OFFNER, Mark,
and VORLAND, Bruce**

084

Aichi Institute of Technology (Japan)

Ways of Using iPads for Language Teachers

This poster session will present activities on the iPad that can be used by language teachers specifically for teaching. It will also cover ways of using the iPad for managing students, for daily school activities, and for teacher use outside of class. We will explain ordering, unboxing, syncing, and other concerns of the teacher and how the iPads were managed in our English conversation classes. We have used iPads with students during the past two years in required English conversation classes at a technological university. The various activities we have done will be included along with ideas on managing iPads in the classroom. We have been using university provided iPads that are distributed and re-collected for each class. We had both the fourth generation iPad and iPad mini to use. Each student was able to have an iPad to use for the class period and hands on experience with both sizes of iPads. Students were able to access the Internet, take pictures, practice dictation and test various free language learning apps that had been pre-loaded onto each iPad. Very little explanation was required since students were familiar with Apple products. Managing iPads is more time consuming than first expected. We will talk about our experiences. We show how we used iMovie, iPhoto, and the dictation function, along with explaining some of the apps our students enjoyed. The various ways individual teachers used their iPads for productivity will be explained. A handout will be provided. More materials at: <http://aitstudy.com/ipad/jaltcall>

085 **KELLY, Lawrence, and KELLY, Charles**
Aichi Institute of Technology (Japan)

1995–2013: 18 years of Webpage Development at: <iteslj.org/>, <a4esl.org/>, and <www.manythings.org/>

We have been creating webpages for ESL/EFL since 1995. These websites have activities for teachers and for students and have been fun to develop and maintained. Our websites are all non-commercial and have no advertising on any of the pages. The various activities we have created will be explained along with the new material we have added. This presentation will be on the Internet TESL Journal (<iteslj.org/>), Activities for ESL Students (<a4esl.org/>), Interesting Things for ESL Students (<www.manythings.org/>) and Charles Kelly's Online Japanese Study Materials (<www.manythings.org/Japanese>). It has been 18 years since we first began offering material on the web and this year the freshmen university students we teach are 18 years old. Looking at these pages will show teachers how the Internet and technology have evolved over this time period. We would like to take this presentation as an opportunity to say thank you to all the teachers and students who have contributed to these websites and who have used them during these 18 years. We also briefly introduce <aitstudy.com/> which is a page specifically designed for our university, but which also has useful materials for those not on our campus. A handout will be provided and a link to additional materials at: <aitstudy.com/history>.

086 **KELLY, Charles**
Aichi Institute of Technology (Japan)

Ways to Use the Tatoeba Corpus for Language Study

This poster session will suggest various ways you can use tatoeba.org with your students, show projects that are using the Tatoeba Corpus, and explain how you can help. I will also show some of the projects I have created and suggest possible ways to use this corpus to develop your own projects. The Tatoeba Project at <www.tatoeba.org> has a large database of example sentences translated into many languages by its members who volunteer their time. Members translate existing sentences, contribute new sentences, and help each other by proofreading sentences. All sentences from this project may be used in other projects under the Creative Commons Attribution license. Some projects using sentences from this corpus are Breen's WWWJDICT, Ahlstrom's <jisho.

org.> Bober's <tangorin.com>, and Kelly's <www.manythings.org/bilingual>. People who volunteer their time translating from their second language into their first are not only helping provide data for these types of educational projects, but can at the same time learn a lot. Participating in this collaborative project could be a useful learning experience for both you and your students. An activity you could do with your students would be for you to submit a series of English sentences all using the same sentence pattern, and then require each of your students to translate two of these sentences. Students who want to know how to say certain things in English can contribute Japanese sentences that you can translate on the website for them. A handout will be provided.

YANG, Yu-Feng (Diana)

087

National Sun Yat-Sen University (Taiwan)

Co-Playing in Online Text-Based Role-Play Games

In recent years, the affordances of online gaming environments (e.g. massively multiplayer online gaming, simulation games, and text-based role-plays) have gained a lot of attention in the field of second language teaching and learning. How to take advantage of these affordances for second language teaching and learning are widely discussed by second language teachers and researchers. While an increasing number of proposals have discussed possible pedagogical applications of online gaming, empirical studies that investigate second language learners' participation in these online gaming environments are still scarce. For example, it is unclear how second language learners co-construct, collaborating, negotiating and interacting with other gamers in online collaborative gaming environments. Grounded in Zheng and Newgarden's (2012) notion of coaction, this presentation reports a working research project that investigates an English language learner's co-construction gaming behaviors in the English text-based collaborative role-playing games in Gaia Online, an interactive website with an avatar system, gaming systems, and a comprehensive forum that has over 1 million posts per day. This study employs a qualitative research method and collects thread discussions, interviews, and observation as the research data. Prior to the data collection, the researcher recruited the potential study participants by posting a message stating the study purpose, study procedures, data collections, potential risks, and issues regarding to confidentiality in Gaia Online. They were also informed that they can withdraw themselves from the study by sending a message to the researcher or skip any questions they prefer not to answer during the online interview. Volunteer role-players in Gaia Online sent their informed

consent to the researcher, giving permissions to the researcher to use these data in her research. Only these role-players' data were collected for this study. In relation to the notion of co-construction, this poster presentation plans to focus on one of the preliminary findings of this working project and to highlight how this English language learner creates co-action spaces that can afford other gamers to co-play with her in text-based collaborative role-playing games. By co-acting with other role-players' characters (e.g. include what other characters do might influence their emotion states as a part of her characters' speech) rather than merely speaking or responding to them (e.g. just having a dialogue or action), co-defining specific roles of each character in their shared world, and co-constructing where the story would lead to (rather than merely on what their characters would do), this English language learner was able to carry out the role-play with other gamers. On the basis of this poster presentation, the researcher hopes to bring in discussions for possible CALL research and pedagogy in relation to online gaming and second language teaching/learning.

LD Forum

088

NICOLL, Hugh (facilitator)

Miyazaki Kouritsu Daigaku

RYAN, Kevin

Showa Women's University

COCHRANE, Robert

Kyushu Sangyo University

TOMEI, Joe

Kumamoto Gakuen University

BEAUFAIT, Paul

Prefectural University of Kumamoto

Digital literacies for autonomous learning

The Learner Development SIG (LD SIG) forum at this year's conference will consider the ways in which teachers may (or may not) be in a position to implement effective practices to support digital literacies for autonomous learning. We will begin the session with five short presentations, then invite forum participants to share their stories and questions in discussion groups.

Joe Tomei will discuss the mismatch between CALL and the practices of learner autonomy, despite the claim that they are said to share similar concepts and principles. Kevin Ryan will consider learner responses to MOOCs, a new approach for online learning. MOOC use is characterized by high initial interest from users,

rapidly declining interest from the majority, and contrasting learning patterns by hard-core users. Robert Cochrane will discuss a homework program for unsuccessful learners that uses a variety of computer based assignments to increase engagement and self-reflection. It involves an incremental approach to effective study strategies aided by the use of a novel approach to computer based homework assignments. Paul Beaufait will describe a pilot project, in which groups of students embarked on various online learning activities: video-viewing, vocabulary study, and speaking practice, in particular; either with or without explicit numerical goals that the teacher set for them. He will then summarize findings, and invite participants to explore the implications for their own teaching endeavors. And finally, Hugh Nicoll will explore the use of Moodle activities to supplement and empower learner interactivity in a university lecture course setting.

SRA READING LABORATORY™ 2.0



SRA Reading Laboratory™ 2.0 is an interactive, personalized reading practice program based on the classic SRA Reading Laboratory print program created by Don H. Parker, Ph.D. Now featuring innovative 21st century digital and social skills. For more details, please visit www.sreadinglabs.com



Choose Your Own Adventure

All thirty graded readers are now available!

The following are now available on www.mhe-cyoa.com

- ▶ streaming audio
- ▶ downloadable activity sheets
- ▶ word count and story path



Interactions/Mosaic

Online course will be available this Fall!

It will contain:

- ▶ the complete content
- ▶ online assessment
- ▶ customizable lesson plans



Paper Presentations

ATKINS, Andrew

Kinki University (Japan)

100

Dimensions of L2 reading fluency: An investigation

This paper provides a preliminary discussion of the results of a cross-sectional examination of components that are predicted to influence L2 reading fluency. The study is part of a larger, longitudinal, mixed-methods study into reading fluency development using timed reading with participants from a mid-to-high level private university in western Japan. The larger study will also be briefly explained to provide some background. For the study presented in this paper, participants read two short equivalent graded online texts against a clock and then answered comprehension questions without recourse to the texts. A custom-made web application was used to administer the readings. The texts used were all 300-words long and graded to be within the first 1000 words of English. Data from a battery of tests that included a paper-based vocabulary size test (Nation & Beglar, 2007) and a speed of thinking test (Carver, 1992), and computer-based, numerical and word-recognition reaction time tests were recorded. These data were triangulated with graded text reading performance data to assess the relative importance of the components assessed. The relationship between the measured variables is explained using correlation and regression analysis, and provides insight for reading researchers and teachers. Recommendations are made for further research into the issue, and how the findings could be used for Extensive Reading level placement or for remediation for weaker students is explained.

FANG, Po-ting (Grace)

I-Shou University (Taiwan)

101

Read, think, and speak! Innovative reading strategy in an applied Spanish course

The effects of reading strategies on readers' comprehension have been developed and investigated on a large scale recently (e.g. Tsai et al, 2010, Prado & Plourde, 2011; Taboada & Rutherford, 2011; Park, 2012). In particular, foreign language teaching design draws attention to experimental strategy instruction that helps learners to

comprehend reading texts. The debate lies on the actualidad of the foreign language, meaning the realization of actual usage of real language, which hinges on third language acquisition and multilingualism (Alcón *et al*, 2012). This paper describes an ongoing reading experiment to develop a multimedia learning environment for English majors in Taiwan to learn Spanish as their third or fourth language. In my design, over two consecutive semesters, the language instructor will dynamically customize or re-design teaching contents through the multimedia tool Camtasia and the platform Blackboard. The research questions to be addressed are: 1) Will Taiwanese students' Spanish reading proficiency be enhanced after taking this reading strategy for two consecutive semesters with the aid of multimedia devices? 2) What kind of reading strategies do students really apply during the reading process? 3) How could multimedia devices influence the reading process? 4) What kind of reading strategies would be employed more during paper reading process versus digital reading (e.g., reading e-book or cyber reading environment). Both quantitative and qualitative methods will be used in this study. A total of 58 English-major university students will participate in this study.

102

FELLNER, Terry*Saga University (Japan)*

Effects of extensive reading on students reading scores

This presentation reports on pre and post reading test results of freshman English students at a national university in Kyushu, Japan. More than 100 students enrolled in communicative English classes that utilized an extensive reading component as part of the course. Students were required to read a specified number of words each semester over the course of one academic year. Total word counts were determined by students taking and successfully passing book quizzes used in the free Moodle Reader module. The presenter will show how classes and students who achieved their word goals showed significantly greater improvement in their post test reading scores than students who did not. The presenter will also compare previous years' post test reading results in the communicative English courses which did not utilize extensive reading to illustrate the benefits extensive reading can provide students. The presentation will conclude by looking at some of the problems and challenges faced by teachers using extensive reading and Moodle Reader and suggest some actions they can take to either minimize or eliminate these problems.

GILLIS-FURUTAKA, Amanda
Kyoto Sangyo University (Japan)

103

Extensive reading or extensive translation? When and why do learners translate into their first language?

Language learners have been shown to benefit greatly from reading large amounts of the target language, especially when it is graded so that the syntax and lexis are at a level that is easy for them to comprehend. The presenter's research has shown, however, that Japanese undergraduates enrolled in a required extensive reading program are not reading directly in English a lot of the time, but are translating occasionally or even sentence by sentence. The research approach combines quantitative analysis of a survey of about 2,500 Japanese undergraduate students, who have been doing extensive reading for one academic year, and a qualitative approach based on in-depth interviews and analyses of ER texts with 30 volunteers from the same cohort of students. The presentation will outline the reasons revealed by the data as to why students switch from reading directly in English to thinking about and translating what they have read in Japanese. The presenter would like to invite discussion about whether such reading habits should be discouraged, whether they can be mitigated by greater attention to the text in graded readers, or whether such language switching and translating should be seen as an inevitable part of the process of second or foreign language acquisition.

GROGAN, Myles
Momoyama Gakuin University (Japan)

104

After SSR: The role of Read-Aloud in ER

Sustained Silent Reading (SSR) is a highly successful aspect of many extensive reading approaches. Many reading teachers and researchers, however, stress the prosodic element of reading as an aspect of reading fluently (e.g. Rasinski, 2010, Kuhn et al 2010). This begs the question of what role oral reading might play in second language acquisition, and what techniques might be appropriate for classrooms using ER. This paper looks at possible goals for read-aloud procedures as part of classes, and what shape these procedures might take. This presentation covers three areas. I begin with an overview of the role of reading aloud in the acquisition of reading, then look at activities for the classroom, and conclude with a discussion of assessment. I will introduce aspects of pronunciation and phonemic awareness in reading fluency. Following

this, the extent to which read-aloud may serve as a regular constituent part of ER or an occasional supporting element will be discussed. On this basis, I will look at some sample activities with a view to how they fit into the ER classroom and curriculum processes. After looking at activities, different forms of read-aloud assessment will be considered. This will cover both formative and summative procedures, as well as how such assessment may help teachers tailor their pedagogical choices to the needs of the readers they work with.

105

KRAMER, Brandon, and MATTE, Barrie*Temple University (Japan)*

Generative vocabulary use in graded readers

While research has demonstrated the vocabulary learning benefits of extensive reading, less is known about the factors which aid this process. Vocabulary frequency is one such factor that has been explored, but as outlined in Nation (2001), further research is needed to investigate the range of generative vocabulary use encountered while reading. This varied use within the texts should encourage generative processing, or the generation of associations between the learner's prior knowledge and the encountered vocabulary, leading to improved vocabulary acquisition. Similar processes have been shown to strengthen second language vocabulary learning in speaking tasks (Joe, 1998), as well as negotiated listening tasks (Ellis, 1995). Exploring this relationship further, our study connects this research to extensive reading by examining the generativity of target vocabulary in graded reader texts using the Oxford Bookworms series. Using a variety of measurement scales, the texts were quantitatively and qualitatively analyzed for different properties of generativity including richness of context, collocation use, and variation in syntax. In this presentation we will discuss previous research on generative vocabulary use, generative processing, and their relationship to L2 vocabulary learning in receptive tasks such as reading, showing that graded readers provide a good context for incidental L2 vocabulary learning based on the generativity of target words.

MCLEAN, Stuart

106

Temple University (Japan)

Developing L2 reading self-efficacy and a reading habit: The role of targets, Moodle and weekly feedback.

While unmonitored pleasure reading is recommended (Day & Bamford, 1998), a case for monitored ER has also been made (Robb, 2002). This quasi-experiment compares three ER-related treatments at a Japanese university with a *hensachi* (standardised score) of 48. In the first term, student ER was monitored through CALL, and students were required to read at least one book a week. Average reading amounts were around 1000 words a week. During the first six weeks of the second term, the treatment was conducted. Treatment one: the same as the first term. Treatment two: SSR supplemented with written information on the benefits of ER in the L1. Treatment three: weekly minimum reading targets. Following the eight-week treatment period, students were again required to read only one book a week for six weeks (instrument period). Pre- and post L2 reading self-efficacy and student views on the monitoring of reading were measured. While both the weekly target group and SSR/promotional material groups demonstrated significant increases in L2 reading self-efficacy, only the weekly target group significantly increased the number of words read per week during the free reading instrument period. Additionally, students completed anonymous questionnaires regarding ER monitoring. The results suggest that (a) research based on self-reported reading by students has very weak construct validity, and (b) the utilization of the Moodle Graded Reader Module, together with weekly reading targets, teacher feedback, and teacher encouragement, are critical to ensure that ER is conducted, and that students develop intrinsic motivation for L2 reading and an L2 reading habit.

MIZUNO, Kunitaro

107

Fukuoka Prefectural University (Japan)

多読によるインプットの質的・量的研究

Graded Readers をたくさん読むことにより、学習者はどのような単語・文法・語彙チャンクと何度出会うのだろうか。Oxford Bookworms Library シリーズを例にとり、Stage 1からStage 6まで、各 Stage から10冊を選んで読んだ場合の英語(OBW Corpus)を構築した。OBW Corpus における頻度ランキングと BNC の頻度ランキングを比較し、OBW Corpus の“authenticity”を考察する。また、“look”、“see”、“watch”の3つの単語を例にとり、Stage が上がるにしたがい使い方にどのような差が見られるかを考察する。

108

**NIIMURA, Masaaki, BRIERLEY, Mark,
SUMI, Akito, and WARING, Rob**

Shinshu University; Notre Dame Seishin University (Japan)

Trialling an extensive reading test

The Extensive Reading Foundation Placement Test (ERFPT) has been developed to find the appropriate ERF reading level for learners of English. The Edinburgh Project on Extensive Reading (EPER) Tests have previously been used by ER Practitioners as placement and proficiency tests. To validate the ERFPT, a trial was carried out comparing the performance of students on the ERFPT with their performance on the EPER Test, and the self-reported levels of test-takers in reference to books they had read. Over 200 students in the first and second years of a Japanese national university took part in the trial. The trial supports the accuracy of the test.

109

NISHIZAWA, Hitoshi and YOSHIOKA, Takayoshi

Toyota National College of Technology (Japan)

Three findings from a long-term ER program

ER is popular among freshman students, mainly because it is quite a new approach for them. But enthusiastic students sometimes lose their interests when they realize the facts that very easy books are a little childish, longer texts are not so easy to read, and it takes time until they can enjoy reading interesting stories. This is when the instructor needs to take action to guide them. ER in Japan, and some other eastern Asian countries, is also difficult because formal English education strongly depends on the grammar-translation method. Japanese EFL learners tend to start translating English texts into Japanese rather than just reading them. They often don't know the difference between reading and translating. Under these circumstances, we have been conducting a long-term ER program and learnt the following findings from our practice: (a) The teacher's own experience of ER in a foreign language is the foundation of ER lessons because his role is to recommend appropriate books in readability and genre for each student. (b) It is important to know that the students don't translate while reading English texts. Reading speed is a measure and reading while listening is a cure. (c) We should teach students the difference of reading and translating in early stage of ER lessons. The students who always translate won't become fluent readers.

POULSHOCK, Joseph*Tokyo Christian University (Japan)*

The three minute drill for big, easy reading

Research widely supports the claim that extensive graded reading, or big, easy reading, improves all language skills. Yet in spite of the research, learners still have problems when they try to do big, easy reading. One serious problem concerns the “big” part of big, easy reading. If we are lucky, students may enjoy the reading part, but to make real linguistic gains, they need to do the big part, so the question is how can teachers motivate students to read a lot? One solution is to have students read for at least 3 minutes daily. This “three-minute drill” serves as a prompt for students to read for more than three minutes, but the key is for them to read for at least 3 minutes daily. This study looks at a group of 80 Japanese university students who practiced the three-minute drill for 40 days during their fall term. Reading word count totals were compared with the spring term when they did not do the drill. Data shows that students read significantly more during the fall when they did the drill. The data is correlational. Other explanations exist for why students might read more when doing the drill. The paper also discusses how to make this research more rigorous and how to vary the three-minute drill, by changing the time requirement and having students track reading regularly. This study supports the need for more research about how to improve this technique, which may increase student reading and help improve student linguistic skills.

**ROBB, Thomas, GILLIS-FURUTAKA, Amanda,
and CLAFLIN, Matthew***Kyoto Sangyo University (Japan)*

Culling information about graded readers via a post-quiz questionnaire

The MoodleReader plug-in module, which is used to ascertain whether students have actually read the books that they claim to have read, is now 5 years old and currently has over 25,000 student users. Since its inception, we have asked students how much they liked their book as a post-test question. Inspired by some presentations at JALT 2012, we decided to expand the number of questions by adding four more using a Likert score for each: 1) How difficult was the book for you? 2) How often did you use your dictionary? 3) How long did it take you to read the book? and, as a measure

of flow, 4) How often could you forget you were studying and just enjoy the book? In this presentation, we will present some of the findings from approximately 50,000 post-quiz responses, focussing on the differences that we discovered between various popular graded reader series.

112

SHAKERI, Hossein

Islamic Azad University, Central Tehran Branch (Iran)

Reading strategies and reading comprehension: A case of Iranian EFL undergraduates

The purpose of the study was to explore the relationship between EFL learners' reading comprehension and their use of reading strategies. To fulfil this objective, 130 sophomore and junior students majoring in English Translation who had passed at least 45 credits at two Iranian universities were asked to take part in a piloted University of Cambridge ESOL Examinations Preliminary English Test (PET) reading comprehension test and a questionnaire on reading strategies (Mokhtari & Sheorey, 2002). The reading comprehension test was adapted from reading comprehension parts of PET Practice Tests developed by Quintana (2003). After discarding incomplete answer sheets, 106 acceptable cases (82 female and 24 male) were used in statistical analysis. Correlation analysis indicated a statistically significant relationship between reading comprehension and reading strategies. This outcome was interpreted regarding the important role of reading strategies to help readers deal with a variety of problems which arise while reading in a foreign language. Based on the findings of this study, pedagogical implications were presented for EFL teachers and syllabus designers.

113

TIEN, Ching-Yi, and YANG, Yu-Miao

I-Shou University (Taiwan)

The implementation of extensive reading, reading speed and reading strategy in an EFL university reading course

Due to the importance of reading in academic disciplines, a great number of studies have been carried out to investigate the effects of reading strategies on readers' comprehension (e.g. Block, 1986; He, 2008; Hosenfeld, 1977; Hogan *et al*, 2011; Kletzine, 2009; Park, 2012; Prado & Plourde, 2011; Taboada & Rutherford, 2011; Tsai *et al*, 2010; Yang, 2006). Research evidence indicates that strategy instruction is extremely important for helping learners to comprehend the

reading text. This paper aims to investigate the theory and practice of implementing a reading course in an EFL (English as a Foreign Language) university in Taiwan. The research questions to be addressed are: 1. Will students' reading proficiency be enhanced after taking the reading course for one semester with the aid of extensive reading? 2. Will students' reading speed increase after taking the reading course for one semester (18 weeks) with the aid of extensive reading? 3. What reading strategies do students use when engaging in paper reading? The study utilized a mixed method: a questionnaire survey, an English proficiency test, and a focus group interview. A total of 75 first-year English-major university students participated in this study. Findings revealed that the average student reading proficiency actually decreased, but the reading speed increased at the end of the course. The statistical findings revealed that certain reading strategies were greatly employed when students were engaged in paper reading. This study would like to discuss the possible reasons for such results in detail.

YAMANAKA, Junko

Aichi Gakuin University (Japan)

114

Mieko's footprints – A hairdresser's ER practice

Mieko, age 64, who has been my hairdresser for over 15 years, had her formal English education only from her junior high school. Being a motivated self-learner, however, she had tried occasional private lessons, English CDs, TV programs, and some self-reading, and had expressed to me her unsatisfactory progress, especially in reading. After five years of my frequent advice on starting extensive reading, which she kept ignoring, one day she read an LLL Award winning easy graded reader on my recommendation. This little book completely changed her attitude. She was hooked on graded readers and "went up the ladder" (Day & Bamford, 1998). She is a very happy reader now and has shown significant improvement in her overall English skills. This presentation is based on three years of observation of this lady, who recently reached her first goal of reading one million words. In fact, one of her dreams (or goals?) is to be a writer of graded readers! Data was collected from her reading log, interviews, E.P.E.R tests, and standard test results. The presenter believes that this case provides us valuable insights into ER education in multiple aspects, including affect, motivation, learner development, life-long language learning, home-run books, dictionary use, vocabulary learning, and metacognitive awareness. The presenter hopes to share this information with ER educators and learners.

Show & Tell Presentations

115

BRIERLEY, Mark, BIERI, Thomas, and CHIVERS, Leslie

JALT ER SIG (Japan)

The Journal of Extensive Reading: Open meeting

The Journal of Extensive Reading began publication this year with a paper by Paul Nation and Laurence Anthony. Please join us to discuss the editorial process, offer help as a reviewer or proofreader, or find out how to get published.

116

CLAFLIN, Matthew

Kyoto Sangyo University (Japan)

Bridging the gap to native speaker books

The ultimate goal of extensive reading is to build up students' English level, reading skills and motivation so that they can eventually tackle age-appropriate native-speaker material. Graded readers should form the core of any extensive reading program, but they lack the rich literary language (such as similes, metaphors, social commentary, and sarcasm) that even the simplest books for children can display. This makes the jump from graded readers to native speaker material a truly formidable leap. Kyoto Sangyo University, the home of the MoodleReader module, has had a large program in place, with over 3,000 students being required to do extensive reading. This presentation will outline how, through the incorporation of children's literature and easier adult-orientated material, Kyoto Sangyo University is attempting to meet this challenge. The presentation will introduce a range of appropriate series and cover the difficulties gauging the appropriate level for native speaker material in an extensive reading program, as well as outline how much of the native speaker material in MoodleReader has been placed. The presentation will also attempt to answer concerns that many teachers have in the suitability of children's literature for an older, in particular university age, group of readers.

HAGLEY, Eric, TENNANT, John, and ROBB, Thomas
Muroran Institute of Technology (Japan)

117

The Quiz Quality Assurance Project for Moodle Reader

The Moodle Reader module is a plug-in for the Moodle course management system that currently provides quizzes on over 2800 graded readers, leveled readers, and other books commonly used in extensive reading programs. With these quizzes, the Reader module allows teachers to easily assess the extensive reading done by their students. The program has become widely popular with approximately 25,000 students using the program in over 130 schools in 30 countries. The quizzes are the foundation of the Reader module. Students effectively prove they have read a book by passing the corresponding quiz. Each quiz should only test the contents of the book and be easy to pass if the student has done the reading. Each quiz is a randomized subset of 10 quiz questions from a bank of about 25 to 30 questions. This randomization is done to prevent students from cheating by sharing answers. The result is more than 50,000 individual quiz questions in the Reader module. In the summer of 2012, the Quiz Quality Assurance Project (QQAP) was initiated to ensure each quiz is of uniform quality. For the QQAP, volunteers are giving their time to go through each quiz, question by question, improving the quizzes. In this presentation, we give a brief history of the project, outline the strategy for tackling the task, give examples of how quiz questions are being improved, and summarize the progress made so far. We also offer some thoughts on the future direction of the project.

KANE, Eleanor
University of Shimane (Japan)

118

Reader response journals in EFL

“The reality is that you can never mandate or monitor how much reading your students are doing at home.” So says Donalyn Miller in *The Book Whisperer*, daring us to throw away our reading logs and book tests. That’s exactly what this teacher did this semester. But how can EFL teachers use a reader response journal for ER? And how much time does it actually take to respond to each student? This presentation will show how I moved away from using reading logs and word counts. Can reader response journals work when you have limited class time with students and limited time to respond? This is only my first semester with the journals so I

may have more questions than answers but I will share my experience so far.

119

KNOWLTON, Lee, and HUANG, Chuanning

Kanazawa Technical College (Japan)

Being the nail that keeps sticking up: Potential solutions for tough ER problems

For all of the excellent studies and proof that Extensive Reading (ER) truly helps our students improve their language abilities, there are a number of nagging administrative and managerial problems that continue to make it difficult to develop and maintain successful ER programs. Perhaps ER doesn't fit into the current curriculum, or the administration isn't entirely convinced of its value. Maybe books lent out to students are becoming damaged or getting lost at an unsustainable rate. It's even possible that students aren't interested in the books and are merely flipping through pages or not reading the text at all. These are all real and important problems that need to be at the forefront of discussion. This presentation focuses solely on coming up with ideas to solve these difficult administrative and managerial problems. While the first part of this presentation will look at selected difficulties and give potential solutions to such problems, the second part of the presentation will open up the floor to audience members who have encountered their own problems with building and managing a successful ER program. As a group, the audience and presenters will work to tackle these problems. If your ER program or ideas are like nails getting hammered down by problems, this presentation and discussion will be the help the nails need to stick back up.

120

NICKLE, Kathleen

Toyo University (Japan)

Breaking conventions: The use of extensive reading and non-fiction reading circles in TOEFL preparation

University educators in Japan often strive to make their TOEFL preparation courses more communicative and engaging for students. When designing curriculum and classroom activities, we consider not only the necessary test skills, but also the importance of critical thinking, peer collaboration, and learner autonomy. For this reason, the presenter has implemented the use of non-fiction reading circles in TOEFL preparation as well as self-determined extensive reading outside of class. The use of extensive reading and

non-fiction reading circles in TOEFL preparation allows students to create a personal extensive reading plan, and guides them in the process of critical thinking, reading comprehension, and verbal expression needed for reading circles. Non-fiction texts can be chosen to mimic the content of TOEFL reading sections at a more accessible level of difficulty. Challenges arose, including finding engaging non-fiction articles at the appropriate level and relating these unconventional activities to students' perceptions of appropriate TOEFL preparation activities. Yet student feedback indicated increased student motivation and communicative confidence directly related to their experience with these extraneous activities. The presenter will discuss briefly the justification behind the use of non-fiction reading circles for improving performance on the TOEFL test. The presenter will also explain the logistics of implementing the reading circles in the classroom as well as self-determined extensive reading outside of the classroom.

SUMI, Akito, NIIMURA, Masaaki, and BRIERLEY, Mark
Shinshu University (Japan)

121

Online Placement Testの開発

ERFPT(Extensive Reading Foundation's Placement Test)について発表する。多読レベルを客観的な数値として測定が可能なテストとしてERFPT の開発を行った。ERFPTは項目反応理論を用いた適応型のオンラインテストで、テストを複数回実施することなく学習者のレベルの測定が可能となる。さらにコンピュータを用いる事で、受験者毎に最適なレベルの問題の出題や各受験者のレベルの遷移の管理等が可能なることに加え、テストの用意や採点が容易になる。よって、教員に対する負担が大きく軽減される。また、ERFPTはオンラインテストであるため、時間や場所にとらわれず受験可能である。

TOMEI, Joseph
Kumamoto Gakuen University (Japan)

122

Developing low cost readers for developing countries

Extensive reading crucially depends on a wide selection of reading materials, and while publishers have stepped up to produce an ever-increasing array of titles, their cost, which may seem inexpensive to teachers and educators in developed countries, are often far out of the reach of students and teachers in the developing world. In this presentation, I will first present a set of books printed by a local Burmese NGO, Yinthway. These books offer a number of possibilities for both extensive reading and increasing literacy. After that, I will outline a possible program for developing such material

in a way that would make extensive reading accessible for teachers and students in developing countries.

123

WHITE, Mathew, and MULLER, Sophie

Nagoya University of Foreign Studies (Japan)

Better Readers through Buddy Reading or Butter Readers through Beddy Reading?

What can motivate reluctant readers to become more familiar with good books? How can we get students to pay more attention to the use of punctuation, italics, and other writing techniques while reading? How can reading teachers help students improve their understanding of what they've read? Buddy Reading. Buddy Reading. Buddy Reading. How can we help readers with pronunciation? How can readers learn to identify which of the characters in a book is speaking? How can we facilitate reading fluency? Buddy Reading. Buddy Reading. Buddy Reading. Buddy Reading is a natural "friend" to the extensive reading classroom. While allowing students to choose their own reading materials, it engenders the feeling of a reading community and prepares learners with reading skills that can be transferred to other skills, such as storytelling and public speaking. Buddy Reading also empowers students with skills that are easily transferable to their first language. In addition, Buddy Reading creates opportunities for students to become better listeners. The presenters have successfully implemented buddy reading in extensive reading classes with children from the ages of 12 to 16, as well as in extensive reading classes with adults. Come experience the magic of Buddy Reading and participate in a discussion on how it might be implemented in your teaching contexts.

Workshops

124

LOUCKY, John Paul

Seinan JoGakuin University (Japan)

E-Reading research questions in need of more study

This workshop aims to help teachers and developers integrate technologies to maximize online reading of English or other foreign languages. Print and digital reading will likely remain complementary tools for a long time. Most language learners, however, have no clear idea of the best way to learn a language, nor have

many lower proficiency learners developed a systematic way to use reading and vocabulary development strategies for print text, much less for digital text. The pedagogical challenge and research question then becomes, what blended combination or systematic set of reading and vocabulary learning strategies can best help language learners? Studies of technology-enhanced reading are reviewed and many technological innovations are suggested for further research and trial with language learners to enhance their L2 vocabulary and reading-skill development. Questions asked will include: What features make effective online ER/EL courses or programs? When can supported E-text be more effective than traditional print text? How do we determine readability of texts, either online or print? This workshop will include practical demonstrations on how to use various tools, techniques, and innovative ideas for ER and EL-based language learning environments, as well as for improving Integrated English in general English classes using CALL/TELL or SMALL. Our emphasis in interactive discussion will be to recommend and find other reading applications from participants and to determine how these may be used to fulfill the collaborative missions of CALL and ER/EL, and their ideal definition of best pedagogical practices.

WARING, Rob, and BROWNE, Charlie

*Notre Dame Seishin University; Meiji Gakuin University
(Japan)*

125

A free, crowd-sourced, online extensive reading and learning environment

This presentation introduces a free, online reading and learning environment at <www-er-central.com> currently in beta. After sign up and login, students will be able to choose from hundreds of graded texts to read. The presentation will then show how students read the texts and can save words to a flashcard-learning and game environment. An adaptive text-levelling algorithm ensures that learners will be recommended texts at or about their reading level and for their interest. Basic statistics about the texts students have read, and the words they have learnt are recorded. A learning management system will be added soon to allow for institutional use. Teachers and authors are encouraged to enter their own texts into the system on a crowd-sourced creative-commons basis.

Poster Presentations

- 126 **FORSTER, Douglas, and POULSHOCK, Joseph**
Japan Women's University (Japan)

Bringing web-based extensive reading into the EFL classroom

A growing body of research claims that extensive reading is one of the best ways to improve all language skills, including writing, listening, and even speaking. In addition, extensive reading improves students' TOEIC and TOEFL scores, increases their vocabulary and knowledge of idiomatic and slang expressions, and enhances their cross-cultural awareness of English as a global language. This poster session will show how extensive reading websites can be used in the classroom for not only reading and vocabulary instruction, but also for fun and exciting listening and speaking activities that keep students on-task and motivated throughout the class session. Detailed examples of in-class activities will be shown, such as shadowing, role-playing, oral presentations, and focused three-minute drills. In addition, suggestions for testing and evaluation of students will be shown.

- 128 **YOSHIOKA, Takayoshi, and NISHIZAWA, Hitoshi**
Toyota National College of Technology (Japan)

社会人の英語多読学習を支援するコミュニケーションツールとしてのWebサイト tadoku naviの紹介 (A Web Site for ER with computer mediated communication tools for encouraging adult English learners)

本発表では、英語多読によって英語リーディングの能力を向上させたいと考える一般社会人向けに開発されたWebサイト“tadoku navi”(多読ナビ)の動作デモを行い、これらの人々を支援し学習の動機づけを行う機能について説明する。多読授業では、教員は学生の読書記録を参照して、個々の学生が好んで読む本のジャンルや学生の学習進度(読むことのできる図書の難易度)を知ることができる。これによって、教員は個々の学生に適切なレベルやジャンルの図書を推薦することができる。一方で、英語多読用の図書を多数所蔵する地域図書館が増え、それに伴い多読により英語学習を行う一般社会人も増えている。発表者らのこれまでの研究では、ウェブ上の学習コミュニティが、直接の選書支援をうけることができない人、特に多読を始めたばかりの学習者にとって、お互いに自らの読書体験を伝え合うなどの活動により学習意欲を維持させる役割を持つなど、有効に働くことがわかってい

る。このような状況の中、発表者らは多読用図書の検索および推薦が受けられるWebサイト“*tadoku navi*”を開発し、英語多読を行う社会人に提供している。当Webサイトはコミュニティと呼ぶ共学環境や学習者同士がコメントをつけあうコミュニケーションツールも有している。このため、指導者のいない一般社会人も、ウェブ上でお互いの読書体験をもとにしたり、先行学習者からのアドバイスを受けたりすることで、図書選択の参考にすることができる。

“*tadoku navi*”には以下の機能がある。1) 図書の検索や、図書を所蔵する地域図書館の検索 2) 読書記録の登録 3) 読書記録をもとにしたコミュニケーションツール 4) 友達をつくる機能 5) 学習コミュニティのなかでのコミュニケーションとコメント追加 6) 自動図書推薦機能(開発中) In this poster presentation, we demonstrate how the special web site *Tadoku Navi* (which means ER navigation) supports and motivates adult individual learners who want to improve their English reading skills through extensive reading using its communication tools. In ER classes, referring to students' records of their reading, the teacher can determine students' readability levels and what genre of books they like to read, so that the teacher can recommend books of appropriate readability and genre to individual students. On the other hand, as the number of local libraries offering extensive reading material in English increases, so does the number of adult ER learners. Our previous research showed that a web-based community could be helpful for remote learners, especially beginners, since they need to share their reading experiences and motivate each other to continue their learning. With these circumstances in mind, we have developed a web-based book search and recommendation system named *Tadoku Navi* for adult learners of extensive reading. The website provides a collaborative learning environment called community and communication tools to support book selection and sharing of learning experiences from peers and experienced readers. The web site has the following functions: 1) Searching for books and local libraries; 2) Recording the books read; 3) Communication through reading record; 4) Finding peers among fellow learners; 5) Communication in learning community; 6) Recommendation of books automatically (under development).

Sponsored Presentations

200 **MILES, Scott, and MCCARTHY, Anders**
Praxis

Beyond flashcards: CALL/MALL vocabulary learning

There is far too little time in the classroom for students to learn the thousands of words they need to be competent in the language. CALL/MALL vocabulary programs that can be assigned as homework are increasingly used to address this issue, and have the advantage of providing systematic reviews that ensure students retain the vocabulary they study. One of the main limitations of most of these programs, however, is that they generally rely on simple “L1–L2 flashcard” exercises. This presentation will introduce the Praxis Ed System, which not only recycles words systematically for long-term retention, but provides a variety of exercises and contexts for each word, resulting in far better ‘depth’ of vocabulary knowledge. Studies conducted in Japan and Korea on the Praxis Ed will also be discussed.

201 **CIHI, Guy**
Lexica R&D

TOEIC and TOEFL vocabulary secrets revealed

Based on extensive corpus analysis of TOEIC and TOEFL tests, the presenter will explain how and why 1/3 of the words that frequently occur in all parts of TOEIC and TOEFL tests are NOT general English but rather a particular set of esoteric words used to create difficult questions. Students who study with traditional four-skills curriculum and graded readers will not develop fluency for these words. Time permitting, the presenter will briefly demonstrate the WordEngine online vocabulary system designed to help students quickly overcome their individual lexical deficits for TOEIC and TOEFL.

CIHI, Guy 202
Lexica R&D

WordEngine Vocabulary System – Case Studies

Research has shown that vocabulary size, test scores, and subject comprehension are strongly correlated. The WordEngine e-learning system provides students with a personalized vocabulary supplement, and the related V-Admin LMS provides teachers a convenient way to assign, track, and grade their students' self-directed study. WordEngine operates seamlessly on desktops, tablets, and smartphones and can be integrated into a classroom, or assigned as independent homework. WordEngine provides effective support for any type of "four-skills" coursework. The presenter will demonstrate the main aspects of WordEngine and introduce several case studies typifying how WordEngine supports learner outcomes and satisfies specific administrative concerns.

BAYLEY, Oliver 203
Oxford University Press

Simple, effective, integrated. New online practice tools for teachers and students

Are you looking for an easy and effective way to integrate online practice, quizzes and oral assignments, multimedia components and automatic grading, instant messaging and chat into your courses? What if you could do this with no additional software or extra cost beyond the textbook?

Come and join me to see how OUP is integrating these tools into our new materials, giving you and your students the opportunity to access high quality, pedagogically valuable content online. Along the way, we will address some of the common questions raised by instructors about online learning content and tools such as:

- Which tools are the most effective? How do they benefit my students – and me?
- How do I integrate them into my classes? Or across my whole school?
- Is online learning content as good as course book content?

Examples will be provided from Learn Online with Oxford, a comprehensive range of online practice solutions, and time will be allotted for Q and A.

204

RILEY, Paul

Oxford University Press

Next generation textbooks: The Oxford Learner's Bookshelf

Digitization continues in classrooms around the world and the demand for digital products in English language teaching, particularly for mobile devices, is expected to rapidly increase over the next few years. This presentation will present trends in education technology and consider implications for teachers and students. The presenter will look specifically at the use of tablet devices in the ELT learning environment and introduce the Oxford Learner's Bookshelf, an innovative new app that brings interactive course books into the communicative classroom.

The Oxford Learner's Bookshelf is a free client reader app onto which students can download digital versions of Oxford University Press texts using access codes issued by their school. The reader app was designed around the needs of students and teachers in the language-learning classroom and integrates interactive page tools with social media and classroom management functionality to take full advantage of the digital medium. The accompanying e-textbooks have been optimized for the reader and feature imbedded rich media (audio and video) and automatic marking to allow students to check their progress independently.

Participants will all receive codes to download e-texts to trial this innovative app. They will also get a glimpse into the classroom of the future.

Paul Riley is the Director of Business Development for the ELT Division of Oxford University Press. He is responsible for commercializing new initiatives in emerging areas of educational technology.

205

MEHMET, Sean Collin

McGraw-Hill Education

Using *Interactions One* to teach intercultural sensitivity in the foreign language classroom

This presentation is focused on the fifth language skill, intercultural communication (ICC). It will demonstrate how ICC can be showcased in a foreign language classroom utilizing a new textbook entitled "Interactions One (Sixth Edition)". This will reveal an empirical need for scholarship that is squarely focused on this fifth language skill. To this end, this presentation will introduce a case study research project that investigates this interface of ICC and

foreign language acquisition. This doctoral research project aims to address the problem of Japanese students graduating from undergraduate degree programs with minimal intercultural experience. This research problem will be examined by means of a conceptual framework that combines ICC, curriculum development, and textual analysis. The undergraduate students at the core of this research project will require English throughout their careers, because the double punch of the prolonged economic recession combined with the ageing-yet-shrinking population has meant that an increasing number of Japanese employers have become involved in overseas projects, where the global English language is embedded in the marketplace. It is expected that this trend will continue into the future. Consequently, Japanese university graduates can now be expected to require more intercultural competence, and English language proficiency, than their predecessors. Since the end of the economic bubble in the nineteen eighties, Japan has undergone a significant transition from having been a market that predominantly required only Japanese language and cultural skills, to having now become a global market that demands a wider range of language and intercultural skills.

FIRTH, Mark

206

McGraw-Hill Education

Teach your own adventure

The newly released series of Choose Your Own Adventure graded readers now offers the teacher a full suite of free online support materials. In this session, the presenter, teacher and writer of Choose Your Own Adventure readers will demonstrate how ER teachers can enhance their students' learning using a variety of engaging resources. The presenter will introduce teachers to all the tools they need to run group discussions, listening and writing tasks, vocabulary practice and quizzes.

HALLIDAY, Darren

207

Macmillan Education

Want to implement blended learning, but don't have any budget?

Come and see the New Macmillan Practice Online (MPO) talk and get your FREE teacher subscription. MPO is the perfect solution for teachers who want to supplement class teaching with online practice, whether in a computer lab or at home, but whose schools

don't have a budget. In this talk you will see why over 100,000 students and teachers around the globe have chosen to use MPO. We will demonstrate what students have access to and also show how teachers can monitor students' progress without sacrificing valuable teaching time.

208

HALLIDAY, Darren

Macmillan Education

Evolution of self-study materials for students

Most of us have some downtime during our day – a commute, a visit to the local government office, etc.– when we could be doing something more productive than staring out of the window. We have recognized this, as well as the fact that not all learners want to study in a classroom, or sitting in front of a computer. We have provided a wide variety of extra listening and video materials for students to use outside of the classroom. These are supplied in commonly used file formats, so students can load these materials onto their portable music and video players and study and review 'on-the-go'. Come a long and see how technology can complement the work done in your classroom.

209

ROSE, Oliver

Kanjigames.com

Mobile games for enjoyable kanji study

This presentation will introduce a unique mobile game designed to increase users' familiarity with kanji readings and vocabulary. The game has been designed to stimulate the use of various kanji reading strategies in order to play the game. Along with an original implementation of a familiar game mechanic, it makes use of many aesthetic casual game design elements in order to engage users. In addition, careful leveling of content and the provision of reference and tracking functions ensure that pedagogical requirements are also met. Results and feedback from user surveys will be discussed.

MACAUSLAN, Robert
Phonologics

210

The Automated Pronunciation Screening Test

With the globalization of medicine, healthcare, education and business and the increase in the employment of foreign-born professionals, there is a growing need to quickly, efficiently and objectively determine the intelligibility of these individuals. Trained listeners are expensive, and subject to fatigue and bias. We describe an innovative technology, the Automatic Pronunciation Screening Test a computer test that uses knowledge-based acoustic technology to rapidly screen large numbers of non-native speakers at low cost. We consider the theoretic underpinnings of this development including the predictable interference effects of L1 phonology on L2 phonology and give examples of their realization in acoustic terms. The research, described here, tested the current version of the program using a small number of listeners. Four naïve listeners and one trained listener agreed exactly with APST scores in ranking the speakers on (a) a Likert scale and (b) sorting the speakers into Top, Bottom and Middle intelligibility. Our null hypothesis was: listeners score subjects in a fashion consistent with the APST only by chance, we were able to reject the null hypothesis for the Top/Middle/Bottom ranking system with a $p < 0.003$. For the Likert scale with nine possible scores per subject we rejected the null with $p < 0.001$.

BROWNE, Charles
Seibido Publishing Co.

211

Mining authentic videos with Englishcentral: A users session

This session will begin with a demonstration several of EnglishCentral's cool new corpus-based learning tools, including a system that ranks the difficulty of our more than 10,000 authentic videos and matches them with student ability-level, a spaced-repetition vocabulary learning system that helps students to quickly acquiring multiple aspects of word-knowledge via exposure to multiple authentic video contexts, a state-of-the-art voice recognition system that provides detailed analysis and practice of pronunciation at the phonemic level and a whole suite of scaffolding tools designed to make the authentic videos comprehensible to lower-level students, and an easy to use set of teacher tools to help you to create classes, set goals and track your students' progress.

The second part of the session will be devoted to allowing current users to exchange ideas, tips and information on how they use EnglishCentral with their students.

212 **GRAHAM-MARR, Hugh**
Abax

Fiction in action: Approaching narrow reading with tasks

Tasks derived from reading materials can be exploited to draw students in and support their desire for comprehension. Narrow reading is an extended focus on reading within a single genre. This talk will examine how both approaches can be combined to introduce the pleasures of and strategies for extensive reading.

213 **MARTYN, Billy, and MARTYN, John**
Language Cloud

Moving beyond Moodle – Next generation LMS

For almost a decade the difficulties of using Moodle has frustrated teachers and students. The lack of better options forced many teachers to continue to bang their heads or quit altogether. With the advent of newer web 2.0 technologies in recent years, increasingly teachers are moving away from Moodle to newer web 2.0 solutions that are not only more user friendly but more powerful in functionality. One such web 2.0 solution is Language Cloud, an LMS develop for language teacher and students.

John and Billy are brothers and co-founders of Language Cloud. They began developing Language Cloud in 2011 during their free time as a solution to save and manage their own learning materials online. The platform quickly grew to over 7,000 language teachers and students who began using it to create and share assignments and manage course materials. As feedback and support from teachers and students began to pour in, John and Billy left their jobs in investment banking to focus full-time on developing the platform. Over the past year they have been growing their team and developing additional features such as the digital syllabus, questions sets, markup tools, and gradebook. Language Cloud is currently in private beta and will open to the public in Summer 2013.

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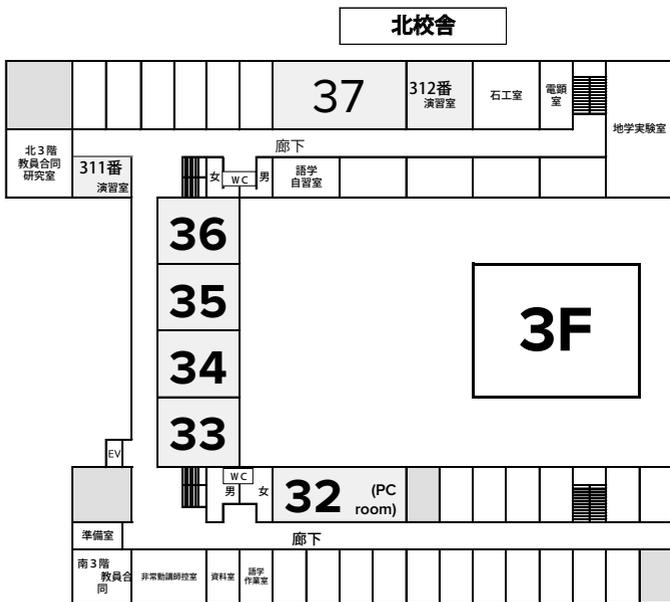
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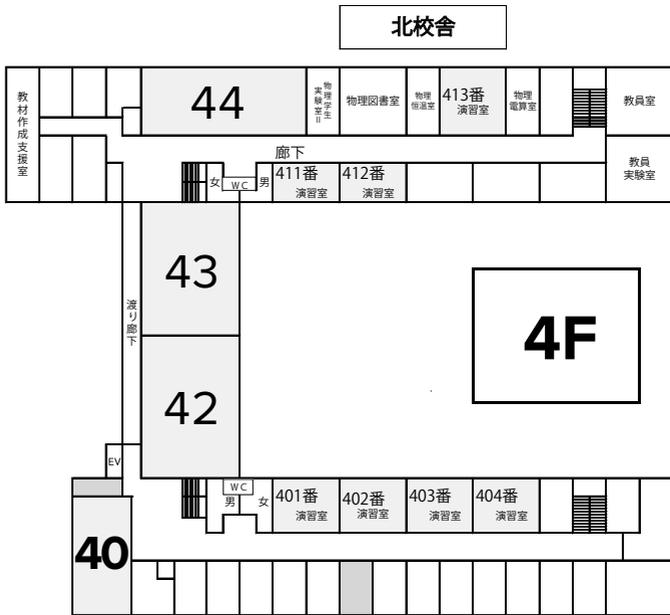
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南校舎



南校舎



- 5** Faculty of Economics
School of Law
- 6** Integrated Intelligence Center
- 7** Faculty of Science
- 8** School of Medicine
- 9** **School of General Education**
Shinshu University International Center
Student Support Center
Career Support Center
- 10** Teacher's Support Center
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EXTENSIVE READING
SIG